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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-3: 2020 (May-Jun, 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.

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George Lillo's *The London Merchant:* Public Fame versus Literary Setbacks

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Abstract— *The London Merchant is always considered the first Bourgeois Drama, written by George Lillo, a tradesman in England. It first performed at the Drury Lane Theatre on June 21, 1731; soon after, it became one of the most popular plays of the century. After the failure of his two earlier plays, Lillo industriously studied the theatric market and strove to include in his new play all the factors that ensure success, such as catering to the expectations and trends of middle class particularly the tradesmen and apprentices, breeding an innovative and appealing dramatic theory, making use of the popularity of criminal literature, and holding in high esteem the fundamentals of Puritanical faith. In doing so, he attained tremendous success and public fame. However, its public success does not square with the literary merit and specifications of a domestic tragedy. This study is meant to mark a number of setbacks the play endures. Among the major setbacks are first, a hazy plot and characterization; second, shaky claim of naturalness and abundant debt, third, over-abundance moralizing that often suspends and rather breaks down the dramatic build up.*

Keywords— *George Lillo, Bourgeois Drama, Middle Class, Moralizing, and Jeremy Collier.*

I. INTRODUCTION

The 18th Century European society was predominantly aristocratic. Yet in many European countries, the aristocratic ruling class was being progressively undermined by the challenges of a newly rising class, the merchant class. This class enriched by trade and money lending, began to claim social privileges by the purchase of offices or by inter-marriage with the nobility. In no country could this be so clearly seen as it was in England. While there were some restrictions on the aristocracy of other countries about engaging in trade, this was not so in England where landowners could sometimes save their dwindling estate by tying it up in commerce. Further, the merchants who had become prosperous and had married their daughters off into the nobility began to deal and have a share in political power and social status. The rising respectability of the merchant, however, was not only felt by the impact their prosperity had on society, but also by the impact of their values and morals, which were basically the values and morals of middle class. Daniel Defoe in his article, *The Complete English Tradesman* (1726) shows the growing influence and acceptability of this class:

As for the wealth of the nation, that undoubtedly lies chiefly among the trading part of the people… How are the ancient families worn out by time and family misfortunes, and the estates possessed by a new race of tradesmen, grown into families of gentry, and established by the immense of wealth, gained, as I say, behind the counter; that is in the shop, the warehouse and the competing-house? How are the sons of tradesmen ranked among the prime of gentry? How are the daughters of tradesmen at this time adorned with the ducal coronets, and seen riding the coaches of the best of our nobility? … in short, trade in England makes gentleman, and has peopled our nation with gentlemen; for after a generation or two the tradesmen's children, or at least their grandchildren, come to be good gentlemen, Statesmen, Parliament-Men, Privy-Counselors, Judges, Bishops, and Noblemen, as those of the highest birth and most ancient families; and nothing too high for them. (cited in George Rude pp. 75-78)

Defoe's essays seem to show the acceptability of the merchants' upward social status, yet with some noticeable

discomfort, and occasional reservations, on the part of nobility, aristocrats and landowners who felt dragged by distressing circumstances to accept grudgingly bitter realities, i.e. to see themselves equals to what used to be inferior to them. As commonly agreed upon, the rise of middle class was both useful and distasteful to the wealthy and old aristocratic families. On one hand, it was useful for those who were forced to shore up their heavily indebted lands through marriages with daughters of wealthy merchants and tradesmen; at the same time those marriages were also advantageous to middle class members as they acquired through prestigious surnames of nobility and aristocrats. On the other hand, it was distasteful to aristocratic families who saw their alliance and blood ties with middle class as discarding both to their heritage and genealogy. Such social changes are often reflected in the plays of the 18th Century. For example, in Sir Richard Steele's play, *The Conscious Lovers*, the upper-class could accept a large dowry of Sealand, a wealthy merchant, but were clearly snobbish about the merchants' lack of lineage. The exchange between Mr. Sealand, a tradesman, and Sir Old Bevil, a landowner, exemplifies the undesired mingling of classes. It was very real to his class the fact that the merchant class worked hard for the money, opposed to the landed class for being *bred up to be lazy; therefore, I warrant you, industry is dishonorable* (*The Conscious Lovers,* IV.ii.65-67). It can be seen also in Myrtle's words, *We never had one of our family before who descended from persons that did anything* (*The Conscious Lovers* V.i.16-17). Obviously, the deliberation often works in support of middle class characters who seem morally better off even in the question of marriage. A merchant might set the happiness of his daughter above any other consideration. By contrast, the landed families are interested in the money that a marriage match would bring to their lot. They may endure the little peevishness of the merchant class for the sake of gaining a great wealth of a merchant's daughter. What matters most to the nobility is the doubling of their estate, not the conduct or origin of a wealthy merchant (See Cole 1995, Freeman 2001, Hynes 2003, O'Brian 2004).

The London Merchant

After the failure of his first plays *Silvia*, and *The Country Burial,* Lillo closely studied the trends and interest of audience, and then abided by. *The London Merchant* is designed to meet the expectations of middle class, and to present on stage what that audience crave to see. Lillo was sure that *The London Merchant* would be a success. He had

known it would be so because he knew what the theatre-goers had wanted. Surely, he did everything he could to ensure its being a hit. To further promote his play, he had the ballad of George Barnwell, the old ballad, circulated all day before the play opened, selling off his product. Further, he requested to have his play open in the summer in order to avoid the harsh *winter critics* who might negatively affect the salability of his new product. Nobility, the snobbish critics, often leave town for the summer. The play harvested a notable public success as Lillo expected (McNally 1968, McBurney 1965 & Morley-Priestman 2010). However, the literary merit of the play does not square with its remarkable publicity. The following sections attempt on one hand to highlight the factors behind its public success, and on the other hand, to show the notable setbacks the play endures.

Investment of Middle Class Values

Like a tailor-made sweater, *The London Merchant* was designed to be the finest illustration of trends and expectations of middle class audience. Evidently Lillo, the playwright, is as desirable of impressing the importance of the tradesmen and their values as was Defoe (See Cole 1995 & Faller 2004). In the very first encounter between Thorowgood and his apprentice Trueman, Lillo shows the merchant to be loyal, honest, and powerful. In their second encounter, in Act III, Scene I, the two provide a paean to trade. First, it is claimed that merchandizing (trade) promotes *humanity, arts, industry, peace*, and *plenty*. Trueman elaborates,

> *I have observed those courtiers whose trade is promoted and encouraged do not make discoveries, to destroy, but to improve, mankind; by love and friendship to tame the fierce and polish the most savage; to teach them the advantages of honest traffic.* (III. i. 14-19).

In additions, the idea of industriousness of merchants, as opposed to the sluggishness of high class, is worked in with the belief that trade is done with the country's good heart. In the paean of trade and tradesmen, one can see that the values, ideals, beliefs of middle class are being commended, and rather idealized. The play, as an epitome of the rising Bourgeois, suggests that wholeheartedness application to honest business brings happiness and riches, whereas dishonesty and idleness bring financial disaster and social failings (Gainor 2004). Stone notes that *The London Merchant* was often scheduled for December 26, the Apprentices' Holiday, since the merchants felt it had good

advice, especially for the apprentices and assistants of merchants (Cole 1995). The class' dictum could not be more didactically stated than when Trueman tells Barnwell, *But business requires our attendance, the youth's best preservative from ill, as idleness his worst of snares* (II. i. 127-129). That this middle-class formula for good and evil was highly influential can be seen throughout *The London Merchant* (see Hynes 2003).

The wooing of the merchant class by the nobility is also invested for the purpose of tackling the interest of middle class and secure their approval of Lillo's play. This can be seen in Maria's many noble suitors, who are interested not in Maria as a person but in the money of her wealthy father. There is the same touchiness in the comments of both Thorowgood, the chief merchant in the play, and his daughter Maria in relation to her gentry suitors and courtiers:

> Thorowgood: *Let there be plenty, and of the best, that the courtiers may at least commend our hospitality.* (I. i. 72-73)

Maria's reply gives air to the discomfort of suitors as the noble lords will *repent their condescension, and think their labor lost*, in coming to his home for supper;

> *The man of quality who chooses to converse with a gentleman and merchant of your worth and character may confer honor by so doing, but he loses none.* (I. i. 95-97).

Thorowgood, a rather pragmatic tradesman, sees a match with a nobleman a great advantage. The prospective match is advantageous to Maria and her Father, as they would acquire through, respectability and prestigious surnames of nobility and aristocrats:

> *A noble birth and fortune, though they make not a bad man good, yet they are a real advantage to a worthy one, and place virtues in the fairest light*. (I. i. 142-145).

Investment of the Puritanical attitude of Jeremy Collier

The reverend ideas of Jeremy Collier, among the middle class, are overtly invested by Lillo for the same purpose, the marketing of *The London Merchant*. This class formed a large portion of the 18th Century audience, unlike the Restoration theatre-goers which was largely- coterie made up of court lords, ladies, and servants. The hard working sober middle class had avoided the theatre of Restoration, because they thought theatres were dens of vices, corruption, immorality, and

profaneness. By time, things had changed. When the merchants became wealthy, they began attending theatric performances, aping the manners and lifestyle of fashionable people. The major difference, however, is that they came to theatre with the Puritanical attitude of Jeremy Collier's; and undoubtedly, any playwright must observe Collier's specification for the purpose of winning the approval of the Collier-advocate audience. To Collier, the main function of drama is *to recommend virtue*, and the idea of making only delight the main business of drama is a dangerous principle. Delight, Collier believes, opens the way to all licentiousness, and it blurs the distinction between mirth and naïveté. On stage there must be no place for coarse characters, debauched imagery, libertine description and allusion, licentious discourse, and risqué language; Puritan moralizing must be the magic word for playwrights to win the approval of audience and moralists. (see *Short View of the Immorality and Profaneness of the English Stage,* in Kaneko, Ed.1998 & Cordner, 2000).

Jeremy Collier had a tremendous effect on the 18th Century plays. His name is most often associated with the final downswing of Restoration comedy (Ellis 1991). Going by the light of Collier, the language of *The London Merchant* is less risqué and more modest and refined. There is no debauched imagery, libertine description or allusion, nor licentious discourse. The rake or the ruffian, the ideal character in Restoration plays is replaced by a benevolent role-model person. The punishment of vice became axiomatic for 18th Century playwrights. In the Dedication, Lillo, going by Collier's recommendation, states that the chief purpose of drama is to instruct and inspire rather than only to delight. Theater, therefore, must be a haven for good education rather than being a den of corruption. The main mission of the playwright is to show the audience the innate goodness of people; and that through moral instruction, people can find the path of righteousness (Brockett 2007). Most of Collier's ideas were upheld by Lillo, for no reason but for his audience preference. Herbert Carson in his article, *The Play That Would Not Die: George Lillo's The London Merchant*, notes

> *Another influence upon drama was the entrance into theatre audiences of people who were inclined toward the same view as Collier, the English Middle class with its semi-Puritan morality and its less than refined taste. This group of people showed little interest in the amorous exploits of young lords and other semi-nobles… the merchants of London saw*

> *no humor in the careless dissipation of money. An older outlook made them frown on the excesses of youth whose spirits they saw as an element to be curbed by the wisdom of age.* (Carson, P. 233).

Crucially important, the rise of middle class and their fast growing fortune alone might not have affected the drama. What affected English drama was the idea that this class now formed a large portion of the 18th Century audience, and Lillo was fully aware that the tradesmen audience did not confine themselves to being spectators only. Like the courtiers at the Restoration theatre, tradesmen now pass judgment on plays and could decide the direction that plays would take. Nicoll highlights the fondness of tradesmen in drama and their effect on the 18th Century plays as follows,

> *Coming to the theatre, they, like the courtiers of a former reign, started to write plays. These efforts of theirs, naturally, were both for the bad and for the good…, and all had the talents of Lillo. In the early18th Century, we are startled at the number of one-play writers* (Nicoll, P.7-8).

As aforementioned, George Lillo himself was a London tradesman, a jeweler who found in theatre a medium to commercialize the values of his fellow tradesmen, as well a place for selling his theatric merchandise

Popularity of Criminal Literature

Lillo, as a brilliant salesman, took advantage of the popularity of and interest in Criminal Literature among the multitudes. In this period the interest in criminals' lives and deaths was intensified, as illustrated in many literary works, not only in Lillo's. It can be seen in Gay's *The Beggars' Opera* which takes the audience into the criminal world. As well, Defoe's *Moll Flanders* deals with the life of a repentant criminal. Fielding's *Jonathan Wild*, the unscrupulous impeacher thief, was hanged in 1728 with the blood of a hundred betrayed accomplices on his hand.

Ironically, public hanging was still a favorite pastime for the crowds in the 18th Century. Mrs. Proctor Pews, as they were called, near Tyburn Tree were seldom not completely filled (Burke 1994). In *The London Merchant*, Barnwell refers to the scene of public hanging. He will, after being hanged, *be suspended between heaven and earth, a dreadful spectacle, the warning and horror of a gaping crowd* (IV. Ii. 92-93). Half-penny ballads or repentance sheets were frequently sold on the day of hanging. Further the crowds, while always pleased to hear of a criminal's repentance, sometimes cheered criminals on, appalled yet secretly pleased with the

bravado with which some criminals died. The Newgate Calendar supplies information of scenes of bravado to some convicted criminals at the time of execution. It was discovered that as one of the last acts Wild had picked a bottle screw from an official's pocket while on the scaffold. Dick Trupin, who failed to repent but purchased fustian frock and a pair of pumps, in order to wear them at the time of his death. (Newgate Calendar, p.173). The Ordinary writes, *It is difficult to conceive the reason of all this concern and sympathy, for surely a more heartless and depraved villain than Trupin never existed* (Newgate Calendar, p. 174). To promote his play, Lillo actually used the old ballad about the real George Barnwell as an advertisement for the play; it was sold a day before its first performance, but beyond that he presents two methods of leaving this world. First, the repentant Barnwell, who like so many young criminals, repents before death. The second can be seen in Millwood who moves forward unrepentant, defiant, then horrified at the session. As a receptive playwright, Lillo in sending both to the gallows gives his audience the two most popular stories for a criminal's dying. All in all, one can clearly see that Lillo made use of what the audience wanted to see.

Lillo's Innovative Critical Theory of Drama

Lillo's theory of tragedy is not of his own invention, but it leans heavily upon other theories, from Aristotle to Sentimental or New-Classical ones, with some slight innovation however. Lillo is led by the idea that *the more useful the moral of tragedy, the more excellent the piece* is, as illustrated in the Dedication adjoined the text of play. (see Stone 597). By that standard, his play should be one of the peculiar examples of its kind. The Aristotelian theory of Catharsis is assumingly observed. In his Dedication. Lillo claims that "the end of tragedy[is] the exciting of the passions in order to the correcting such of them as are criminal, either in their nature, or through their excess" (Stone 597). His play at least on one occasion fulfills this idea of tragedy as Carson notes,

> *The moral lesson was effective, according to David Ross, who played the part of Barnwell during the Christmas holiday of 1752. Over thirty years after the first production, Ross tells about a young man who had made the 'improper acquaintance' of an evil woman and had given her money entrusted to him by his father. This young man was contemplating how to get more money, when he chanced to see Mr. Ross's Barnwell. Struck with contrition, the youth felt into a swoon and recovered*

> *only when his father forgave him. Years later at Mr. Ross's benefit, a note with money attached came to the actor. The note expressed a tribute of gratitude from one who was highly obliged and saved from ruin, by seeing Mr. Ross's performance of Barnwell* (Carson 240).

As Lillo earnestly conforms to the dictates of Catharsis, he is at a notable remove from the Aristotelian concept of tragic hero. According to Aristotle, a tragic hero must be a man of high rank and heroic reputation, yet he is brought down to grief, from a high state to a lower one, by ill-fortune, or a flaw in his personality, hence that flaw inevitably leads to misjudgment and stands behind the downfall of the hero. In contrast, the Aristotelian concept of the tragic hero cannot in any measure apply to either Barnwell or Millwood, the leading characters. Barnwell is a poor young apprentice misled by a low origin lady. Millwood, a slut, engages in unlawful and socially unexpected sexual intercourse often for material gain. At the end, they fall down for the crimes they deliberately commit. Neither one has any Aristotelian attributes customarily attached to a classical tragic hero. Lillo picks a mere tradesman apprentice to fulfill the main role, and in so doing he overtly splits with the classical definition of a tragic hero. In defense of his inclinations, Lillo rationalizes,

> *Tragedy is so far from losing its dignity by being accumulated to the   circumstances of the generality of mankind that it is more truly august in proportion to the extent of its influence and the numbers that are properly affected by it, as it is more truly great to be the instrument of good to many who stand in need of our assistance, than to a very small part of the numbers. ...If princes, etc. were alone liable to misfortunes arising from vice or weakness in themselves or others, there would be a good reason for confining the characters in tragedy to those of superior rank; but, since the contrary is evident, nothing can be more reasonable than to proportion the remedy to the disease*. (Dedication)

Even in the Prologue, Lillo resents the demands that Neo-Classicism lays on the shoulder of playwrights in tailoring for them the garb and attributes of a tragic hero. He claims,

> *The Tragic Muse, sublime, delights to show*
>
> *Princes distressed, and scenes of royal woe*
>
> *In lawful pomp, majestic, to relate*
>
> *The fall of nations or some hero's fate*

> *That sceptered chiefs may by example know*
>
> *The strange vicissitude of things below:*
>
> *What dangers on security attend;*
>
> *The pride and cruelty in ruin end;*
>
> *Hence providence supreme to know and own*,
>
> *Humanity adds glory to a throne*. (Prologue, 1-10)

The concept of poetic justice is partly violated too. Crime is punished, yet virtue remains unrewarded. Actually the criminals, Barnwell and Millwood, are punished, yet no virtuous character is rewarded, though the play is overly didactic. Maria, the relatively virtuous character, puts into question the whole concept. In Act IV, Scene I, after she sees her only love Barnwell driven to the scaffolds, she laments

> *How falsely do they judge who censor or applaud, as we are afflicted or rewarded here! I know I am unhappy, yet cannot change myself with any crime more than the frailties of our kind, that provoke just Heaven to mark me out for sufferings so uncommon and severe. Falsely to accuse ourselves, Heaven must abhor; then is it just and right that innocence should suffer, for Heaven must be just in all its ways?* (IV. i. 1-9).

Instead of being rewarded, Maria is left confounded, offended, and rather tormented. Moreover, one may notice that Lillo, like the Elizabethan playwrights, shows on stage violence. Death and blood are enacted, not reported by others, for instance the killing of the Uncle and the blood on Barnwell's hands. As a tradition, blood and death were uncivil to show on stage especially in Greek tragedies. A notable example is Oedipus' plucking of his eyes and the suicide and death of Jocasta. Such events, and the like, are reported by Messenger. However, Lillo takes on the Elizabethan not the Aristotelian specification. Further break can be noticed in the type of medium used by Lillo. Except for some relapses, he not only moves from poetic rhymed verse, to blank verse; but also he uses instead prose, a tendency foreign to both Greek and Elizabethan tragedies. Earnest Birnbaum comments,

> *A more important contribution of Lillo's to domestic tragedy was his use of prose instead of verse... In emotional passages, Lillo often reverted probably unintentionally into a rhymed not unlike regular blank verse... cultivating an unusually natural diction. It was far grandiloquent than that of classical tragedy*. (Birnbaum,1958, pp. 156-157).

Upon the above, one feels inclined to make out that all Lillo's modifications were made for no other purpose but chiefly for winning the audience applause and marketing his play.   `

II.   LITERARY SETBACKS

a. Characterization

Despite the public fame of the play, one may cite a number of setbacks related first to the portrayal of main characters. The characters are mostly middle class, portrayed as allegorical figures than actual people, like the characters customarily encountered in Morality Plays. Again one may assume that Collier's specifications and the values of middle class have the upper hand in shaping the conduct and words of each character. The most interesting person in the story is certainly Millwood, a middle class slut. She, like Satan in Milton's *Paradise Lost*, resembles an unrepentant and defiant sinner*,* who adamantly denies not only the authority of God, but also the authority of masculine society. She is a misanthropic who abhors men, woman, and everything moving on earth even herself, and ironically she strives to itch justification for her amoral faults. Cunning, mischievousness, wickedness, and cruelty are attributes conferred on Millwood, yet she is in comparison the most animated character among the rest. Her vividness pans out in her well-fabricated defense of her action, her condemnation of masculine society, and her attack on the double standard and hypocrisy of mankind in general:

> *...well may I curse your barbarous sex, who robbed me of them ere I know their worth, then left me, too late, to count their values by the loss. ... and all my gain was poverty and reproach... Riches, no matters by what means obtained, I saw, secured, the worst of men from both. I found it therefore necessary to be rich, and to that end I summoned all my acts. You call them wicked, be it so!* (IV. ii. 260-267)

Furthermore, her animation comes off in her ardent testimony before Thorowgood after she is exposed as being accomplice in the crimes of Barnwell, killing his uncle and stealing Thorowgood's treasure:

> *I know you, and I hate you all. I expect no mercy and ask for none; I follow my inclinations and that the best of you do every day. All actions seem alike natural and indifferent to man and beast, who devour, or are devoured, as they meet with others*

> *weaker or stronger than themselves.* (IV. ii. 296-301)

And as the teaching of Christian orthodoxy decrees, at end of the play, she is doomed to degenerate like the end of Milton's epic. A sinner, as she is, must suffer the ordeal of her unforgivable sins, fornication, theft, and crime. Her degeneration is made plausible as she walks to the gallows, defiant, unrepentant, and despair in the mercy of God. At the scaffold, Millwood *looks wild, ruffled with passion, confounded and amazed* (The Last Scene, 6-8). As Lucy comments, *She goes to death encompassed with horror loathing life yet afraid to die; no longer can tell her anguish and despair* (The Last Scene. 70-72). Her final words indicate a sense of loss and assumingly degeneration of her type: *Encompassed with horror, whither must I go? I would not live – nor die. That I could cease to be! – or ne'er had been!* (The Last Scene, 57-58). Her motivation is well-established, a mixture of revenge and greed, and then made plausible through her vivid defense and animated personality. The whole story of Millwood is hatched, on one hand, to emphasize the common idea embraced by middle class, crime must be punished no matter the motivation. On the other hand, Millwood can be taken as a Hobbesian woman who recognized the animalism and devilish side of men, and her misleading of Barnwell might be taken as a form of revenge against all society, including Barnwell, the most docile character, whose only fault is love enflamed by lust of a young inexperienced man.

Except for the vivid personality of Millwood, the rest of characters seem to move within the confines of their assigned roles, yet with no distinction. Barnwell, Millwood's prey, can be taken as a foil to her, especially in repentance and the type of death he chooses, for he goes to death *humble and composed*. Even though, he is an underdeveloped character whom Millwood uses to fulfill her revenge against society and thus leads him by the collar to the gallows. Maria talks about his goodness, yet nothing he really does to show this. Several critics look down to the portrayal of Barnwell. Howe (1945) describes Barnwell, *a spineless youth*: Carson describes him as a *dupe... a weak-willed, 'nincompoop,'* the most naïve young man in tragic drama (Carson, p.291). The main defect in the portrayal of Barnwell is a lack of motivation for the crimes he commits. His motivation is difficult to accept, and the rapid change he undergoes cannot be plausible whatever. After spending one night with Millwood, Barnwell changes from being a docile and receptive apprentice to a real criminal stealing money from

his good master Thorowgood, and then killing his uncle. The spell of Millwood on him is too rapid to be true. In contrast, in heroic drama one is at least prepared for action through the long speeches of characters and some laps of reasonable time. His only motivation, as Lillo wants his audience to believe, is a lecherous desire of a young man who blindly submits to the snares of an experienced slut. His motivation for murdering his uncle is incredibly bare in the first place, to the point that Charles Lamb mockingly says it made the murder of uncles *trivial* (cited in Stone 596). Only after shocks, he transforms into an obedient lamb in the hands of Thorowgood, realizing his failings and accepting his misfortune. Under the horror of death, Barnwell expresses remorse and regret and thus willingly repents his crime before execution. Furthermore, on their way to the gallows, he appeals emotionally and earnestly to help Millwood regret her sins and ask for God's mercy. Nevertheless, one must examine his personality within the confines of his dramatic function. Had Millwood a real rebel against the exploitation of women, Barnwell is, thus, only a vehicle used by her to revenge the indignation of women in a most hypocrite masculine society.

The other characters, Thorowgood, Trueman, and Maria are difficult to distinguish. They would be all costumed in white with gold halos on their heads. Like good Morality characters, they function as machines to spout out morality and good business sense. Blunt and Lucy are almost ordinary people employed to fulfill one function: it is to show that one can turn from wicked ways, repent, be saved, and even rewarded as evident in the following exchange:

> Thorowgood: *Happy for you it ended where it did! What you have done against Millwood, I know, proceed from a just abhorrence of her crimes, free from interest, malice or revenge. Proselytes to virtue should be encouraged. Pursue your purpose reformation, and know me hereafter for your friend.*

> Lucy: *This is the blessing as unhoped for as unmerited, but Heaven, that snatched from impending ruin, sure intends upon you as its instrument to secure us from apostasy.* (V. i. 40-50).

b. Plot

The plot was taken from the hundred-year-old ballad about George Barnwell, but Lillo made some modification which might not be for the best. In the original ballad, Barnwell, after his first fall, voluntarily, out of no sense of guilt or compassion, continues his relationship with Millwood. He

himself thinks of murdering his uncle. He goes to his uncle's house, enjoys his hospitality, deliberately commits his misdeed, and then relishes the fruits of his murder without remorse. He afterwards brings about the capture of Millwood by testifying against her; subsequently he perpetuates another murder. In addition, neither Trueman nor Maria are mentioned in the original ballad, and Thorowgood is a nameless master for whom Barnwell has no affection. In developing the plot of *The London Merchant*, Lillo allows the action to move too rapidly, especially the murdering of the uncle, something neither plausible nor well connected. This is quite evident in Barnwell's repentance. When Barnwell is ready to repent and gives up Millwood, she comes and gives the story of the guardian, so it is out of compassion for her that he steals the money. The killing of the uncle which is protested by critics as making it too trivial to exhibit, as done upon slight motives, is orchestrated in an attempt by Lillo to make it plausible, which is not in all measures. Lillo makes his audience believe it credible (or he tries to), in that Barnwell has a second thought, and it is only because of possible discovery and drawing sword, he suddenly knives his uncle. In truth, Barnwell visits his uncle, masked, for one purpose, i.e. to kill and rob his treasure.

c. Moralizing

The major setback in *The London Merchant* is undoubtedly overuse of moralizing. It is often hampering rather than improving the build-up of dramatic mood and suspense. Moralizing begins in the *Dedication* where he declares his stand over the question of hardworking and good faith of middle class, and ideas related to punishment and reward, sin, regret and repentance. In the play, one may effortlessly detect the exemplary method dissolving into moralizing cold words. Ironically, the repetition of the same ideas over and over makes his discourse dull and tedious, and more likely fail to achieve its desired effect. It turns the play into a *nauseous sermon*, as Lamb describes (See Stone, 597). Moralizing is actually overdone though. From the beginning to the end, the play is filled, with exemplary speeches and mini-maxims, etc. The abundance of didacticism breaks what at some places would have been perhaps a stirring dramatic mood. For instance, the dramatic mood being set by the uncle becomes almost comically moralistic

> Uncle: *If I were superstitious, I should fear some danger larked unseen, or death were nigh. A heavy melancholy clouds my spirit; my imagination is filled with ghastly forms of dreary graves and bodies changed by death, when the pale, lengthened visage*

attracts each weeping eye, the musing soul, at once with grief and horror, pity and aversion (III. iv. 1-8).

This is an effective building of dramatic suspense, but with the abrupt thrusting of the following reflection, the rising drama is battered into ground with the heavy hammer of didacticism:

> *I will indulge the thought. The wise man prepares himself for death by making it familiar to his mind. When strong reflections hold the mirror near, and the living in the dead behold their future selves, how does each inordinate passion and desire cease, or sicken at the view!* (III. Iv. 8-13).

On another occasion, Barnwell's tragic-heroic speech is again broken down by the moralistic hammer. When he is surrendered by Millwood and seized by Blunt and attendants, Barnwell exclaims,

> *To whom, of what or how shall I complain? I will not accuse her: the hand of heaven is in it, and this the punishment of lust and parricide. Yet heaven, that justly cuts me off, still suffers her to live, perhaps to punish others. Tremendous mercy! So fiends are cursed with immortality, to be the executioners of heaven.* (IV. ii. ii. 99-104)

The heroic-tragic speech of Barnwell is soon geared into moralistic meditation, and thus the rising tragic tone is again broken and lost:

> *Be warned, ye youths, who see my sad despair,*
>
> *Avoid lewd women, false as they are fair;*
>
> *By reason guided, honest joys pursue;*
>
> *The fair, to honor and to virtue true,*
>
> *Just to herself, will never be false to you.*
>
> *By my example learn to shun my fate;*
>
> *(How wretched is the man who's wise too late!)*
>
> *Ere innocence, and fame, and life, be last,*
>
> *Here, purchase wisdom, cheaply, at my cast!* (IV. ii. 105-115)

Other themes are pounded home by exemplary speeches and mini-maxims such as *youth is a dangerous period*, *idleness ensnares whereas industry preserves*, as is evident in Thorowgood's advisement to Barnwell:

> *Yet be upon your guard in this gay, thoughtless season of your life; when the sense of pleasure's quick and passion high, the voluptuous appetites*

raging and fierce demand the strongest curb, take head of relapse: when vice becomes habitual, the very power of leaving it is lost. (II. i. 183-188).

Lucy in her aside, produces another mini-maxim *for one vice as naturally begets another, as a father a son* (II. ii. 202-203). And upon the dreadful career of Millwood and what it leads to, Barnwell, the subject of her snares, strikes another moral unfortunately out of place for the rising tension is eventually dissolving into moralizing cold words:

> *From our example may all be taught to fly*
>
> *The first approach of vice; but, if overtaken.*
>
> *By strong temptation, weakness, or surprise,*
>
> *Lament their guilt, and by repentance rise;*
>
> *The impenitent alone die unforgiven;*
>
> *To sin's like man, and to forgive like heaven.* (V. the last. 83-89

d. Claim of Natural Speech and Lillo's Debts

Lillo's claim of natural speech might not square with his direct debt to other playwrights, especially the Elizabethans. Lillo wrote his play in prose except a few speeches and rants, bearing in mind the audience's positive reaction to natural speech. Textual evidence, however, found in his play might deflate the claim of naturalness. He draws more from Shakespeare's diction and scenes than naturalness of speech requires. In several places, one might detect Lillo's reliance on Shakespeare's stock expressions. For instance, the scene of Barnwell coming to Millwood (IV. ii.), trembling with bloody hands closely resembles the scene of Macbeth coming shaking to his Lady after murdering King Duncan, and her fear of his inability to conceal his crime:

Macbeth: (*Looking at his hands*) *This is a sorry sight.* Lady Macbeth: *A foolish thought, to say a sorry sight* (Macbeth II, ii, 19-20).

The close counterpart of Shakespeare's scene and diction can be effortlessly seen in the scene of Barnwell and Millwood, and the closeness may deflate Lillo's claim of naturalness:

Millwood: … *his bloody hands show he has done the deed, but show he wants prudence to conceal it.*

BARN. *Where shall I hide me? Whether shall I fly to avoid the swift, unerring hand of Justice?*

MILL. *Dismiss your fears. Though thousands had pursued you to the door, yet being entered here, you are safe as innocence*. (IV. Ii. 10-15)

The allusion to Macbeth's bloody hands brings up to mind the whole conception of Macbeth. The expressions Barnwell uses while pondering: *our journey's at an end. Life, like a tale that's told, is past away; that short, but dark and unknown passage, death, is all the space 'tween us and endless joys, or woes eternal,* recall Macbeth's well-known soliloquy Tomorrow and Tomorrow: *It[life] is a tale/ Told by an idiot, full of sound and fury, / Signifying nothing*. (Macbeth. V. v. 26-28)

Other terms seem to be taken verbatim from Shakespeare's plays. For instance, the expressions used by Claudius' in his well-known soliloquy have their close counterparts in Barnwell's address to Millwood at the scaffolds:

Oh wretched state! Oh bosom black as death! Oh limed soul that struggling to be free… Bow Stubborn knees, and heart with strings of steel Be soft as sinews of the new-born babe May all be well (Hamlet, III, iii. 70-72).

Barnwell seems to use almost the same words as he entices Millwood for confession and repentance, in the last scene of Act V:

BARN. *Yet, ere we pass the dreadful gulf of death yet, ere you're plunged in everlasting woe. O, bend your stubborn knees and harder heart, to deprecate the wrath divine! Who knows but Heaven, in your dying moments, may bestow that grace and mercy which your life despised?* (V. Last Scene, 341-39).

The image of *Bow Stubborn knees,* is slightly altered to *O, bend your stubborn knees*; and the image of *heart with strings of steel* is replaced by *harder heart humbly to deprecate the wrath divine*. As Claudius urging himself for repentance, Barnwell urges Millwood for repentance. And the resemblance is too obvious to overlook.

III.   CONCLUSION

The London Merchant is a full-fledged bourgeois play introducing on stage middle class personalities to lead the action, something which many regard as innovative and contributory to the development of English drama. Lillo's play has left a notable stamp on the English drama (Ronald 1978, & O'Brian 2004), and it became highly influential in the continent. It is true that the play had a few imitators in

England, yet it had a tremendous impact on the playwrights in the continent. In Europe it became the inspiration of Bourgeois tragic domestic drama (Dobree, 255). Despite the public success it achieved taking advantage of the trends and expectations of its audience, the play suffers a number of literary drawbacks in relation to its mushy characterization, implausibility of plot, heavy debts to other playwright, and above all overabundance use of cold didacticism that often breaks down the rising tragic tone.

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Impromptu Speech for Strengthening Tertiary Students' Oral Communication Competencies in Large Classes

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Abstract — *Being an accomplished oral communicator is recognized as the hallmark of competent EFL tertiary students. Yet, many students after their graduation, especially from open access colleges with large cohorts, fail to be equipped with adequate oral communication competencies. The present study suggests individual impromptu talks as a strategy for improving students' oral communication skills in large classes. To test the efficiency of this strategy, a quasi-experimental design was conducted at Sidi Mohamed Ben Abdellah University, Faculty of Letters and Humanities, Sais-Fez, Morocco involving 15 students in the experimental class and 15 students in the control class. Treatment was done using: impromptu speech technique for the experimental group (Group 1) and the conventional teaching method using oral presentations technique for the control group (Group 2). The results show that students using impromptu talks are far better than those using the conventional method of teaching oral communication skills. These students have considerably succeeded in maintaining constant, coherent talks featured by correct pronunciation, appropriate vocabulary, and well-formed sentences. They have also acquired how to be good listeners and sensible users of non-verbal communication. The study, therefore, underlines the efficiency of impromptu talks for honing EFL students' oral communication skills at open access colleges.*

Keywords — *EFL tertiary students, oral communication skills, impromptu speech, large classes.*

I. INTRODUCTION

Oral communication skills are primordial for English as a Foreign Language (EFL) tertiary students to succeed in their academic as well as professional life (Hetherington 1980, Mahmud 2014, Tsang 2017). For this reason, being an accomplished oral communicator remains for them a top-priority. In Moroccan universities, several courses have been designed to enhance EFL students' oral communication competencies, namely oral communication, Spoken English, business communication, and public speaking and debating. However, when students graduate, they oftentimes find difficulties to express their ideas clearly, select proper vocabulary, pronounce well, listen effectively, and use their body language correctly. Furthermore, they constantly undergo speech apprehension and lack of self-confidence.

Many studies, including Bailey (2005), Goh (2007), and Aliyu (2017), have put forward some strategies, situations, and activities for enhancing students' oral communication competencies. These scholars have underlined the role of collaborative learning which is particularly dependent on cooperative group work and pair work activities. Rahman (2010), likewise, recommended a task-based approach for developing students' oral communication skills based on role-play, individual oral presentations, and group discussion involving up to five students. All these proposed strategies emphasize small classes as a prerequisite. However, the availability of such classes at open access colleges, such as Sidi Mohamed Ben Abdellah University, Faculty of Letters and Human Sciences, Sais Fez, stands as a stumbling block for implementing effective student-student interaction and maintaining cooperative and collaborative group work. Accommodating as many as 150 students, the faculty's auditoriums/large classrooms remain wide open for learners to attend at any time during course sessions assigned to enhance their oral communication skills. Instructors, thus, have little control over their large classes due to many students' tardiness, untimely departures, and absenteeism. As a result, student attention is often distracted away from communicative tasks. Furthermore, instructors frequently opt for traditional group/individual oral presentations which do not give the chance for the

majority of students to experience standing in front of their peers and communicate in English. Auditoriums, hence, provide undergraduates with insufficient or no speaking practice and limit instructors' ability to monitor practice through individualized attention. In view of this, individual impromptu speech is suggested as a strategy for improving students' oral communication skills. To test the efficiency of this strategy, a quasi-experimental research is adopted in this paper which tries to give detailed answers to the following questions:

1- Is impromptu speech an effective strategy for enhancing students' oral competencies in open access large classes?
2- Does it display students' abilities most?
3- Are EFL learners more actively engaged through impromptu talks?

The participants of this study are EFL first-year students and the course under study is Oral Communication considered as the basic foundation for mastering oral communication skills.

II.   REVIEW OF LITERATURE

Oral communication skills stand pivotal for EFL tertiary students (Hetherington 1980, Tsang 2014, Mahmud 2017). They inevitably help them operate in the real world. They effectively impact on their level of success as they provide confidence in a wide range of situations--personal, academic, and professional--ranging from informal exchanges between friends and family members to formal speeches such as lectures and conference papers. Oral communication commonly refers to a two-way process between speaker and listener, incorporating, therefore, the productive skill of speaking and the receptive skill of listening (Byrne 1986, Alwright 1994, Brown 1994). Speaking, which involves the construction and delivery of information through the mouth, is described by Syakur (1987: 5) as a complex skill since it necessitates not less than the components of four skills. These skills, according to him, are grammar, vocabulary, pronunciation, and fluency; they undoubtedly help speakers to express their thoughts clearly and therefore be understood easily. Listening, on the other hand, is the ability to accurately receive and understand messages. It is a critical skill that necessitates "paying a close attention to a speaker's accent, grammar, and vocabulary to understand their message" (Sekkal 2020: 37). It is thanks to it that human relationships are underpinned. Both speaking and listening, thus, stand as "lifelong activities and [are] probably our most important communication tool" (Staab 1992: 6) as they energize participating in discussions, exchanging

information, expressing thoughts, and interacting with different people.

Effectiveness in oral communication depends not only on being an active listener or a competent speaker displaying fluency, appropriate command of vocabulary and syntactic forms, as well as proper pronunciation, but also on using adequate "symbols and gestures that accompany the spoken words" (Rahman 2010: 3). Oral communication is never isolated but always adjunct to non-verbal communication. In the same line of argumentation, Merhabian and Ferris (1967) assert that we have three channels of communication: our words, our voice tone, and our body language. According to them, 7% represents our verbal communication; however, 93% represents our non-verbal communication. 93% is the total sum of voice tone (38%) and body language (55%). Non-verbal communication is conveyed by paralanguage, namely pitch, volume, intonation, and tempo, and by kinesics including, among other things, gestures, oculesics, facial expressions, and posture.

Many studies associate oral communication ability to speech practice (Brown & Bennet 2002, Moors & De Houwer 2006, Anderson 2008). Ayres et al. (1998: 176) stress that oral communication is learnt and refined through speech practice "associated with reduced apprehension and a higher degree of willingness to deliver speeches". Practicing speech a multitude of times, especially before actual delivery, tests out speakers' performance and helps them find errors and make possible adjustments in a safe environment. Furthermore, it provides them with ample reassurance and helps them manipulate their speech and actions. In the same vein, Smith & Frymier (2006) confirm the importance of speech practice. They talk about its effectiveness in front of a mirror, in front of a small audience, and then in front of a large audience. Yet, they assert that speech delivery in front of a larger audience is the most effective speech practice as it is more realistic. Goffman (1981) mentions three modes of speech delivery. Firstly, 'memorization', also known as extemporaneous, is based on thorough preparation, rehearsal, and delivery by rote. Secondly, 'aloud reading' is the word-for-word iteration of a written manuscript at lectures and conferences. Finally, fresh talk is also labeled impromptu speech which is delivered on the spur of the moment.

Impromptu speech is a "method of delivery that has very little, if any, preparation or rehearsal (Ford-Brown 2014: 223). It is also called spontaneous speech, off-the-cuff speech, and think on your feet speech as the speaker gives a talk on the spot about a topic they are quite knowledgeable about. Like any other speech, it has an introduction, body, and conclusion and takes place in

formal and informal settings. Impromptu speech is "a relatively simple formal speaking exercise of a limited duration of time" (Henderson 1982: 76). It involves no more than seven minutes devoted to topic selection, organization of ideas, and delivery.

Many researchers have acknowledged the importance of impromptu speech as it helps students hone their oral communication skills. It is regarded by Girardelli (2017) as a form of competition for students since it heartens them to defeat all the difficulties embedded in this challenging form of speech. In fact, it helps students organize their ideas logically (Henderson 1982) and enhance the ability to put thoughts together on the spot (Billings & Billings 2010). Moreover, it allows students to speak informatively and confidently about a variety of topics (Barruansyah 2018) and prepares them to communicate on the spur of the moment (Preston 1990). Impromptu talks are also a means of attenuating students' public speaking anxiety and improving speech delivery skills (El Mortaji 2017).

Apart from developing students' speaking skills (Lumettu & Runtuwene 2018) and their appropriate use of non-verbal communication, including body language and paralanguage (Henderson 1982, El Mortaji 2017), impromptu speech teaches students to focus their listening skills (Mbeh 2017). In class, students are required to listen actively to their classmates' impromptu talks and provide feedback. Accordingly, impromptu speech is regarded, by many researchers, as the wherewithal to hone students' speaking, listening, and non-verbal communication.

III. METHODOLOGY

The present study, a quasi-experimental design based on volunteer sampling, was carried out at Sidi Mohamed Ben Abdellah University, Faculty of Letters and Humanities, Sais-Fez, Morocco. The implementation of this research took place from mid -January until the end of April 2019. The study was conducted throughout the duration of Oral Communication course whose main objective is to enhance students' oral communication skills.

3.1 ORAL COMMUNICATIO COURSE

Oral Communication Course is offered as a mandatory course for first-year undergraduates in the second semester. It is usually taught for two hours and thirty minutes once a week over a period of fourteen weeks. It covers monitoring participation in discussions, informal talks, and formal speeches. The course objectives are designed to improve students' speaking skills and to update the competencies needed for participating in discussions. The course also aims to improve listening skills and strategies involved in academic and colloquial English, and help students manipulate their non-verbal communication.

Upon successful completion of the course, students are expected to:

1. Identify their personal communication style and their communication strengths as well as weaknesses.
2. Increase speech confidence and/or reduce communication stress.
3. Critically analyze and evaluate their own and their peers' performance.
4. Recognize how body language and other non-verbal cues convey unconscious messages.
5. Customize delivery in accordance with audience specifics and adjust communication style.
6. Identify several techniques for enhancing their listening, response, and feedback skills.
7. Demonstrate better ability to communicate effectively in a variety of settings including college, workplace, and eventually home.

To reach these learning outcomes, students were taught the skills required for delivering impromptu talks and oral presentations, including careful planning, good time management, establishing good rapport with the audience, and using adequate, proper body language, voice quality, and simple language. They were also instructed some guidelines for enhancing their listening skills, controlling their fear, mitigating their apprehension, and boosting their motivation as well as self-confidence. Different assignments on pronunciation, vocabulary, grammar, namely homophones, homographs, and idioms were devised to students. They were also encouraged to allow sufficient time for practicing these skills at home to identify any weak points.

3.2 PARTICIPANTS

The participants of the study were first-year English department students. Out of more than 300 Oral Communication course students divided into two groups, only 30 volunteered and showed their dedication to attend the course regularly. They were grouped into two different classes: 15 students in Group 1 representing the experimental class and 15 students in Group 2 representing the control class. Treatment was done for Group 1 using impromptu speech technique. For Group 2, the conventional technique of delivering oral presentations was used.

Students of both groups were instructed to take an active part in class discussions and debates. Besides, they were tutored into the same content with increased emphasis on impromptu talks for group 1 and oral presentations for group 2. Group 1 students were required to give a 5 to 7 minute impromptu speech, and group 2 were asked to give less than a 10 minute individual oral presentation.

3.3 INSTRUMENTS

Pre and post-tests were designed for the experimental and control groups. They were meant to assess participants' oral communication skills via direct observation of their performance. Both tests focused on assessing students' pronunciation in terms of word/sentence stress, pitch, intonation, as well as ability to produce intelligible speech. Fluency was also emphasized, including continuous, coherent, and cohesive talk, involving appropriate vocabulary together with grammar. Participants' listening skills along with their non-verbal communication, particularly kinesics, oculesics, and vocalic were also evaluated.

The pre-test was given to students before dividing them into two groups. The purpose of the pre-test was to divide the students equally according to their results and to compare and explore the oral communication skills of both groups later. After 35 contact hours over a period of 14 weeks, the post-test was set to see if there is any difference between the two groups who shared the same level before using treatment. It is meant to evaluate students' oral competencies development after the treatment. In other

words, it was adopted to investigate the effectiveness of the proposed impromptu speech technique for enhancing oral communication skills.

Both tests adopted the grading scale of 0-20 in pronunciation, fluency, vocabulary along with grammar, listening, and non-verbal communication. The whole test was scored out of 100 according to the Moroccan grading system: (1-30): very poor, (31-49): poor, (50-59): fair, (60-69): Good, (70-79): very good, and (80-100): excellent.

IV. DATA ANALYSIS AND DISCUSSION

This part presents and discusses the results of both pre and post-tests. Firstly, it discusses the pre-test results of the experimental and control groups. Secondly, it explores the post-tests of both the experimental and control groups, and then compares between the results of the two tests to see if there is any progress achieved to be attributed to the technique of impromptu speech.

4.1 PRE-TEST RESULTS

The first step in data analysis is to see the difference between the results of the pre-test of the experimental and control groups. The pre-test results of both groups are illustrated in figures 1 and 2. They represent the results of the experimental and control groups respectively. They show their grades in detail in the four skills of speaking, namely pronunciation, fluency, vocabulary as well as grammar, listening, and non-verbal communication. The overall grade is out of 100.

Sample	Pronunciation	Fluency	Vocabulary/ Grammar	Listening	Non-verbal Communication	Total
1	8	6	10	6	10	40
2	6	5	8	9	7	35
3	10	11	12	11	12	56
4	5	8	6	8	7	34
5	2	4	4	2	3	15
6	11	11	12	13	10	57
7	13	12	13	14	13	65
8	7	8	8	12	9	44
9	7	5	6	8	7	33
10	9	10	10	9	11	49
11	8	8	7	10	9	42
12	10	12	10	12	11	55
13	4	6	6	4	5	25
14	12	13	10	12	11	58
15	9	10	10	12	11	52

Fig.1: The pre-test results of the experimental group

Sample	Pronunciation	Fluency	Vocabulary/ Grammar	Listening	Non-verbal Communication	Total
1	6	5	7	6	8	32
2	10	12	10	11	9	52
3	5	4	5	7	6	27
4	10	8	10	11	10	49
5	8	7	9	10	10	44
6	9	11	10	12	11	53
7	12	12	13	11	13	61
8	2	4	3	5	4	18
9	6	5	7	7	4	29
10	9	11	11	9	10	50
11	12	10	9	10	8	49
12	8	9	10	9	7	43
13	7	8	6	5	5	31
14	13	12	14	13	13	65
15	12	11	12	12	10	57

Fig.2: The pre-test results of the control group

In the experimental group, two students were very poor, seven students were poor, five students were fair, and one student was good. However, none was very good or excellent. Correspondingly, in the control group, three students were very poor, six students were poor, four students were fair, and two students were good. Yet, none was very good or excellent.

As deduced in the results of the pre-test of both groups, the students' oral communication skills before they were given treatment were generally poor and relatively fair. Their performance was low and to some extent unsatisfactory. They found difficulties in speaking continuously for a few minutes. Their pronunciation was oftentimes incorrect, their vocabulary was limited, and their language mistakes were conspicuous. Like their speaking skills, their listening skills were inadequate. They had difficulty listening to and understanding even relatively brief messages. They were not confident enough and their shyness was also displayed in their body posture, lack of eye contact, facial expressions, and gestures. Generally, their apprehension and anxiety were more apparent in their performance.

4-2 POST-TEST RESULTS

The following figures show the post-test results of the experimental and control groups.

Sample	Pronunciation	Fluency	Vocabulary/ Grammar	Listening	Non-verbal Communication	Total
1	10	9	12	11	12	54
2	9	9	10	12	10	50
3	13	13	14	14	13	67
4	8	10	8	10	8	44
5	5	7	8	8	7	35
6	12	12	14	16	14	68
7	14	14	15	16	15	74
8	10	10	11	13	11	55
9	9	8	7	10	7	41

10	10	11	11	12	11	55
11	11	10	10	10	10	51
12	13	14	13	15	13	68
13	8	9	9	9	8	43
14	13	14	12	13	12	64
15	10	12	13	15	13	63

Fig.3: The post-test results of the experimental group

Sample	Pronunciation	Fluency	Vocabulary/ Grammar	Listening	Non-verbal Communication	Total
1	7	6	7	7	9	36
2	6	7	8	8	7	36
3	5	6	6	7	6	30
4	11	8	10	12	10	51
5	8	7	9	10	10	44
6	9	11	10	12	11	53
7	7	6	7	8	8	36
8	4	5	4	5	4	22
9	6	5	7	7	4	29
10	10	12	11	9	10	52
11	13	11	10	10	10	54
12	8	9	10	10	7	44
13	8	8	6	6	5	33
14	13	13	14	13	13	66
15	13	12	12	12	10	59

Fig.4: The post-test results of the control group

In the experimental group, no student was very poor. Five students were poor, four students were fair, five students were good, and one student was very good. Yet, none was excellent. On the other hand, in the control group, two students were very poor, six students were poor, four students were fair, and one student was good. Yet, none was very good or excellent.

Post-test results revealed that there was conspicuous progress in the experimental group. Students considerably improved their pronunciation, became more fluent, expanded their vocabulary, and used well-formed sentences. They also developed their listening skills and appropriate use of their non-verbal communication. Notwithstanding, no progress was noticed in the control group.

The results of the experimental and control groups before and after treatment are presented in the following figure.

If compared with impromptu talks, the traditional method of teaching, in-class oral presentations, was not a success. In Group 2, many students chose some impertinent topics with highly unintelligible, technical terms; in addition, their presentations were long and not properly structured. Some students passively read their manuscripts without even looking at the audience. As a result, most of the presentations became time-consuming, especially with technical problems, which made some students feel uncomfortable while presenting. Accordingly, the audience got bored and passive, and some just departed before the end of the session time. In general, students lost their interest in communicating and showed low motivation to participate in discussions. Most of them were keeping silent and only a few students were engaged.
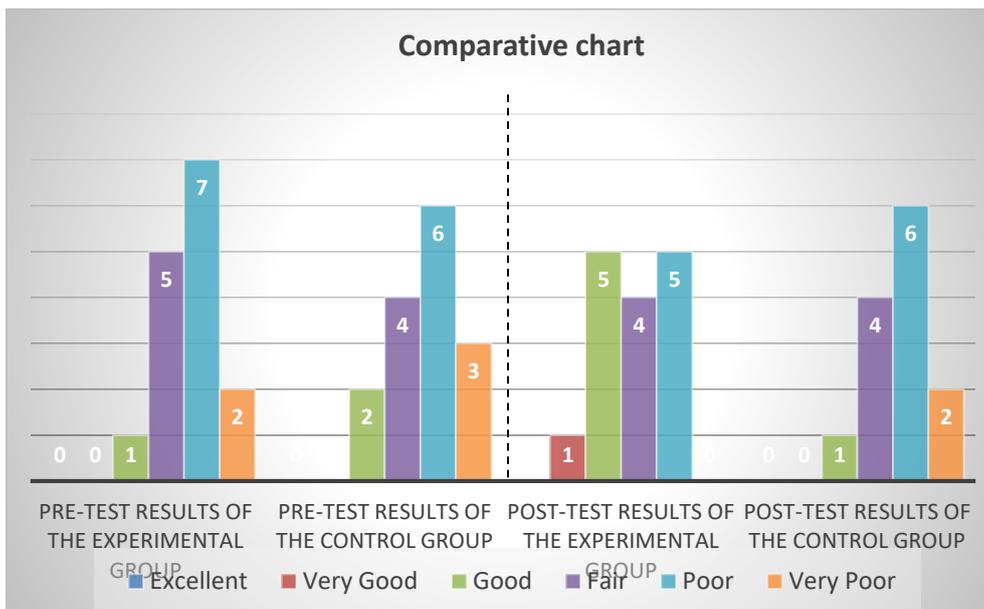
Fig.5: Pre and post-test results of experimental and control groups

However, impromptu talks' topics, proposed by the instructor and/or students, fell under students 'concern and also met their needs. These topics, which are more relevant to contemporary life and communicated in a simple, clear language, heighten students' interest. While a student was delivering their spontaneous speech, others actively listened to them and eagerly provided feedback. They actively involved in and enjoyed different speaking activities. Accordingly, all the students who attended the course, be they regular attendees or not, were given more chances to speak and more individualized attention. Though they belonged to a large class, students were more likely to organize and deliver cogent opinions supported by facts, listen actively to their classmates' viewpoints, develop culturally appropriate use of eye contact and body language and reduce speech apprehension.

Students significantly showed great motivation, engagement, and commitment to learn and hone their oral communication skills as they took their instructor's as well as their classmates' comments and remarks into account. Consequently, the atmosphere in the whole class became alive and conducive. Speaking became fun and less difficult to them. Accordingly, students, who did not regularly attend oral communication course, including some students of Group 2, preferred to attend Group 1.

It is worth noting that at the beginning of the semester, students were too nervous and sometimes shocked when appointed to give an off-the-cuff speech as they were not accustomed to speaking spontaneously in English. Afterwards, they became relatively more confident in delivering their speech, could speak better in a real life conversation, elaborated the topic in a good way,

and became more confident after experiencing impromptu talks several times. It was thanks to impromptu speech that students could successfully develop and display their competencies as good oral communicators.

V. CONCLUSION

The present study emphasizes that impromptu speech is more effective to large cohorts for enhancing oral communication skills. It hones their speaking as well as listening skills and develops their appropriate use of non-verbal communication. It improves their creativity in developing logical ideas and arranging well-formed sentences. More importantly, it intensely helps students reduce stage fright and speech apprehension. Implementing this kind of speech gives students more energy and motivation and keeps them actively engaged in their course.

In the light of the results of the present study, it is recommended that impromptu speech be implemented in Oral Communication course as a prerequisite not only because it enhances students' communication oral competencies but also because it offers students a conducive atmosphere in which they continuously show up their enthusiasm and interest. It should also be implemented in different courses for at least ten minutes. In fact, it provides skills that go beyond speaking and listening, it develops higher order thinking skills which involve more cognitive processing.

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Subaltern Perspective of the British Empire in Kipling's *Kim*

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Abstract— The present article explores the subaltern ideology of the British Empire in India in Kipling's novel, Kim. Kipling's view of Indian people's habit, language and the different ways of living the life shows that Indians can be out witted and dominated by the British. In the novel Kim, Kipling has mentioned that Indians lack sense of time and do believe in their ability to tell a lie. It is somewhat drowned in Orientalist ideals and British colonialism. Kipling seems to be a little bigoted towards the Empire. The article seeks to demonstrate a gap between the natives and the European officials. Kipling as a colonialist admires the work of the civil servants who bring European inventions and the so called progress to this part of the world which he considers inferior to the West. But at the same time he points out the mistakes they make. This research paper elaborates the research hypothesis that the British treat Indians as inferior and assume themselves as the rulers. It explores the real intentions of the west to dominate east in the great game of the principle of domination.

Keywords— Colonialism, Hegemony, Imperialism, Occidental, Oriental.

I. INTRODUCTION

Post-colonial literature depicts the contrast between the oriental and the occident. The hegemonic power structure just wants to justify the inferior other's point of view to defend the notion of subalterns. According to Said, "*Kim* is a post colonial text and such texts are highly biased which depict the orient people irrational" (1994: 67). In this context Kipling's view of Indian people's lifestyle, language and the ideology and action shows that Indians can be made submissive and dominated by the British. Hopkirk (1996) judges that "Much has been written on Kipling's racism, and no doubt there are racist elements in *Kim* (43)". Joseph Rudyard Kipling (1865-1936) was a journalist, short-story writer, and novelist and was awarded Nobel Prize for Literature in 1907. Kipling's works of fiction include *The Jungle Book* (1894), *Kim* (1901), and many short stories, including *The Man Who Would Be King* (1888).

In the novel *Kim*, Kipling has mentioned that Indians lack judgment of time and do believe in their ability to tell a lie. *Kim* is a story of a quest under taken by Kimball O' Hara the son of an Irish soldier, now an orphaned street urchin who lives in Lahore. Kipling is sensitive to nuances of Indian speech and the life lived here enables him to find the smell of inferiority. In this novel Kipling presents the superiority of the active life of occident over the lazy way of life lived by oriental. Lama, a follower of middle way seeks a river that will wash away sins and Kim is looking for "Red bull on green field (18)". It means the Red British army marches on the green Indian fields to dominate the Indian soil. On the other hand, *Kim* is a predominantly male-oriented novel with women as distant presence put into the sphere of the man's world. The novel has a layered structured in which we find the perspective of the imperialist ideology. Kipling shows his sense of belonging in *Kim* but not without contradictions .Kipling as journalist tried to differentiate between the life he lived with his parents and the life working for the British interests. Kipling considers imperial rule as a philosophy that celebrates the superiority of British culture and civilization. He seems to be the spokesperson of the empire and tries to justify the cruelties of the British rule on the Indians under the pretext of law and enlightenment. *Kim* is a pro-imperialist novel which mentions the authority and benevolence of imperial rule in India. This novel further presents the western attitude towards Indian people through the biased portrayal of Indian characters in the novel. Kipling has idealized imperial British rule in India by showing the developmental works undertaken by British government. In this way he celebrates the energy and vitality of the imperial

rule, power and brings forth the meekness of Indians. Kipling has made many other biased and rash generalizations about India and its people in this novel. It means we can't defend or excuse Kipling's attitude but it can be discussed as a historical fact which has its unique place in the history of India and in the history of English literature.

II. RESEARCH PROBLEMS

The research seeks to analyze and answer these questions: Why does a young Irish boy, Kimball O'Hara, Kim make adventures in the British colonial India? Why does he volunteer an elderly Tibetan Lama and become his disciple in order to go adventuring on the monk's pilgrimage? Are the British really liberal to the Indians?

Research Objectives

The objective of this research is to highlight how *Kim* is set in an imperialistic world, a world strikingly masculine, dominated by travel, trade and adventure, however, a world in which there is the division between white and non-white, hegemony and subalterns. It also aims at showing the difference of the treatment between the hegemonic group and the subalterns.

Working Hypothesis

Kim pictures how the colonizers have dominated and exploited the orient, subaltern people in the name of educating, civilizing and even humanizing them presenting themselves as the rational, strong, and masculine while assuming the colonized as subalterns, irrational, strange, week and even feminine .

III. RESEARCH METHODOLOGY

The methodology of this research is textual as constructed and guarded by circumference of postcolonial and subaltern approach. Apart from the intensive study of the text, the methodological tools are also drawn from different theories, if needed especially about the condition of the people in the colonized society. For the collection of the related materials, articling the library, websites, and magazines will be taken as secondary sources to justify the hypothesis.

Analysis and Interpretation

Kim (1901) is Kipling's last novel in which he presents the story of an Irish boy who grows up independently in India. Kim grows up as a native and knows how to communicate with the large groups of people in India. When he meets

Lama, they make a journey around India. After this journey Kim gets the knowledge Indian culture and habits of the people. He also visits the army regiment where his father has worked. So, Kim is the blend of double identity that is represented as the guide for British Empire. It is true that both India and British Empire cause the problem of identification for the colonial subjects. Here Kim from an Irish family is able to have an appropriate relationship with the natives by adapting elements of Indian culture and integrating himself into the Indian community. In this regard, Bhabha rightly observes that "Kim is an in between character whose interstitial position is needed to empower the desire of imperialism and this estranges any immediate access to an ordinary identity (1994: 2)". Kim is presented as a person who has acquired all the customs of the country which he knew and loved.

In the novel *Kim,* Kipling compares Kim and Hurree Babu from different perspectives. Kim faces the problem of double identity. One way he realizes that he is a British and on the other he sometimes finds himself as an Indian. This type of feeling is the result of strange mixture of prejudices against the natives because European considered Indian and their culture an inferior to the European. In his important work *Orientalism* (1978). Said (1994) says that "Orientalism is a style of thought based upon an ontological and epistemological distinction made between the Orient and the Occident (14)." Kipling's observations regarding the Indian customs and society show that he is a classified colonialist. In the novel he admires the work of the ordinary civil servants, engineers, architects and other agents of the British Empire. In this regard Carrington (1955) says:

> If India was being wickedly exploited, certainly they (the English Officials) were not the exploiters. It could not be denied, by anyone who took the trouble to enquire, that they were giving India internal security, communications, precautions against famine, irrigation, afforestation, even the rudiment of an educational system, on a scale that no other country in continental Asia or Africa could approach. These young Englishmen had much to be proud of, and it was a matter of pride with Kipling to serve for seven years in this unselfish army. (83)

It happened because at that time in Europe nationalism was a powerful issue which is reflected in the novel by Kipling.

Now we will take some of the examples from the novel which support this point of view. Kipling depicted India as a country where the Europeans are confronted with different castes and religions and find they confused. Kipling narrates the story where Kim is caught by two white British priests within a military unit. But here Kim writes to his friend Mahbub Ali to rescue him from that situation. As it is not a difficult task for Mahbub Ali, nobody knows him and when he puts Kim on his horse and rides away then nobody knows where to search them as it was difficult for them to search in the native surroundings. Kipling therefore presents a kind of knowledge as well as social relationship of Kim through his friendship and relationship with the natives which he finds important value in Indians. This is the result of the being brought up in Indian society by a half caste woman. Kim's close friends are all Indians and his knowledge of native India is deep. However, he is completely bewildered by the world of the Europeans. Therefore, it signifies that he is culturally separated from them and belongs to the Indian world. Kim refers to the priests as to the „thin fool", fat- fool and „the camel like fool". At the beginning of his captivity among the British soldiers, he claims that it is an interesting experience to be a sahib and having found himself as a European. Now he believes that it is an amusing cultural change. Before this he was a *chela* and now he is a sahib. Kim thinks in Hindi language and finds very difficult to translate them into English language. It is because Kim is not well acquainted with the English speaking and celebrated authors in England like Shakespeare who has been regarded as inevitable for the British. The only tie to the European for Kim is his biological descendancy. But here, Kipling shows that his European parents died when he was just three years old. It means Kipling gives more importance to the descendancy and ethnicity at the expense of other values of environment in which he has grown up.

Another character which is just different from Kim is Hurree who is of Oriental origin. But he is pro-European and pro-British. Being a spy he risks his life for the British. Moreover, he is also very much interested in the official British culture and has classical education of the Europeans. Kipling has different approach for these two characters in the novel. Kipling treats Hurre as an Oriental although he has a British taste. As he says "I am unfortunately Asiatic, which is serious detriment in some respects. And all-so I am Bengali-a fearful man (*297*)." He is not a negative character but also shows his virtue when he listens to Lama reverentially, he is presented in such a way that he shows his true nature:

He [Hurree] himself had been taught by sahibs, who do not consider expense , in The lordly halls of Calcutta; But as he was first to acknowledge, they lay a wisdom behind Earthly wisdom –the high and lonely lore of meditation. Kim looked on with envy. The Hurree Babu of his knowledge –oily, effusive, and nervous – was gone, gone too, was the brazen drug vendor of overnight. (301).

In the above mentioned quote, Kipling presents a change of character that seems to exist in two forms. The first one is Hurree who is "oily, nervous and effusive" and he finds some respect when he advances to Lama is the second one. This is just contradictory because of his classical British education, for example his use of Latin words and when he speaks about Shakespeare. Now it is quite interesting that in some way he is connected with European environment and still he targeted as an Oriental. Hurree Babu also expresses his positive attitude towards the oriental culture as expressed; he is perceived positively but his inclinations towards western values are always depicted as pictures but seem rather funny and opportune. Here Kipling chooses everything by ethnicity rather than the freedom of the characters in the novel. In this regard Williams (1994) says "In Kipling's writings the Indians are superior to the British in the matter of religion as the British are to them in material" (483).

Hurree is of Oriental origin and his approaches are portrayed as to the European culture which is quite ridiculous and funny where as his mentality is presented as completely Oriental. It means Kipling does not approve mixing of races. Therefore, Kipling designs his characters by ethnicity and not by the cultural aspirations. Colonial superiority shapes the character and identity of Kim and in the process of learning Kim forms a new image of Brutishness. This involves some connection with British culture, English Language and even the role of church. But Kipling puts Kim in the main frame of his descendancy from parents and ethnicity which gives his Brutishness a specific taste. Here, we find that Kim express his ideas like this, "Kimball, I suppose you would like to be a soldier. Gorah- log [white folks]. No-ah, No-ah. Kim shook his head violently. There was nothing in his composition to which drill and routine appealed. I will not be a soldier (127)". The British ruled India by having the post of soldiers, civil servants and rulers and they were considered by the natives in the same role. In the character of Kim, the consciousness of belonging to Britain exists to keep his

Indian culture away. So, the character of Kim is blended with two types of components. First Kipling's praise for Indian culture and his partial identification with it and the other one is his thinking that British are the suitable rulers of the natives.

Kim is a novel in which Kipling shows his fondness of the native culture. But at the same time he also draws the boundaries between his own position as the ruler and the admiration of Indian culture. The character of lama is displayed with Kipling's this kind of thinking. He is an enjoyable figure in the novel. He shows his love for the living creatures and children which means he is having the humanity that reduces the distance between the Oriental and the European. But Kipling stress on the benefits of the colonial rule in the less civilized Oriental countries. Lama accepts this kind of Kipling's approach towards the natives. Even though Lama is positively portrayed but he bears the colours of the British. In fact producing the in- between sense of belongingness in half educated natives is to just assist the political domination of British rulers. Although colonial discourse desires reformation and regulation of the colonized Indians, it does not consider these natives equal to their own level in any sense. In this regard Said states that "Kim is a person capable of changing his appearance quickly like chameleon-like character" (1994: 155). In the novel *Kim,* Kipling gives emphasis on the instability of Kim's identity. Kim is a double agent who is an Irish orphan and also acts like the native.

In this novel Kipling described the world of native in contemporary India. He also relates it to the world of colonizers. Kipling presents the images of Indian city which supports the idea of distance between the civil servants and the native community. He also describes "Smile as a conglomeration of verandas, alley –ways and bolt –holes, and the city where the police controlling the inhabitant's familiar with the place encounter serious difficulties (68)".

In this novel the reader can notice a gap between the natives and the European officials. Kipling as a colonialist admires the work of the civil servants who bring European inventions and the so called progress to this part of the world which he considers inferior to the West. But at the same time he points out the mistakes they make. In this regard Carrington remarks, " the Native –Born [is] an appeal from the colonial born overseas for a little understanding on the part of his English brother (259)". This kind of attitude is found in the character of Kim.

IV. CONCLUSION

Thus in *Kim,* Kipling is detailed in his account of a colorful, diverse and complicated India and Indian culture, albeit, views them through a colonist's lens. It's quite odd to note Kipling's use of humor in *Kim* to underscore his characters' awareness of themselves, of their suffering, and of the imbalance, unease, and ambivalence of their social and political environs. Kipling presents India as mixture of the old customs and traditional life style of the native castes with the modern inventions and the progress of the British –Raj. But the two parts of the life did not mix with each other and remain far away from the blending of it. *Kim* tries to define the bond between the two worlds of colonizers and the native Indians but he did not succeed completely in his motive because Kim is also a victim of the rulers' arrogance to the natives. The novel therefore does not offer a scrutiny of the native people of India of that particular period of the colonial rule, but it is rather a picture created by the colonizers. Kipling offers a vision of Indian society and culture admired by the British. He admired the efforts of ordinary people just to survive and not to achieve anything in the world. *Kim* is a descriptive novel centered on the differently flavored atmosphere of India presented through a variety of characters. The relationship between the British and the native population is an indispensable part of India as represented in the novel, reveals the great distance between their world and cultures. We can feel after reading the novel that the outcome of the colonialism still exists in different forms, that is, corruption, wars, bloodshed, coups and chaos in many of the ex-colonies of the then empire. This kind of approach has been used to justify the occupations and horrors that accompany the oriental world.

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The psychological philosophy behind public baths in Indus Valley Civilisation

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Abstract— Historically, public baths have been an integral part of all ancient civilisations. When talking about Indus Valley Civilisation, it is considered one of the oldest civilisation pertaining to mankind. While there is still a huge discrepancy related to the actual dates of the existence of this civilisation, the approximate span of this civilisation is taken as 2500-1700 B.C., as per carbon dating technique. The public baths were a common feature of Indus Valley civilisation, excavated at Mohenjodaro present in Pakistan and this paper presents a psychological perspective pertaining to these structures. Humans have a tendency to have stringent notions above their body and it has been found to be a cause of various psychological issues. This paper presents the view that our ancient civilisations paid special attention to the psychological well-being of individuals and had built the concept of public bath in order to instil a sense of love and ease related to their bodies.

Keywords— body image, Indus Valley Civilisation, psychological philosophy, psychological well being, public bath.

I. INTRODUCTION

Our ancient civilisations have been instilled with exemplary prowess in the field of science and engineering. Instances can be seen in various ancient civilisations be it the Egyptian civilisation or Mesopotamian in their structures like Sphinx or the pyramids. But when we talk about the philosophical or psychological aspect of the rituals followed by these civilisations, still there is a lacuna while associating any practise to logic. Numerous research is being conducted elucidating the logic behind these ritualistic practices, and many studies have shown the benefits of these practices. Similarly, the concept of public bath is a very common practice in Indian context. Its instances can be found as early as in Indus Valley Civilisations and also in current rustic scenario, where in people for their morning baths visit a community water body like river or wells. This paper exclusively talks about the psychological philosophy behind the public baths found in Indus Valley civilisations.

1.1 Indus Valley Civilisation

Indus Civilisation or Indus Valley Civilisation is the earliest civilisation found in Indian subcontinent. The civilisation is considered as an urban civilisation, owing to its planning and development. The Indus Valley civilisation is considered to be existing around 2500-1700 B.C., as per the findings of the nuclear dates. It is also suggested that the southern sites of the civilisation may

have been in existence up to the 2nd millennium B.C.E. The first site to be discovered pertaining to Indus Valley Civilisation was Harappa at Punjab region, and hence this civilisation is also referred to as Harappan Civilisation. The other sites discovered related to these civilisation are Sutkagen Kor (in Paksitan), Ropar or Rupar (in Punjab, India), Dholavira (in Gujarat, India), Lothal (in Gujarat, India), Rakhigarhi (in Haryana, India), Kalibangan (in Rajasthan, India), Balathal (in Rajasthan, India), Surkotada, Banawali, Alamgirpur, Mehrgarh, Mohenjo-daro (in Pakistan). The discovery of these sites has established Indus Valley Civilisation as the most extensive civilisation among the 3 earliest civilisations (The Editors of Encyclopaedia Britannica, 2020) [1].

Mohenjo-daro present in modern Pakistan and situated on the banks of River Indus, is the site where in the great bath of Indus Valley Civilisation has been discovered. The prevalence of public baths implies the importance of ritualistic cleaning in their society. The notable part about these public baths is that they are surrounded by galleries and changing rooms. The Great Bath has no cracks or leaks in the structure and it reiterates the sturdy engineering capabilities of those people.

1.2 Psychological well-being

Psychological well-being has two parts. The first part refers to the level at which individual experience positive emotions and happiness. It is analogously used with the

word subjective well-being (Diener, 2000) [2]. The other part refers to having a purpose and meaning in life. These two components influence a person's well-being.

Psychological well-being are of two types hedonic well-being and eudaimonic well-being. Hedonic well-being is defined as subjective well-being of happiness and has two components- affective state (related to feelings) and cognitive state (satisfaction with life). A person's well-being is high when a person has high positive affective sate and also he has a high level of satisfaction with life (Carruthers & Hood, 2004) [3].

The other type of well-being known as eudaimonic well-being has six components that determine well-being (Ryff, 2004)[4]. The six components are autonomy, self acceptance, positive relationships, personal growth, environmental mastery and purpose in life. Autonomy refers to the person's ability to take be free and take decisions unaltered by social pressures. Self acceptance refers to the individuals ease and comfort related to oneself. A high level of positive relationships refers to the number of meaningful bonds a person has. Personal growth means the person's ability to grow, develop and move ahead in life after learning from mistakes. The fifth factor is environmental factor which refers to the individual's ability to utilise the environment or the surrounding factors for growth and development. The last factor refers to the person's goal orientation and meaning that an individual has attached to life.

II. THE PSYCHOLOGICAL PHILOSOPHY BEHIND PUBLIC BATHS

It has been proven that public baths were prevalent due to the tradition of ritualistic cleansing, but this paper presents a psychological perspective pertaining to these structures. It has been found that there is a significant correlation between body image and psychological well-being (Yazdani et al., 2018) [5]. The study found the correlation to be r=0.43 at P<0.001 and the main subjects for this research were people having morbid obesity. The result also stated a positive correlation body image and all subscales of psychological well-being except autonomy and purpose in life. Another study titled " The link between body dissatisfaction and self-esteem in adolescents: similarities across gender, age, weight status, race/ethnicity, and socioeconomic status" (van den Berg PA et al., 2010) [6] found that body dissatisfaction and self esteem had a strong correlation among adolescents of all age groups and was significant in both genders. Similarly a study titled " Body image satisfaction and depression in midlife women: the Study of Women's Health Across the Nation (SWAN)" (Jackson K.L. et al., 2015)[7] found that

midlife women having poor body image are more susceptible to higher levels of depression.

As studies have suggested that people's perception of their body has an influence on their psychological well-being this paper presents the concept of public bath as to tackle the negative constrains pertaining to body image and thus resulting a better psychological well-being. The public baths were a concept where in people in groups engaged in bathing. This concept was a means to imbibe sociability in people but a new perspective pertaining to it could be that these baths were invented in order to develop a positive body image, resulting in a better psychological well-being. People when engaging in bathing, exposed their bodies to their acquaintances and this process acted as a cathartic method in order to instill self-esteem regarding their body image. When they exposed their bodies and in the process saw other bodies, this developed a sense of comfort and the fact that they solely weren't the only ones having these kind of body instilled a sense of oneness. Having a sense of belonging and comfort would have surely acted as a means of not fretting or not causing distress pertaining to their body. And thus, resulting in overall psychological well-being.

III. RATIONALE OF THE STUDY

This study could prove as a means to open up new ways to instill a sense of comfort pertaining to body image. And as a domino effect, this would act in a better well-being of the individuals. This study has a greater significance in now a days, where in people have distress or distorted body image. The social media being an active part of our lives has made a stereotypical body image collectively for people across the globe. This influence insidiously has created the perspective that deviance from that set image would be a cause of unhappiness and undesirability, resulting in bad well-being. If we could take the ancient concept and open up something similar to it, it would result in people accepting their bodies. Also, it would lower down the stress, unhappiness, anxiety and misery caused by the perception of body image.

IV. CONCLUSION

Ancient texts like Vedas, Upanishads and all other texts are a Pandora of mammoth knowledge. There was psychology and philosophy related to all the traditions and rituals. This paper presents a supposed psychological philosophy behind the concept of public bath in Indus Valley Civilisations. Our ancestors were way ahead of us and they had figured out a euphoric lifestyle but it somehow lacked certain scientific findings to it. If we indulge in research finding the scientific reasons behind all the rituals and

traditions of all cultures, it would surely open doorways to all the prevailing ills and issues in the globe.

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Revisiting the reading Culture and information dissemination: Conceptualisation of "a reading nation is an informed nation"

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Abstract— *Getting information and inform others is amongst the human needs in the world they live. For information to be successfully and conveniently disseminated, informant needs be well informed from a well-known source mainly a written document they have read. In this study, the researchers assessed the trends of reading culture and its impact on information dissemination with specific reference to Kigali public Library located in Kigali City, in Rwanda. As today the world is moving faster with a lot of progresses and technological innovations in different areas, it is worth laying strategies to cope with a bad culture of not reading which may result in relying on non- founded information or being under informed totally. The study is a descriptive survey involving quantitative and qualitative methods. A daily record - document analysis, questionnaire and observation were used as research instruments. The study was conducted within the paradigm that successful information dissemination depends largely on how well informants have consulted sources about what they want to tell their audience. Results revealed that libraries are major repositories of knowledge and integral part of societal needs which make not only local people but also others in many parts of the globe to be informed. Researchers recommended that the habit of reading should begin at an early stage and be imbibed throughout one's lifetime.*

Keywords— *Reading culture, information, informed nation, public library.*

I. INTRODUCTION AND BACKGROUND

Preliterate societies, African in particular, could communicate mouth to mouth unlike the current world where the pen is mightier than the word. In Rwandan context, many people still rely on oral communication while this century is predominantly geared by writings. Actually, this influence dated long before whereby communication used to be done from ear to mouth without any written source (Ruterana 2012:14). Traditional practices were learned by the young generation who observed closely what their elders were doing and saying. Today, quality information dissemination depends largely on how well people are interested in reading in a given place at a particular time. Information takes a lead in public places where people benefit a lot, if well informed, and face losses if not well informed about what they want to do, about what goes around them. Information is relevant among people who live together or having something in common. True information benefits society while false information distorts them. In other words, getting informed and inform others makes people stay connected and go with time in the world they live. Cited in Owusu- Acheaw &Larson (2014), Dadzie asserts that human personal growth and development goes with knowing the world and having the ability to understand the content of a document and make use of the knowledge is what can enable people get well informed and inform those with whom they live. While Oke (1996) contends that people read for self-improvement, pleasure and relaxation, for a feeling of pride and prestige, Owusu- Acheaw &Larson (2014) opine that people read for different reasons and purposes including pleasure, leisure, relaxation, information and knowledge. By reading books, newspapers and other magazines, people can know about the world and its environment. In the same light, Palani (2012) is of the view

that nowadays reading habit has lost its importance as both the young and old are glued to the television and other ICT gadgets. In this vein, lack of reading culture among people of a given place bears serious consequences including the negative impact on the information dissemination.

According to Ramatou et al (2015), reading is an indispensable tool and bedrock of education due to information acquisition. The same authors contend that reading is the foundation upon which other academic skills are built. Inherently, the leading saying about reading goes that "*A reading nation is an informed nation*", meaning that reading holds a pivotal role in human society not only at local level but also in distant places. As such, Public Library, as a local centre for information, makes all kinds of information readily available to its users who aim to communicate among them, transform their life and educate themselves for different purposes. Be that as it may, in the current African communities reading culture dwindled drastically while public libraries were established to create peaceful, democratic and equal societies as well.

statement of the problem

The twenty-first century is predominantly characterized by much reliance on writing in contrast with the former time whereby communication used to be done from ear to mouth without any written source. While the situation should have improved, many people in Rwanda are not very much interested in spending time on a book in a library. Despite that there are many reasons why people read, research has revealed that there reading habit among different people in recent times is still low, especially in developing countries including Rwanda, where many people are not interested in reading due to a number of reasons. With the advancement of technology that brought internet, reading from physical library has been considered as a loss of time and de-motivating. Instead of spending time on a book in a library, people are interacting on internet or whatsApp while others are watching television. Elsewhere, while the city should be considered as a place that counts a number of good readers due to a high literacy rate there, it is not always the case. For example, in Kigali Public Library, the culture of reading has dwindled and people are distracted with the advents of these ICTs gadgets. As a library officer, one of the researchers visited Kigali Public Library and interacted with librarians there. They revealed that reading trends are at a low level in contrast with the belief that the public libraries create peaceful, democratic and equal societies. All these foregoing reasons triggered the researchers to investigate the reading

culture among the citizens and the impact that such situation can have on information dissemination. Taken together, an idea to conduct this study sprang on the one hand from the above background. Similar to that situation is that when the second researcher interacted with a young boy selling newspapers at Nyabugogo main bus park. When the researcher asked him about his business, the young boy revealed that the business dwindled drastically due to people's little interest in reading. The two situations led the researchers to pose a number of questions about people's rampant culture of not reading. It is against this background that the researchers wanted to assess the trends of reading in one urban public library and investigate into its impact on information dissemination bearing in mind the saying that " A reading nation is an informed one".

Aims of the Study

It is often time said that "*If you don't read, you don't know*" particularly in this century where written communication outweighs the mouth to mouth communication just as the common French saying goes that "*Les paroles s'envolent mais les écrits restent*" (Written information cannot be lost unlike oral that is easy to forget). In that regard, this study hinged on the following objectives: (1)To assess trends of reading culture in public libraries with specific reference to Kigali Public Library; (2) To explore the relationship between reading and information dissemination; (3) To identify factors militating against reading among Rwandese people and suggest measures to grapple with this issue in urban areas in particular. From the above objectives stems an assumption that successful dissemination of true and reliable information depends largely on how well the informant is well equipped with knowledge of what he/she is telling others because they have reliable written sources of that information.

Scope of the study

This study consists of surveying reading trends and the impact of reading culture on information dissemination. The study involves public library in Kigali City; that is Kigali public Library. All aspects did not have room in this single study. Rather, the focus was put on reading since library is greatly concerned with it. The study was conducted from June 2015 to November 2016 and was basically framed on Freire's theory of Library as information centre for people not only to teach themselves but also to disseminate knowledge to others with whom they live.

Theoretical Consideration

This study was framed on Freire's critical theory of libraries as transformative agents for community empowerment through communication. According to Freire's theory, libraries in the modern era have been tasked with discovery and consultation and dissemination of knowledge that is fixed, authoritative, discipline bound, and constructed for individual access. These institutions have thus identified themselves as separate from the mundane world standing for purer, more elevated values and acted as universal archives for transmitting information based on higher values and objectified knowledge (Wisner 2000; Bruce and Kapitzke 2006; Bruce 2008 cited in Buchmana et al.(2010). Today, however, librarians have moved into the public view, although in many cases, they still wait for information seekers to come to them. At the same time, contemporary theorists of library and information sciences have been increasingly recognizing the importance of making libraries relevant to local communities. Thus, in this study the researchers built on the ground that libraries are sites and depositories of information; relevant tools to local communities in that they enable people not only to learn better on their own but also to teach one another, thus to create an inclusive community.

II. LITERATURE REVIEW

Literatures in relation with reading defined the process of getting ideas from print or written materials as a way of acquiring knowledge. According to Oyeyemi (2005), reading is a means of tapping knowledge from superior minds. As depositories of these materials, libraries strive to collect and make accessible relevant and appropriate materials for literacy development (Cheung and Waldeck, 2016). The role of library, public library in particular, is closely associated with social and economic development. Public libraries can develop social and educational initiatives that aim to improve the state of well-being of people and reduce the social exclusion (Alvim & Calixto (2016). Elsewhere, Gill (2001) is of the view that public library plays the utmost social role as a communal meeting place, as a place of informal contact between community members, which may be a positive social experience. They add that public library is an engine of social development and a positive agent in the change of the community bringing social benefits. Libraries serve as important cultural institutions in providing a physical learning space for all ages for developing and sustaining literacy skills (Howard, 2013). They can be in form of standalone buildings, set up within

schools, located in community centers or provide their services with mobile libraries. Although there are factors which inhibit the culture of reading including a narrow perception of reading by education system in Africa (Ruterana, 2012) and many others, libraries provide their users a welcoming literate environment with a collection of diverse literacy materials which can stimulate individual or group learning (Cheung and Waldeck, 2016). Taken all in all, library as depository of information plays a vital role in the human society because the latter will become back warded if they don't know what is going around them. Hence, a statement that "a reading nation is an informed nation", make researchers in information and library science to posit that reading is important in human social life.

Reasons for reading

The great awareness of why reading is important is that it does not only contribute to an individual's well-being, self-development and progress but also the whole nation and the world (Affidah et al, 2013). People read for a variety of reasons each according to his/her interest. According to Fabunmi & Folorunso (2010) people read to acquire knowledge about something they want to know. As for Oyeyemi (2005) reading is a means of tapping knowledge from superior minds. He believes that people read to get knowledge. Elsewhere, people read for enjoyment. Through reading exercise, we are able to learn about how society has evolved and about the societal norms during each of the different periods all throughout history. This can even help us to understand references made in more modern societies because authors often make old religious texts or historical moments. Through reading we are able to continuously uncover new information about history. It is easy to see how all academic fields have roots in reading. Information became easier to pass down from generation to generation once we began to write it down. Eventually everything was written down, from things like home remedies and cures for illness, or how to build shelter to traditions and religious practices. Readers are able to improve on ideas, further knowledge and academic fields such as the medical field or trades could be started. In the academic world, reading holds an important place as it is associated with language and it is really a social discipline. The pride in reading is that it empowers one to use language with ease. Reading broadens one's reasoning, perspectives and outlooks towards life and society. Any literate society should be characterized by adherence to the culture of reading. Fabunmi and Foloruns (2010) posit that reading is essential to literacy and it is an

emancipatory tool that liberates one from ignorance, disease and poverty as well as providing one with the liberty for all round development. Libraries strive to collect and make accessible relevant and appropriate materials for literacy development (Cheung and Waldeck, 2016). Reading in that sense cannot be dissociated with knowledge. This skill has become more necessary now than before because, in order to live well and succeed in our modern and complex world, which has become a reading world, one requires effective reading skills (Fabunmi and Foloruns, 2010). In a word, reading is vital for human community to live going with time, knowing the the world around them.

III.   METHODOLOGY

The researchers used descriptive survey design with quantitative and qualitative approach. The study is quantitative in that it expresses the results in terms of quantity where the results are presented in term of frequency and percentages; and qualitative in that the researchers commented qualitatively on the results revealed by the numerical data. The target population of this study was readers from different places of the country and even beyond, who usually visit Kigali public Library for reading. The study employed a simple random sampling method to select the respondents. Information was extracted by honest and personal interaction between the researchers and respondents. More importantly, the documents where readers are recorded were selected objectively for analysis basing on the research objective to assess the reading trends. Questionnaire, observation and document analysis were used as research tools. The questionnaire consisted of four sections. The first section consisted of reading frequency and reasons for reading. Section two was about what motivate readers while section three was about impact of reading on information dissemination. Section four dealt with strategies to enhance the culture of reading. Data were also collected on the number of books and materials checked out and used in the library emphasis falling on the interest of each of the categories of readers. Simply put, the questionnaire was distributed among readers and librarians. A total of 384 copies of questionnaire were distributed among respondents that were selected randomly following Morgan and Krejcie's (1970) for sample size determination. The data collected was analyzed by means of tables, frequency count and percentage tables. Besides, document analysis was also used as a tool in this study. The document analysed contained the daily record in Kigali Public Library. Analysis took into consideration the types of readers, age, and sex during the period between June 2015 and July 2016.

IV.   PRESENTATION OF RESULTS

In line with the methodology of library research, a variety of methods were used to gather information and interpret them. The descriptive survey design was used for this study Figures and tables were used to present the results of findings. Data collected were analyzed using frequency and percentage counts. The analysis of data involved both quantitative and qualitative methods of data analysis.

Information gathered through observation

The following table shows the records the researchers got when they visited purposefully Kigali Public Library in hopes of knowing and having firsthand information reading in that library.

Table1: The number of readers per day

Dates	Category of readers	Number of readers	Percentage
October13th, 2016	Adults	296	78.3 %
	Teen kids	82	21.7 %
	Total	378	100%
October 14th, 2016	Adults	348	80.2%
	Teen kids	86	19.8%
	Total	434	100%

As indicated in the above table, one of the researchers visited the library two times. For the first time, it was, 13 October 2016. He sat in the library and recorded intentionally the number of readers per day. The records showed that reading

rate is low as they recorded only 236 readers for the whole morning. In the afternoon, the number decreased slightly as there were 142 readers which made a total of 378 readers a day. Among them, 296 (78.3 %) readers were adults while 82 readers (21.7 %) were teen kids.

For the second time, it was Friday 14th October 2016. The situation improved a bit and the records went up to 434 readers in total. Among them, 348 readers (80.2 %) were adults and teen kids were 86 equivalents to 19.8% which is not enough in consideration with the mission of the public library located in the capital of a country. From the situation above, the researchers concluded that during working hours people do not visit the public library. They related the situation with the bad culture of not reading among people young and children. The idea is that youth and ten kids should be encouraged to read so as to cope with the culture of not reading among the future people where information has great power.

Information gathered through questionnaire

Besides observation, the researchers used questionnaire to collect data. Questionnaire was administered to readers and librarians, emphasis being the reading trends, reasons for reading, materials to read, factors that motivate readers and impact of reading on information dissemination. Questions about strategies to motivate and improve reading among people were reserved to librarians. It is important to put it clear that the questionnaire comprised of both closed and open ended questions.

Characteristics of Respondents

Table 2: Table showing the characteristics of respondents

Categories	Gender	Frequency	Percentage
Young	Male	88	22.9%
	Female	93	24.2%
	Total	181	47.1%
Adults	Male	106	27.6 %
	Female	97	25.3%
	Total	203	52.9%
TOTAL	Female and	384	100

	male		

From the above table, it is obvious that the adult read more than youth do. Of the total number of 384 respondents, 203 (52.9%) are adults of which 106 (27.6%) are male while 97 (25.3%) are female. As for youth, they totalize 181(47.1%) among which 88 (22.9%) are male and 93(24.2) are female.

Types of Respondents

Table 3: Table showing the readers from the city and from other places

Categories	Gender	Frequency	Percenta
Citizens(From Kigali city)	Male	108	28.2%
	Female	116	30.2%
	Total	224	58.4
Others(From outside Kigali City)	Male	91	23.7%
	Female	69	17.9%
	Total	160	41.6%
Total	**Female and male**	**384**	**100%**

The above table reveals that of the total respondents, 108 (28.2%) are male citizens while 116 (30.2%) are female from the city area. Thus, the table indicates that among the respondents, citizens were 224 equivalents to 58.4% of the total number of respondents. As for other readers from different places, they totalize 159 (41.6%) of which 91 (23.7%) are male while 69 (17.9%) are female. Thus, a big number of readers who visit Kigali Public Library come from the city the reason being they are nearer that Library. The implication is that there should be other libraries at countywide to help the Kigali public Library offer the service and provide the material for reading.

Frequency of Reading

The frequency of reading was revealed by the statistics provided by the management of Kigali Public Library. They involve the records on library use from July 2015 to July 2016 as the table below put it clearly.

Table 4: Table illustrating the reading frequency at Kigali Public Library between June 2015 and July 2016

Period	Circulation	Visitors

		Adults &Teens	Kids	Total
July 2015	568	9,872	1,795	11, 667
August 2015	462	10,125	1,836	11, 961
September 2015	390	11,078	2,960	14, 038
October 2015	448	12,185	2,640	14, 825
November 2015	678	11,428	2,463	13, 891
December 2015	701	7,083	1,379	8, 462
January 2016	551	7,337	1,154	8, 491
February 2016	413	5,073	968	6, 041
March 2016	341	6,840	1,310	8, 150
April 2016	430	7,803	968	8, 771
May 2016	250	5,443	1310	6, 753
June 2016	547	6,416	1,180	7, 596
July 2016	785	4,910	1,142	6, 052
Total	6, 564	105,593	21, 105	126, 680
Average			1623	9,746

The above table is concerned with the reading situation within the period of one year, that is, from July 2015 to July 2016. As shown in the table, majority of readers are adults and teens while kids are few. This means that Kigali Public Library provides services for a big number of aged people. Of course, the fact that the number of kids is still low means that the culture of not reading starts at the early age and stagnates. Following closely, the table indicates that for each month the number of readers lies at 9,746. It is also worth noting that during 2016 the number of readers dwindled drastically particularly in February where the number of readers is very low in comparison with other months.

Reading Materials

Under this section, information gathered revealed that the most consulted rubrics are those related to science and technology and Social sciences. The table below provides the details as regard the rubric which is mostly read or visited in Kigali Public Library.

Table 6: Table showing reading materials

Types of materials	Gender of readers	Frequency	Percentage
Science and Technology	Male	108	28.1%
	Female	86	22.4%
	Total	**194**	**50.5%**
Social Sciences	Male	68	17.8 %
	Female	54	14%
	Total	**122**	**31.8%**
Others	Male	44	11.5%
	Female	24	6.2%
	Total	**68**	17.7%
TOTAL	**Female and male**	**384**	**100%**

As the information in the above tells, the most frequently read books are those related with science and technology at the level of 50.5%. It is also important to mention that male among the readers interested in that rubric majority are male (28.1%) while 24.4% are female. The implication is that those females are still having a little interest in Science and

technology. Regarding the rubric of Social Sciences, the table shows that of the total 384 respondents, 122 of them (31.8%) are interested among which 68 (17.8%) are male while 54 (14%) are female. It is obvious that readers at Kigali Public Library do not like so Social sciences as Science and technology materials.   For the other remaining materials including Languages and Literature, sports, music and the like, the results reveal that of the 384 respondents, 68 (17.7%) of which 44 (11.5%) are male while 24(6.2%) are female.

Taken all in all, readers are much more interested in science and technology and on may relate this situation to the country's policy of promoting the science and technology as the engine of development. This is of course in line with the vision 2020 pillars whereby technology holds a very important room for the country to boost its economy. As people understand what technology is and the role it may play for them to go with time, there is likelihood to contend that it is the core reason for the rubric to be more consulted than others.

Factors that motivate citizens to read

Among the factors that motivate people to read, internet connection, working hours, customer care and sitting comfort.

Table 7: Table illustrating what motivates people to read

Factors	Gender of readers	Frequency	Percentage
Internet connectivity	Male	120	31.3%
	Female	88	22.9%
	Total	**208**	**54.2%**
Library working hours	Male	78	20.3 %
	Female	66	17.2%
	Total	**144**	**37.5%**
others	Male	14	3.6%
	Female	18	4.7%
	Total	**32**	**8.3%**
TOTAL	**Female and male**	**384**	**100%**

As the above table reveals, majority of people, that is 208(54.2%) are motivated to read by the internet connectivity in Kigali Public Library. This is obvious in the

sense the internet provides readers with all about what is happening in all domains. Another factor is related with library working hours which is supported by 114 respondents (37.5%). It is important to point out that at Kigali public Library; they normally open on Monday to Saturday. The working hours are from Monday to Friday are from 8 a.m to 8 p.m.; and on Saturdays, they close at 5 p.m. Actually, these working hours are well enough for readers to achieve their goals. For other factors that motivate readers at Kigali Public library, research, leisure and entertainment were supported by 32 respondents (8.3%).

Impact of reading on information dissemination

Reading is a key language skill, apart from speaking, writing and listening, that cannot be underestimated. It is therefore a skill that needs to be fully developed and nurtured alongside speaking and writing. Unlike speaking, the uniqueness of reading lies in the power of words as symbols of ideas (Kang'a Mbayi & Gichuru, 2016). Along with this idea, reading impact enormously information dissemination in one way or another. When asked about how reading affects their behaviors as regard information dissemination, readers at Kigali public Library confirmed that when one has read about a situation, be it about economy, politics, education , science and technology, what they have ready impacts positively the world around them in terms of information dissemination.

Strategies for improving reading culture among Rwandan people

Both readers and workers at Kigali Public Library believe that reading can be fostered by coping with conditions such as book shortage - books in Kinyarwanda specifically, access to international Library and e- journals, increase the number of libraries countrywide and sensitization as well as shown in the table below.

Table 8: Table indicating strategies for improving reading culture among Rwandans

Strategies	frequency	percentage

Increase the libraries countrywide	135	35.2%
Sensitization	114	29.6%
Increase the books written in Kinyarwanda	89	23.2%
Access to E- Journals	22	5.7%
Competitions on reading	14	3.7%
Undecided	10	2.6%
Total	384	100%

As shown in the above table, majority of respondents 135(35.2%) believe that the most important strategy to foster reading among Rwandans is that libraries should be increased countrywide; 114 respondents (29.6%) say that sensitization is the best strategy to foster reading culture among people of Rwanda. As for 89(23.2%), Kinyarwanda books must be put on the public library shell to foster reading culture. Access to E- journals was supported by 22(5.7%) respondents while 14(3.7 %) suggest that competitions can foster reading culture. The 10 respondents (2.6%) were undecided. Suffice it here to say that reading culture can be fostered by considering a number of factors as discussed above. It is worthwhile mentioning that the leading strategy among those suggested is to increase the number of libraries. The remaining question is still to know whether the existence of many libraries will motivate readers and as such increase the number of readers.

V. CONCLUSION AND RECOMMENDATIONS

This study revisited the reading and information dissemination with particular interest in Kigali public Library in 2016. The study was led by an assumption that dissemination of information depends largely on how well the informant is well equipped with knowledge of what he/she is telling others because they have consulted reliable written sources. The literatures which geared the study posit that public libraries are the bedrock or depositories of knowledge for national development and, being an integral part of society needs, libraries are of necessity in educational purposes. Reading is still a big issue among people, youth in particular. Most of readers visit library for reasons such as

research and are likely interested in information related to their goals. Thus, the culture of reading from the library is still not developed among Rwandese due to a number of factors including but not limited to people's narrow perception of reading besides the advancement of technology whereby social media have attracted people than libraries. Following the results interpretation, it was suggested that the culture of reading be promoted for the public library to serve the purpose it was set for. The habit of reading should begin at an early stage and should be imbibed throughout one's lifetime particularly because "The library becomes increasingly a gold mine for information seekers in all areas". Libraries should be equipped with enough material-books specifically- written in Kinyarwanda to attract native speakers who may not be familiar with foreign languages. Kinyarwanda books especially should be put on the library-Public Library in particular, to encourage readers and attract them to know about their respective culture and the culture of others. The material about the native culture should be priority to enhance it through reading. Sensitizing people on the culture of reading should be a duty of readers, librarians and the local governance in a bid to fight together the culture of not reading. There should be competitions as regard reading as one of the strategies to foster reading among people. Both public and private media should be a channel through which people can know the relevance of reading. Notwithstanding the results in this study, research on Library and information science should be more encouraged to help the policy makers and planners for effective planning in the domain of Library. As workers in Higher Education sector, the researchers suggested that research be conducted on how students' reading impacts their performance.

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Using tableaus to explore teachers' perceptions of how unequal power relations contribute to the spread of HIV and AIDS

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Abstract— The article explores pre-and in-service teachers' perceptions of how unequal power relations contribute towards the spread of HIV and AIDS. The sample, consisting of 19 teachers; 6 pre-service teachers from a Higher Education Institution and 13 in-service teachers from a rural primary school shared their views, through the use of tableaus, on how power relations between males and females contributed towards HIV and AIDS.The findings, emerging from the teachers' tableaus, demonstrated that they were aware of how gender identities contributed towards HIV and Aids.

Keywords— Acquiescent femininities, hegemony, gender-based violence, identities, masculinities, stigmatization.

I. INTRODUCTIONAND BACKGROUND

HIV and AIDS continue to pose a major challenge globally, but particularly to sub-Saharan Africa, in spite of the vast sums of money that have been spent to curb its proliferation, to intervene and to conduct research. The availability of anti-retroviral drugs and a focus on the medical model, without an understanding of how the imbalance in gender power relations contributes to HIV transmission, is a futile exercise. Gender inequality, particularly in Africa, poses a major challenge, as highlighted by Wood (2013, p.51),since "women traditionally are accorded a low social status, denying them the ability to negotiate safe sex practices or to insist on marital fidelity." Although, it might be surmised, that women, who have higher levels of education, might be better predisposed to negotiate safe sex, this is not necessarily a reality for many educated women (Wood, 2013). Researchers and policymakers have long asserted that gender plays a role in vulnerability to HIV and AIDS and its impact across the globe (Fleshman, 2004; Interagency Coalition on AIDS and Development, 2006;Jewkes, Dunkle, Nduna & Shai, 2010; Shisana et al., 2014). The socially defined and learned male and female behaviors serve to shape "the opportunities that one is offered in life, the roles one may play and the kinds of relationships that one

has"(Interagency Coalition on AIDS and Development, 2006, p.1). The gender roles, in particular, which reinforce and lead to the creation of inequality between men and women, leave women, vulnerable to HIV infection. This inequality makes it, especially difficult for women, to protect themselves against HIV infection. In sub-Saharan Africa, in particular, women are disproportionately impacted, where the 'feminization' of AIDS is most visible. The reasons why young women are disproportionately affected by HIV in the region are numerous and complex. According to research conducted by the United Nations Children's Fund (2015, p.23) high levels of transactional sex, between young women and men in Botswana, and age-disparate sexual relationships between young women and older men in Swaziland, increase young women's vulnerability to HIV. *Ceteris paribus* (holding all other factors constant), biologically, women are generally at a higher risk of contracting HIV/AIDS than men are (Higgins, Hoffman and Dworkin, 2010), and in this region, as pointed out by the Interagency Coalition on AIDS and Development (2006), for every HIV-positive young man (15-24 years) there are three HIV-positive young women.

The HIV and AIDS epidemic, which is one of the largest obstacles to development in South Africa, is destroying the lives of millions of people. About 6.4 million

people, within a population of around 55 million are infected, with AIDS-related illnesses being the most common cause of death (Shisana et al., 2014). Furthermore, according to Cole (2015), over half of South Africans live below the national poverty line and more than 10% live in extreme poverty on less than $1.25 (R15.85 per day).

The imbalance of power between the two sexes is most disturbingly articulated through gender-based violence, which enhances women's vulnerability to HIV and AIDS. Violence against women and girls can include rape and forced sex, physical assault, emotional abuse, humiliation or intimidation and economic restrictions (Interagency Coalition on AIDS and Development, 2006; Skinner, Hester & Malos, 2013). Hence gender-based inequalities, not only affect women's vulnerability to HIV infection, but also exacerbate the negative effects of HIV and AIDS.

It is with this background in mind that this study aimed to explore how teachers, both pre- and in-service, understand how the power relations between males and females contribute to the spread of HIV. This article emanates from a larger study positioned in rural education and in the context of HIV and AIDS. The background to this study entitled *'New teachers for new times: Visual methodologies for social change in rural education in the age of AIDS',*focused on an investigation into how the use of visual methodologies such as photovoice, collages, drawings and drama techniques, such as tableau, could lead to social change through conscientisation of the participants. This article specifically focuses on the participants engagement with the implementation of tableaux, as a visual methodology, to gain an understanding of how pre- and in-service teachers perceive unequal power relations between females and males as contributing towards HIV andAids.

Since teachers, by the nature of their work in schools, are at the forefront of prevention and intervention, they are positioned to make a difference in the prevention of HIV. To be able to do this, it is necessary that they themselves understand the inequality and power relations between men and women, and boys and girls, in the context of HIV and AIDS.The research question that guided this study was: *What do tableaus reveal about teachers' perceptions of how gender power relations contribute to the spread of HIV?*

II. LITERATURE REVIEW

2.1 Teachers as preventive agents of HIV and AIDS in the context of the school

Teachers are positioned as key role players in the prevention of HIV and AIDS in the context of the school and its learners (HEAIDS, 2010). The National Department of Education in South Africa (DoE, 1999, pp. 2-3) (now renamed Department of Basic Education, DBE) has a policy in place that provides guidelines that contribute "towards promoting effective prevention and care within the context of the public education system." This implies that teachers should not only be knowledgeable and able to teach about HIV prevention, but also know how to support learners in their classes, who are living with HIV, by ensuring their inclusion, optimal development and by protecting them against stigmatization. Although this responsibility is often delegated to Life Orientation teachers, it actually needs to be every teacher's concern (Helleve, Flisher, Onya, Mũkoma, & Klepp, 2011). For this reason, it is imperative that all teachers, not only understand how HIV is spread, but also how it can be prevented and treated, and what drives the epidemic. While several social drivers of the epidemic have been identified (See Auerbach, Parkhurst, & Cáceres, 2011), such as ignorance, education level, cultural differences, promiscuity, multiple partners, inequality, gender-based violence, and poverty, unequal power relations between females and males is a key driver of the epidemic in South Africa; which this study aimed to explore with the teachers (both pre- and in-service teachers). If teachers are aware of unequal power relations and understand how these play out in society, they might be better positioned to address the epidemic within the context of schooling.

2.2. Theoretical perspectives of men and gender

A focus on the social construction of gender has generated sophisticated literature on the gender identities of men and women, and masculinities and femininities. This has also led to men being included in the area of gender studies. The work of Connell has contributed significantly to our understanding of theoretical perspectives of masculinity and how it manifests in society in positions of power over femininity. Connell (1987) describes the existence of multiple configurations of masculinity that are hierarchically organized and structured, along the lines of gendered domination (of men over women, of powerful men over less powerful men, of adult men over younger men). She identifies one masculine position that is dominant and refers to this as hegemonic masculinity. It is this position that is

generally associated with the subordination and oppression of women. The concept, based on Gramsci's work, refers to the exercise of power by creating consent through the establishment of accepted ideas or values (Jewkes & Morrell, 2010).

In South Africa, hegemonic masculinity mobilizes and legitimates the subordination and control of women by men. It is thus an integral element of patriarchy, "the social organization that allocates, distributes and secures the power of men over women" (Jewkes & Morrell, 2010, p.3). Hegemonic masculinity is associated with a set of practices, within the social system, which serve to both express and bolster men's power. The ideal of masculinity is thus achieved through a complex web of processes that extend into the organization of private life and cultural arrangements (Connell, 1987).This means that aspects of culture, religion and socially constructed institutions, such as the legal system, may work to preserve a particular cultural ideal of manhood, thereby reinforcing the *status quo* resulting in the marginalization of women and the concomitant imbalances that have characterized gender power relationships. In her argument, Connell contends that women somehow tend to uphold the *status quo*, relating to hegemonic masculinity, as there is no equivalent notion of hegemonic femininity, largely because there is more diversity in feminine ideals, although women are globally subordinated to men. She describes a form, or forms, of femininity which is characterized by compliance with women's subordination and an orientation towards accommodating the interests and desires of men. In this way, as highlighted by Jewkes & Morrell (2010), women agree with the unequal structuring of relations, do not challenge these relations and eventually collude in the unequal distributions of gender power with men. While women, who support cultural ideals of such femininity, are rewarded, women who engage in acts of resistance can be marginalized and stigmatized (Jewkes & Morrell, 2010).

An understanding of hegemonic masculinity and emphasized femininity is crucial to an interrogation of the gender power relations that contribute to the spread of HIV in South African society, since the manner in which society is configured, contributes to identity construction.

South African masculinities valorise the martial attributes of physical strength, courage and toughness and an acceptance of hierarchical authority; but most of all, they demand that men are able to exercise control over women and other men (Morrell, 1998). Within relationships with

women, the expectations of establishing control provide space for the use of physical and sexual violence against women, in efforts both to achieve and demonstrate this (Jewkes & Morrell, 2010).

III. RESEARCH METHODOLOGY AND DESIGN

3.1 Research approach

In this qualitative study, located in an interpretive paradigm, an arts based methodology, referred to as performative inquiry, that shares characteristics of ethnodrama (Fels, 2004), was used.The use of drama-in-education methods to generate data has burgeoned worldwide, but also in South Africa, more recently, particularly in the field of education in addressing issues related to HIV and AIDS, gender-based violence, and sexuality (see for example, Mitchell, 2008).

According to Fels (1998), performative inquiry is a research methodology that uses the medium and processes of drama as a way of knowing. This methodology uses performance (improvisation, tableaux, role drama and playbuilding) to create a co-evolving interaction among participants, their environment and the subject theme within which moments of learning emerge (Fels, 2004). Tarlington and Michaels (1995) describe tableau as a method in which the group collectively creates a scene around a particular issue or theme. Within the context of this study, the theme focusedonhow power relations contributed to the exacerbation of HIV and AIDS. Toye and Prendiville (2000, p.117) describe a tableau as "a still picture of a key moment frozen in time". The participants' expressive faces, body positions and how they pose in relation to each other create a living picture or sculpture. Tableau, as method, was selected, for the purposes of this study,as it enables the participants to develop their perceptions on an issue, activate and build on background knowledge, ask inquiring questions, determine what is important, and synthesis and, if necessary, reframe their viewpoints.

The participants, within in the context of this study, were therefore involved in performative inquiry, in particular through the creation of tableaux. The aim of the tableau building exercise was to enable the participants to create frozen moments or scenes, which, according to them, most effectively portray how power relations between men and women contribute to the spread of HIV in society at large. The participants, in each of the tableaus, were questioned by the observers (participants of the other groups) to establish the context of the tableau, who they were and what was

happening in the scene in order to examine and interrogate the main themes highlighted.

The use of tableaux as a strategy to generate data on how power relations contribute to the spread of HIV provided a safe space for participants to engage with the topic. Since the issue of power relations tends to be invasive, sensitive and personal, the use of tableaux provided the necessary distance for the participants to interrogate their key concerns in a more detached manner. Furthermore, the participants' active involvement in the creation and processing of the tableaux encouraged engagement, sharing of experiences and discussion of how gender power relations contribute to the spread of HIV. The sharing of personal insights, based on the tableaux, led to learning about the topic, which facilitated a deeper interrogation of the issue of gender power relations and HIV. The direct involvement of the teachers in the creation of tableaux enabled them to identify how power relations manifested within their contexts and to reflect on how to be more empathetic to the victims of hegemonic masculinity, within society at large, and to consider strategies that they could implement to challenge and deconstruct hegemonic masculinity and acquiescent femininities. The use of participatory methods, such as tableaux, contributed to an in-depth understanding of the issue of power relations and HIV and Aids, as the participants worked collaboratively to share insights based on their experiences.

3.2 Participants

The participants comprised two groups of teachers, namely, in- and pre-service teachers. The in-service teachers were teachers, who taught at a rural primary school within the Nelson Mandela Metropole. The farm school was purposively selected for the project entitled *'New teachers for new times: Visual methodologies for social change in rural education in the age of AIDS'.*The pre-service teachers were Intermediate Phase teachers from an institution of higher education, within the Nelson Mandela Metropole, and not from a rural context. All fourth year Intermediate Phase pre-service students were invited to participate in the project and six volunteered to teach in the farm school over a two-week period of school-based learning, as part of the project. Thirteen staff members from the school (the entire staff) and the six pre-service teachers participated voluntarily. The in-service teachers comprised 12 African females and one African male (the entire staff), while the pre-service teachers comprised three females (two 'Coloured' and one White) and three males (one Black African, one 'Coloured' and one

White). The pre-service teachers' ages ranged from 21 to 30, while the in-service teachers' ages ranged from 40 to 58.The pre-service teachers were all in their final year and were about to graduate, while the in-service teachers had the following qualifications; 7 had a three year Diploma in Education, 5 had a degree, and 1was registered for an Honors degree. The marital status of the pre-service teachers' group was that 5were unmarried,8were married or had a partner, and 2 were single. None of the 6 in-service teachers were married. The sample, for the purposes of this study, thus comprised 19 participants.

3.3 The research process

During the course of the project we had been using various visual methods, such as drawing (see Theron, Mitchell, Smith & Stuart, 2011) and photovoice to address HIV and AIDS issues within the school (De Lange, Khau & Athiemoolam, 2014). During this workshop the in- and pre-service teachers were exposed to the processes and practices involved inthe creation of tableaus with a specific focus on issues relating to HIV and AIDS. The workshop took place on a Friday afternoon, from 15:00 to 19:00, at a non-school venue. After a hands-on practical experience,focusing on the creation of tableaus, the participants were divided into four mixed groups (comprising both in- and pre-service teachers) with the brief that they had to create a tableau that focused on gender power relations and HIV and AIDS. The prompt that served to guide the creation of the tableau was: *How do gender power relations lead to the spread of HIV?*

They were given 45minutes to plan their tableau. Thefour tableaus were presented and the audience; comprising the other groups of participants, who observed the tableaus, posed questions to gain an understanding of the context of the tableau and the message that it intended conveying. After all the groups presented their tableaus to the participants on the theme, the group reflected collectively on the insights gained from the tableaus and how they resonated with their own experiences, within their own contexts. The tableaus and the reflections were video-taped, transcribed and analyzed thematically (Braun and Clark, 2006).

3.4 Ethical measures

Ethical measures involved obtaining ethical clearance from the Nelson Mandela Metropolitan University's Ethics Committee to conduct the research (H10-EDU-ERE-004), permission from the Department of Education to conduct research in the particular rural primary school, and informed

consent from all the participants, who participated in the study, in writing. The participants' anonymity was ensured by not using their names or referring to them directly and the informed consent form indicated that they could withdraw at any time during the research process, if they wished to do so.

IV. FINDINGS

This section provides a description of each of the tableaus presented by the four groups and highlights some of the key themes that emerged from the participants' analysis of the scenes during the group reflection session. The main themes depicted by the tableaus, focusing on how unequal power relations between males and females could lead to the spread of HIV and Aids, include male infidelity, gender-based violence, stigmatization and discrimination, and poverty and prostitution. These themes will be discussed in terms of how the participants portrayed them, within the context of their individual tableaus, and with reference to reflections based on the participants' experiences.

4.1 Male infidelity

The first tableau, which comprised five characters, represented a scene which depicted two women standing over a crying woman, with another one pointing a finger at a man, who was seated, and who looked forlorn. Other participants, who were not part of the group, posed questions to the characters in the tableau to unravel the scene and to establish what was happening in the scene as a whole. It emerged, from their questioning, that the scene portrayed a woman, who was infected with HIV, by her husband. The two women, standing over her, were the neighbors trying to console her, and the third woman, was her sister who blamed the husband for infecting his wife, as depicted in the tableau by her pointing a menacing finger at him. Through questioning the protagonist it transpired that she was a dedicated wife and mother to her husband and children, but that her husband disappointed her by having extra-marital affairs.

Through the process of thought tracking to establish what the chief protagonist was thinking at the given moment in time, other participants attempted to voice what they thought she was thinking. The protagonist then indicated by nodding her head which thought came closest to what she was thinking. Six participants articulated their lines as follows'*"I am frustrated/ I should have used a condom/ I am devastated/this is the end of the world/I am extremely depressed and I trusted him. "*She dismissed the first five

thoughts, with a negative nod of the head, and accepted the last one with a positive nod of the head. Through a process of elimination, the participant observers were able to establish that the main thought in the crying woman's mind was,'*I trusted him'.*The scene, in brief, thus depicted a HIV positive woman, who was disappointed with her husband because he broke her trust, by having extra-marital affairs and infected her with the virus.

4.2 Stigmatization and discrimination

In the second tableau, the group presented a tableau, comprising 4 participants; in the scene a crying girl was bent over two lifeless bodies, while a boy had his back towards the crying girl and appeared to be disinterested and disconnected. In trying to unravel the frozen scene, one of the group members asked the crying girl why she was crying, to which she replied, *'My parents are dead, now I am all alone'*. She later explained that both her parents had died of AIDS-related illnesses and that there was no one else to take care of her. When she was questioned about the boy, who had his back towards her, it transpired that he was her boyfriend, who had shunned her. When the boy, in the tableau, was asked by one of the other participant's, in her role as the observer, '*But why have you turned your back on her now that she is alone'*, he nonchalantly replies, '*She was my girlfriend, but no longer can be, because I don't want to be infected by HIV and AIDS, as her parents died of the disease.'* Using the process of thought tracking it emerged that the protagonist's greatest concern, at that moment in time was, '*Why did you leave me? I'm so lonely now. '*In this scene a young girl had become an AIDS orphan, as both her parents had died of AIDS related illnesses and her boyfriend rejected her, because he felt that he would also be infected by the virus.

In analyzing the scene, one of the participant's, from the group of observers, highlighted the fact that the child was being isolated from both her parents and her friends. Another participant added that, *"The child could now look for love in other places, become promiscuous, have unprotected sex, abuse drugs and alcohol"*, while another observer added "*And even commit suicide"*.

It was clear from their depiction of the scene through the tableau that the group aimed to highlight how people can be discriminated against, and even stigmatized, when other members of their family succumb to HIV and Aids.

4.3 Gender-based violence

The third tableau, comprising 5 characters, portrayed a tableau in which a woman was holding a man back to prevent him from striking another woman with his fist. Two other men, who were present and looked on, tried to intervene. Through a session of questioning the characters, it emerged that a man was trying to beat his wife, while a police woman *(the woman who was holding him back)*was trying to intervene to stop him from injuring her. The other two men, in the scene, who were observing, were neighbors; one of whom telephoned the police, after he heard his neighbor's wife screaming. When the woman, who was being beaten, was questioned as to what was happening, she replied as follows, *'My husband came home drunk and he is beating me'*. In response to one of the participant's questions relating to why her husband is being so aggressive towards her, she replied, '*When I asked him for money to buy food for me and the children, he just beat me up'*. In a further question posed by another observer, relating to why she did not leave her husband, she candidly replied, *'But how can I leave him, I love him'*. When one of the other observers asked the police woman what she was thinking and what was on her mind, she responded that she had to contend with gender based violence on a daily basis, as it was a normal occurrence.

The tableau thus depicts a scene focusing on gender based violence, where both patriarchy and intoxication have a role to play in subordinating the protagonist. In spite of his constant abuse of her; she does not want to leave him, because she maintains that she loves him; which could also signify that she may be dependent on him.

4.4 Poverty and prostitution

In the fourth tableau, comprising five characters, a woman is positioned with her back towards three other girls, who looked depressed and forlorn; two girls were holding hands, while the third one was separated from the other two; standing on her own. The woman was accompanied by a man, who was holding her hand. The tableau depicts disconnectedness between the couple and the three girls. When the woman was questioned as to who the three girls were and why she had her back towards them, she responded as follows, *'I am the mother of these 3 children. My husband has died, now I am on the streets'*. When the man, who was holding the woman's hand, was asked, who he was and what he was doing in the scene, his response was, *'I am one of the guys who normally picks her up on the street and I want to sexually abuse her'.* When the children were asked about their situation and how they felt,it was discovered that the

older daughter, who was extremely angry, was looking after the youngest child, who was crying because as she said, *'I am cold and hungry'*. One of the children, who was separated from the other two, when asked why she was on her own responded as follows, *'My mother left me and pushed me out'*. In a nutshell, the tableau depicts a scene of a mother of three children who neglected her children, because she has had to turn to prostitution, after the death of her husband.

4.5 Participants' comments based on the four images

In their analysis of the four tableaus, a number of the participants mentioned that the scenes tended to depict gender dynamics in South African society at large. One of the participants referred to two of the tableaus namely the one where the husband infects his wife due to his infidelity (see 4.1), and the one where the husband beats his wife to demonstrate the power that he exerts over her (4.3); as tableaus representative of the gender dynamics within South Africa. One of the participants, in reflecting on the tableaus, commented that they were realistic portrayals of the male-female gender power relations in South Africa, in that they "*showed a lack of power on the part of women and the power that men had over women in society"*. Another participant identified the "*different types of violence directed against women such as physical and emotional abuse and physical neglect."* According to one participant, the focus on the patriarchal society that tends to characterize South Africa society, was highlighted by "*the way women in the tableaus were either marginalized or discriminated against."*

Another participant was vocal in her concern for the plight of the girl child within society, as depicted in the tableaus, since all the scenes either depicted girls, who were abandoned by their parents, or who were left on their own to fend for themselves. In reflecting on the tableaus, the participants indicated that they tried to portray their tableaus as realistically as possible, based on their experiences. This was aptly summed up by one of the participants when she said, "*The way we portrayed it is the way we see it."*

One of the participants, in reflecting on the role of the schools in supporting those learners living with HIV and AIDS, emphasized that schools needed to demonstrate a level of "*empathy and willingness to listen and to be there,"* which could be realized by motivating schools to "*take their rightful place as the centre of care and support*." Another participant emphasized the importance of teachers working collaboratively to create a "*community of worth, where*

*children feel valued and supported for who they are and are not judged by the factors beyond their control such as poverty or HIV infection. "*In creating a safe space, where children are respected and nurtured, it was suggested by one of the in-service participants that all teachers should aim to create a school environment where children are valued and appreciated for who they are, and not by their socio-economic background or other factors beyond their control.

V. DISCUSSION

It was evident from an analysis of the four tableaus that gender imbalances, with a specific focus on male hegemony, were predominant. The main themes highlighted in the tableaus focused on male infidelity, gender-based violence, and poverty, prostitution and parental neglect. The discussion will focus on the ways in which hegemonic masculinity and the unbalanced gender power relations, as depicted in the tableaus, could lead to the spread of HIV and AIDS in society at large.

The four scenes presented, focused on the unequal power relations between males and females. In both the first and the fourth tableaus male sexual power over women was clearly depicted, Whilst in the first tableau, male sexual power was highlighted through male infidelity, as a husband was responsible for infecting his wife with HIV due to his sexual promiscuity, the fourth tableau depicts this power when a male who *'picks up a prostitute',* is quite vocal about his intentions of wanting to *'sexually abuse* the woman'.

Within the context of the first tableau, the husband's sexual relationships with multiple partners could also be ascribed to gender norms where men may be allowed to have more than one partner, but not women (Kimmel, 2004).This further validates the manner in which male hegemony is manifested in society at large. According to Parker et al.(2007), evidence from South African studies shows that some gender norms, related to masculinity, encourage men to have more sexual partners and older men to have sexual relations with much younger women. This contributes to higher HIV infection rates among young women, especially those aged between 15 and 49 years, compared to young men (Harrison, 2005; Human Science Research Council, 2009; Shisana et al., 2014).

In terms of power relations, a man may expect to lead and control sexual relations and may force his woman partner to comply. This unbalanced power relationship, may make him believe that he is entitled to have sex with other women, yet expect his wife to remain faithful (Jewkes & Morrell, 2010). According to Jewkes (2002, p.1092),"ideas of male sexual entitlement "often legitimize the sexual violence, which occurs in marriages and families. Men, who engage in transactional sex, are more likely to be physically violent and abusive towards their partners, to have large numbers of partners and are prone to rape (Jewkes et al., 2006a). Holland et al. (1998, p. 11), also conclude that there is a belief in many societies that "women's desires and the possibility of female resistance are potentially unruly forces to be disciplined and controlled, if necessary by violence". Such a view serves to justify male sexual violence against women and positions it as legitimate.

Male hegemonic power is also illustrated in the third tableau, when a husband physically abuses his wife. According to Mutinta et.al (2011) violence against women such as physical and sexual violence, increase women's vulnerability to HIV. According to Jewkes & Morrell(2010), in some instances, women may tolerate violence from their husbands and boyfriends and may even accept their partners just to remain in the relationship. This is supported by cultural wisdom such as the saying that *'beating is a sign of love'.* The fact that the protagonist, in one of the tableaus, says that she does not want to leave her husband, because she loves him, is indicative of the fact that she may have accepted the beatings as a sign of his love for her. This dominant form of femininity, also referred to as acquiescent femininity, requires women to be strong, andable to accept and cope with the stresses life brings, including those caused by women's subordinate position in their relationships. According to Jewkes & Morrell (2010),within the South African context, acquiescent femininity and hegemonic masculinity are both cultural ideals which are upheld by a system of sanctions and rewards.

Violence is a consequence of gender power inequities at both a societal and relationship level, and also serves to reproduce power inequities (Van der Stratenetal., 1998). Qualitative research has shown that the links between HIV and AIDS, gender inequity and gender-based violence lie in the patriarchal nature of society and ideas of masculinity that are based on the control of women and that celebrate male strength and toughness (Maman etal., 2002). According to Strebel etal. (2006), such culturally sanctioned gender roles are intimately connected with both gender-based violence and HIV risk. These ideals lead to risky sexual behaviors, predatory sexual practices and other acts of violence against women (Shisana etal., 2009). They also

allow men to have multiple partners and control their sexual encounters. Emerging evidence from South Africa and India shows that men, who perpetrate violence, are more likely to be HIV infected (Jewkes etal., 2009). In the context of South Africa, for African women, excusing male behaviour is an integral part of dominant femininity and essential for holding onto their husbands. Although individual women might resist male power, the majority of women, especially in developing countries, succumb to these practices (Pettifor et al, 2004). Violence prevents women from influencing the circumstances of sex, resulting in more frequent sex and less condom use (Jewkes etal, 2006b). The findings of the study conducted by Jewkes etal. (2010),into the relationship between intimate partner violence and incidence of HIV infection in young women in South Africa, revealed that rural South Africa women, who were subjected to intimate partner violence and high gender inequity in relationships, experienced an increased incidence in HIV infection. This study by Jewkes etal. (2010) provides strong temporal evidence to support a causal association between intimate partner violence or relationship inequity and new HIV infection.

The findings of another study, conducted by Harris et al. (2006) on gender and HIV and AIDS, reveal that fear and experiences of violence make women reluctant to ask their partners to use condoms or refuse unprotected sex. Previous studies show that gender and gender inequality are among the risk factors for the spread of HIV and AIDS (Harris et al., 2006; Human Sciences Research Council, 2009; South African Institute of Race Relations, 2009).

Women's exposure to gender inequity and violence is often related to complicity with an ideal of hegemonic masculinity. According to Jewkes & Morrell (2010), when women are acquiescent and accept male control and violence, their behavior is considered as a trade-off made from and expectation of social (or financial) reward. The degree to which women are able to risk losing these rewards differs according to other dimensions related to their material and emotional vulnerability. Thus the poorest and most marginalized women, and those who may have been rendered vulnerable in other ways, such as by abuse in childhood, may be least able to demonstrate resistance to patriarchy, thereby passively accepting their subordinating position to men. There is a growing body of evidence which suggests that women, who have experienced more gender power inequity in their relationship and gender violence, are at greater risk of HIV. Since men, who have been violent are

more likely to be infected, it seems that women are least able to protect themselves when in relationships with men who pose the greatest risk for them (Jewkes & Morrell, 2010).

In the third tableau, a young girl is discriminated against and stigmatized by her boyfriend, after both her parents succumb to HIV and AIDS. The process of stigmatization helps to create a sense of control and immunity, at both the individual and group level, as it distances people (and their in-groups) emotionally from risk. According to Deacon et al. (2005), the identification of the out-group, is highly variable, as it depends on personal identities and historical power relations. In instances, for example, where a particular group of stigmatizing ideas is validated by a powerful person or group and deployed as part of broader power struggles, "it becomes pervasive, entrenched and very difficult to shift"(Deacon et al., 2005, p.23). Dominant group or individual 'othering', as highlighted in the tableau by the boyfriend's stigmatization of the protagonist, is extremely powerful in society as it could militate against other representations and even cause widespread self-stigmatization. Since the stigmatized protagonist, represented in the tableau, feels 'lonely' and dejected, there is a greater risk of self-stigmatization, which could impact negatively on her self-esteem, emotional and psychological well-being.

Education programmes have a significant role to play in challenging stigmatizing beliefs and informing PLHIV (People living with HIV) about rights and services. According to Brown etal. (2001), the most effective education interventions should take local contexts into account, be community based and link skills building, counseling and social interaction programmes in relevant ways. People may be more likely to express stigmatizing views and discrimination based on these views, if they are widely shared and openly accepted in society. According to Deacon et al.(2005, p.81) education interventions need to indicate that stigma is a social problem and not only a problem of individual ignorance.

In the fourth tableau, a further issue that is explored relates to how parents, in this case the mother, can sometimes neglect her children, as she does not have the means to support them. In this particular tableau, the mother is depicted as being unable to take care of her children, as she has to earn a living as a sex worker. Johnson & Budlender (2002) argue that, as a result of a lack of resources, people could offer their bodies for financial gain in order to make ends meet and hence engage in unprotected

sexual intercourse. The power imbalance between males and females, as highlighted in this tableau, translates into economic dependency for women. Since, as pointed out by the Interagency Coalition on AIDS and Development (2006, p.1), men have greater control and access to productive resources than women, especially in developing countries, they maybe "forced to exchange sexual favours for money or gifts in order to meet their basic needs, support their families, pay for school or even to enhance their social power". In this way sex is used as a commodity and survival strategy and women, who are most vulnerable materially and emotionally, are least able to reject them and thus most vulnerable to male violence and control and consequently HIV.

Male violent and risky sexual practices flow from dominant ideals of masculinity. Women's exposure to these is related to their adoption of femininities that forgive and accommodate male gender-inequitable and anti-social behavior. The unfair gender power relations, which promote male hegemony and acquiescent femininity, will need to be addressed if the AIDS pandemic is to be averted. Ending the pandemic both exposes systems of injustice and presents an historic opportunity for real change (Interagency Coalition on AIDS and Development, 2006, p.4). This means that entrenched cultural beliefs and intensely held personal norms for both men and women need to be interrogated, debated and analyzed, so that women are afforded the opportunity to enjoy the same rights as their counterparts. If this is to be realized, men will need to "learn about and dismantle the parts of their gender conditioning that have resulted in the development of inappropriate power over women" (Interagency Coalition on AIDS and Development, 2006, p.4). This implies that a climate of encouragement and understanding will have to characterize the power relations if this relationship is to be transformed. Hence women need to continue to empower and protect themselves, speak out against sexual and gender oppression and to embrace a sense of agency if the differences in power dynamics are to be addressed.

Since men have more control over decisions relating to sex, it is their behavior that will determine how quickly and to whom the virus is transmitted. Prevention measures should thus focus on targeting men and boys, as they have the power, through their informed decisions on sex, to promote both their own health and the health of women and girls. To turn the tide of HIV and AIDS, it is thus crucial that men take responsibility for their actions. For this to be realized, change needs to begin with the way boys are raised,

which implies confronting certain cultural attitudes and beliefs that have traditionally encouraged risk-taking and discrimination against women (Coalition on Aids and Development, 2006).

In order to address the inequality in society we need to focus on changing the bigger picture, rather than concentrating solely on trying to change individual behavior. This implies aiming to build more gender-equitable and caring masculinities and less acquiescent femininities. Interventions are thus needed at policy, service, community and individual levels. Both policy changes and service strengthening are required to effectively enforce legislation that protect women and girls from gender-based violence, and which promotes effective care, legal redress and protection for survivors. There is also a need for initiatives at all levels to encourage men's involvement in the care economy by promoting them as fathers, both financially and socially, in the lives of their children.

VI. CONCLUSION

The use of tableaus in this arts based research has enabled the group of teachers in this study to articulate their understanding of how unequal power relationships contribute to the spread of HIV and Aids. The research was not designed to establish causal relationships between unequal power relations and the spread of HIV, as that has been established in several other studies, as we have pointed out, but to explore, with the teachers, their understanding of unequal power relations in the spread of HIV and through the work with them, deepen their understanding thereof.

It is evident, from the findings of the research, that the teachers, who participated in the study, from both rural and urban areas, demonstrated through their tableaus that hegemonic masculinities and acquiescent femininities could contribute significantly to the spread of HIV in that when men exert their sexual power and status over women, they make them subservient and deny them of a voice. Since the ideals of femininities are embedded in cultural processes that reward compliance, it is vital to interrogate and question how these cultural processes manifest in society at large and how they could be challenged. It is through such work, with teachers, as demonstrated in the study, that their awareness of the influence of unequal power relations in the spread of HIV is raised and articulated, which enables them to empower both themselves and their learners.

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A thousand Splendid Suns: Reimagined through a legal Lens

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Abstract—*In the present script we have tried exploring certain themes of law, set in nearly three decades old Afghanistan with special emphasis on the female perspective and their treatment under sharia law. The story involves several legal themes centered around how Sharia law is practiced in Afghanistan, starting from child marriage, polygamy, the concept of contractual marriage to stern changes in the legal system under a violent regime, domestic violence, crime and punishment and ends with a debate on law and morality. Here, we have analyzed the major themes, central to the plot of the script.*

Keywords— *Law and Morality, Patriarchy, Practice of Sharia, Reimagined Legal Script, Treatment of Women.*

I. INTRODUCTION

While writing the script for this play, we referred to the book titled "A Thousand Splendid Suns' by Khaled Hosseini. The story revolves around the life of people in Afghanistan and how the transition took place from pre-Mujahedeen period to post- Taliban. Inspired by his book and the ideas revolving around it, this story takes place during the same timeline. The plot of the book has been slightly tweaked to fit the narrative of our script, keeping the original story, themes and characters alive.

The story revolves around a young girl from Herat, Mariam. She was born out of wedlock to Nana, her mother who worked as a housemaid in her father, Jalil's home. She never lived in Herat during her childhood. The three different Acts in the present script mark the transition in Mariam's life and how it changes due to the actions of people around her; how it causes her to undergo an emotional and mental transformation of her own. History suggests us that Central Asia has had a rich and vibrant culture, but the present script highlights the unseen side of this culture that has often been ignored on the pretext of it being conventional. Prior to the fall of communism in Afghanistan, situation of people especially women, wasn't as distorted as it became post the Mujahedeen coming to power and the rise of Taliban, a vicious group of non-state actors. Misinterpretation of religious texts and enforcing written drafts by religious scholars as law of the land, has only resulted in depriving people of their rights. In the present script, while Mariam grew up to believe she was supposed subjugate herself to the dominance by men,

Laila, to the contrary, rebelled against this unjust patriarchy. Two women harboring different perspectives unite during the rise of a violent group in their country, to fight their common battle.

The epilogue marks where this script ends and the narrator ties all the loose ends for the reader.

II. SYNOPSIS

The story revolves around a young girl from Herat, Mariam. She was born out of wedlock to Nana, her mother who worked as a housemaid in her father, Jalil's home. She never lived in Herat in her childhood. Rather, she lived a few miles away from Herat alongside the river of Kolba. Nana lived with her daughter in a kuccha house with few utensils. She was a weak lady, suffering from illness. Since childhood itself, she had always taught Mariam that there was no one else who she could call her own besides her mother because she was an illegitimate child. Her father would never love her the same way as he loved his other children and this fact should always remain in her mind. Jalil used to come visit Mariam and Nana on the Thursday of every week and would take Mariam to the riverside to spend some time with her. It was a bright sunny day, when Jalil took Mariam to the riverside and gave her a few presents and took her to eat an ice cream. Meanwhile, Nana was calling for Mariam to help her climb the pear tree near their hut to pluck some fruits but, her calls were in vain as Jalil and Mariam had already left. She climbed the weak branches of the tree with her fragile legs and unfortunately, fell down and passed away. When Jalil

returned with Mariam, he found Nana lying lifeless on the ground. Jalil arranged for the burial of Nana that evening and took Mariam with him to his house in Herat.

Jalil lived with his three wives and nine children in a big house in Herat. The wives did not like Mariam staying with them so they made her live in a damp and discarded room. They used to treat her very badly and make her do all the chores in the house in Jalil's absence. Mariam used to feel nothing when she saw Jalil's wives bringing good food, clothes and presents for their children because her Ammi had always told her that she was an illegitimate child who could never rightfully claim all those luxuries as her step siblings. When Mariam turned 16, Sofia, the eldest wife of Jalil insisted on getting her married to an elder man. Though Jalil did not approve of this initially, he eventually agreed after being persuaded by his wives about the good lifestyle that she would enjoy in Kabul.

The man marrying Mariam was a 40-year-old businessman from Kabul, Rasheed. The marriage took place as per Sharia Law where a legal contract was drawn between the bride and the groom. After Mariam uttered 'quboolhai' three times, the marriage contract was concluded and she was married off to Rasheed, a man she had never seen till after their wedding. They left for Kabul the very same day in the bus from Herat.

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It was a busy evening when Mariam reached the streets of Kabul along with Rasheed. His house was big and empty. Rasheed took her suitcase upstairs and go her settled. Rasheed treated her very kindly in the initial few days; he would take her out for shopping, a stroll in the park and eating food. After a few months, he consummated their marriage. For the next few months, he desperately tried to get her pregnant but to no avail. When he finally took her to the doctor, he was shattered when told that his wife didn't have a hospitable environment in her womb to carry a baby. The kind treatment that Mariam used to receive stopped. Rasheed would now come home drunk, beat her up, shout at her, throw the food sometimes and go to sleep.

After some years, he came home one day with a 13-year-old bride, Laila. Mariam was stunned when Rasheed asked her to ensure that proper care was taken of his new begum. He treated Laila with the same love and affection that he

once offered to Mariam. He did not consummate the marriage until Laila was 15 years old. Laila was about to marry her childhood sweetheart Tariq but before anything could happen, he left to fight in the war and his family moved away. On this pretext, her mother gave her hand in marriage to Rasheed, while Laila's dotting father himself was away for the war. After her wedding, one day Tariq came back for Laila and she once again started spending time with him. Meanwhile, the relationship between Laila and Mariam became more and more loving. It happened one day that the young couple were engaged in a moment of passion which resulted in Laila getting pregnant. Soon after a few days, Rasheed bought gifts for Laila and went to bed early in order to finally consummate their marriage. When he became aware of her pregnancy, he ensured that she was well taken care of, believing that the child was his. Mariam, though she did not smile much these days, took care of Laila like her own daughter.

It was during this time that the conflict between the United States and the Soviet Union had increased in Afghanistan. There was political instability and foreign intervention led to more destabilization in the already war-torn situation in Afghanistan. Regional extremist groups such as Taliban, were born and a reign of terror was unleashed with frequent ruckus and bombings in every neighborhood. Fatwas were released which detailed extreme measures such as public execution, to be taken for 'lawless and immoral actions' like adultery, theft, blasphemy etc.

With the birth of Laila's daughter, doomsday came upon the entire family. Rasheed was so disappointed when he saw that Laila gave birth to a girl that he resorted to drinking and violence once again. After few months, a neighbor happened to tell Rasheed about Laila and Tariq's growing relationship. He threatened Laila to not meet him otherwise he would get her publicly executed by the Taliban for committing the sin of adultery. Mariam started getting afraid of Rasheed's behavior and so, she planned to help Laila and Tariq elope with their daughter to a safer place. Since Tariq was away helping his family get settled in a new country, in his absence, Laila and Mariam tried to make the escape themselves but were unfortunately caught. Rasheed got them home from the police station. What followed was one of the most brutal and violent beatings of Mariam and Laila and ultimately, Rasheed locked them in separate rooms.

The day he finally released them from their banishment, he went out for work. In his absence, while Laila and Mariam had only begun to conjure up a new plan, Tariq knocked on the front door. He was finally home to take them away. But in a climactic moment, the happy reunion was short lived as Rasheed came home bearing a gun. He was ready to kill

them when Mariam swooped in to save the day by hitting him with a shovel.

In the emotional moment that followed, Mariam didn't let Tariq take the blame of her crime and asked Laila to leave with her new family while she would stay behind so that they could leave safely. After internally debating law, morality and norms with herself, Mariam hit Rasheed again so that no breath was left in him. She realized that she would rather die suffering at the hands of the Taliban, than live to endure suffering at the hands of Rasheed.

III. DESCRIPTION OF THE CHARACTERS

1. Mariam: (Protagonist) Beginning the story as a fifteen-year-old young girl, Mariam lives in Herat, Afghanistan. She is the daughter of Nana and Jalil, born out of wedlock. She is an uneducated, shy and young afghan woman. Having grown up with Nana, she believes that her fate is destined to humiliation and living in poverty. She is made to believe that serving men is the role of a woman in the afghan society and being an illegitimate child, she has no right to enjoy the luxuries of life. As she grows older with the progress of the story, she endures more suffering in life but that does not stop her from showing care and affection to her husband's young child bride. Towards the end, she grows much wiser than as she had started out.

2. Nana: (Minor Character) An old, sickly lady, Nana is the mother of Mariam. She has a fragile body and is suffering from various diseases. Being poor, she lives in an old hut along with her daughter, by the riverside of Herat. She used to work as a maid at Jalil's house. Having given birth to a daughter, out of wedlock with Jalil, she was forced out of work from his house by his wives. She is a stereotypical woman who has grown up believing that men dominate the society, and education has no meaning. Despite all her love for her daughter, she has conditioned Mariam to believe that she would never be loved by anyone because she was an illegitimate daughter. This stems from her defeatist and negative outlook towards life.

3. **Jalil: (Primary Major Character)** A 50-year-old, handsome Afghan who owned a big bungalow in Herat. He has three wives and nine children. He was engaged in a relationship with Nana, a woman who worked as a maid at his house. Out of this, his daughter Mariam was born whom he could never love as expressly as his other children. Contrary to traditional views held in Afghan society regarding men's role in household, he was a kind, soft-spoken man who could not go against his wives in keeping Nana and his daughter in his home. Surprisingly, he holds different views from Nana regarding his daughter and he fulfils his fatherly duties by visiting them

frequently, bearing gifts. Yet, his submission at the hands of his wives often overcomes him including when taking crucial decisions about Mariam's future.

4. Sadia: (Minor Character) She is 40 years old and Jalil's eldest wife and also the most dominant among the three. She instigates Jalil to get Mariam married. She can't bear the presence of Mariam in the house, who is a stark reminded of her husband's affair with the housemaid and treats Mariam poorly. She has 4 children whom she dotes on. She is amiable with the other wives but has some resentment towards Jalil for having an affair with a low caste, poor woman. A very arrogant, rude personality, she has a very dominating attitude.

5. Sofia: (Minor Character) She is 38 years old and Jalil's second wife and has 3 children with him. She had just given birth to her second child when Mariam was born and she cannot bare her sight. Although she has a reserved attitude, she does not shirk from making her reservations about Mariam evident.

6.Parveen: (Minor Character) She is 30 years old and Jalil's youngest wife. She shadows his other two wives, mirroring their thoughts and actions. Like them, she also detests Mariam. She has 2 children but she takes care of her stepchildren with equal care, relying on the guidance of the other wives on how to be a good mother.

7. Rasheed: (Antagonist)A forty-year-old man, Rasheed lives in Kabul. He is a tall, broad-shouldered afghan. He runs a business in woman's clothing in Kabul. A stereotypical man, he believes in the orthodox view of women being under the subjugation of men. He does not hesitate marrying a girl who is almost less than half his age, portraying the local practice of men marrying young brides. He is of the notion that it is the duty of a man in Islam to correct his wife, even if it means beating her up. He is violent and short tempered.

8. Laila: (Deuteragonist) She is a bright, young girl who lives in Kabul. She has grown up in a family that supports women education. Unlike other parts of Afghanistan, she visits a co-ed school during a time when western influence was much vibrant in most parts of Afghanistan. Being educated, she does not believe a man to be superior to her. She is a fierce lady who is very outspoken and fights for her rights. She is undaunted and has the courage to pursue her lover despite being married to an older man. She is a doting mother to her daughter.

11. Tariq: (Secondary Major Character) He is a young, handsome boy who is Laila's lover. He loves his country and fights in the war but does not hesitate to move away when the circumstances become dire. He comes back for her even though he knows it is neither right nor possible

for them to be together. He is an important character in the plot, yet the impact of his presence is limited to affecting only Laila's character. He does not shirk from taking the bullet in order to protect his lover and his daughter.

10. Fariba: (Minor Character) She is the mother Laila and wife of Babi. Different from the local women, she supports and brags about her daughter's academic achievements. Her two sons have died in the war and her husband is also fighting in the war. In his absence she becomes weak and decides to marry Laila off to Rasheed, without thinking about the consequences.

IV.   CHARACTERIZATIONS

Mariam: She is the protagonist. Starting out as a young girl living in a mud house with her mother, she has been conditioned to believe that she doesn't deserve either an education because it is of no use to women or the luxuries of life because she was born out of wedlock. Jalil, along with Nana, shaped her childhood as what she believed were two opposing forces in terms of what they taught her and how they thought of her [Nana and Jalil], but both failed to protect her. With age she grows wiser but retains her submissive attitude and lack of self-esteem, arising out of years of subjugation. Despite her mother's attempts, she continues to dote on her estranged father. After falling into deep despair following her mother's death, Mariam is abandoned by Jalil, who marries her off to Rasheed, despite her attempts to remain single. Her childless marriage to Rasheed eventually forces her into a life of submission and misery at the hands of her husband's domestic violence until close to the end of her life, when Laila provides her with a renewed sense of hope. Mariam served as a support for everyone else, she would always assist someone else instead of doing something on her own, and she rarely made decisions for herself, until the very end. Yet her resilience cannot be questioned as she never complained about anything that life dealt her with. At the same time, her meekness cannot be denied as it took her a lot of time before finally standing up for herself. She faces a mental dilemma towards the end, a conflict of law and morality. She questions the value of law and the norm of being a good wife, if it comes at the cost of constant suffering. Ultimately, she decided that she would rather suffer the consequences of the Taliban for her actions than continue to suffer at the hands of Rasheed. She started her life as an unwanted child, who was neglected like a weed, but she ended her life as someone who had loved and been loved back.

Jalil: Jalil was another character who had a large influence on Mariam's childhood as he was the light of her life. To Mariam, Jalil is an amazing father - and a paragon of virtue - but to Mariam's mother he has neglected his obligations to his family. He tried to love her but never expressly showed his affection to her in front of others by publicly accepting her and Nana. He was soft spoken and genial. He has three legitimate wives and nine other children in addition to Mariam. When Nana dies, Mariam is sent to his house, but his other wives refuse to keep her in the house. He then decides to cast Mariam off, giving her up to marry Rasheed. Jalil was the first man to do Mariam wrong in 'A Thousand Splendid Suns', not by failing to accept her publicly, but by getting her married against his instincts. He was aware of how easily he let himself be influenced by his wives and this realization becomes apparent to the reader towards the end when his guilt is revealed.

Rasheed: Rasheed is a 40-year-old man living in Kabul. He runs a shop selling women's clothing. He is a very tall man with brown eyes and broad shoulders: like a typical Afghani man. He is very stern, has a hot temper, and has high hopes for having sons. He has very particular hypocrisies for his observance for Islam. For instance, he requires the women in his household to wear burkhas when appearing in public, he cares about how other people perceive him, through his wives and yet, he does not shirk from abusing them physically within the confines of four walls. He has been portrayed as a man with a patriarchal mindset, belonging to a society where men do not allow women to enjoy their freedom. He despises women who follow western culture. To him, education does no good to a woman and she has no right to speak up against men in their house. Prior to communist regime collapsing in Afghanistan, women enjoyed comparative freedom in all sorts of fields, ranging from home to education and freedom of expression but to the contrary, Rasheed is a man who still believed at that time that it is immoral for a woman to step out of the house without a male member or without a burkha. Domestic violence wasn't a crime for him as according to him, 'correcting the women' by any means is the duty and right of her husband or father. This can be well reflected from the fact that Rasheed actually followed and respected the Taliban who laid down rules and implemented Sharia law to ensure women are punished. Women were nothing but objects in his eyes. His rage gets out of control when ends up locking his wives, to the point of death and leaves his young daughter separated from her mother.

Laila: Laila is the second of the two primary characters in 'A Thousand Splendid Suns'. Laila is a girl who isyoung and cheerful, living with her mother Fariba in Kabul. She was much more ambitious than Mariam, and always

exuded an air of youth. Her father, Babi is a military soldier who had a great role in reforming the character of Laila at a time when women enjoyed limited freedom in Afghanistan. As a young girl, she was good with academics and always happened to make everyone proud. She fell in love with a guy in her school, Tariq. This shows that prior to Taliban coming into power, co-ed institutions existed in Afghanistan. As it widely known, and rightly told to Laila by her father, Babi that a nation is no good with its women staying uneducated; they must learn when the opportunity knocks at the door because they form the backbone of this country. This is the reason why Laila was so daring to fight against injustice, when she faced the horror of male dominance in the form of domestic violence, she rose up against Rasheed, time and again even when she was suppressed. Laila brought inspiration to everyone who wanted Afghanistan to be more modern and progressive, while her resilience struck fear into the hearts of those who valued the patriarchal society. She is portrayed as a woman in the Afghan society who dared to take a step to run away from a misogynistic society even when she is made to be at the edge of death.

V. SCRIPT

5.1 ACT I

Scene 1

{It was a bright sunny morning in the city of Herat. A few miles away near Kolba, a young girl walks with her father to the edge of the river. Just before reaching her house, they near a clearing beside the riverbed. There, beside a large pear tree lay the lifeless body of a frail woman. They both swiftly run towards it.}

Mariam: [Tears started swelling up in her eyes] Ammi! Open your eyes Ammi!

{She drops the half melted ice-cream in her hand on the ground and starts violently shaking her mother's body.}

{Mariam's father, much older than her mother, Nana proceeds to inspect the body and checks her pulse.}

Jalil: [Realized that she is no more] Oh my dear Mariam. I'm..afraid she fell down this tree. Her weak body and brittle bones could not sustain the impact. [With a solemn look in his eyes] I'm sorry Mariam. Nana has left us.

{With tears streaming down her face, Mariam hugs her mother and embraces her as tight as she can.}

Mariam: No Ammi! You can't leave me alone in this dreaded world! I will be left all alone without you my dear Ammi! [Still unable to process the reality of the situation] Wake up Ammi!

{Jalil tries to pull Mariam closer into his arms and moves to hold Nana's pale hand.}

Jalil: Oh Mariam! My child! She has gone to a better place. Allah will take care of her.

{A grief-stricken Mariam notices a small tear roll down her father's cheek. She never mentions it again.}

{The funeral processions were completed over the next few days and Nana was buried under the same pear tree near her mud-house.}

Jalil: Mariam, it is time for you to come and start living with me in Herat with your half-brothers and sisters.

Scene 2

{Mariam arrives at Herat with Jalil. She starts living in his big Herat house with his three wives and nine legitimate children. One day, Jalil was not home and the wives had gone to the market. They came back bearing gifts for their children but nothing for Mariam.}

Sadia: Afreen, Zain! Come here and call your brothers and sisters too! Look what we have got for you all.

{The children come running. Mariam stands outside the room, her head leaning on the door.}

Sofia: Mariam! Now did you finish the work I asked you to do, like a good girl?

Mariam: [Impassively] Yes, bibiJaan.

Parveen: Good girl! Now mop the floor and wash the clothes while I sit with the children to make them finish their homework.

Mariam: Yes, bibiJaan.

{Nana had conditioned Mariam to understand that she would never be treated in the same manner and with the same love and attention as her half-siblings because she was born out of wedlock. She was now used to such behaviour and didn't mind it anymore.}

Mariam: Bibijaan? I wanted to ask if I could also sit and listen to them reciting the alphabets. I promise… I will be silent and I've finished all my other chores.

Sadia: Oh Mariam! Don't you know? It is of no use for a girl like you! What is the point in even listening? You won't understand anything, you see.

Sofia: Besides, you're far too old to even begin learning anything now. You should focus your attention elsewhere, like in the kitchen or house.

Parveen: Yes! Someday you will be someone's wife. [Mutters to herself] Someday very soon I hope.

Sadia: Yes, this is not your place anyway. By making you do these chores, we are actually preparing you for your future. Go now!

{Mariam silently walks to her damp, dark room. There, on the bed lay a tattered copy of the Quran which Mariam had found in her mother's belongings. She picks it up and wonders if she will ever be able to understand what the words inside mean.}

Scene 3

{Over time the wives' utter disgust for Mariam became more apparent. Jalil became aware of such behaviour yet he continued to turn a blind eye.}

Sofia: [Enters with Sadia and Parveen, to Jalil] We think it is time for Mariam to leave?

Jalil: Leave? What do you mean Sofia begum?

Parveen: She has turned 16 already. The time is ripe for her to get married and move on in her life.

Jalill: Married? She is still a child! She is far too young to be a wife!

Sadia: Think of how good a life she will have!

Sofia: You remember Rasooljaan? The big businessman from Kabul who came to meet us a few days ago? His brother Rasheed jaan is looking for a young wife. Seeing his condition, I can assure that he would happily take Mariam as his wife.

Jalil: Do you not hear yourselves? Rasheed is 40 years old!

Parveen: His age only adds to his wisdom. He will be able to take care of Mariam. He has his own house and business. H will provide her with a good life.

Sofia: It is only right to do so. Besides, the law of the land gives you the right to choose a suitable husband for Mariam. [1] I don't think we can find a better man than Rasheed.

Jalil: I will not hear any more of this.

{Jalil storms out of the room.}

{His wives continued to persuade him over the next few weeks till he is finally convinced.}

Scene 4

{Jalil stands in his room by himself}

Jalil: All my life I kept Mariam away from me. I banished her mother and as a consequence I could never love her the way I love all my other children. Why? What was her fault…? Just that she was born out of wedlock? [anguished at himself]

Jalil: [Thinks to himself, smiles] But… now that she's here, I can try to make amends. Amends for the time that we lost together. I will shower her with the simple luxuries of life, even if my wives refuse to accept her.

Jalil: [Realization hits] But why should they accept her in the first place? She is a stark reminder of my unfaithfulness to our marriage, her face a mirror image of her mother. Sadia, Parveen and Sofia will always resent her for what I did. And what will happen once I'm no longer alive to look after her? They will never let her live in peace.

Jalil: Then I guess it is decided. She will anyhow have to become a wife one day. It is only by God's will that this day has come upon us so soon. A worthy husband will look after her. He will provide for her and protect her

Jalil: [Hands raised, praying]La Ilahailla Allah ("There is no God but the God").

{Jalil finally convinces himself to marry Mariam off to Rasheed.}

{Mariam tried to resist the marriage but after seeing her pleas constantly being defeated, she gave up and convinced herself for it.}

Scene 5

{The preparations begin as the marriage is scheduled in a week. Rasheed comes to Herat alone for his marriage. A small gathering of Jalil's family and immediate neighbours are in attendance. Rasheed had bought new furniture for his house in Kabul and given Sadia 50,000 afghani as Mahr for Mariam. Mariam never received this amount which is supposed to be for her upkeep.}

{Mariam has never seen these people before.}

Imam: It is time.

{Jalil's wives enter the lightly decorated living room with Mariam. She is wearing a lightly embroidered, green-colouredsalwarkameez with a translucent veil. She is made to sit on one side of a cloth partition, which separated her from Rasheed. Jalil sits near the Imam.}

Imam: [Proceeds to recite a verse] "And among His Signs is that He created for you mates from among yourselves, that ye may dwell in tranquillity with them, and He has put love and compassion between your hearts: verily in that are Signs for those who reflect." [2]

{The ceremony takes place to bind Rasheed and Mariam in holy matrimony, a contract for each other's' company}

Rasheed: Quboolhai

Mariam: [a painful confused tone] Quboolhai

Rasheed and Mariam: [together] Quboolhai. Quboolhai.

{A velvet register is passed and the marriage contract is signed by both of them. Mariam does not know how to sign; she simply puts her thumb impression.}

Everyone: Wallah! Wallah!

{The partition is dropped and the two are made to sit next to each other. Mariam's head is still covered by a veil. The two are given a mirror and they see each other for the first time}

{Rasheed sees a nervous young girl. Mariam sees a man, only a little younger than her father. His face does not seem so kind to her.}

5.2 ACT II

Scene 1

{It was a chilly evening in Kabul. Mariam reaches Kabul in a bus ferry along with Rasheed. Since the bus stop was closer to their house, Rasheed proposed to walk her to their house.}

Rasheed: This is the street of Kabul. It is always busy during the day and night. These vendors sell all kinds ofthings one might need, from food to clothing and all essentials of daily life!

Mariam: hmm… this is so different from Herat… a lot of people live here.

{Mariam kept staring at the people and the vendor. Children were playing, women of the neighbourhood were gossiping about something and vendors were calling out to people to come buy their products.}

Vendor: Bibijan, come to my stall, I have fresh fruits plucked from the tree this morning.

Rasheed: Don't look to that side, Mariam. These people keep trying to get customers in order to sell their products.

{They reach the doorsteps of Rasheed's house. Hustle-bustle of cars and people on the streets; lights were not that bright so Mariam couldn't get a proper look of the house from outside.}

Mariam: Is this your house? Why are the neighbours staring at me?

Rasheed: Haha, you are new to this street and nobody has seen you before. Hence, women, as always, are curious to look at some new neighbour and gossip about them. Everyone is very friendly here though.

{They enter the home.}

Rasheed: Let me get the luggage to your room. It's upstairs. I will get freshened up. You too take bath and get ready for dinner.

Mariam: [In a submissive tone] Alright.

Rasheed: I smell something good. What is it?

Mariam: I cooked rice and daal for you. You must be hungry.

Rasheed: Ah, yes! I've been starving. I need to sleep early since I've to run to my shop tomorrow early morning.

{Dinner is over. Everyone goes up to their room.}

Rasheed: Mariam, this will be your room. I will be in the next room. Make yourself comfortable. I don't want to make you uncomfortable. We will sleep together in the same room after a while. If you need anything, call me.

{Mariam nods her head and goes to her bed to sleep. She finds it a bit strange to fall asleep that night in a new house, all alone. She was thinking of Jalil, her Ammi, how her childhood was. To all these thoughts she fell asleep into the night.}

{Early morning of the next day, Rasheed left for work and did not wake up Mariam as she was sound asleep.}

Mariam: I need to buy some flour for lunch and dinner. I must go and get them from the Bazaar.

{Mariam hesitates going out all alone on her own in a new town. She left home in the broad daylight. She meets a few neighbours on her way back home.}

Fariba: You are Rasheed Jan's new wife, aren't you? You're very young.

Mariam: Yes, I'm his wife. My name is Mariam. I am from Herat.

Fariba: My name is Fariba; I live five houses left to your house on your street. I have two sons back at home and a husband to take care of. How are you finding Kabul to be?

Mariam: Kabul seems to be very vibrant. It has only been a day since I have been here. It is very different from Herat. Not many people lived there. Everything was very calm. Here I see a lot of hustle-bustle on the streets for most part of the day.

Fariba: By the way, do you want a boy or a girl first? It is never too soon to ask, you know.

Noor: Bah! Boys get married and run off. Girls stay behind and take care.

{Mariam is hyperventilating due to the crowd in the market and the ease with which some strangers just happen to come by and ask all sorts of awkward questions to her.}

Mariam: I have to leave because I need to get back to my home quickly and prepare food for lunch and dinner. I have a lot of chores to do as well. I bid you farewell.

{Mariam finds it confusing at first to get back to her house due to the confusion but she finally reaches home. She

cooks her meals and cleans all the windows and furniture at home, hoping Rasheed would appreciate it when he gets back home.}

Rasheed: I am back home. Very hungry. Could you serve the dinner early today?

Mariam: yes, let me serve you the food; you can go and get freshened up.

Rasheed: what did you do today? Something smells very nice.

{Rasheed dips his spoon and gulps down the food in a manner unusually faster than ever}

Mariam: Careful! The daal is very hot. I stayed home for most part of the day. Went out to fetch some flour when some neighbours happened to encounter me.

Rasheed: Hope you had a good time with the women. Do not share anything with those women. They all gossip about others houses. Did you wear a burkha while going out? Though a lot of women don't wear it to show their independency, I do not want you to act immorally.

{Mariam looked numb and startled at Rasheed as she had never worn a burkha before or expected him to be so serious about a body covering.}

{Few days went by; Rasheed would bring gifts for Mariam, take her out for food sometimes. this time he planned to take her out for a tour of Kabul.}

Rasheed: Today is Friday. How about I show you around and then we can have dinner at some good place?

Mariam: Certainly. Let me get dressed.

Rasheed: [In an assertive tone] I have bought a Burkha for you. Put this on. This is only to make sure you appear as a morally abiding woman. I wouldn't want to give anyone the right to comment about my wife.

{They returned home at night. It was 11 already. Rasheed got freshened up and decided to sleep with Mariam this time.}

Rasheed: I was thinking of sleeping in your room today. It has been weeks now, and I suppose we are much more comfortable in each other's presence. It is important that we physically connect with each other; that would only help you become a woman and take this relationship further.

{Mariam didn't say a word. She lay on her bed while Rasheed came and slept beside her. She felt a bit uncomfortable at first when Rasheed touched her… but as the night progressed, they finally came close and consummated their relationship. Mariam was a woman now.}

Scene 2

{After a month with no signs of pregnancy, Rasheed decided to take Mariam to the hospital. What followed after that would not have been dreamt by Mariam.}

Doctor: [Gravely] Rasheed, I have a sad news for you. I want you and your wife to hold up together in this moment of crisis.

Rasheed: Could you please tell me immediately as to what could be the bad news?

Doctor: Well, your wife seems to have some complications getting pregnant. She does not carry a hospitable environment in her womb to carry a baby.

Rasheed: [Responding instantly] Does that mean she can never get pregnant?

Doctor: I won't say 'never', but the chances are minimal to zero.

{Rasheed gets back home with his wife, all devastated and feeling low. He left Mariam at the house and left for some place. For quite a few days Rasheed would come home drunk at night, beat Mariam up, would throw the food away. This continued for months and then years. Those good old days of Mariam getting treated well were far from sight.}

{One night Rasheed returns home heavily drunk, asks Mariam to serve him food}

Rasheed: [Angrily] What is the matter with this food?

Mariam: I have boiled the rice for five mins….

Rasheed: That's a bold lie.

{He shook the rice angrily from his fingers and pushed the plate away, spilling everything down. He stormed out of the living room, slamming the door on his way out. After a few minutes, Mariam heard the door open and Rasheed was back in the living room.}

Rasheed: Get up. Come here. Get up!

{He snatched her hand, opened it, and dropped a handful of pebbles into it.}

Rasheed: Put these in your mouth.

Mariam: What? No, I wouldn't … stop it Rasheed…

{Rasheed's powerful hands clasped her jaw and he held her mouth wide open; he then put those pebbles into her mouth.}

Rasheed: [Forcing his arms against her jaw] Now chew them. Chew!

{Mariam chewed them while tears were leaking out of the corners of her eyes.}

Rasheed: Good. Now you know what your rice tastes likes. Now you know what you've given me in this marriage. Terrible food, and nothing else.

{Mariam was crying her eyes out while Rasheed stormed out of the house. She had never imagined her life would become this miserable. For many years to come Mariam had to face this brutal torture because she had no other place to go to.}

Scene 3

{Tension was growing in Afghanistan. Revolution was taking place as Soviet Union was backing up the local forces to fight against the capitalist regime of America who had tried ruining the lives of people, as many said. People were of the hope that Afghanistan would soon become like Soviet Union were everyone was equal and everyone was happy because of the socialist movements.}

Laila: When are you going to return, Tariq?

Tariq: My parents are taking me to the south; I would soon return after the war is over between the government and the super powers.

Laila: I will be here in Kabul; I will be waiting for you.

{Meanwhile, Laila's parents were looking for her marriage since she was already 13 years old. Amidst the tension they didn't want to leave their daughter homeless and unmarried. Rasheed saw Laila passing by his home. He decided to go to her house and ask for her hand because he found her to be very pretty and young for her age.}

Fariba: Please come inside. Make yourself comfortable.

Rasheed: Thank you. So, can we start the business for which I've come here today. Is your husband at home?

Fariba: No. my husband is out for the war. He is fighting from the government side. We don't know when he will return. That is why I think its best we get our daughter married off to a well-settled man as soon as possible. She is a very bright student at school. She will also be a good wife.

Rasheed: I am afraid I might not allow her to continue with her schooling. What will she do with so much knowledge? And amidst the war tension going on, it is best for a woman to be indoors and serve his man.

Fariba: Yes, of course. That is not an issue. We can fix the date for nikah sometime next week then. Why delay?

Rasheed: Absolutely. With no further delay, I must get going. I have errands to attend.

{Laila returns home from school and gets to know from her mother, Babi that her marriage has been fixed. She throws her bag away and goes into her room. As helpless as she could be, her educational freedom could not free her from the obligations her family tied her to.}

{Laila recalled what her father, Babi had told her once:

"I know you are still young, but I want you to understand and learn this now that marriage can wait, education cannot. You are a very bright, young girl. You can be anything you want Laila. I know this about you. And I also know that when this war is over Afghanistan is going to need you as much as its men maybe even more. Because a society has no chance of success if its women are uneducated Laila. No chance." [3]

Babi had told this to her a long time back when he came to realise Laila was in love with Tariq and was deeply aghast by the news of his family temporarily moving.}

Scene 4

{Laila got married to Rasheed on a Sunday. After the ceremony was over and guests left, Rasheed left for his home along with Laila and her luggage. On reaching their house, Mariam was startled on seeing a young girl, all dressed up as a bride with a man almost thrice her age standing next to her.}

Rasheed: Mariam, this is Laila. She is my new begum. I want you to ensure proper care is taken of hers. Take her luggage to my room.

{Mariam, still astounded by the fact and taking time to accept the reality, couldn't believe Rasheed letting his new bride sleep in his room while she was made to sleep in a different room when she came as a newly wed.}

{Mariam was initially very cold towards Laila but gradually, she started warming up to her. It was as if she was reliving her younger days through her; only, Laila was much more outspoken and spirited.}

Laila: What should I call you since you are elder to me?

Mariam: You can call me Ami. I am like your mother only.

Laila: Should I help you in the kitchen?

Mariam: No. I will take care of it. How old are you?

Laila: I am 13 years old right now. I will be turning 14 soon.

Mariam: Do you go to school?

Laila: [In a dull voice] I used to. But my mom informed me that Rasheed has said he won't let me continue with my education as it won't be of any use.

Mariam: I wouldn't know much of it since I never attended any school myself.

{They all sat for dinner that night. In quite some years, Rasheed did not complain of the food made by Mariam. Then they went to sleep. Though Rasheed shared the same room with Laila, he did not consummate their marriage until she turned 15.}

{In the meantime, Mariam used to take care of the household chores, while Laila used to go out and roam with other teenagers of her age. Mariam didn't let her do the work as she was quite young but she would allow her at times to help her with peeling vegetables and other small chores. One day when Rasheed was out and Mariam was busy with work, Laila saw someone waiting outside their house. It was Tariq.}

Laila: [In shock] What are you doing here? How did you know I would be here? This can't be...Rasheed told me you were dead… that you died while fighting in the war!

Tariq: [With love in his eyes] I returned a week ago. I hid from my family and took a bus. When I reached here, one of our classmates told me that you got married to some older man named Rasheed. He is more than 40 years old. I tracked the address and rushed to see you.

Laila: [On the verge of tears] I waited for you for three years. Since my father was away at war, my mother got me married to Rasheed. I had no choice. I have missed you so much.

{They embraced each other. Laila informed Mariam of her whereabouts and went out with Tariq.}

{A neighbour was watching them as they strolled out of their house to eat ice crème. Like this, Laila and Tariq would often go out to spend time together; once when they went to a hillside and in a moment of passion, theyengaged in coitus. Laila has turned 15 years old. She did not tell this to anyone. Mariam used to closely watch her. She knew something was going on.}

Rasheed: Laila, how about I take you out for dinner. We can roam the bazaars and then eat something there. It would be fun.

Laila: Okay. Let me get dressed up.

{That night after they returned home, Rasheed planned on finally consummating their relationship. It was few days after she had gotten involved with Tariq physically. She was confirmed pregnant after two weeks. Rasheed ensured that proper care is taken of hers for the next 9 months.}

Rasheed: Mariam, I need you to take proper care of my begum. She has given me so much love and happiness in this marriage. You could never give anything to me. You are not even attractive to me anymore. Don't make Laila

do any labour during this period. Her due date is next week.

{Mariam nods her head in response.}

{When Laila gave birth to a girl at the hospital, Mariam had gone with her because Rasheed was out of town and was going to return on the same night of the delivery.}

Rasheed: I am finally home. Where's my lovely begum and my handsome son?

Mariam: It is a girl. Laila has given birth to a daughter.

Rasheed: [Angrily] What? How could have this happened? I did not expect this!

Mariam: [In frightened tone] What is the problem? Daughter is as good as a son.

Rasheed: Shut your mouth! Daughter is not even close to being as good as a son. What good is a daughter? Now I have to spend my income on feeding three women in this house. A son would have carried my lineage forward. He would have brought income to this house. Such a shame!

{Rasheed started ignoring his wife, Laila. He wouldn't bring her gifts or take her out to eat or roam anymore. He would look at her with disgust and the child as if she were a curse for him.}

Scene 5

{The freedoms and opportunities that women had enjoyed between 1978 and 1992 were a thing of the past now. Laila could still remember Babi saying of those years of communist rule-"it was a good time to be a woman in Afghanistan, Laila." [4] *Since the Mujahedeen takeover in April 1992, Afghanistan's name had been changed to the Islamic State of Afghanistan. The Supreme Court was now in the charge of hardliner mullahs who did away with the communist regime's policies and strictly adhered to Sharia Law's dictum where women were punished for adultery, travelling alone etc. Gone were those days of freedom for women.}*

{Rasheed had become less aggressive towards Mariam with age. It was now not unusual for them to have a regular conversation, yet if Mariam ever crossed the line Rasheed didn't hesitate to make it apparent.}

Rasheed: Mariam, bring me some Pakodas. I need to listen to the news.

Mariam: Here.

{She tries to listen to the news to hear about the latest updates on the current political situation.}

Newsreader: [On the television] The erstwhile Communist has fallen. This is a public announcement to make our listeners aware that, th government is putting everyone

who is a supporter of communism behind bars. A local militia group by the name of Taliban has come effectively into power. It seems that even though the leader of Taliban isn't actually ruling from an official seat, it is fighting against the Mujahedeen to stop any western forces from interfering in our state.

{Rasheed increases the volume of the television. He hears the political statement by the President where he says that they won't be supporting any communist policies or parties. Subsequently, the general of Taliban comes on-air and declares before the public that anyone who does not follow the strict Sharia law or tries defying the fatwa released by it, shall be publicly executed.}

Mariam: [Concernedly] I haven't heard from my father since a long time. I am afraid if they have put him behind bars as he was an ardent supporter of the communist regime.

Rasheed: Perhaps. Taliban seems to have overtaken the region of Herat too. Most likely every communist supporter is either jailed or publicly executed. The fight between the government and the Taliban is getting fiercer.

{A loud bullet explosion is heard from outside. Rasheed, Mariam and Laila rush outside.}

Taliban General: We are going to read out the Fatwa for the public.

{Reads the Fatwa citing Sharia Law with certain amendments of their own to the public.}

Taliban General: [Authoritatively] As you all must have seen on your television; the communist regime has fallen. It is time we took the governance of our State into our own hands. We will not let immorality pervade into our culture. There is no place for any western influence in our society. Sharia Law is going to the law of our land. Any person, especially women, need to realise this that this is the land where we worship Allah. There is no place for sins. Anyone who defies our fatwa or goes against the law, shall be hanged to death while the whole public is made to watch the sinner.

Taliban General: I want everyone to follow us to the centre field. This man, who has been tied up behind the car and has been dragged up on the road, has committed adultery and theft. There is no place for sins. Absolutely none!

{The crowd follows the car while the General's car marches forward while dragging the body of the poor man through the streets of Kabul. He is finally executed in the public}

Taliban General: This must be a lesson for all of you that if anyone tries defying the law or commits immorality, you will face the same consequences.

{The car leaves with a big black flag quoted, "Allahu Akbar"}

Scene 6

{Laila's daughter was named Aziza. Post the Mujahedeen taking over Afghanistan, rules had become stricter for women especially; they had to be in burkha every time they stepped out of their house. They needed to be accompanied by a male member while going out. Laila continued meeting Tariq whenever it was possible, but Mariam was very watchful of the same since she was aware that Rasheed could become violent if he ever came to know.}

Mariam: Laila, could you wash the clothes? I will cook food for dinner by that time. I need to scratch the window panes and furniture. Put Aziza in the crib and keep it near us so she wouldn't go out of our sight.

Laila: Okay. But Mariam jaan, is it okay if I go out for some time to meet Tariq today? His family is moving to Peshawar. It can take a few months before he comes back.

Mariam: umm… alright, but make sure no one sees you. Cover yourself properly. Return home before Rasheed is home in the evening.

{The Taliban is against the Mujahedeen who is ruling Afghanistan. The difference between them was that the former was united while the latter was not. The Mujahedeen commander was somewhat on the side of United States while the Taliban was trying to get establish a moral society where people weren't exploited by the rich. Rasheed worshiped the Taliban}

Laila: Tariq, do you want to go to the hillside?

Tariq: Surely. But make sure you cover yourself up because the Taliban militias will make our life miserable if they become suspicious of you being someone else's wife.

{They bid each other goodbye and Tariq promises to come back for her and Aziza. He promises to take them to Peshawar, away from Rasheed where they could start a new life.}

{A neighbour saw Laila leaving in the daylight with Tariq. She knew it wasn't Rasheed. She was eager to inform Rasheed about his wife's immoral activities. When Rasheed returned that evening, the neighbour calls him out and tells him that she saw Laila going out with an unknown man to the Bazaar and giving him a hug.}

Rasheed: [With blood shot eyes] Laila, come down you treacherous woman!

Mariam: [Worriedly] What happened? Why are you yelling at her? Aziza just fell asleep.

{Rasheed kicked Mariam and kept calling out Laila's name}

Laila: [Rushes down] What happened? I heard you were calling out my name.

Rasheed: Who was that man with whom you went out and hugged in the middle of the daylight? Are you not aware of what that indicates? What image it portrays of me before others?!

Laila: [Denying the accusation] What man? He is my old school friend that's all.

Rasheed: You do not get the right to go out of this house and meet other men. Have some shame and stay indoors. I will rob the life out of your body if you are ever seen again roaming outside with any other man. Do you understand that?

{Rasheed slaps Laila and goes into her room. Laila is filled with tears. Mariam helps her get up.}

Laila: [In between sobs] I wanted to tell you something, Mariam jo! Please promise me you won't tell Rasheed or anyone else?

Mariam: No. tell me what is it about?

Laila: [In an afraid tone] My daughter… Aziza… she is not Rasheed's daughter. Once when I happened to have gone out with Tariq, we got close to each other… and I am afraid to say this but this child is his. When we met today, he told me it would be safer for us to leave for Peshawar, in Pakistan. We can raise our child in an environment where there is no terror. She can get her education and a better life.

Mariam: [Calmly] I knew about this. But I suppose you know how risky it would be if Rasheed gets to know. He is an ardent supporter of Taliban's ideologies and without much due, he will hand you over along with your lover and child to those monsters and get you executed. We have to think before we act from now on.

Scene 7

{Laila forced Mariam to go to the administrative office so that they could get a visa for travelling to Peshawar.}

Laila: Drape the baby properly, Mariam. We will have to find a family to ensure no eyes are on us at the bus stand.

Mariam: Yes, I am aware. Take the bag. It has the requisite documents. I am not as qualified as you are so you will have to take the lead there.

{Laila and Mariam try to find a family to pretend they were with them. The Taliban militias were very active those days. It was a bad day for them because when the conductor verified with the old man that Laila and had Mariam followed, he refused to know them. He then called the police.}

Police: So, are you both related?

Mariam: Yes, I am her mother. This is the child, Aziza of my daughter Laila.

Police: I will interrogate you first, the one with the baby.

Laila: Okay. Ammi…hold the baby until I get back.

{Inside the chamber}

Police: Mohotarma, where were you heading exactly?

Laila: We were leaving for Peshawar, where my uncle lives. I don't have a husband, so, we were trying to reach out to him for some help.

Police: Hamsira, do you know the street on which he lives there? What is the address? Do you have his name or phone number?

Laila: Bhaijan, his name is Rasul. I don't know the exact street name. It's on the list. His number too.

Police: I would like to interrogate the other woman before I decide something.

{Enters Mariam. After a long hour conversation, Mariam finally comes out. She apologies to Laila saying that she isn't as educated as she is. So, she answered the police from whatever she knew. The Police had called Rasheed to pick them up from the station. He was very furious. On reaching home, he bashed the door and kicked Laila.}

Mariam: Please don't do this to her. She has a child.

Rasheed: What were you thinking when you left this house? Today I will teach you what happens when you betray your man. This is the reason why women should never be educated.

{Rasheed slapped Laila and dragged her by her hair to her room upstairs and then came running down towards Mariam.}

Rasheed: I will teach you how to be a woman. You are evil. You are nothing but a curse in my life.

{Rasheed beats Mariam up. Punched her face and blood was all over her dress and his fist. Laila came out with her child and she was shocked. She ran to help Mariam. Meanwhile, Rasheed ran upstairs and took Aziza in his hands and came downstairs.}

Rasheed: If someone killed Aziza, wouldn't you want the chance to avenge her? It's an interesting eye colour she has. It's neither mine nor yours.

{Rasheed rolled over to face Laila, gently scratched her thigh with the crooked nail of his index finger.}

Rasheed: Let me explain. If the fancy should strike me, I would be within my rights to give Aziza away. How would you like that? Or I could go to the Taliban today, just walk in and say that I have my suspicions about you. That's all it would take. Whose words do you think they'll believe? What do you think they'd do to you?

Laila: You're despicable!

Rasheed: That's a big word. I've always disliked that about you. Even when you were little, you thought you were clever with your books. What good is all your smartness to you now? What's keeping you off the streets, your smarts or me? Half the women in this city would kill to have a husband like me.

{Rasheed went outside, blew a cigarette and did not return that night until 12. Laila got this urge to give him a blow and kill him for saying all that but everything he said then was nothing but true. She was helpless at the hands of a despicable, monstrous husband.}

5.3 ACT III

Scene 1

{Rasheed locked Mariam and Laila in separate rooms for a few days without food or water after the fiasco at the police station happened.}

Rasheed: [Angrily] This will serve you right. After everything that I did for you, this is how you pay me back for my generosity? You will rot in these rooms without food or water!

Laila: [Shouting, Banging the door] You cannot do this! Allah will make you pay for this.

Mariam: [Begging behind the door] Please let Laila out, Aziza needs her! I know there is some kindness in your hea..

Rasheed: [Cuts her off] Quiet! The neighbours will hear you! If you both don't stop your howling, I will drop your daughter off to an orphanage!

{Rasheed finally unlocks them after a few days, following several pleas from Laila to allow her to feed Aziza, whom Rasheed completely neglected. He was tired.}

{Rasheed goes to work and threatens Mariam and Laila that if they ever tried to pull such a stunt again, he wouldn't hesitate from executing them himself. He bars them from ever leaving the house ever again.}

Laila: [While coddling Aziza with tears in her eyes] I'm sorry my jaan! I will never put you in such danger ever again. Rasheed will pay for this.

{Mariam enters}

Laila: I'm so sorry Mariam jo! It is all my fault. I endangered you and Aziza.

Mariam: Stop crying Laila. It is not your fault. You were simply trying to fight for a better life, a fight which I would never initiate on my own.

Laila: It is not too late; we can all still flee Kabul. [With a fierceness in her eyes] Rasheed is a devil. When people will hear about how his wives escaped from his own house, they will mock him. That mockery will murder all his pride!

Mariam: It will not be easy. We have to be more careful this time.

{Over the course of the next few days, Mariam and Laila tried to figure out all possible ways to escape without being caught.}

Scene 2

{One evening when Rasheed was late in coming back home, Laila heard a knock on the door. She was afraid as to who it could be because hardly anyone ever visited them. She opened the door and saw a young, handsome man with a huge bag on his shoulders. It was Tariq.}

Tariq: [Passionately] Oh Laila! I missed you so much! [He embraces her tightly]

{Laila was still in disbelief of her good fortune. In that moment, she felt that all would be well}

Tariq: What happened to your face? These bruises? I swear I will not let that rascal live!

Laila: Now that you are here, I'm sure we will come out of this alive. But first, come upstairs. It is time our daughter meets her real father.

{Mariam heard Tariq and Laila and was about to go meet them. Suddenly, she heard the thud of the iron door in their front yard. She rushed to her bedroom window and saw Rasheed. He was pacing towards the front door with a gun in his hand.}

{Mariam rushed downstairs at once.}

Scene 3

{Tariq and Laila were about to see Aziza when suddenly they heard the front door violently flung open. The two of them were startled as they saw Rasheed standing in the hallway with a big gun in his hand, pointed towards their direction.}

Rashid: You evil man! You are the reason that my dumb wife has made a fool of me. You will pay for this. But before I deal with you, I will kill this treacherous woman and her illegitimate daughter. [He positions the gun over

his chest] I will make sure you get a good view of the death of this woman that you claim to love.

{Tariq stays quiet but tries to look around to grab something he could hit Rasheed with. As Rasheed placed his finger on the trigger, he prepares to jump in front of Laila to protect her.}

{Before Tariq could make a move, a big shovel was smacked upon Rasheed's head. As Rasheed fell on the floor, Tariq and Laila saw Mariam standing behind him, holding a metal shovel.}

Laila: Mariam Jo!

Tariq: I can't tell you how thankful I..

Mariam: [Cutting him off mid-sentence] There is no time. You must hurry. Quickly take what valuables you can find and flee with Aziza.

Laila: You are right Mariam Jo! You get your things while I get Aziza.

Mariam: No! It is not safe for all of us to leave together. They must have seen Rashid entering the house with this big gun. There is no point in exchanging three lives for one.

Tariq: [Fiercely] Then I will stay behind Mariam jo. I cannot let you take the fall for this. The Taliban will not spare you. You have always been there for Laila and Aziza, even when I couldn't be there for them.

Mariam: No. She will not be able to make it to the border without a man by her side. Besides, I am old. I think it is time to meet my fate. When they come to take me, I will tell them that he was trying to kill me and so I acted in self-defense. [She tries to make her lie sound as convincing as she can, knowing very well that the Taliban would never spare a woman who tried to kill her own husband] We don't have much time. You must leave at once.

{Laila and Tariq quickly pack whatever they can. Tariq takes Aziza in his arms. Mariam accompanies them till the door.}

Tariq: I will forever be indebted to you. Those men outside may be waging warrior, but you Mariam jo, are the real warrior. May Allah protect you. [His eyes depict the massive gratitude he has for Mariam]

Laila: I never thought I will have to say goodbye to you like this. After everything that you have done for me! I hope I can be half the woman that you are. Thank you, Ami. [Sobbing]

Mariam: [The tears in the corner of her eyes say all the words that she couldn't utter. She musters up all her courage and says] For you, a thousand times over. Go now. Take care of her [while kissing Aziza's forehead]

{Laila hugs Mariam tightly.}

{Mariam watched as they ran into the distance, hand in hand.}

Scene 4

{Mariam goes back inside. After a closer inspection of his seemingly lifeless body, she realized that there was still some life left in Rasheed}

Mariam: [To herself] I can't believe his evil, old heart is still beating! It was never my intention to kill him in the first place. His fate was a devil of his own making, the consequences of his actions coming to bite him. Must I help him now?

Mariam: Is this the end? Oh Allah, guide me! How can it be fair to be ruled by people who believe it is my destiny to stay quiet, to continue to be tormented while staying mum? It is immoral and illegal to live with a man who is not your husband, even if all he does is shower you with love and attention. But, it is moral and legal to live with a man who is your husband, even if all he ever does is hurt and torture you. What kind of justice is this?

Mariam: In our lives, we all undergo a quantum of suffering. If this man lives, I will suffer. If he dies, then too I will suffer. Do I not have the right to choose which suffering I would rather endure?

{With that thought in mind, Mariam picked up the shovel that lay beside her husband's body. She mustered up all her courage and struck it, hard on her husband's head. Blood gushed out and surrounded his head in a red pool.}

VI.   CURTAINS DROP

1.   EPILOGUE

Two days after Rasheed's death, Mariam buried his body in the backyard. Once people started noticing Laila and Rasheed's absence, they started asking questions; Mariam remained silent. After a week, the Taliban General broke her front door open. She was startled by the sound but she did not panic, for she knew they were coming for her. Once they saw the unmarked grave in the backyard, they did not give her any chance to defend herself. They dragged Mariam to the town centre with a bag over her head. They murmured a few words which Mariam couldn't decipher. In her last moments she wished for a lot of things.

"Mariam wished for so much in those final moments. "Yet as she closed her eyes, it was not regret any longer but a sensation of abundant peace that washed over her. She thought of her entry into this world, the harami child of a lowly villager, an unintended thing, a pitiable, regrettable accident. A weed. And yet she was leaving the world as a

woman who had loved and been loved back. She was leaving it as a friend, a companion, a guardian. A mother. A person of consequence at last. It was not so bad, she thought, that she should die this way. This was a legitimate end to a life of illegitimate belongings."

Before long, a dark abyss washed over her as the Taliban mercilessly chopped her neck off.

10 years later, Laila and Tariq came to Herat with their two children, to visit the city that Mariam lived in. The situation in the country was still bad, but once the news of her death finally reached them in Peshawar, they thought of this as a befitting tribute. They visited Jalil's old house and were greeted by his grandson. When they told him about Mariam, he handed them a small cloth bag, saying that they had tried contacting Mariam when Jalil fell sick but Rasheed never responded to their calls or letters. Laila opened the bag and found a letter signed with Jalil's name:

"Regret... When it comes to you, Mariam jo, I have oceans of it."

He had written about the remorse he had felt, every single day once Mariam had left and that it was the guilt that was killing him, not the disease. He was sorry that he could never stand up to his wives then and was looking forward to the day when they would once again be reunited in heaven. In the bag, Laila found about 50,000 Afghani worth of money. She and Tariq used the money to build a small school in Herat, where Laila taught as a teacher. They used the last of the money to repair Mariam's mud house near the river, her childhood home which Laila now visited every Thursday with her family.

When talking about the indomitable courage of women, who endure with such resilience all kinds of challenges that life throws at them, it is rightly said; *"One could not count the moons that shimmer on her roofs; Or the thousand splendid suns that hide behind her walls."*

VII.   ANALYSIS OF LEGAL ELEMENTS

7.1 LEGAL, CULTURAL, AND POLITICAL SUBJUGATION OF WOMEN

If we read our ancient history, we find women playing an important role in the society. Often the biases made were on reasonable grounds to protect women, not to subjugate them to inferior status. Even if we fast-forward to 69 B.C., we find powerful women like Cleopatra, as the historical records suggest, rulinglarge dynasties. As the society progresses, we find inequality pervading into the lives of people. In the present script, since we are focusing on the treatment of women in Islam, we shall be restricting our

scope of analysis to Sharia law and international legal instruments safeguarding women rights.

In Islam, two documents that play an important role in religious practices are- the Quran and the Hadith; and a contemporary interpretation documented by the name of 'Sharia Law'. Quran and Hadith are considered to be the original texts containing the direct verdicts of Prophet Mohammad. Sharia Law, on the other hand, is document that has been carved out as a treatise by few religious philosophers of Islam. The conflict that often arises is with respect to interpretation and application of these laws. Not all the Islamic countries adhere to Sharia law, for instance, Pakistan's large population follows Quran and Hadith. But countries like Iran, Afghanistan, and Saudi Arabia follow Sharia Law

It is often said that Islamic law aimed at empowering women but the interpretations of these documents has proven otherwise. The practice of Sharia law has legally, culturally and politically subjugated women in their societies. Be it with respect to marriage, education or the right to freedom. Sharia law requires women to cover themselves with a Burkha, every time they step out of their homes; they aren't allowed to leave their houses without the company of a male member, who has to be either her husband, her brother, father or any related male member of the house. It enshrines public execution of women, often by pelting of stones, if engaged in adultery or any other crimes mentioned under the law. As per the practices in countries like Iran, and some traditional courts of Afghanistan, women's testimony is not considered fully admissible in a court of law. It does not allow women to travel abroad without the company of a male member.

Article 16(1) of the Convention on Elimination of all forms of Discrimination Against Women (CEDAW) aims at protecting women against discrimination faced in marriages and family relations.7 There is a need for transformation in the Islamic society for a two-fold reason: a) Sharia law is a drafted document by philosophers, derived from various sources, which is open to prejudiced opinions; b) and its interpretation not being uniform. If we look at the societies that existed back in 20th century and compare it with the current, we find negligible transformations- traditional ways seem to discriminate against women because of the patriarchal societies that have existed since time immemorial.

As the author has highlighted in his book, the society prior to Taliban period was not as atrocious toward women as it became post its rise. Fatwas released by orthodox groups are often subject to their prejudiced opinions, giving legal sanction to the same. These countries being theocratic

states, often don't interfere with the conventional-regional practices. As a result of this, women aren't allowed to represent themselves in politics, poor education facilities for girls and the practice of selling brides still continues. Although the government at the centre has signed treaties and conventions on various international platforms to uplift women, they seem to fail at defeating the local forces and the local thinking of families who continue to believe that women are supposed to be corrected by men in their societies. Since the law and its interpretation in these situations is itself murky and non-uniform, a positive change is difficult to be translated on ground.

7.2 THE LAW, CONSCIENCE AND MORALITY DEBATE, WHERE IT GETS BLURRED

As a society, we have debated whether the questions of the existence of law are categorically different from the moral acceptability of law or that the two are interrelated. Moreover, one of the primary objectives of, law by its very nature is to regulate society which may include anattempt to create a common or unanimous moral foundation for everyone. Yet, neither substantive law nor legal practice or institution can have an intrinsic claim to an individual's moral conscience. This is not to deny that at least in some respects, law is sourced in moral conscience. For instance, all crimes come with a quantum of punishment because it is morally wrong to commit a crime. If a thief steals a loaf of bread, it is both immoral and illegal but once we become aware of the fact that he did so to feed his starving children, we may continue to believe it's illegal but we still question our morality and conscience. It is at this point that our discourse is focused: when law, morality and conscience is blurred.

In the story, Mariam and Laila have faced Rasheed's wrath at multiple places but he is their husband. In the end, Mariam hits him with a shovel in order to save Tariq and Laila and allow them to escape. When she gets back, she finds that Rasheed's heart is still beating. She is faced with the dilemma of helping him live or letting him die. Letting him die would be immoral, for he was still alive and illegal, for she was the one who killed him. Yet, it would soothe her conscience and that of the reader because it would mark the victory of good over evil; it would mark the end of all her suffering. At the same time, helping him at that point would not be a crime. It would be moral in a way for she was helping a dying man live and then his blood wouldn't be on her hands.

However, it would not soothe her conscience as there was no telling what he would put her through. He could very well try to get her executed and that would also put Laila's family in danger. She chooses the first option and hits him

again, as if to mark revenge for all that he had subjected her, Laila and Aziza to. While what she did was illegal, she felt it was the only right thing to do. She would die anyway, this way her death would be a sacrifice and an act of valor and not a form of punishment for trying to stand up to what was wrong in the first place.

She is executed any which way because that is what the law and the rulers of the land deem fit but to the reader, Rasheed still does not seem a victim. In the story, towards the end, we are not left to decide what was moral or legal but rather what we perceive to be right or wrong in our private conscience.

VIII.   CONCLUSION

Language is composed of symbols; made of different patterns to understand what it is that is being conveyed. Similarly, legal language is made of patterns that convey an understanding from a legal perspective. Meaning to emphasize on the symbolic pattern of conversation is to draw the attention of our audience to the fact that we perceive the world the way it is, based on symbolic language. The core theme of this script revolves around three important socio-legal aspects- law and morality, subjugation of Women (human rights), and the practice of sharia law (religion). As mentioned earlier, this script is a reference to the book- A Thousand Splendid Suns' by Khaled Hosseini.

The Islamic Republic of Afghanistan is one of the few theocratic states that follows the Sharia law. Unlike Quran and Hadith, which are considered to be the authentic religious textbooks of Islam, Sharia law is a document drafted by few religious scholars in the contemporary world; it is a fatwa that lays down what a Muslim man and woman are supposed to follow in their everyday life. There is a lack of uniformity in the practice of any law or traditional beliefs in the Islamic world because of various interpretations of their religious texts.

The applicability of this text lies in its approach to understand these themes through a novel and creative medium, which is by converting a revered book into a script to highlight these themes. Perspectives are unique to every individual. The purpose of this text is not to harm the sentiments of any person but to initiate a larger discourse on the subject matter.

completed. We would like to thank our university for giving us the opportunity to engage in such a holistic project activity. We would also like to thank our parents and friends for always motivating supporting us throughout the course of this project. Lastly, we would like to thank Khaled Hosseini for writing such a brilliant novel which has inspired us and countless others.

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Postmodernism: An Anti-Foundational Philosophy of Western Intellectual Tradition

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Abstract— *This article attempts to interpret the postmodern philosophy as an anti-essential philosophy of the western intellectual world by incorporating the ideas of postmodern thinkers: Jean Francoise Lyotard, Michel Foucault, Jack Derrida, Jean Baudrillard, Ernesto Laclau, and Chantal Mouffe, etc. Postmodernism appears in a wide variety of disciplines in the contemporary world after World War II. It has dismantled the western intellectual tradition's center seeking tendencies and foundational structure exposing the inherent realities of formulated various discourses of them. The traditional discourses of the intellectual world are reshaped and restructured possessing no universalities in the postmodern era. Similarly, an absolute identity, consciousness, or ego, which is deferred, displaced, fragmented, or marginalized within the structure. Therefore, this article accomplishes the task to analyze how the existing grandnarratives and structure-based philosophical phenomena of the western intellectual circle are subverted using the ethos of poststructuralism and deconstruction, which lie under the postmodern umbrella.*

Keywords— ***Postmodernism, Structuralism, Deconstruction, Philosophy, Anti-foundational.***

I. INTRODUCTION

Postmodernism is the concept that appears in a wide variety of disciplines or areas of study, including art, architecture, music, film, literature, sociology, communications, fashion, and technology after the Second World War. Although, it is hard to locate it temporally or historically because it is not clear exactly when postmodernism begins. There is still controversy among the postmodern thinkers about the emergence of it. The concept of postmodernism appears in the western intellectual circle blurring the tendencies of promoting grandnarratives, foundationalism, logocentrism, hierarchical structure, and center seeking practice, which has been in existence since Greek Classical to the modern period. Regarding the emergence of postmodernism in literature Abram (2005) states:

> The term postmodernism is often applied to the literature and art after World War II (1939-45), when the effect on western morale of the First World War greatly exacerbated by the experience of Nazi totalitarianism and mass extermination, the threat of destruction by the atomic bomb,

the progressive devastation of the natural environment, and the ominous fact of over-population (p.176).

The solid ground of western intellectual tradition has dismantled after World War II. The well-established varieties of structure, norms, and values of society, and the natural environment have deconstructed and destroyed after the massive destruction of World War II. The traditional discourses of the intellectual world are reshaped and restructured possessing no overall design or universal plan; resistant to tantalization or universalities. An absolute identity, consciousness, or ego which are deferred, displaced, fragmented, or marginalize within the structure. The way in which linguistic structure or discourse maintains a radical difference from one another. The relationship among the texts has with other texts or discourse whether on a conscious or unconscious level. It blurs the hierarchy between high and low culture. In this regard, Tim Woods (2011) mentions*, "*postmodernism pits reasons in the plural-fragmented and measurable against the universality of modernism and the longstanding conception of a human self as a subject with a single, unified reason" (p.9). As critic points out, postmodernism questions the unified reason for

the western intellectual world. It also gives high priority to the consumerism and globalization.

Emergence of Postmodernism

The first recorded use of the word 'postmodernism' is back in the 1870s by the English painter John Watkins Capman. He suggests that any art going beyond impressionism, the revolutionary new art style of the period, would be definable as 'postmodern painting'. (Dick Higgins, 1978, p.7). Likewise, the author, Rudolf Pannwitz choose the term "Postmodern' by 1917 to describe the new form of militaristic and anti-humanistic culture developing in Europe ravaged by war (Best & killer: 1991, p 5-6). The prominent historian Arnold Toynbee (1954) claims that the period from 1875 onwards as the 'Postmodern Age of Western History' (p. 235) which is marked by the cultural decline because of the divesting two world wars. Eventually, 'postmodern' begins to take on the meaning of 'ultra-modern' with the architectural theorist Joseph Hundnut deploying it in that fashion to describe the new prefabricated buildings being produced in the aftermath of the Second World War. Hudnut claims that postmodernism is unsentimental and looks to science to improve the quality of life (Hudnut; 1949).

It has proved the postmodernism is rooted in the discipline of architecture. Many architectural theorists popularize the postmodernism as a theoretical concept to develop the international style of architecture by replacing modern architecture. Jencks (1991) famously claims that when one of the most representative examples of the style, the award-winning Pruitt-Igoe housing complex in St. Louis, Missouri, was demolished in 1972, modern architecture died (cited in Sim's 2011, *The Rutledge Companion of Postmodernism*, ix). After declaring, the demolishing of modern architecture is introduced in which old and new style is being freely mixed. Now, this style of architecture is found in many cities in the world.

The postmodernism begins its widespread journey from architecture and extends to other fields: philosophy and cultural theory; concepts of space; visual art, sculpture and material culture; popular culture and music; film, video and television; and the social science, politics, literature, theory, music, lifestyle, religion, etc. Regarding the wide-spreading nature of postmodernism, J.A. Cuddern (1992) opines, "postmodern is a general term used to refer to changes developments and tendencies which have taken place (and are taking place) in literature, art, music, architecture, philosophy, etc since the 1940s or 1950s" (p.733-34).

Philosopher and cultural theorists have reacted against the traditional paradigms of philosophy and culture. Probably the leading figure of the postmodernism to analysis it, is Jean-Francois Lyotard (1924), a French philosopher, whose book *The Postmodern Condition: A Report of Knowledge* (1979) is taken as the most powerful theoretical expression of postmodernism.

Several critics have opined regarding the issue of postmodernism; its development, tendencies, and application in the different fields; philosophy, sociology, anthropology, arts, literature, culture, painting, sculpture, etc. About the emergence of postmodernism in literature, M.H. Abram (2005) mentions, "many of the works of postmodern literature- by Jorge Luis Borge, Samuel Beckett, Vladimir Nabokov, Thomas Pynchon, Roland Barthes, and many others-so blend literary genres, cultural and stylistic levels, the serious and the playful, that they resist classification according to traditional literary rubrics" (p. 176). As Abram points out, postmodern literature resists to classical literary trends. Likewise, Ross Murfin and Supria M. Ray (1998) claim that "postmodernism, a term reserving to certain radically experimental of works of literature and art produced after world war II" (p.297). The tendency of postmodernism is an outcome of the present culture of postmodern society. In this regard, Arkandy Plotnistky (2001) opines that "Postmodern (ist) ideologies of knowledge reciprocally shape and are shaped by postmodern cultural practices" (p. 266). The changing scenario of the society has emerged the new concept. The paradigms of knowledge are also changed which change the contemporary society and its tendencies. Lytord has mentioned the points dealing with the changing nature of knowledge in the postmodern age. He says, "Our working hypothesis is that the status of knowledge is altered as societies enter what is known as the postindustrial age and cultures enter what is known as the postmodern age. This transition has been underway since at least the end of the 1950s which for Europe marks the completion of reconstruction" (1989; P 3).

II.   STATEMENT OF PROBLEM

Postmodernism is described as a philosophical movement a form of skepticism and anti-foundational about the authority, received wisdom, cultural and political norms, etc. of a western intellectual tradition. It undermines the tendencies of foundational and grand narrative western thought that begins from classical Greek philosophy.

The Objective of the study

The main objective of this article is to analyze the postmodern philosophy as an anti-essential philosophy of highlighting its anti-foundational concept against the existing thoughts of the western intellectual world. Besides this, it has focused to know the tendencies of postmodernism.

III. METHODS

This article is an outcome of library research that is fully based on written documents; therefore, the secondary sources of data have only used. It interprets the postmodern philosophy borrowing the insights of some postmodern critics such as Jean Francoise Lyotard, Michel Foucault, Jack Derrida, Jean Baudriallard Laaclau and Moufle, etc as they are relevant to the topic of concern. The researcher has also consulted various books, articles, journals, sites that are related to the study.

Postmodernism: Anti-foundational Philosophy

The postmodernism is a philosophical movement, which has broken down the received authority, wisdom, cultural and political norms of western metaphysics. It has raised the question against the ultimate truth which was created the foundational discourse of western metaphysics asking the questions as "What guarantees the truth of your foundation?" (Sim; 2011, p.3). It questions the truth in the long-running tradition of western intellectual thoughts which was grounded in the classical Greek philosophy**.** It frequently serves as an ambiguous overarching term for skeptical interpretations of culture, literature, art, philosophy, economics, architecture, fiction, and literary criticism. It has been suggested that the term "postmodernism" is a mere buzzword that means nothing. It is a theory of itself "anti-essentialist and anti-foundationalist" it is fitting that the term cannot have any essential or fundamental meaning.

To consider the postmodernism's skeptical credentials and anti-foundational discourse, it is helpful to know the various discourses, such as deconstruction, that goes under the name of poststructuralism. The poststructuralism rejects the tradition and thoughts of structuralism. It is one of the gestures of skepticism towards the received authority of the western intellectual world and can be treated as part of the postmodern intellectual landscape. Poststructuralism is a cultural movement that has rejected the methods of structuralism and its ideological assumptions. It is both a philosophical and a historical movement as well, therefore; it is postmodern in general. It

questions the cultural certainties and methodological key built by structuralism. Structuralism is a theory developed by Swiss linguist Ferdinand de Saussure who revolutionizes the study of linguistics after the publication of his book *Course in General Linguistic* (1916). According to him, language has governed by a system with rules and regulations. Language is made up of signs, and signs consist of two parts: 'a signifier' (sound/gesture) and 'a signified' (concept). Both of them are combined an act of mental understanding to form a sign. There is not a natural relationship between them; they have an arbitrary relationship with each other but the force of convention has ensured them. The relationship between them depends upon the cultural convention. A certain cultural group has created a certain convention to recognize a particular object. Therefore, they do not change in their meaning by anyone's whim. In the words of Saussure, "there is at the very least relative stability to language and the production of meaning, and language is to be viewed as a system of signs which induced a predictable response on the part of the linguistic community" (Cited in Sim's *The Routledge Companion of Postmodernism*, p. 4). However, the poststructuralist thinkers subvert the Sassurain idea of the structuralism-the system of language.

Deconstruction, a theory of language developed by Jack Derrida, is based on the belief that language is much more slippery and ambiguous than we realize. Without changing a word, a single sentence can have several meanings. Changes in the tone of voice and emphasis (stress) can further reveal the slippery quality of language. Human utterances are rarely as clear and simple as the structuralist's formula:

Sign = Signifier + Signified (Word)
(Sound, image, gesture, etc) (The concept to which the signifier refers)

(Tyson, 2008:251)

According to deconstruction a 'word' never reaches the point when it refers to a concept, a signified. The signifier evokes chains of signifiers in the mind of the person who hears the utterance. Moreover, each signifier in those chains is itself constituted by another chain of signifiers, and so on. Therefore, Tyson says, "language is non-referential because it refers neither to things in the world nor to our concepts of things but only to the play of signifiers of which language itself consists" (2008, p. 252). That is why it can be said that communication is a complicated and uncertain thing. The structuralist's formula can be rewritten as:

Sign = Signifier + Signified + Signified. (Word)

(Tyson, 2008:252)

Every signifier consists of and produces more signifiers in a never-ending "deferral" of meaning: we seek meaning that is solid and stable but we can never really find it because we can never get beyond the play of signifiers that is language. Tyson (2008) writes:

> For deconstruction, (1) Language is dynamic, ambiguous, and unstable, continually disseminating possible meanings; (2) existence has no center, no stable meaning, no fixed ground; and (3) human beings are fragmented battlefields for competing ideologies whose only "identities are the ones we invent and choose to believe. (p. 258)

A French philosopher Jacques Derrida's deconstruction is one of the most powerful expressions of the poststructuralist ethos. He is leading light of the poststructuralist intellectual movement that has significantly influenced philosophy, in social science and literary criticism in recent years. Derrida's deconstruction is directed against the system-building side of structuralism.

Derrida is concerned to demonstrate the unstable nature of language and indeed of systems in general. In his view, signs are not such predictable entities and there is never perfect conjunction of signifier and signified to guarantee unproblematic communication. There is always occurred slippage of meaning, and word contains echoes and traces of other words with their sound quality. Derrida provides evidence of this slippage in action employing a concept called *'differance'*, a term derived from the French word *'difference'* which has double meaning 'difference' (to differ) and 'deferral' (to defer/postpone) (Derrida, *Margin of philosophy*; 1972, p.3). One can not find out which of the two words is intended in speech because they are pronounced the same, different only in writing. Derrida reveals the inherent indeterminacy of the meaning of language subverting the structuralistic notion of language system. He also mentions that linguistic meaning is always an unstable phenomenon everywhere that is guided by the word of *'diifferance'*. The '*difference'* is not a concept for Derrida, it is only the manifestation of language's instability as well as its endless creative capacity to generate new and unexpected meanings. Meaning is, therefore, a fleeting phenomenon that evaporates almost as soon as it occurs in spoken and written

language, rather than something fixed that holds over time for a series of different audiences. Derridain deconstruction is against the logocentric system building tendency of the west which is guided by 'difference'. Therefore, the characteristics of deconstruction are related to the postmodern philosophical ethos.

Michel Foucault (1926-1984) is another postmodern thinker who turns against the system building tendencies of structuralist thoughts. For Foucault, truth itself is the product of a relation of power and the systems in which it follows, it changes as systems change. There are certain systems in society. Therefore, he believes in group power rather than individual power. The group power is formed by many individuals in the society. The society possesses some knowledge under the system. By using such knowledge, society creates discourse. People speak of the ideas that they want. Moreover, they produce speech and write books; this is the process of creating discourse. However, this discourse consists of representation, power, and truth. Power is circulated from different forms of representation: written, audiovisual, and oral. Now this very represented power creates certain truths which ultimately become truth to everyone who is under the system. It means power determines the truth, and as soon as the system of society changes the truth also changes. Foucault's discourse is related to the production of any information that provides knowledge. This knowledge helps create the truth which is neither true nor false. Foucault has exposed how the marginalized groups of people are excluded from political power by setting strict norms of behavior in Western European society. He has written a series of case studies describing how these norms were implemented in seventeenth and eighteenth-century Western Europe. The regimented institutions like insane asylums, prisons, hospitals came in being in order to deal with the 'different' (Foucault;1961). For him, these institutions are an expression of political power and impose the will on others. This idea of Foucault is against the authoritarian tendency of creating the so-called truth in society and associates with postmodern culture.

Jean-Francois Lytoard (1924-1998) is one of the most influential thinkers of postmodern philosophy whose writing consists of the thread of anti-authoritarianism tendency that can be recognized as postmodern. He was described Marxist in his early career. Later on, he distanced self-consciously himself from his Marxist past. His most influential work *The Postmodern Condition: A Report of*

knowledge (1979) has appeared a critique of 'grand narrative'. He begins his book by pointing out how the field of knowledge has changed in the years after World War Second. He emphasizes on the anti-foundational and anti-holistic aspects of French theory as well as its hostility to eternal metaphysical truths or realities and grand narratives. In this regard, he says in *The Postmodern Condition,* "simplifying to the extreme, I define postmodern as incredulity towards meta-narratives. This incredulity is undoubtedly a product of progress in the science…' (ixx). As mentioned by Lyotard the grand narrative of western metaphysics is in the crisis because it has lost it's credibility. Moreover, he argues that knowledge is now the world's most significant commodity and that may well become sources of conflict between nations (Lyotard; 1979 cited in Sim's *The Routledge Companion of Postmodernism*, p.7).

Lyotard has reacted against the doctrinaire Marxism that is known as Post-Marxism. He insists that political control is possible over the common people due to the dissemination of knowledge. Knowledge is seen to be communicative through narrative, and he is very critical of what he calls grand narratives: theories that claim to be able to explain everything and to resist any attempt to change their form (Sim; 2011, P. 7). Marxism is one of the narratives which has its particular narrative of world history. It fells the truth that is beyond any kind of criticism or need for revision. Such an attitude, for Lyotard, is authoritarian, and he celebrates little narrative instead (Lyotard, P. 60). He considers that little narratives are the most inventive way of disseminating and creating knowledge and that they help to break down the monopoly of traditionally exercised grand narratives. Similarly, he claims that knowledge has lost emancipatory power in postmodernism. In the past, knowledge was limited to academics, was only the property of the academics, and language was not defined in terms of a game. Now, the situation has changed and language has changed into the TV game. The TV game has been sources of all knowledge, which has hybridism in its nature; 'serious and comic' and 'religious and secular'. The truth and center of language games have been shattered. Similarly, the truth of knowledge is found in the language game, which is different from one place to another place. Therefore, as the different natures of language, the reality of truth represented by the language is not the same. He informs us that postmodernism science is a search for paradoxes, instabilities, and the unknown rather than an attempt to construct yet another grand narrative (Sim; 2011, P.8). In this

way, his main concern is to demolish the authority created by grandnarrative, for him, which is repressive of individual creativity. Therefore, he declares that 'we no longer have recourse to the grand narratives' (P. 60). He rejects the idea that is built on certain systems of thought or foundation. Postmodern philosophy has proved to be resolutely anti-foundational in outlook.

Laaclau and Moufle also argue that "Marxism ought to be aligning itself with the various new social movements that have been springing up" (1985, P.33). They believe that Marxism needs to take account of the various theories that have been coming into prominence-theories deconstruction and postmodernism. Society has been plural; therefore, Marxism should attract new audiences in authoritarian cultural circumstances. Their main concern is that Marxism requires drastic revision or it should aspire towards pluralism instead of its supposed truth and universality of application.

Jean Baudriallard is another important strand of postmodern philosophy. He rejects the hidden structured notions of all phenomena, which are set up by the works of an analyst to identify and explain. He has claimed that the postmodern world is a world of Simulacra, where we can no longer differentiate between reality and simulation (Baudriallard, p. 70). A simulacrum represents nothing but themselves for him. There is no longer reality to which they refer. He argues that commodity and signs have combined to form a self-referential loop within a closed object system. Such a sign refers to something real and solid outside that system, this is an illusion. The thing which is generated by a sign system is a simulacrum, which acts as the external referent and justifies its functions. He has organized the history of the production of simulacra into three parts: classical era, industrial era, and postmodern order. In the classical era (from the Renaissance to the Industrial Revolution), simulation is taken place in the forms of counterfeiting. This is followed by the industrial era, in which techniques of mass reproduction allow an order of several reproducible objects. In contemporary postmodern order, new cybernetics and communications technologies have absorbed human subjectivity itself into a network of busily self-replicating digital systems. In the postmodern world, reality is transformed into hyper-reality which bears no relation to any reality whatsoever. The reality has disappeared entirely into the process of simulation.

IV. CONCLUSION

Postmodern philosophy is to be said as an updated version of skepticism that has concerned with destabilizing other theories like Marxism, Structuralism, and so on and their created truth. It has deployed the authoritarian imperatives of our culture at both the theoretical and political levels. It emphasizes the subverting essential idea of the intellectual world by exposing the reality of it. The construction of grand narratives of Structuralism, Marxism, and philosophical history is dismantled, and all the intellectual authoritarianism have lost their credibility and legacy. Postmodern philosophy provides us the arguments and techniques to make the gesture of dissent, as well as the means to make value judgments in the absence of overall authorities. A boundary of long-running western intellectual thought, wisdom, culture, and so on stretched back to classical Greek philosophy are re-drawn and re-sketched with the eyes of the postmodern philosophy.

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Impact of Depression on Emotional Intelligence among Indians in Late Adolescence

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Abstract— *In today's ever-changing world, there is a magnanimous shift in our philosophies, cognition and our social structure. With acculturation making a strong impact on Indian society, the current Indian society is a metamorphosed version of amalgamation of its authentic attributes and its Western counterparts' attributes. The shift in societal structure along with advancement in technology has a great influence on our life, our holistic well-being and happiness and our emotional intelligence. The study aims at establishing the correlation between depression and emotional intelligence.*

Keywords— *adolescence, depression, emotional intelligence, Indians.*

I. INTRODUCTION

In today's time, humans are constantly bombarded with a lot of happenings; resulting in various psychological issues like anxiety, stress, depression, etc. These negative emotions are quite important from evolutionary perspective- they are quintessential for survival and striving. Various studies have been conducted to analyze the influence of depression on various facets of life, but this study aims to find the impact of depression on emotional intelligence.

1.1 Depression

Depression word has its root in the Latin word depressare and deprimerre meaning to press down. Depression is defined as a condition where in a person experiences utmost despair, lethargy and varied symptoms analogous to it. Other symptoms associated with depression is the loss of affinity in various chores which at one time brought happiness. For instance a person suffering of depression wouldn't like indulging in desserts, had he been a sweet tooth prior to it. Depression is a very common disorder.

1.2 Emotional Intelligence

We every day encounter mammoth of emotions be it fury, rage, envy, ecstasy or loathe. Emotions are defines as feeling states that involves physiological, cognitive and behavioural reactions to instances (Passer & Smith, 2011)[1]. The term emotional intelligence was coined by Salovey and Mayer in 1990 (Salovey & Mayer, 1990; Mayer & Salovey, 1993, 1995). Salovey and Mayer (1990)[2][3] defined emotional intelligence as a version of social intelligence that inculcates the capability to access one's own and others' emotions, to differentiate among these emotions and to utilize these judgment to influence one's actions and thoughts. A study conducted by Guerra-Bustamante et al. (2019)[4] aimed to analyze the link between various dimensions of emotional intelligence- attention, clarity and repair; and different level of perceived happiness in adolescents. The tools used comprised of the Spanish version of Trait Meta Mood Scale-24 Questionnaire, for EI and the Oxford Happiness Questionnaire for various levels of perceived happiness- low, medium and high. The results show that as adolescents' capacities of emotion regulation and comprehension is proportional to their subjective happiness.

As the paper deals in formulating a link between depression and emotional intelligence in Indians falling in the late adolescence category, it is essential to get insight into Indian view of emotional intelligence. It is an interesting observation, that the concept of emotional intelligence finds its roots in ancient Indian texts like Bhagwad Gita, Upanishads and Vedas. Concepts like 'Vasudhaiv Kutumbakam'- treating everyone like a family, surpassing biases and prejudices; and 'Atma bodha', i.e. aligning oneself with the universe in order to partake social outcomes rather than materialistic goals, are reiterated by Indian ancient texts, instilling in Indians the concept of Emotional Intelligence and making them aware about the social values (Gopraj & Sharma, 2011)[5]. Emotional Intelligence when viewed from Indian perspective includes traits like respecting elders, empathy for others, fulfilling one's duties along with morals of benevolence, kindness

and Ahimsa (non-violence), which provide a framework for emotional responsibility and expression along with dealing with socio-cultural and emotional scenarios (Anand, 2017)[6]. The cultural practices in India induces the concept of emotional intelligence in Indians (Sibia, Srivastva and Mishra, 2005)[7].

Late adolescence is an age where the individuals have a great potential and they have a sense of self-esteem. It has been found that for life success, 80% contribution is by emotional intelligence and the rest 20% is contributed by intelligence (Goleman, 1995)[8]. As research states the importance of EI, so the findings of the research may help in influencing or developing a methodology to train adolescents with hefty emotional intelligence.

II. SUBJECTS AND METHODS

2.1 Sample

The subjects of this research are Indians in the late adolescence. State Adolescent Health Resource Center defines late adolescence or young adulthood as the period of frequent change and discovering various aspects ranging from home, family, school, resources, work and life. The age bracket is from 18 years to 24 years (Teipel)[9]. The sample size (n) is 70. These 70 subjects are Indians from the age group 18-24 years and gender is not a parameter.

2.2 Hypothesis

There is a negative correlation between depression and emotional intelligence among Indians in late adolescence.

2.3 Instruments

Two tools were used in this study,

2.3.1. Beck Depression Inventory: The tool used to evaluate depression is Beck Depression Inventory (BDI)-II, which is a 1996 revised version of original version created by Aaron T. Beck. The inventory is a self-report inventory having total of 21 items. Each question has a score ranging from 0 to 3 and takes from 5 to 10 minutes to be completed. The BDI-II has a positive correlation with Hamilton Depression Rating Scale where r= 0.71. It has a test-retest reliability of r= 0.93. The internal consistency of BDI-II is α= 0.91.

2.3.2 Emotional Quotient Test: The tool used to measure EI is Emotional Quotient Test developed by Dr Dalip Singh and Dr NK Chadha (2001) for Indian population. The test measures three psychological dimensions such as emotional maturity, emotional sensitivity and emotional competency. The test has 22 situations followed by 4 options, among which the participant has to choose. This EQ test has a validity of

0.89 and a test-retest and split-half reliability of 0.94 and 0.89 respectively.

III. PROCEDURE

The present research was conducted to find the impact of depression on emotional intelligence among Indians in late adolescence. So the targeted age group was between 18 to 24 years having Indian nationality. First, a consent form was signed by the participants where after the participants were given two questionnaires to fill. The first was a questionnaire on evaluating depression and the second questionnaire is an Indian scale for measuring emotional intelligence.

IV. DATA ANALYSIS

Once the data was collected, the correlation was evaluated using IBM SPSS Statistics v23x64. It was used to evaluate the effect of independent variable (depression) on dependent variable (emotional intelligence).

V. RESULTS

Table.1 Correlation between depression and emotional intelligence

Model	R	R^2	Adjusted R Square	Std. Error of the Estimate
1	.512a	.262	.251	33.11590

Note: Significant at $p < 0.005$

There is high negative correlation between authentic happiness and emotional intelligence of 0.512 (R). The R square tells the dependency of dependent variable on independent variable, which can be converted into a percentage. It states that the influence of depression on emotional intelligence is 0.262%, and the rest percentage is influenced by other factors, not included in the study.

VI. DISCUSSION

The research establishes a strong negative correlation between depression and emotional intelligence. It states that a depressed person's tendency to understand his own or other's emotion is lowered. There is an inverse relationship between two. A study titled ' The Relationship between depression and emotional intelligence among a sample of Jordanian children' (Tannous, Matar, 2010)[10] found that in Jordan, depressed male had higher EQ score as

compared to females. The participants of this research were kids between 11-12 years.

Similarly, a study titled "Emotional intelligence and depression: The moderator role of gender" (Jose, Extremera, Fernandez-Berrocal, 2012)[11] found that lower level of EQ resulted in men getting depression whereas the findings were contrary in case of women. Another study titled ' The Role of Emotional Intelligence in Anxiety and Depression among Adolescents' (Jose, Extremera, Fernandez-Berrocal, 2006)[12] found that adolescents who were able to disintegrate between their various emotions showed less susceptibility to depression and anxiety.

VII.   CONCLUSION

The above study shows a high negative correlation between depression and emotional intelligence, i.e. a person experiencing higher levels of depression would have lower emotional intelligence and vice versa. The research was conducted on 70 Indian adolescent subjects.

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On the Nature of Politics: A Critical Analysis

Patrick Neil M. Santiago

Abstract— *Absurdity occurs when demagogues deliberately abuse their power inflicted by their own interest and self-gratification over giving service to humanity and fulfilling social obligations. At present, most political leaders make improper practices of politics. This paper investigates the basis why primitive man needs to engage in a social contract, emancipated from a chain, the nature of democracy, filth on participatory democracy, check and balanced of a certain state, and restore the harmony of such state to affirm the present condition of absurdity. Participatory democracy is found as the most corrupt form of government. Hence, most political leaders greedily exercise their powers. This is totally absurd. It is said then that the will of man dominates over his reason.*

Keyword— *absurdity, democracy, politics, reason, will.*

I. INTRODUCTION

In its narrowest sense, politics is the art and science of good governance. The political development takes a long period but is tragic in nature due to the different perspectives of those who are in it. It motivates evilness over virtue through the savage instinct of man to rule and to lead. Politics becomes dangerous and filthy living in which leaders abuse their sovereignty to torture people in the community.

Politics is part of man's nature and moving bodies of this physical world. It exists for the purposes of good leadership and governance in order to subjugate a harmonious state. However, in the present condition, it exists to inspire vices and promote common interests. Ultimately, nobody lives alone or on his own. Under these circumstances, no one can hide or avoid the savage instinct and cruelty of mankind.

A. Hobbes' Social Contract

In the classical era, Greek philosophers fostered the collaboration of man within the state. In medieval times they considered the significance of religion specifically Christianity. On the other hand, great thinkers in the modern period preferred to look between the individual and the state.

The English philosopher Thomas Hobbes (1588-1679) postulates his theory of state from his vantage point of logical and analytical approach rather than historical. He prefers to use a mechanical process to explain the cause of the state inspired by the motion of bodies. He resembles the mathematical method-geometry that deduces self-evident arguments inferring the cluster to human nature.

The state of nature as described by Hobbes in his book *Leviathan* exhibits that the life of man was solitary, poor, nasty, brutish and short (Hobbes, 1996). The condition of human nature in the primitive state could picture the savage instinct and harsh nature of man. This is simply because a man was born with equal freedom and has equal rights that he can exercise whatever he takes in doing so. There's no such set of morality regarded virtue or justice, thus no compulsory obligation to do something with due respect to people as a whole. Certain law of nature is a precept. This connotes what is morally upright and what is morally unacceptable (Hobbes, 1996). People tend to be governed by their own will and reason. The motivation that man possesses gives him a chance to survive and save his life from a violent death (Hobbes, 1996).

Human nature sets no rules but man moves through natural law which relentlessly pursues his survival. This resembles Herbert Spencer's (1820-1903) theory of sociocultural evolution that underscores the concept of "survival of the fittest", the strong shall only live and the weak will die. Apparently, the fundamental law of nature ought to *seek peace and follow it* (Hobbes, 1996). This shows that by all means, the man defends himself. The good and evil forces signify to man's appetites and aversions (Hobbes, 1996). The goodness for savage man is derived from his own selfish will which is called *appetite* and the evil curses for the *wrath* on the enemy. This pictures an anarchic state of humanity that drives in a horrible condition as seen by Hobbes.

The natural law impels to seek *peace* in which the major vantage point is survival. Hobbes had seen the logical

consequences that will avoid an anarchic state of nature towards the ultimate way to survive. He offered the need to enter a social contract that resolved the severe conflict of individual and egotism that caused political problems. The anarchic state of nature renounces some individual rights into an artificial person which is called *leviathan*, the state or commonwealth. Hence, the sovereign is the sum of the individuals. No one could resist or else it would break the agreement and be illogical.

A social contract refers to an agreement of each individual to govern themselves by the sovereign. Sovereignty is an abstract representation of a single ruler that has absolute power over the people. Hence, the natural individual *right* from the anarchic state of nature will then transfer to the sovereign to rule people who constitute the *general will.* The absolute power of the sovereign occurs to be responsible for the security and welfare of the people to execute peace and order that serve as political obligations.

B. Rousseau's on Liberty and Equality

The French philosopher, Jean-Jacques Rousseau (1712-1778) made a contribution through his writings that enlightened the people of his time. He emphasized feeling over reason is the basis of politics. In his book *The Social Contract*, he begins his famous statements by saying, "Man is born free; and everywhere he is in chains" (Rousseau, 2002). Here, he emphasized liberty and equality in a society that when exercised, people would be freed from the chains and shackles of oppression thereby achieving freedom. Rousseau realized that the primitive man fettered again in society through the *Social Contract.*

In the state of nature man had been motivated by natural sentiments through self-preservation called survival. On the other hand, as people invented social contract, a man was motivated by an artificial sentiment that led him to compel more than others. In effect, it resulted in an intense competition against each other that triggered vices towards evilness.

From this contradictory condition, how do people reconcile to achieve total independence? Rousseau suggested finding a form of association that may depend and protect the whole force of the community for each person and property. The social pact is Rousseau's solution to resolve complex conditions. Like Hobbes in terms of his political theory, Rousseau did not look at the contract in historical terms for he believed that social contract was a living reality. To some

extent, the aim of Rousseau is to supplement an answer on why people ought to obey the laws of the government. This purpose is to harmonize and achieve real freedom from others. This freedom remained a chain through a social contract.

Rousseau postulates that what man loses through social contract is his natural liberty and an unlimited right to anything that tempts him to attain; what he gains is civil liberty and property in all that he possesses. The rights of every individual that are being transferred to the sovereign embodied the general will, thus, it is indivisible as a whole. Hence, if one renounces to obey this general will, then he will compel to do so. This system seems that every individual is governed by a certain chain of control.

Rousseau's concern is about the *general will* in which accordingly man is forced to be free. At this point he tends to attack this context that intends to emerge into *the will of all*. Apparently, a *general will* and *will of all* seem related in their purpose for common good. But if the purpose is opposed to the common good which concerns private or especial interest then this does not express as general will. As Rousseau implies *general will* and *will of all* are different, the *general will* is always right and always tends for the public good. On the contrary, the *will of all* is preferably collective consensuses or divided disagreements. This is simply participatory exercise through the votation of individuals which is an abstract expression of what is the best for all citizens. Since laws are a product of general will, thus an individual is accountable or entitled to decisions of approval.

Rousseau believed that the consent of citizens to the common good is the most possible path to obtain the social equality and real freedom of citizens. Under the law of private opinion that prevailed, or without conformity, people were forced to behave in accordance with imposed law. This law should be made under the common good or justice that overcomes the personal interest or factions of will. Everyone should be involved and entitled to the decision of lawmaking. Each citizen is allowed to exercise total freedom. Thus, when man's right of suffrage is impeded and when his liberty is taken away, he is forced to rectify the system to achieve freedom.

Rousseau's political theory serves a major turning point in the *Enlightenment* period and considers him as the trailblazer of the romantic sensibility that spread in Europe. The aristocracy form of government adopted Rousseau's primitivism playing at the back to nature which elevated the country's life and further alienated the upper class from the

average Frenchman. Finally, the masses took Rousseau's ideas of total participatory which is in a form of democracy.

C. Aristotle's Nature of Government

The famous Greek philosopher, Aristotle (384-322 BCE) made a great contribution to our present concept about politics which evidently affirms his product in the figure of his student, Alexander the Great. Aristotle developed a system of classifying government in the fourth century BCE showing its different forms. For him the true forms are Monarchy (one), Aristocracy (few), and Polity (many). Whereas the perverted forms are: Tyranny (one), Oligarchy (few), Democracy (many) (Barnes. 1984). Aristotle's preference among them is aristocratic form because for him it has an aberrant degree of excellence that is responsible and capable of political command and governance (Barnes, 1984).

Aristotle also emphasized that the democratic form of government is the most corrupt of all classified systems where it ruled in favor of the interest of the rulers. Diana J. Mendoza, et.al, (1999) emphasized that "deluded into thinking that one person is as good as another, the masses in a democracy blindly follow the lead of corrupt and selfish demagogues who plunder the property of the hardworking and the capable". This affirms that democracy can be considered as the worse form of government that acts only to further its own selfish interests.

In addition, Lydia Yu-Jose, et.al. (1999) espoused that wars may be the cause or the result of *politics,* but she stressed that the two are not the same. She explained that "war is the death or failure of politics". Through it, chaos becomes more evident in the community. People get greedy of power and position; and become guilty and filthy of corruption and fraudulence. In retrospect to Hobbes concerning the general rule-natural law, it explicitly affirms that man's principal aim is self-preservation through seeking a peaceful and ordered society. In this regard, man needs to create the so-called social contract. He will enter an agreement between each individual to express the general will. If that therefore, failed to comply in doing so, then that fall to Yu-Jose's war -the death or failure of politics.

Aristotle's main point pictured out the scenario of a good form of government that flows into failure due to the corrupt interest of the ruler. Politics also showed a transition through generation. The government evolved from a monarchy to democracy, and the noble ruler transformed from being monarch to democratic people-centered governance.

Politics emancipate through many generations and surpasses in the many aspects of life's transition such as morality, nobleness and slavery that come from different shapes of life from fine arts to mass art; and even religion from primitive beliefs to recent Christianity.

This paper addresses the concerns on: What is the nature of politics? What is the role and motivation of politics in the state? What is the present condition of politics? Who is involved in the initiative? What is the solution to having a disharmonious state?

II. METHODOLOGY

This study utilized a critical analysis method of understanding, analyzing and synthesizing issues about politics to explore and affirm its present notions, facets and effects to humanity. This method was adopted by J.L. Beyer. According to [5] as cited by Santiago (2019) "critical analysis is subjective writing because it expresses the writer's opinion or evaluation of a text which was broken down into parts". The chief intent of this inquiry is to identify and explain the problem on the present condition of politics that appears absurd and to provide substantial insights, inspirations and illumination to its readers.

III. ANALYSIS AND EVALUATION

A. Participatory Democracy

Today, democracy is the most practiced form of government by many countries. This serves as a new beginning for man to revive the long stagnation of his society is decaying and depleting the state of his society to taste the savor of progress and growth. The forgetfulness from the long endures of a camel to a newborn child gives emancipating chance to thrive.

Etymologically, the word *democracy* comes from the Greek word "*demokratia*" which means *government for the people*. Similarly, "*Demos*" means *people* and "*kratia"* means *government*. Aristotle described democracy in which the many and the poor are the rulers (Barnes, 1984).

The interests of man grew from the deepest desire of the one who rules and makes him a god of his own will and subordinates. This alluding phenomenon happens to a tribe when it gets its power. In a tribe, man always pays homage to its ancestors, offering sacrifices to them as an expression of

gratitude to them. As the power of the tribe grows, the need to offer such sacrifice and honor to the ruling ancestors gets larger and greater. As these ancestors gain power, the more they throne themselves as gods. This voracious intent exists in-different places, organizations, and institutions in a community. Politicians fabricated some prominent programs and promising propagandas to capture the heart of the people. They have situated programs like medical missions, educational financial assistance, scholarships program, feeding program and other charity works that suggest heroic actions for the victims of calamity and natural disasters. Such compassionate actions project showmanship and forged effort to exhibit concern for others. However, these actions were documented, named and published in newspapers or magazines to highlight people over service. The German philosopher Friedrich Nietzsche (1844-1900) stressed in his writings "don't name your virtue" (Nietzsche, 1969). The true endeavor or genuine love of man should not be in such scripted doings while bragging one's deed at the expense of public funds. Majority of the politicians today wear the artificial instrument of concern and caring blankets to convince individuals of their blossoming scents attached to their names, so people would see them as responsible and untainted leaders, not knowing that they only used the funds or budget of government for their projects and other purposes for them to become popular and gain power.

The absurdity of the above scenario is a clear depiction of coveted funds that were taken from the levy funds of the citizens and misused by many politicians. They rule the community using such funds. These politicians amaze people through their piling up accomplishments that originally come from their own labor and sacrifices. These political beasts who are gluttonous of power and fame claim success and visible inventions, progress and growth. This absurdity is coated with a virtue of politicians to do good with the intent of evil. They fascinate people so that they treat them as gods. Ordinary people are not aware of these doings particularly the wealth stolen by these politicians. In reality, the majority of these beasts allocate very little budget for projects and needs of the community and the entity of it goes to their accounts. This act is committed as if it is a natural system that originates from the bureaucratic practice of the past. A practice that is enjoyed by many beasts to sustain their power and survive the filthy system of habitat they must conform.

In a public administration class who was composed of public employees and public officials, they tackled some political issues that are observed in our society today. They clarified and agreed that politician's immediate aim to win for the election is greatly influenced by his personal desire to gain many perks in the government. As the discussion progressed, students arrived at the concluding situation that the concern for social development and personal involvement of a leader to his citizen is a mere political strategy for the people to become indebted and slaves through their *"Utang na Loob"*, and so he still gets the position he desires. In this discussion, students made a comparison between a leader who worked for a sincere development of his territory but seldom appeared to his people and a leader who worked directly and intently and was visibly seen by his people. One may wonder why a leader's accomplishment must be always highlighted; why is it that in most of the gatherings, programs and affairs in the community, they deliver flowery and long speeches which bore the ears of the audience. *"Utang na loob"* is the name of the game! To them, they believe that by letting people see their rising accomplishments, the more they get anchored and amazed, the more they tend to support in for the next terms. Indeed, this scenario has blinded the eyes of many civilians.

The example above is close to the concept of predator and prey. The bait is a substance that easily captures the prey. The hidden content of filth in the legacy of a fraud leader that creates a strong instrument for his triumph. It is a painful reality to feel that this political scenario seems unresolvable whether the community likes it or not they should accept the fact that it is real and that is part of the game. Politicians such as barangay captains, councilors, mayors, governors, congressmen and even those with higher ranks vow to religious leaders. Imagine how the untouchable, sophisticated and powerful politicians vow to an ordinary religious leader. These politicians offer homage, monetary offerings and gifts and other material things in order to earn the support of the religious organization for them to win in the election. Power and justice are compromised in exchange for the assurance to win and remain in the position they hold and coveted. Such act obviously shows how their divine virtue turns into devilish vow just to sustain power, and this is precisely the means in order to transform themselves into a "god" in their community.

While politics remains the science of governance as it demands a more comprehensible and sound platform to impact change in the community, initiate progress and achieve sustainability, the nature of politics constituted with positive and negative impressions and the one who is supposed to be very responsible to create such impacts is in the total distortion of absurdity.

Aristotle viewed that there are rulers who seek their power to rule others solely to serve their own interests of the ruled (Barnes, 1984). From here Yu-Jose clarified the distinction between politicians and statesmen. The concept of a statesman relates to a person whose main preoccupation is the betterment of the state and governs the society productively (Yu-Jose, et.al.1999). On the other hand, politicians are those who place their personal affairs and interests above the concerns of the state. She concluded that not all politicians are statesmen.

This exhibits that the nature of politics occurs to be severe. The present condition on participatory democracy explicitly reflected in Aristotle's notion of perversion. He might be right at some points of his arguments that democracy is the most corrupt form. Most leaders of the democratic form do not comply to fulfill their social obligations but rather enjoy sovereignty like building reputable names and positions in the government service. This appears that most leaders centered on their needs to subjugate and control people instead of pursuing the thrust of excellence towards justice and peace.

In clarification of the concept of politics, it is absolutely not asserted to negate its essence or give flawed remarks on it; however, as reflected in the writings of Lydia N. Yu-Jose stating that "the complaint of *too much politics* is not a protest against the nature of politics, but a demand for the proper practice of politics" (Yu-Jose, et.al.1999). Politics may inevitably be encountered or practiced in this physical world. Bad conscience, the sadistic instinct of man, and improper practices on politics are just a few frightening and threatening things that lead to mismanagement, misconception and misapplication of the science and art of politics. Moreover, the illness of society seems unending. Yes, the issues and problems in politics remain irresolvable. It has become cancer in a rotting body of this motherland. Nevertheless, it is continuously circulating like the blood that runs in the deepest veins of man's absurdity.

B. Check and Balance on State

We are all aware that democracy has three branches such as legislative, executive and judiciary. Each of the branches cited evaluates its counterpart that serves as the check-and-balance methodology. Focusing on the governance, the state with a democratic form of government utilizes civil law as its foundation. In this regard, the *constitution* serves as its bible to execute civil law which every citizen must follow.

The government is regarded as the sovereign body ruling the state but it is not only accountable for the holistic initiative of a certain state. The English philosopher John Locke (1632-1704) is said to be the descendant of Hobbes, who deeply influenced his political theory and contributed major interest to individual liberty. Locke classified the three basic laws - Divine law, Civil law, and Public Opinion or Community law (Locke, 1999). Hence, this clearly exhibits that the government is just one of the three existing elements that constitute a state. In this regard, the three existing elements involved in a certain state include the Government, the Church and the Public.

The constitution or civil law has an existing course of action that inevitably considers the interference of what they think illogical. Civil law judge whether it is a crime or innocence. The church opposes this civil law for the reason of delving against the maxims of Ten Commandments. By submitting to this bylaw will oppose the precepts of the Bible. The Divine law judge whether it is a sin or duties. The sentiment of the majority particularly the Filipinos on the political and religious act has gained strong consideration from the public opinions known as community law. The public opinions judge whether it is a virtue or vice. These three elements are to be likened to Government, the Church and the Public. Civil law, divine law and community law maintain harmony and balance irregularities in the pinnacle of the political world.

C. The Apollonian and Dionysian Approach

It is worthy of pondering what is the best way to restore the harmony between politics and the community. Nietzsche suggested his formula to cure this cancer in the society that is by applying the Apollonian and Dionysian approach. Nietzsche expresses in his book, *The Birth of Tragedy*; Apollo is characterized as rational, logical, restrained ruler, while in contrast, Dionysus is characterized as irrational, emotional, chaos, and villain (Nietzsche, 1995). The Apollonian and Dionysian approaches resemble the Chinese element of Yin and Yang. These two elements are significant spirits that balance political circumstances and irregularities that could harm the flow of life. With these approaches in politics, one can hope to retain the harmony of life particularly in governance. For instance, if Apollo as a form of government is abusing its power, perverting its advantages and exercising oppressions, then there is Dionysus to form public opinion, a new people's army that will balance

such irregularities. With the power that Dionysus can do to balance the scale of aberration, all the threats and jeopardies that Apollo can bring will be stopped and so harmony can be achieved and retained. For more concrete understanding, an example of this kind is the dictatorial government of Ferdinand Marcos. History pronounced that the system and governance of the former president were truly remarkable; however, as Aristotle emphasized, when personal interest flow to its abusive will, one will be led to be corrupt in form. From this example of dictatorial government characterized the Apollonian form and the Dionysian form through the public opinion that enraged EDSA revolt. The two elements complement each other to balance the harmony of the state.

IV.   SUMMARY AND CONCLUSION

This paper expounded issues on politics. In the first discussion, Hobbes described the anarchic state of nature in which the condition is the state of "war of all against all". This conflict of the primitive man is seen intended for the very aim self-preservation-survival. Through this, Hobbes had seen the possible solution to resolve complex conflicts by deducing the most possible ought of primitive man. He postulates that the first and fundamental law of nature ought to *seek peace and follow it.* Thus, he suggested that man should be in agreement with a social contract. This contract was the right of everyone to transfer, to rule people and to govern themselves. No one can break, make rebel action or else it will be considered illogical.

Rousseau had seen that man remains in the chain. In this instance, Rousseau realized that man needed to go back to nature where each individual had an unlimited right. He utilized *general will*; emerged this into *the will of all*-participatory that expressed the most general will. Since the *law* is the product of general will, then the ground law as its foundation will govern each individual itself. Through this, each citizen can achieve liberty and social equality, thus, by law he is then in a chain. Rousseau's political theory then serves a major turning point in the *Enlightenment* period and considers him as the trailblazer of the romantic sensibility that spread in Europe. Consequently, the masses took Rousseau's ideas of total participatory- democracy.

In retrospection to Aristotle's treatise on politics which affirms that democracy is the worst classified form of government, he emphasized that in a democratic form of government, the most corrupt rule is in favor of the interest of the rulers. For some reason the demagogues subjugate but act only to further their own personal interest rather than think into excellence and justice. The present condition on participatory democracy exhibits that the demagogues capture the hearth of the masses by their hidden filth. Most of them concealed in their pretentious masks that are perceived as forms of virtue. People idolized those political leaders and consider them as models of society. But the worst effect is they transfigured themselves as gods in their community. Apparently, what is clear is that they play into the masses; they exist for political survival rather than fulfill the social obligation. Hence, two factors give an impact on man's life - his very nature and his environment. The question remains unanswered– where these factors have been instigated? Man longs for power, pride, prestige, position, privilege and possessions. His longings for such pleasures gave irrevocable urge to gain such gratifications. From this vantage point, it is with a strong assertion that man's endeavors are deeply rooted in one basic element that is common to all– love. It is a universal instinct, an abstract thought but with a concrete concept. Love exists without any posit objects or necessary predicates, an unfathomable occurrence, a complex affection that has rational and irrational foundations- *appetite*.

The three elements involved in the initiative of a certain state served as a check and balance mechanisms. As classified by Locke, the three laws are to be likened to Government, the Church and the Public. These three elements interact with each other that results to configure what is best for all citizens.

Since we cannot avoid or eliminate the inevitable irregularities, harmful or dangerous in a certain state, we found that the formula of Nietzsche's Apollonian and Dionysian approach is the best antidote to cure the said irregularities or cancer of the society. In this regard, if the masses could see the abusive demagogues that cause harm or danger among the living, then the masses can subjugate in accordance with their opinion. In reverse, if the masses are seen uncontrollable to their will and rights that caused to the same danger, then the sovereign can fully force to control or implement martial law. Within these two elements we had seen how a certain state could restore its harmonious Commonwealth.

It is concluded that participatory democracy is found as the most corrupted form of government. The present condition falls in the conclusion that most political leaders make improper practices of politics which we found absurd. Indeed, politics is designed to achieve peace and order in a certain state to express general will and to enlarge the

sovereign place for freedom and progress. After all, it makes sense to say that the *will* dominates over *reason*. It is therefore advocated that politicians need to be proficient leaders (Salangsang & Subia, 2020) and improve their higher-order thinking skills (Subia, et.al., 2020) and enhance their political will for their people and nations to succeed.

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'*Othering* Each Other' in Shakespeare's *The Tempest*

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Abstract— This study includes Postcolonialism in Shakespeare's The Tempest. It aims at examining Bhabha's notions of ambivalence and hybridity that he estimates as to be great forms of resistance against the colonial agency. Ambivalence generates a controversial position and viewpoint both for Caliban and Prospero in the play. Caliban is a colonized other and unable to replicate himself accurately to the European colonizers. It inflames Caliban to be 'turbulent for liberty' that results in his resistance and insurgency against Prospero and the colonial authority. It confirms his hybrid nature that terrorizes Prospero to lose his exclusive authority on the island and challenges the 'monolithic power' of the invaders. Ariel is a subservient spirit unlike Caliban, though his craving for liberty brands him turbulent too. The paper explores the ambiguities of portraying the ambivalent non-European characters and investigates each non-European character in the play is figured within a given geopolitical context that relates to ambivalence, an outcome of hybridity. Hybridity enables the colonized to absorb and mimic the norms of the dominant culture and may result in psychological forms of coercion by backbiting and by othering each other. Consequently, the colonized turn out to be a blend of intricate individualities in a hybrid formation, that enables the others to fight back by othering the settler.

Keywords— Ambivalence, third space, hybridity, othering, postcolonialism.

I. INTRODUCTION

The ambivalent renderings of Ariel and Caliban in Shakespeare's *The Tempest* turn out to be a postcolonial discourse to the critics to research on. Shakespeare categorizes Caliban as a half-animal (semi-human) non-European screwball with an inscrutable figuration that confronts their anthropological identity. With a sly motive to enlighten the entire world, the West subjugates the native both substantially and psychologically. The invaders vehemently impose their language and culture upon the colonized psyches. They sneakily circulate a political dissection between *self* and *other*, *master* and *slave*, *civilized* and *savage*, *white* and *black*, *good* and *evil*, *strong* and *weak*, *occident* and *orient*, *elite* and *subaltern* in terms of knowledge and culture of the colonized humanities.

However, Prospero appears to be a prevalent colonial agent and the approaches he deals with the inhabitants of the island expose the boldness of the colonizer. He seizes the island from the natives and shortly, enslaves them at their land. After grabbing the authority from them, he inaugurates a newfangled order on the island and proclaims himself the monarch. Caliban can be acknowledged as the archetypal of the colonized *other* subjected to the imposed decrees of his subjugator. His fragmented language can be

a crucial device to study on and to obtain an insight regarding his uniqueness that is double, divided, hybrid and ambivalent. This fluid self serves as the weapon to fight back against the colonial invaders. Nevertheless, the problem arises when the *others* unearth themselves with an unsolidified self, a fusion of discrete selves in a hybrid composition.

The physique of Caliban can be envisaged as the emblem of the primitive human race. A disintegrated and deteriorated semi-human personality seems to reveal his greed, disorder and lust. Therefore, Caliban and Ariel can be scrutinized as the imaginary forms of the non-European *orients* as imagined by the European *occidents* to legitimize their unscrupulous invasion. Due to the nebulous description of Caliban's portrayal, there remain numerous varieties of the original, that epitomizes Caliban from a half-animal to a Third World inhabitant. The diverse *stereotypical* exposures of Caliban become attainable not only for Shakespeare's ambiguous description but also for the physique of Caliban being a performative type involves "cultural stories, traditions, and political contestations that comprise our sense of history" (Diamond, 1996, p. 1). Therefore, Caliban simultaneously magnets cultural and political contestations. He is decomposed into a political

and cultural vehicle by which the colonial authors keep interpreting him to attend their political ends.

Baker and Hulme's (2005) "Nymphs and Reapers Heavily Vanish" illustrates that Prospero's extreme anger towards Caliban's rebellion and resistance displays his anxiety regarding the foundation of his legitimacy in ruling the island (p. 195). However, another shift in figuring Caliban takes place with the prevailing influence of Darwin's theory of evolution. Daniel Wilson links Caliban's abnormality with Darwin's notion of the 'missing link'. In this new scientific perspective, Caliban can be labelled as half-fish and half-human. Wilson mentions that Caliban's fish-like appearance is related to Darwin's view that humans evolved from some species of aquatic animal (as cited in Vaughan & Vaughan, 1991, p. 184).

Joseph Roach's introduction to *The Cities of the Dead* and Elin Diamond's *Performance and Cultural Politics* that are quite suitable in conceptualizing the various manifestations of Caliban, exhibit the results of cultural surrogation involving cultural and political contestations. The various representations of Caliban may be examined as a series of cultural surrogates, a process in which culture "reproduces and re-creates itself" (Roach, 1996, p. 2). Caliban, for instance, embodies the traits of the *other* as imagined by Shakespeare. The diverse illustrations of Caliban echo the *occident* European's mindsets towards the *orient others*, that are profoundly coloured by the political and cultural situations of the time. These procedures of rewriting and reinterpreting that Joseph Roach terms as 'cultural surrogation' convey that any sort of representation may function as a surrogate for other kinds of representations. It postulates that existing writings on Caliban can be the probable surrogates for other kinds of writings that may have different cultural and political agendas. It embodies cultural and political contestations in which certain political and cultural viewpoints get extra privileged than others, though the subordinated viewpoints are not exterminated.

Caliban's participation in political and cultural circumstances reminds of Edward Said (1935-2003) who argues why literary critics are always ready to receive the influences, conventions, and rhetorical styles from their predecessors. It may limit the author's creativity in engineering his/her works. However, Caliban is regarded as a figure of endless surrogation that permits the anti-colonial resistance to interfere. A reformation of Caliban's figure appears in the work of Aime Cesaire (1913-2008). Cesaire's Caliban represents 'unsuspected modes of being' (Roach, 1996, p. 2) that emerged as a form of critique to the preceding Caliban. The characters that appear in Cesaire's *A Tempest* (1969) are the same as those in

Shakespeare's *The Tempest* (1611) with two modifications, namely, that Ariel is a mulatto slave and Caliban is a black slave. The plot is also slightly changed in the term of determination when Prospero decides to stay on the island instead of returning to Milan. As a rewriting, *A Tempest* reformulates and answers back to what *The Tempest* states in dealing with race and global politics. In other words, as a surrogate, *A Tempest* fills the gaps so that those forgotten non-European *others* may rise and speak up.

Critics define postcolonial discourse as "…the discourse of resistance to colonialism which begins from the first moment of colonization" (Ashcroft, Griffiths & Tiffin, 2003, p.163). Ashcroft's definition signifies that colonialism is still working and the postcolonial theory is written in resistance to colonialism. Edward Said's *Orientalism* (1978) aids in heightening the political aspect of colonialism because Orientalism provides a way to expose how a colonized *other* is created and manipulated to justify colonialism. Homi K. Bhabha's *The Location of Culture* (1994) demonstrates a fundamental theoretical base of postcolonialism. His study of dominations, subjugations, oppressions, colonial traumatic feelings, and impact of other powerful factors that produce another culture, creed, doctrine, habit and civilization is deeply influenced by Edward Said. He defines the ways in which the colonized *others* resist and rebel against the power of the colonizer, a power which is not as secure as it seems to be. It emphasizes the present situation, in a world marked by a contradictory mixture of violently proclaimed cultural difference and the complexly interconnected networks of globalization. Instead of seeing colonialism as something locked in the past, Bhabha illustrates how its histories and cultures constantly interrupt the present, challenging that we transform our understanding of cross-cultural relations. The authority of dominant nations is never as complete as it seems because it is always marked by anxiety, something that empowers the dominated to fight back (Huddart, 2006, p. 1).

'Hybridity' usually refers to the formation of a new transcultural form within a contact zone founded by the establishment of colonization. It is acknowledged in 'horticulture' to refer to the cross-breeding of two species by attaching or cross-fertilizing to frame the third one. Hybridization may occur in linguistic, cultural, political and racial structures. However, Bhabha's investigation of colonizer-colonized relationship highlights their interdependence and reciprocated construction of subjectivities, that correlates with 'ambivalence' and 'hybridity'. Bhabha contends that all the cultural announcements, speeches, statements, dialogues, and systems are created in a space that he terms the 'third space

of enunciation'. Cultural identity always develops in 'this contradictory and ambivalent space' and, for Bhabha, hierarchical inherent 'originality' or 'purity' of cultures is 'untenable' (Bhabha, 2002, p. 37). Ambivalence essentially refers to a mental, social, cultural or behavioural state of people. Bhabha clarifies that hybridization of any culture creates an ambivalent condition. It creates such a condition in which individuals feel their culture and behaviours belonging to 'no one's land'. One is the outcome of the other. Therefore, ambivalence is a fundamental aspect of hybridity.

II.   DISCUSSION AND FINDINGS

Prospero is a European who takes over the control of a secluded island by the agency of sorcery and enchains the indigenous inhabitants, Ariel and Caliban, to labour for him. He maintains his ascendency by the assortment of intimidations, terrorizations, enchantments and spells. By seizing the authority of the island, he pretends to enlighten the uncivilized, barbaric, mysterious, unreasonable, strange, and backward non-Europeans. Therefore, Prospero can be identified as a colonial agent who upholds the colonial legacy of enslaving the natives and diffuses the colonial power over the aboriginal groups. Prospero's power of magic allegorically signifies the political power of the Europeans, that he employs over the non-Europeans to be benefited. Though Prospero can be identified as the heroic figure in colonial literature, Caliban can be distinguished as the hero in postcolonial reading. Caliban is the native inherent of the island, as he claims himself the legal owner of the place and exposes his subversive insolences towards Prospero. He candidly states:

This island's mine by Sycorax, my mother,

Which thou tak'st from me. When thou cam'st first,

Thou strok'st me and made much of me;

  … And then I loved thee

And showed thee all the qualities o' th' isle:

… For I am all the subjects that you have,

Which first was mine own king; and here you sty me

In this hard rock, whiles you do keep from me

The rest o' th' island (Shakespeare, 2000, 1.2.332-345).

Caliban is compelled to serve Prospero and his daughter Miranda against his will. Prospero outspreads to Caliban his ambiguous European friendliness and teaches him the very European language, and, in response, he is revealed all the natural resources of the island by Caliban. However, Caliban refuses to obey Prospero's rules and instructions and tries to molest Prospero's daughter Miranda.

Consequently, their relationship turns out to be the relationship of *master* vs. *slave*, *self* vs. *other*, *occident* vs. *orient*, *civilized* vs. *savage*, *good* vs. *evil*, or *elite* vs. *subaltern*.

The concept of the *other* is propagated by Said. He points out that by the oriental scholarship of *othering*, the 'orient' or the 'non-Europeans' along with their specific and traditional cultures are categorized as the unreachable, uncivilized and barbaric. Said defines the entire procedure of *othering* and remarks on how the colonized *others* are not permitted to grow and prosper within their societies with a complete and cohesive sense of identity. They are frequently portrayed as cruel, sensual, idle, corrupted and driven by instinctive emotions, inherent incorrigible flaw, lust and so on. Caliban is portrayed with all the exclusivities of an *other* as defined by Said. Shakespeare epitomizes Caliban as an 'ignoble savage'. Trinculo elucidates Caliban as a specific kind of fish-like monster at the very first sight of him. Then Trinculo plans for carrying the monster back to England where the strange creature can be exhibited in a freak show:

What have we here, a man or a fish? Dead or alive? A fish: he smells like a fish, a very ancient and fish-like smell, a kind of not of the newest-poor-john. A strange fish! Were I in England now… there would this monster make a man; any strange beast there makes a man. When they will not give a doit to relieve a lame beggar, they will lay out ten to see a dead Indian. Legged like a man and his fins like arms! (Shakespeare, 2000, 2.2.24-33).

This speech by Trinculo can be criticized under postcolonial perspective. The major subjugated figures in the play are Caliban, a semi-human fish-like creature and Ariel, an airy spirit having no concrete shape. It is believed that the name 'Caliban' is chosen from Roman word 'Cauliban' that symbolizes 'the colour of black' as Prospero calls Caliban "this thing of darkness I/ Acknowledge mine" (Shakespeare, 2000, 5.1.275-76).

Ariel, an airy spirit, is another native inhabitant of the island, who is forced to submit himself to Prospero and to obey his order. Though Prospero liberated Ariel from his imprisonment, Ariel never owns his liberty throughout the play. It is Ariel who generates a fierce storm 'Tempest' at the very beginning of the play. He performs all the necessary tasks to entertain his master. When he urges for his liberty, Prospero cunningly denies. Prospero promises his liberty to make him obey the rest of his commands. Caliban is a very significant 'ambivalent' creation of a mastermind to interpret various aspects of postcolonialism. Shakespeare portrays Caliban to illustrate significant expositions of numerous subjects, such as orientalism,

colonialism, racism, slavery, etc. Caliban is chiefly regarded as an almost typical representation of the Third World colonized subject. He can be analyzed as a figure of aboriginal primitive humanity, a disintegrated collapsed soul that reveals greed, anger, chaos, unreasoning, and lust. He signifies the imaginary *other* as imagined by the occident to celebrate differences. Framing of Caliban's nonhuman figure displays the colonial 'ambivalence' that creates duality and offers a split in the individual identity of the colonized *other*. It permits Caliban's beastly features in human nature that is contaminated with two distinct cultures.

Prospero calls Caliban a tortoise: "Come, thou tortoise" (Shakespeare, 2000, 1.2.317). He too addresses Caliban as a 'mis-shapen knave' (Shakespeare, 2000, 1.2.268). For Caliban's fiend-like appearance and his fish-like features, Trinculo, a consistently drunken jester, misinterprets Caliban as a fish-like monster having "legged like a man; and his fins like arms" (Shakespeare, 2000, 1.2.32). He eventually identifies Caliban as an islander who must be deformed by the thunderbolt. Similarly, Stephano, another drunken butler, also misinterprets Caliban as an animal: "This is some monster of the isle, with four legs, who hath got, as I take it, an ague" (Shakespeare, 2000, 1.2.64-65). Caliban's origin also obscures the attempt to recognize his nature and appearance. Prospero remarks that his mother, Sycorax, a 'damn'd witch', could control the moon, make flows and ebbs, while his father was the devil himself. This ancestry helps to portray the image of Caliban as half-human and half-devil. These ambivalent descriptions of Caliban's malformations invite to interpret Caliban's character numerously. Numerous productions document Caliban's various strange depictions. These ambivalent descriptions permit no particular identity for Caliban and brand him an ambivalent creature, the mixture of the original and the dominant values. He is wild, barbaric, uncivilized, deformed, unreasonable and neither man nor brute. He is a sort of creature of the earth and Ariel is a sort of creature of the air. He participates in the qualities of beasts but he is distinct from them, as he occupies the capability of understanding without having moral reason and he does not possess the instincts possessed by the absolute animals. He is a man in the sense of imagination. It unfolds the colonial ambivalence in portraying the ambivalent self of Caliban and Ariel. Said's model may aid to illuminate Caliban's ambivalent exposure that is profoundly modified with the ideology of colonialism. He defines 'orientalism' as "a will to understand, in some cases to control, manipulate even to incorporate the *other*" (Said, 1978, p.5). The orientalists do not only define the orient, but they also create and maintain the orient by the process of *othering* like Caliban and Ariel.

However, as this ambivalent representation of Caliban seems to be coloured by the Europeans' prejudice against the non-Europeans, it often offers the critics from the colonized nations to refashion and recreate Caliban in a way that conveys new political possibilities. Caliban seems to be by nature an ambivalent slave who makes a plot with Stephano and Trinculo to slay Prospero. He is a slave of his desire that illustrates his ambivalent nature, the duality or split in his nature. He proclaims: "You taught me language, and my profit on't / Is I know how to curse. The red plague rid you / For learning me your language" (Shakespeare, 2000, 1.2.364-366). Caliban's abnormalities exemplify the kernels of a colonial attitude. Shakespeare lets Caliban speak and rebel, though his rebellion against colonial authority is shown as useless, futile, and ambivalent. It is apparent that Caliban is not merely a comic character rather he possesses a binary role that offers a split in his individual and cultural identity and creates a 'third space' that enables him to terrorize Prospero by *othering* him too. By *othering* Prospero, Caliban develops an indecent, striking, vengeful, cursing and passionate beastly human nature.

Ariel, as the very name implies, is a spirit of the air. Being also an elemental spirit, he is equally at home in all elements such as he can penetrate the earth, mix with fire and dive into the sea. He can change himself into all shapes, from a figure of fire to a water-nymph, from a harpy to Ceres. He is also presented as the colonized *other* who works for the colonial agent and retains harmony among the subordinate spirits. Subordinate spirits suggest the remaining colonized characters. Ariel is a child of colonial imagination. He can be regarded as a link between the human and imaginative worlds. Said's concept of the *other* may also aid to illustrate his ambivalent, imaginative and non-concrete portrayal that is profoundly modified with the ideology of the occident. Hence, there is a unique blend in him. He is a spirit, but he moves in the human sphere. He occupies sprit-like qualities with human attributes. It confirms ambivalence in the nature of Ariel.

Ariel has a great yearning for freedom. He is unwilling to serve Prospero. Prospero reminds him of how he had once released him from the curse of Sycorax. To stimulate Ariel, he keeps repeating his promise of freedom in the play. Simultaneously, Ariel's longing for freedom juxtaposes the pleasure that he takes in performing his duties and receiving his master's appreciation. He feels flattered when Prospero calls him his brave spirit. This conduct of Ariel is an additional confirmation to his paradoxical and ambivalent nature. Though Ariel is a spirit of the air, he

retains some human attributes. Giving human touches in the portrayal of Ariel, Shakespeare creates additional ambiguities in defining him as a character. Ariel is a spirit and therefore, incapable of feeling human emotions. Though his non-human nature excites and his music pleases the audience, he remains ambivalent that lacks the depth and complexity of human nature.

Hybridity is the political change in the entire system by creating something new. Prospero's identity, nationality, ethnicity and other colonial elements shift Caliban to a hypocritical hybrid self that emerges from a 'third space'. He along with other inhabitants of the island has to compromise to adopt the *occidental* ethics, social structure, supremacy, religion, or even clothing. The effort is taken by Prospero to teach the European language to Caliban to spread colonialism. In this way, Caliban undergoes a process of hybridization as "hybridity occurs in post-colonial societies both as a result of conscious moments of cultural suppression, as when the colonial power invades to consolidate political and economic control, or when settler-invaders dispossess indigenous peoples and force them to 'assimilate' to new social patterns" (Ashcroft et al., 2003, p. 183). Therefore, it is obvious that Caliban is not a singular self but the blend of the two. His self is formed under the influence of Prospero's identity, nationality, ethnicity, and other colonial elements. It ensures 'cross-fertilization' between their (Caliban and Prospero's) 'constitutive elements' (Ashcroft et al., 2003, p. 184).

The revolutionary and antagonistic approaches of Caliban such as the attempt to rape Prospero's daughter Miranda; to curse Prospero in the language which is taught by him; to make a plot against Prospero with Stephano and Trinculo; and to try to seize the power, authority and right of the island from his master ensure his hybrid nature. He asserts: "You taught me language, and my profit on't / Is I know how to curse. The red plague rid you / For learning me your language" (Shakespeare, 2000, 1.2.364-366). It seems Caliban could be succeeded if Ariel does not overhear the conversation when Caliban reveals his plan. He reveals: "Having first seized his books, or with a log / Batter his skull, or paunch him with a stake, / Or cut his wezand with thy knife" (Shakespeare, 2000, 3.2.88-90). Stephano and Trinculo ruin the plan by falling into the trap that Ariel sets up despite Caliban's objection. In this way, Caliban is hybridized by the colonial invader and made to recognize his rights by providing European language and education that may result in several futile revolts against Prospero's ascendency. It affrights Prospero too.

The consequence of ambivalence is to produce a profound tension between the authority and the colonized *other*. This tension is quite obvious in the relationship between Prospero and Caliban. Therefore, in *The Tempest*, ambivalence creates a controversial position and outlook both for Caliban and Prospero because the colonial relationship is always ambivalent. Caliban for being a colonized *other* never can replicate himself exactly to the colonizers and this ambivalence infuriates Caliban to be 'turbulent for liberty' (Bhabha, 2002, p. 87) ensuing his resistance and revolt against Prospero and the colonial legacy. This situation of Caliban ensures his hybridization. This hybridization threatens Prospero to lose his authority and creates an ambivalent situation that challenges the 'monolithic power' of Prospero. In this way, *hybridity* and *ambivalence* are exploited in *The Tempest*. *Ambivalence* works with intimidating and *othering* Prospero and aids to 'decentre' from his position of power resulting in Caliban's hostility and uprising against him. Caliban confronts Prospero's monolithic dominance by *othering* him too.

III. CONCLUSION

To sum up, the paper attempts to locate the ambiguities of portraying the ambivalent and hybrid portrayal of non-European characters and the notion of *othering* each other by both the orient and the occident. It is transparent that Caliban loses his territory. Conversely, he gets European education that confirms his entrance to power. He takes an effort to employ this ability to dissipate his master Prospero and his mandate. These inexplicable identical issues of Caliban and Ariel corroborate their complex identities with a hybrid and ambivalent disposition. Therefore, they challenge and terrorize each other by *othering* each other. The study is limited within some boundaries. It does not employ other approaches or techniques rather than a qualitative content analysis method. It is limited to the exploration of 'ambivalence' and 'hybridity' in *The Tempest*. However, it can benefit the existing knowledge and simultaneously, can add new knowledge to the reading of literature. Accordingly, this research venture supplements a new postcolonial insight into the interpretation of *The Tempest*.

International University of Business Agriculture and Technology and Google that made my research effort much easier. They gave me the access to get the lion's share of research works, books, journals, articles, etc.

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Developing English Communication Skills through Project-Based Learning: The Case of ENSAM Engineering Students

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Abstract— This paper aims at examining closely English for Engineering Course and its impact on developing engineering students' communication skills. The Instruction used is Project-Based Learning (PBL). Participants in the study (N=66, ages 20 to 25) are 4th year engineering students from the ENSAM engineering school (Ecole Nationale Supérieure d'Arts et Metiers) –Meknès. The objective behind this analytical report is testing the usefulness of this pedagogical approach on students learning. The main question raised is the extent to which the three communication skills addressed by the course, i.e., sequencing, analyzing, and illustrating, have been affected by this teaching methodology. The data have been analyzed empirically, and the findings reveal that PBL has a positive impact on developing these skills. General conclusions and pedagogical implications are presented.

*Keywords— **English for Specific Purposes, English for Engineering, Project-Based Learning, Communication Skills.***

I. INTRODUCTION

This paper endeavours to shed light on the impact of PBL on ENSAM engineering students' communication skills, and the extent to which these skills, especially sequencing, analyzing, and illustrating, have been developed. It highlights the effectiveness of PBL in teaching English for engineering as it shows that effective teaching of English for vocational purposes is both a matter of content and method. The aim here is to bring to the fore the ways it is adopted and the results it has reached. This aim is demonstrated through a description of both the course content and the adopted learning.

II. A BRIEF OVERVIEW OF ENGLISH IN MOROCCAN ENGINEERING SCHOOLS

Moroccan engineering schools are not adopting a national curriculum for the English course contents as well as the teaching methodologies adopted. Each school has got its own syllabus. In the case of the ENSAM, General English is taught in preparatory cycle (1st and 2nd year) while English for Specific Purposes is taught in engineering cycle (3rd, 4th, and 5th year). For the purpose of consistency, this paper attempts to focus on the 4th year English for engineering course. It is an ESP course that seeks to develop engineering students' communication skills and

facilitate the learning of English through technical subject matters.

At the level of methodology, most classes are carried out in a conventional way through comprehension exercises, grammar, and vocabulary teaching. Such a traditional teaching doesn't encourage students' participation in the learning process or even foster their autonomy; "it has been shown that PBL is a more effective education methodology compared to traditional pedagogies" (Noordin & Nordin, 2018, p.475). Thus a shift of focus in the teaching methodology is needed, and using PBL becomes a must. PBL, as a student centred approach, helps engineering students become independent learners (Thomas, 2000; Westwood, 2008) since they should no longer be considered as passive recipients of knowledge. Instead, they are supposed to have reached a maturational stage where they can be involved in the language learning process purposefully. The argument is that, in view of the short amount of classroom instruction, 4th year students can better their English if they are encouraged to carry out projects collaboratively and with a specific goal. The intent is to make students work outside the classroom. Therefore, working through projects is likely to make students work in group to achieve the tasks of their assigned project. Every project is centred on a communication skill, pushing students to collaborate to acquire the intended skill. The

second and most important aspect in the course design process relates to the content of the course and its orientations. These features are addressed in the ensuing section.

III. COURSE DESCRIPTION

The teaching materials that the students are studying as part of their syllabus are mainly extracted from "English for Engineering", (Mark Ibboston, 2008). This textbook provides issues that are part of the students' concern in their engineering studies. It is for engineers who need to use English in the workplace. It seeks to develop the communication skills and specialist English language knowledge of engineering professionals, enabling them to communicate more confidently with colleagues and customers. Among these communication skills, sequencing, comparing and analyzing skills are selected for the purpose of this paper.

The sequencing skill belongs to the third level of cognition, namely "Applying" (Anderson & Krathwohl, 2001). It means that students are challenged to carry out or use a procedure in a given situation. To illustrate how to deal with the sequencing skill, "Exercise 3d" is presented below.

Fig.1: Exercise 3d concerning the sequencing skill

In this exercise, taken from the activities in Section1-Unit 2, students have to learn how to sequence the product phases, mainly the pre-use, in-use and post-use phases. They have to listen to an ecological adviser, Irina, talking to a group of engineers on a training course about environmentally friendly design, then apply the same procedure to do an environmental audit for some applications and materials, using the given phrases and words.

Secondly, the analyzing and illustrating skills belong to the fourth level of cognition, namely "Analyzing" (Anderson & Krathwohl, 2001). It means that students are challenged to break materials into their constituent parts and detect how the parts relate to one another and to an overall structure or purpose. To exemplify how to deal with the

illustrating and analyzing skills, "Exercise 2a" and "Exercise 6a" are presented below. "Exercise 2a" is taken from the activities in Section1-Unit1, dealing with the theme of "describing technical functions and applications". This section deals with language for describing what appliances do and what they are typically used for. The theme, global positioning system (GPS), represents a well-known area of technology with a wide range of applications. The language covered is relevant to describing the purpose of any technological application, whether an individual component or a complex assembly in an electrical device, a mechanical assembly, a structure, a section of a production line, etc.

In "Exercise 2a", dealing with the illustrating skill, students have to analyze the given information before listening to the audio track to be able to describe the applications and function of the GPS.

Fig.2: Exercise 2a concerning the illustrating skill

Fig.3: Exercise 6a concerning the analyzing skill

On the other hand, "Exercises 6a" is taken from the activities in Section2-Unit2, dealing with the theme of "categorizing materials". This section extends the topic of materials by looking at categories of engineering materials. The language is useful for understanding and describing the vast array of materials used in modern technology, such as conductors, insulators and semiconductors in electrical

engineering, and composite materials and alloys in mechanical and civil engineering. In "Exercise 6a", which deals with the analyzing skill, students have to read the whole section, analyze its different activities, and collect the necessary information to give a talk on composites technology at a construction materials trade fair.

As exemplified above, the students deal with the chosen three communication skills as incorporated within different exercises, dealing with themes like mechanical engineering and engineering design in an authentic, relevant and motivating course. The students are dealing with the content of the chosen units conformingly to PBL features, through projects' development (Thomas, 2000; Curtis, 2002; Solomon 2003; Helle et al., 2006, Tynjala, & Olkinuora, 2006). Altogether, the projects involved in the current course derive from the notion that learning is affected by the motivation raised by the targeted course (Pecore, 2013).

What are the various steps of the projects' development? How do these projects help engineering students develop their communication skills and foster their autonomy?

IV. THE STUDY

The focus of this study is on the importance of PBL as a teaching method for engineering purposes. This methodology -as evidenced with its underlying principles and adopted with engineering students- is based on students' orientations and motivation to learn more about English for engineering. First, students are using English for engineering, which content is linked to their daily life; that's what makes it appealing for them (Good & Brophy, 2002; Hmelo-Silver, 2004, Tan, Hung, & Scardamalia, 2006). They see higher value in the authentic features that the projects incorporate. Second, they collaborate to develop their projects as team members. This group work allows them to engage and participate in their own learning and achieve the objective under the direction of the group members who have shared goals. For this reason, collaborative learning is seen as an essential feature of PBL (Stoller, 2006) where students are allowed to collaboratively investigate what is going on and construct what is being learned (Sidman-Taveau, 2005, Bédard, Lison, Dalle, Côté, & Boutin, 2012). Third, they take responsibility and control over what, how, and when to learn to foster their autonomy; however, they are not fully autonomous as they are directed by the teacher within limits. In fact, the transition from a teacher-dependent traditional learning to an autonomous learning should be smooth; therefore, a controlled-like autonomous learning, where the teacher creates a balance, is opted for: s/he gives students the opportunity to make choices in their

curriculum; meanwhile, s/he controls the amount of responsibility they have in making decisions. All of these three features are fully integrated in the engineering students' projects development. As a matter of fact, PBL promotes learning through projects. PBL is not only a learning method centred on projects but also the "projects are central, not peripheral to the curriculum" (Thomas, 2000, p. 3). The teaching method is centred on the project while the activities are implemented as a central part of the curriculum. On the other hand, the central concepts developed in the learning program adopted in the classroom, namely mechanical and electrical engineering, are learned and discovered by the students through the project they are assigned. The development of the projects makes of PBL an ongoing process through which students shape their projects and understand what is expected of them with support from their teacher. What are the steps of a project development? How do these projects help engineering students develop their communication skills and foster their autonomy?

4.1. Steps of project development

As described below, the development of the projects goes through four major steps: starting the project, developing the project, reporting the project, and assessing the project (Markham, et al., 2003; Tsiplakides, Fragoulis, & Keramida, 2011; Antic & Spacic, 2012). In the beginning, each group has the responsibility to design their own project development. This development consists of establishing the project's outline, planning the method of development, and sharing responsibilities among the group members. At this stage, some scaffolding is necessary as the teacher hands out a CD to each group, containing a detailed description of what to do. Students, then, start collecting as much information as possible to deal with the assigned project and answer the different driving questions. They select relevant information to the project and organize their data in a well-structured text to build up a well-designed presentation. This latter constitutes the project's end-product. In this presentation, students should summarize the tasks they worked on at home to their classmates, focusing on the new vocabulary and language expressions they have discovered. Its content introduces the communication skills on which the textbook section focuses. Then, students report to the class what they have achieved in their project development through their presentations, using presentation software such as PowerPoint. The time allotted to the presentation delivery is fifteen minutes, in which students have to show mastery of the verbal and non verbal communication techniques of good delivery. Different group members should adequately

use visual aids to accompany their delivery. This end-product gives students the opportunity to take pride in their work and show their presentation delivery skills that are core skills for both professional and academic engineers as they are supposed to make effective presentations to clients in meetings and at conferences (Mutsumi IIJIMA et al, 2010). Finally, students' presentations are videotaped then projected for the sake of teacher and students' feedback. This kind of feedback leads us to the last step of project development, which is the assessment of the end-product. It is a performance-based assessment as it refers to students' requirement to actively accomplish complex and significant tasks while making use of their prior knowledge, recent learning, and relevant skills to solve realistic or authentic problems. Assessing students this way aims at evaluating students' process of learning (Sidman-Taveau & Milner-Bolotin, 2001) as well as their project development skills (Blumenfeld, et al., 1991). This variety of assessment procedures comprises the individual student's assessment (self-assessment), the group assessment (peer-assessment), the teacher's assessment (co-assessment), and the portfolio assessment.

First, the self-assessment is an opportunity for students to evaluate their own work and thus become active, responsible, and motivated to participate in their knowledge acquisition (Bergh, et al., 2006). As an example, while visualizing their videotaped presentations, students become aware of their own delivery flaws and strengths; they have, then, a chance to improve their delivery techniques for further presentations.

Second, peer-assessment is an opportunity for students to assess their peers' projects and learning processes, providing them with continuous feedback and offering suggestions for improvement or giving support (Wilson, 2001). In this way, students are not only developing the important skill of giving constructive feedback (O'Farrell, 2005) but also increase confidence in assessing the quality of their own work (Wilson, 2001).

Third, co-assessment is used as a means for teachers to assist and supervise the learning process among students (McGrath, 2003; Solomon, 2003; Buchanan, 2004). It is also used as an instrument to provide feedback for students and allow them to make revisions through means of peer criticism and group evaluations (Larmer & Mergendoller, 2010). Every presentation is videotaped, projected and visualized by the students during the course sessions, which offers both the teacher and the students the scope to give feedback, focusing on the good technical side of each delivery and raising some of the flaws that should be adjusted. It is assumed in the study that this received feedback on the progress of the project, the accomplished improvements, and the achieved performance enables students to evaluate their constructed knowledge and allows them to discover to what extent they have succeeded in applying and presenting what they have learned.

Finally, the portfolio assessment is achieved through individual reports submitted by the participants. In these portfolios, students document and keep track of their projects' development and select critical pieces to construct their end products. From these selected pieces, a report is submitted. This report is e-mailed to the teacher by each group of students. It describes the experience the group went through while dealing with the authentic features that the project incorporates. It gives students the possibility to indirectly voice their opinion about their understanding of the content and allows them to relate the different developing stages of the project, explaining the encountered problems and ways to solve them. Therefore, in this report, students firstly inform the teacher about what they have learned concerning language, content knowledge, and the teaching method. Secondly, they give an account of the difficulties they have encountered concerning language, content knowledge, and the teaching method. And finally, they communicate their suggestions concerning language, content knowledge, and the teaching method. This report can increase students' self-efficacy and writing skills, involve their empowerment and dialogue, promote their achievement, develop their metacognitive awareness, and strengthen the partnership with their teacher (Devlin-Scherer, 2005; Pereira de Eca, 2005). The use of this evaluative procedure is made to include all the ingredient of the learning operation.

4.2. Impact of projects on students' autonomy and communication skills

Autonomous learning is inherent in the development of the students' assigned projects and allows them to construct their own learning. The results of the present study confirmed that being autonomous was a productive way towards successful projects accomplishment. A favourable learning environment should offer the "ability to devise strategies, such as those for learning languages, where learning is enhanced by peer interaction and according to principles of learner autonomy" (Marsh, 2012, p.411). Before being exposed to PBL, the engineering students were passive and teacher-dependent as they were coming from a traditional educational background. Knowing that "the practice of PBL seeks to shift the locus of control from teachers to students" (Levitt, McKeage, & Rangachari, 2013, p.187), it was not obvious for these students to accommodate to PBL's autonomous learning

and instantly accept their new roles as active learners. However, owing the teacher's guidance throughout the whole projects development process, they could progressively transit from being teacher-dependent towards being autonomous learners.

Students have also developed their communication skills at the level of the projects' development. As pointed out before, PBL is a powerful and motivating teaching method to develop learners' second and/or foreign languages through projects where learning occurs in the context of generating projects and developing communication skills (Hutchinson, 1993; Ribe & Vidal, 1993; Florez, 1998; Maley, 2002; McGrath, 2002-2003, Chen & Yang, 2019). In the present study, the process of learning the sequencing, analyzing and illustrating communication skills was carried through the projects these students were assigned, dealing with engineering English. Thus, they have shown interest in working on projects whose activities are relevant to their lives. Moreover, they were motivated to learn and develop their communication skills, obtaining good results at the final exam. Concerning the sequencing and analyzing skills, and according to students' scores, the sixty six students can be grouped into four categories, going from the highest to the lowest grades: The first category C1 contains eight students who have a grade less than 12/20. The second category C2 contains twelve students who have a grade between 12/20 and 14/20. The third category C3 contains twenty eight students who have a grade between 14/20 and 16/20. The final category C4 contains eighteen students who have a grade between 16/20 and 20/20. The bar-graph and pie-chart in figure 4 (below) illustrate the good grades most of the students scored in relation to the sequencing and analyzing skills. In fact, the majority of students (70%) achieved scores higher than 14/20. They have shown that they didn't find difficulties to deal with the "sequencing and analyzing skills" tasks. On the other hand, the failure of 12% of the students to achieve the average grade of 12/20 might be due to other problems such as language deficiencies as well as lack of familiarity with these skills. The majority of them explained in their final report that their major problem sprang from lack of the necessary technical vocabulary, showing that ability to sequence and analyze a set of materials needs both linguistic and content knowledge as well as effective metagognitive strategies. In short, the results concerning these skills show that this category of students couldn't carry out sequencing many engineering techniques at a time, especially that this skill demands a prerequisite knowledge of some engineering techniques in English. This task is even made more complex by the fact that it demands a set of specific vocabulary items.
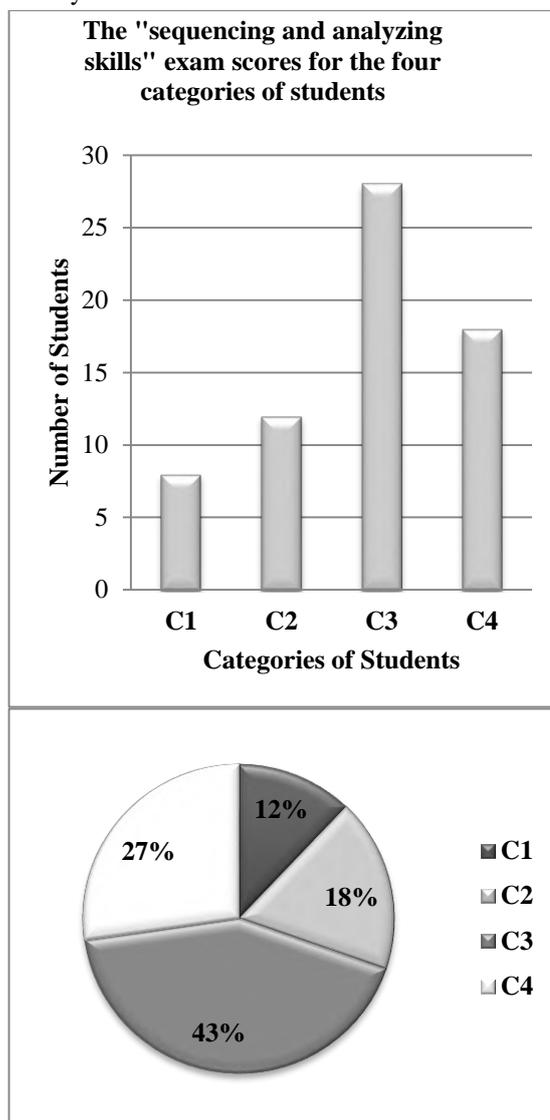
Fig.4: Bar graph and pie chart showing exams scores concerning the sequencing and analyzing skills for the four categories of students

ENSAM Engineering students have significantly developed their "sequencing and analyzing skills" at the end of the semester. The process of learning the "sequencing and analyzing skills" has been carried through the projects these students were assigned. Through collaboration, they had an opportunity to use the target language extensively both inside and outside the classroom, developing their "critical thinking, investigative skill building, motivation, and communicative competence" (Stoller, 2006, p. 31). In fact, through PBL, students' collaboration resulted in "a sharing of authority and acceptance of responsibility among group members for the groups actions" (Panitz, 1996, p.3), and in a spontaneous process of help and give support (Davidson,

1994). Thus they succeeded in improving their "sequencing and analyzing skills" as they have been able to take up the challenge of carrying out the procedure of sequencing many techniques, such as manufacturing techniques and environmental audits. Also they have demonstrated that they were able to break materials into their constituent parts and detect how the parts relate to one another and to an overall structure or purpose, clarifying existing information by examining parts and relationships. For that, they were able to analyze sets of given texts as well as audio tracks in which they could identify materials' attributes and components by specifying their properties and by recognizing ways these properties were related.

Concerning the illustrating skill, and according to students' scores, they can be grouped into four categories, going from the highest to the lowest grades: The first category C1 contains twenty eight students who have a grade less than 12/20. The second category C2 contains five students who have a grade between 12/20 and 14/20. The third category C3 contains four students who have a grade between 14/20 and 16/20. The final category C4 contains twenty nine students who have a grade between 16/20 and 20/20. The bar-graph and pie-chart in Figure 5 (below) illustrate the good grades most of the students scored in relation to the illustrating skill for these four categories. Indeed, students have significantly developed their "illustrating skill" at the end of the semester. More than half of the students were able to adequately illustrate basic engineering techniques, showing through simple examples their understanding of how these techniques work and their ability to choose the right engineering jargon to describe them. However, it is noteworthy to indicate that 42% of the students couldn't score the average grade of 12/20. This might have been due to language problems as well as their inability to deal with this skill. The majority of them explained in their final report that their major problem wasn't related to PBL or the process of developing their projects but sprang mainly from the necessary technical vocabulary. The difficulty to illustrate materials in English might have affected their ability to illustrate engineering techniques, showing that this ability needs both linguistic and content knowledge. In fact, the achievement of this skill requires a deep understanding and knowledge of the information related to these techniques, using simple and familiar examples to explain difficult concepts. This failure might have also been due to their lack of training into this type of activity or some other factors beyond the search of the present study.

Similarly to the sequencing and analyzing skills, developing projects collaboratively has had a beneficial impact on the final exam scores concerning the illustrating skill.
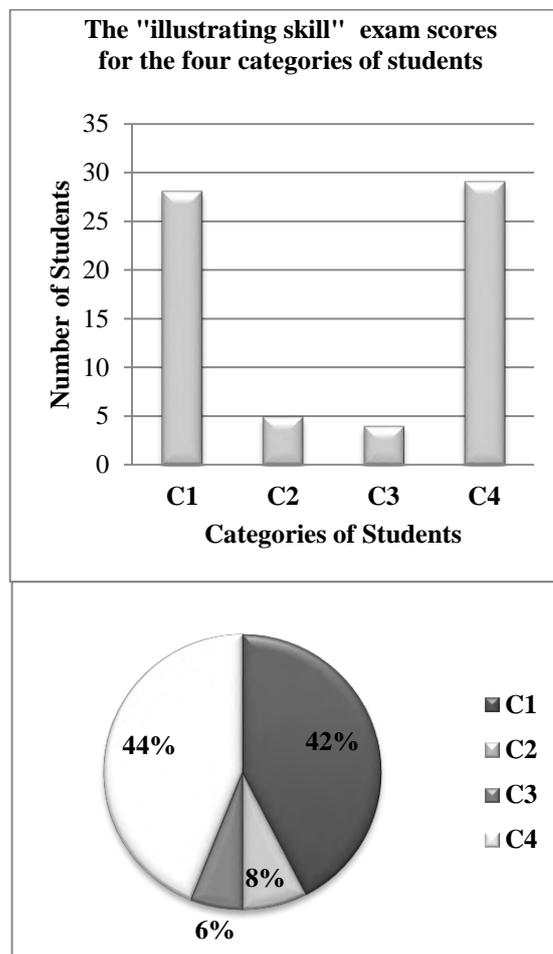
Fig.5: Bar graph and pie chart showing exams scores concerning the illustrating skill for the four categories of students

All in all, the features of PBL, mainly authentic, autonomous and collaborative learning, have helped students develop better communication skills. PBL indeed proves to be a powerful and motivating teaching method to foster students' autonomy and develop their communication skills (Chen & Yang, 2019). These benefits have been achieved through collaboration and extensive use of the target language both inside and outside the classroom.

V.   CONCLUSION

This analytical report shows that PBL is a useful methodology that fosters ENSAM engineering students' communication skills development and boosts their autonomy. Before being exposed to PBL, these students were passive and teacher-dependent as they came from a

traditional educational background. It was not obvious for them to accommodate to PBL's autonomous learning and instantly accept their new roles as active learners. There is no doubt that "as a result of using PBL, students have been able to get a better understanding of the learning outcomes of the course" (Noordin & Nordin, 2018, p.483). Students have shown perspicacious insight into the English for engineering course content; therefore, they have succeeded in developing the targeted communication skills by means of each weekly classroom project's end-product delivery that was followed by teacher and peers constructive feedback. This strategy of varied project assessment procedures has revealed to be fruitful, helping students not only develop their communication skills but also increase confidence in assessing the features of their own performance and the quality of their achievement.

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Albert Camus in Uzbekistan

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Abstract— *The article is devoted to the issue of Camus`s influence on Uzbek writers and translation of his works. It also considers the process of including information about Camus to the High Educational Institutions curriculum.*

Keywords— *Camus, The Plage, The Stranger, The Rebel, Absurd, existentialism, philosophical essay, ideological-aesthetic attitudes.*

From1990s, greater emphasis was placed on analysis of personal "I" in Uzbek prose and poetry. In particular, the character in prose has not been considered as social phenomenon connected with society and politics but also to study personality with its original world has become primary criterion. Literary critic A. Ulugov named this "Western conditional method" restating its influence on the renewal of Uzbek literature. Realistic images were harmonized with unconventionality in the numerous works of M.Muhammaddost, H. Dostmuhammad, T. Murod, NazarEshonqul and ShodiqulHamro.

Creative heritage of Alert Camus is considered as an important page of literature and philosophy of XX century. Author`s works which has original conclusions and discusses eternal problems of a man were well known in his life time. There was big interest to his philosophical views and creative work between educated people and other authors. That`s why it is very important and necessary to talk about his influence to the second part of XX century literary process.

Camus had some restrictions many years in ex-Soviet Union. At this period he was known as the author of novel "la Peste" which has description of Fascist symbolic image and that he was a member of French Communist Party and became associated with the French anarchist but there were no discussions about his ideas according to existentialism and absurdism and also his philosophical essays. Information about the author was given from this particular point of view even at the curriculum of High Educational Institutions.

Data about Camus`s literary career came to Uzbekistan rather than that. To tell the truth, all information concerning the author and translation of his works, which were published in Russia, were acceptable for Uzbek people. Unfortunately, there was no information in Uzbek language. Although information about the author was included into, the High Educational Institutions curriculum but there had been no data about Camus in course book on the subject of the history of World literature for students of philology faculties for a long time.

In the last 80[th,] Camus became more popular in Uzbekistan. As a result, true information about the author, translation of his works, some extracts from his works in Uzbek became available for Uzbek readers [1].

His world famous two works play "The Stranger" and "The Plague" novel were translated into Uzbek by Ahmad Azam in 1995 [2]. This date is an important event between French-Uzbek partnership.

Extract from A. Camus`s "The Rebel" was published in the first volume of the journal "Jahonadabiyoti" in 1997. It was "Rebellion and Art", which was translatedfrom Russian version by NazarEshonqulandY. N. Stefanov [3] made Russian translation. It consisted from philosophical essays as "Novel and rebellion", "Rebellion and style" and "Rebellion and Revolution" [4].

Furthermore Camus`s Nobel Prize speech under the title "Being writers is an honor" was published in the journal "Jahonadabiyoti" and some extracts from his "Notebooks" were published at the newspaper "Uzbekistan adabiyotivasa`nati" [5].\

Translation activities of Camus creative heritage have been fruitful recently. It have great opportunity to be acquainted with the author`s thoughts, style, philosophical outlook and his ideological- aesthetic attitudes. Besides it was enough bases to talk about Camus`s influence to the literary process of Uzbekistan. There have been appeared some comparative researches and some articles due to Camus`s attitudes to the Existentialism and his philosophical thoughts. This fact proves that Camus`s works have been read and studied in Uzbekistan not in

Russian language as it was done in the late 80th of XX century but in Uzbek language.

Because of enormous interest there have been donemany research works. We can observe appraisal to author`s majority works and creative aspects of his personality in some articles concerning Camus.

Moreover literary critic U. Normatov in his notes about Modern literary process shared with his ideas according to Camus`s creative work. He stressed that Camus`s "The Stanger" was the object of studying personality of the author where Camus made a significant contribution to a viewpoint of the Absurd [6]. M. Sheraliyeva, Holbekov, Sh. Tuychiyeva and M. Quchqorova have compared certain characters from Uzbek literature. Sheraliyeva, Holbekov, Sh. Tuychiyeva and M. Quchqorova have compared certain characters from Uzbek literature with Camus`s hero`s personality and they have given their conclusion according to this issues. If Sh. Tuychiyeva in her article compares styles which was used by Camus in the "The Stanger" and Chulpon`s novel "KechavaKunduz" [7]. M. Quchqorova gives her ideas according to the peculiarities Camus`s and Chulpon`s essays. She also compares symbols which both author used in their works [8].

In addition debates. Discussions and articles which have been published recently in certain journals and newspapers such as "Sharqyulduzi, "Jahonadabyoty", "UzbekistonadabyotivaSa`nati" focused on modern literary process and absurdism. They also analyze Camus and his influence to the Modern literature.

Studying Camus`s literary career in High Educational Institutions have been established [9]. Curriculum design in concentrated on including date base on literature of French existentialism especially Sartre and A. Camus`s life and literary career.

Last but courageous step has been done to study Camus in Uzbekistan by including theme about the author to the secondary school curriculum [11].

There are some passages from "The Stranger" in the course book. It gives schoolchildren to understand Meursault, the absurdist hero of the strange, who has killed a man and is scheduled to be executed.

The story was estimated as one of the Camus` the best work and prominent philosophical myths. Some opinions were given due to the ideological and aesthetic value of story. All events in court process confirm Meursault`s stranger`s position toward society and environment. Of course, murder must be punished. You feel injustice when

he is scheduled to be executed (page223). These ideas make reader to reflect deep.

To sum up we can note that Camus`s style, thought, absurdizm, description of personal "I" of character have a great influence on some Uzbek writers especially N. Eshonqul, T.Rustam, H. Dustmuhammad. One angle, which is discontent with aged form and conviction, assembled the representatives of a new generation such as NazarEshonqul, ShodiqulHamro, ShoyimBotayev. Sh. Normatova in her research pinpointed that theses authors described a human being as a special spiritual persona. In this regard, numerous highly rated literary works of NazarEshonqul are noteworthy. Symbols bear a special significance in his oeuvre. The author shows high preference for exaggeration in depicting several aspects of social life.

N. Eshonqul's story "Muolaja" (Treatment) published in 1989 can be cited as an allegory against Soviet Union.The above story illustrates ill-fated society of underprivileged self-deprived naive people. The story is based upon the conversation between a young correspondent and an unknown professor.

The story roots its care essence in the rush less Stalinist system, which humiliated and restricted the emergence of patriotic, forward-looking people. The literary piece widely deals with the mistreatment of victims desperate for free civil society.

Another literary piece of NazarEshonqul "Tobut" (Coffin) bears a close resemblance to Camus' novel "The Plague" in its issues and narration. Investigator of Modern Uzbek storytelling S. Sattorova cited evidence in favor of this statement. The story is narrated by a young architect who joined an expedition team that was heading to a remote residence plagued with death for some unknown reason. The mysterious plot in the sequence of events reminds plague scenes in Oran city.

Literary criticism believes that the novels, which appeared after World War II, contain figurative image of Fascism. DilmurodQuronov while addressing the poetry of Chulponclaims, "The real author lives within the horizons of past, present and future, he knows no boundaries". In this sense, Camus' novel "The Plague" proves not only figurative image of fascism but unmanageable mysterious force that comes into being to turn people upside down. Calamity of this kind may occur in every society where nonchalance and indifference among individuals are vastly prevalent.

NazarEshonqul makes optimal use of figurative sense of lexical base in his writings. The problem, which seemed paradoxical,is revealed in the end: which is the

construction pattern of the village in the shape of coffin. This, in turn, denotes the prediction about the decline of the city. Literally, coffin signifies unavoidable death.

After thorough examination, it can be inferred that the author attempts to allude Soviet regime as a coffin, and a fetid odor surrounding the city as an ideology of that backward-looking, conservative society.

Literary criticism used in the novel "Coffin" can be seen in several works created later in 1990s.The characters in theses novels are depicted through unreal or unnatural images. Behind theses absurd images lies the illustration of Soviet communism and moral, spiritual world of its self-deprived victims.

To sum up we can say that philosophical examination upon real-life circumstances was given top priority. Symbols became essential component of prose copmbining the elements of Eastern classicism as well as Western modernism. Symbols were primarily used to form literary image and principles of ruthless Soviet Union. Studying the influence of Camus oeuvre is considered fundamental part of establishing mutual relations between Uzbek and French literature. Accordingly, interexchange of the two aforementioned literary studies will remain as a set of principal issues.

Correlations between those two literatures including their typical similarities serve as an indispensable part of intercultural communication.

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Biblical Elements in the Poem, "Peace" by Gerard Manley Hopkins

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Abstract—The research paper aims to investigate the Biblical Elements in the poem" Peace", written by Gerard Manley Hopkins, a Great Victorian religious poet, on the eve of his departure for Bedford Leigh from Oxford- a curtal sonnet, the abruptness of which reflects a fatigued and distracted mind. The title 'Peace' that Hopkins assigned to the poem is due to the impact of Herbert's Poem, 'Affliction". To investigate Biblical references is one of the yielding delights of new interest in the aspect of Hopkinsian criticism. The thematic study of the poem indicates that there abound theological themes based on the Holy-Writ. The Bible is an embodiment of a notion of Divine Peace. The sonnet reflects the poet's prayer for Peace. The New Testament has the theme of Peace. Jesus came on this earth to grant Peace to the restless, which is the perfect Peace; on the other hand, Earthly peace springs from Patience does not dwell in a man without further condition. The Peace that God can grant; the practical aspects cannot give that Peace.

Keywords— Bible, criticism, Divine, Elements, Peace.

I. INTRODUCTION

Gerard Manley Hopkins, a Victorian poet of Divinity, agony, and nature, was a Roman Catholic convert, born and bred in a Moderate High-Anglican middle-class family. It should be noted that he was a voracious reader of the Holy Bible.The major themes of Hopkins' religious poetry are theologically dealing with the Christian doctrines. Therefore, the theological themes embedded in his poetry deal with the Bible. He had the profound impact of "The Spiritual Exercises of St. Ignatius and his theology " and the influence of "Imitation of Christ by Edward J. Klein", the impact of the National Theology of Duns Scotus. He had the profound impact of his New Testament regular reading.

The world is an embodiment of financial turmoil, violence, and political instability. No one can have a longing for some sort of Peace, more stable, and more long-standing. There is a poetic reflection in this short-sonnet that leads one to pray for Peace which might be substantive and divine. Such Peace is not found in temporary power reversals and violent victories of human actions, but the surrender of such power and the preceding of violence. The Gospel calls all human-kind to embrace Providence. The message of the New Testament is called the Gospel and this "Good-News" is " gospel of peace". In the Gospel, the

story of Jesus, coming to earth and being born as a baby is heralded by the angles with the words, "Glory to God in the highest: and on earth peace those with whom he is pleased! "Luke 2:14(ESV) 2011. The Bible also speaks of Peace. God's kingdom is a kingdom of Peace in which there is wholeness including in relationships. The Gospel is a' gospel of peace' (Ephesians6:15) since it is the good news of Jesus, making Peace on the cross through his blood (Colossians 1:12), reconciling to God.

Moreover, God is the giver of Peace. Jesus says to His disciples that He gives them a peace that is unlike any peace that the world can give them (John 14:27). Paul in Ephesians 2:14 states the " Jesus is our peace." Jesus is the one who stands between God and us to act as the mediator to bring us peace (Hebrew2: 24). A spirituality that connects the practitioner to God and a local community and salvation in Christ, the Trinity and church can contribute to peace-building. Several people in the world are unsettled lacking Peace in life. The poet proclaims the message of the real Peace that comes from Divine Mercy. The present research paper aims to investigate the Biblical Elements in the sonnet scattered hither and thither in threads and segments of the lines of the sonnet. It gives an essential message of Peace to the restless world, devoid of Divine Peace.

II.   THE TITLE OF THE POEM

The title of the poem is peculiar, and it shows the restless and unsettled condition of the poet. Hopkins penned this poem when he felt unsettled as the following day he was to move yet again, from Oxford to a new post as a preacher in the industrial, northern town of Bedford Leigh.Peace probably is the title from Herbert's "Affliction" as its central image bears some resemblance to the poem. Besides, the poem, "Peace" which was composed of Jesuit-priest-poet, Gerard Manley Hopkins is dated "Oxford, 1879'. A previous draft is dated 2 October of the same year. It is a curtal sonnet like" Pied Beauty ", but in alexandrines (with six stresses to the line). It may be regarded as a companion poem to "Patience " In this sonnet, the priest poet addresses his words to the spirit of Peace which the Christian Holy Spirit, one of three deities, different in forms, but one in attributes. It is the doctrine of the Trinity. The poet presents under the traditional form of a dove- the bird that returned to Noah's ark with an olive branch as a signthat flood was over. (Genesis 8:11).

III.   THE THEME OF THE FIRST PART

"When will you ever, Peace, wild wood dove, shy wings shut,

 your round me roaming end, and under be myboughs?

When, when, Peace, will you, Peace? -I'll not play hypocrite'(Line, 1-3).

It is the first stanza of the poem. The poet begins this poem with a complaint that the bird as a "Wild Woodrose", which is 'shy' of approaching him with its" flake-doves" sent floating scare in the starlit night and is easily alarmed. He confesses through his mouth that Peace does not come to him from time to time, as God promises it in John 14:27, "Peace I leave with you, my peace I give you, Not as the world gives do I give you, let not your hearts be troubled, neither let them be afraid'. There is embedded within the line some threads of Peace-Theology. Peter Milward rightly remarks," Thinking himself as a tree in the wood, he asks the dove of Peace when he will ever cease flying around and settle quietly beneath his boughs."1 The reputation of his question with' When' and invoking Peace twice show his plaintive insistence. His innovation is to the Holy Spirit as Peter Milward says," His manner is the reminiscence of his invocation to the Holy Spirit on a similar occasion in No worst1. The poet does not want to boast that he has a pure-peace. He dramatizes as if he had not everany gifts of Peace.

The second stanza of the poem is a part of the first section

. 'To own my heart: I yield you do come sometimes; but

That piecemeal Peace is poor Peace. What purePeace allows

 Alarms of wars, the daunting wars, the death of it. (Lines 4-6)

Here, "Own my heart" is explained by the poet himself in a letter to Robert Bridges, his crony dated 21st August 1884," and he says," Merely,' my own heart' is transplanted for rhythm's sake, and then Tamaqua exquisite, "as Hermann would say.' (L.B196)3. He admits that Peace does not come to him from time to time. He has imperfectPeace and pure Peace. He prays to God to grant him complete Peace. His plight is like the last times of the last days as prophesied by Christ, in Matthew 24: 6,7," And you will hear of wars and rumors wars. See that you are not alarmed, for this must take place, but the end is not yet." For nation will rise against nations, and kingdom against kingdom, and there will be famine and earthquakes in various places."(ESV). The actual effects of wars and natural calamities are the death of Peace.

IV.   THE THEME OF THE SECOND PART

 The second part of the poem is the sestet which denotes that the poet has some consolation and hope in Jesus Christ. White comments that' the consolation ending is less potent than the complaining start'.4 In the Volta of the sonnet, there is a turn of thought. The poet turns from plaint to consideration of comfort. If God has taken away his Peace, he should give him some other useful things. He confesses that God has left Patience instead of Peace. Heaven is the place where he can get perfect Peace. Earthly Peace which springs from Patience, does not dwell in a man without further condition. He does not come here to console the broken-hearts with the hope of paradise. The state of unrest can be used as a means of spiritual progress. Brooding is not morose in word-act. It is a generative, warmly creative, emphatically wise and tragic stance of ethical love by the wild, uncontrollable dove of Peace- a figure with resonances of the Christian Holy Spirit, the notion of the Global Peace, and a sort of personalPeace that all of us dPeace and justice alike. Sire. The brooding individual is often presented as an introvert, but this poem has the idea that it is to brood to go beyond talk, to do work, and to render birth to

' O surely, revving Peace, my Lord should leave in lieu

Some good! And so, he does leave Patience exquisite,

That plumes to Peace after that. And when Peace

 here does house,

 He comes with work to do, he does not come to coo

. He comes to brood and sit.

God's Holy Spirit has a generative power. When a believer is filled with the power of the Holy Spirit, he can get Peace. The Bible says in Rom 5:1, "Therefore, since we have peace with God through our Lord Jesus Christ." Like a mother bird over the eggs in her nest until they are hatched and then fully-fledged. Thus, true Peace is necessarily productive. Here " to coo" is used as concomitant with' brood and sit'. God is the giver of Peace because it is part of His character. Numbers 25.12,Isaiah 54:10 speak about his Peace to His people.

V.   CONCLUSION

Eventually, the poem is replete with some Biblical references. The poet prays to God to grant him his Peace or some charitable entities in place of Peace. Patience is a virtue that brings about hope. The hope of every believer is the citizenship of a heavenly kingdom. Jesus is Peace himself. The Bible says in Psalm 34: 14," Depart from evil, and do good; seek Peace and pursue it. "(KJV). There the priest poet prays to God to grant him Peace to the core so that he may pursue it and share this Peace with others. Psalm 37:37 says, "Mark, the perfect man, and behold the upright: the end of that man is Peace. " The poet is upright and perfect, but he has anguish of not having perfect Peace. The fruit of the Holy Spirit is Peace and love. (Gal.5:22).

The Bible remarks in Romans8:6, "To be carnally minded is death, but to spiritually minded is life and Peace. ". Consolation is for spiritual progress in the poem. Jesus came to the earth from heaven, "To give light to them that sit in darkness and in the shadow of death, to guide our feet into the way of Peace. " (Luke1:79, Opcit.). The Angelic message about the birth of Jesus in Luke2: 14 is," Glory to God in the Highest; and on earth peace, goodwill towards men " The poetalso asks God to give him some other good things for the service to human-being. Thus, it is crystal clear that the poem has theological as well as Biblical elements in it.

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Biblical Element in the Religious Poem, "Heaven-Haven", written by Gerard Manley Hopkins

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Abstract—This research paper aims at investigating the Biblical Elements in the Poem "Heaven-Haven," one of the Oxford Religious Early poems, showing Anglican fervour. Even the early poetry of Hopkins has the themes springing from his intensely held beliefs. It is one of the yielding delights of new interest in the aspect of Hopkinsian criticism. The thematic study of the poem shows that there abound theological themes, based on the Holy Writ, in the poem. The Bible has a notion of Heaven, where Christ, seated at the right of the heavenly Father Pleading forbelievers. God is a feeder and leader. The imagery refers to the notion that uniting with God will offer refuge from the harsh realities of life. Ps.23.4 informs the idea in the Bible.

Keywords— Biblical Elements, Poem, Heaven-Haven, Religious, Early, Poems, Criticism, Bible, God.

I. INTRODUCTION

Gerard Manley Hopkins was one of the greatest Victorians poets. He was the poet of religion, anguish, and nature. He was a priest-poet, a Roman Catholic convert. He was born and bred in a Moderate High- Anglican family of the Victorian Era. Moreover, he was an avid reader of the New Testament. It can be argued that he was a passionate lover of Divinity. Every poet is the product of his age. It appears that there was a conflict between religious belief and new evolutionary theories in the Victorian Age. Some evidence suggeststhat there are some threads of Biblical references here or there in his poetry. That Hopkins" greatness is primarily because of his intensely held belief and its reflection in his religiouspoems, is the task of examining those aspects in the present sacred piece,other than his masterpieces, is one yielding delight of new interest in this aspect of Hopkinsian Criticism. As a first and general point of interest, we may note that Hopkins" life was full of thinking on religious and theological questions based on the Holy Writ, in which his profound knowledge of the Bible was his guide and bulwark. The Bible has an idea of Heaven as a beautiful place where Jesus Christ lives. It is thehope of every believer to be with Jesus to see Him in Heaven. The journey of this life is full of sorrows, pangs, pains, and miseries, sadness, agonies, and touches of melancholy. The life of humankind on the face of the earth is not a bed of roses. Nevertheless, believersdonot fear in the darkness of the wilderness, since the Holy Spirit is with them. There are no miseries and sorrows in Heaven. It is a peaceful place to live in. However, the end of this earth is the entry to another world. It may be argued that, on the doomsday, living and dead will go to Heaven with Jesus. There are, probably, several believers in the world who are losing their faith in the Lord and Saviour, Jesus Christ and promulgating themselves unaffiliated to the organized faith system that had taught them many a meritorious aspect of life on which their culture is based. In the present scenario, the poem is conducive to enkindle the flame of faith in the burning heart.

THE SIGNIFICANCE OF THE TITLE

The first draft of the poem, Gerard Manley Hopkins penned the first draft of "Heaven- Haven" in July 1864, while Hopkins was an undergraduate student in Oxford. The dash in the title is suggestive of separation as much as linkage. The title refers to the line of the early seventeenth-century Anglican religious poet George Herbert's "Size ": " These seas are tears, and Heaven the haven" (The Poems of Gerard Manley Hopkins, 4th edn., ed. W.H. Gardner and N.H. Mackenzie (Oxford: Oxford University Press,1967, p.248). Catherine Philips compares this line with Tennyson's description of Avilion in "Morte d" of Arthur" (18420; „Where falls not hail, or rain or any snow/Nor ever

wind blows loudly; but it lies/Deep-meadowed; happy, fair with summer-lawns/ And bowery hollows crowned with summer seas. (Catherine Philips, P.311). Besides, Hopkins uses lilies as an image of purity and beauty. The image of the haven or harbour is conventional as a metaphor for contemplative life. There is a contrast between the terrestrial abode and the celestial one.

II. BIBLICAL ELEMENTS DEALING WITH DIVINITY

The nun in this poem wishes to take a vow of a religious order to live the religious life. It guarantees the citizenship of Heaven. It is a theological notion. That is the very theme of Biblical Eschatology deals with the Second Coming of Jesus, The Resurrection of the Dead, the Last Judgement, the Destiny of the Wicked and The Reward of the Righteous. Moreover, in Heaven-Haven, there seems to be an allusion to the well-known green pastures" and „still waters" of the Shepherd Psalm, i.e. Psalm 23:2, which signifies the kind of leading and feeding on the Good Shepard. A nun who is taking the veil, which is the mouthpiece of Hopkins for preaching his Divine thought of Eschatology. The nun takes veil refers to initial vows, the beginning of the religious life in the religious order. The imagery refers to the hope that this uniting to God will offer refuge from the harsh realities of life. Heaven is a shelter of safety. The first stanza of this short poem describes Heaven. The Bible says in Psalm 103:11, "For as the heaven is high above the earth; so great is his mercy toward them that fear him „(KJV), and in Psalm 115: 16, "The heaven, even the heaven, are the Lord's; but the earth hath he given to the children of men." (op cit.) Heaven declares the glory of God (Psalm19:1). All religious workers have a heavenly calling (Heb.3:1). Every believer has a house eternal in Heaven (2 Cor.5:1).

I have desired to go

Where springs not fail,

 To fields where flies no sharp and sided hail

 and few lilies blow. (Lines 1-4)

The poet has a heartfelt desire to go to Heaven. He wants to behold Jesus Christ face to face beyond the starry sky with all his glory. Now he sees him only faintly (1 Cor.13:12) The down of Heaven will break and he will get the summer morns for which he has sighed. God's mercy's ocean expands there in Heaven. When all his labours and trials are over, he will be safe on those beautiful shores, just to be near the dear Lord. By the gift of His infinite grace, he is accorded in Heaven, a place where he will experience joy like a river (1 John3:2) Hopkins is a just a

poor, wayfaring stranger, travelling through this world of woe, but there is no sickness, no toil or danger in the bright world to which he is going.

And I have asked to be

Where no storms come

 Where the green swell is in the havens dumb,

And out of the swing of the sea. (Lines 5-8)

 This earthly life is like a sea where the waves of joy and sorrow rise and fall. The wind roars in the sea. There are some battle chaos and order. However, the poet is out of theswings of the sea. This life is full of tension and emotional stress.

III. CONCLUSION

There are many Theological and Biblical thoughts embedded in the lines of this short poem. The poet wants to preach Christian Theology naturally, and it evokes the thought of our after-life. The doctrine of the immortality of the soul. Woes of human miseries only end after death.

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Addressing Impact of Technology in English Language Teaching at Secondary Level Education in Bangladesh

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Abstract— *In this technological age, integration of multimedia technology with traditional teaching methods is considered as a key promoter of creating effective teaching and learning atmosphere across the globe. Comprehending its importance, the present study aimed at investigating the effectiveness, adaptation, and contribution of technology-based ELT in different domains of English language alongside its key challenges at the secondary level (6-10 classes) education in Bangladesh via analyzing English teachers and learners' responses against it. The data collected from twenty-five randomly selected secondary schools located at Khulna and Dhaka, Bangladesh following classroom observation, questionnaire, FGD, SGD, and PA where data were analyzed by IBM SPSS Statistics 20. The results highlighted that technology integrated ELT had a stringent contribution to improving teaching-learning atmosphere ever than before via creating an interactive environment along with drawing and retaining students' attention throughout the class. Comparatively young teachers (36-45 years) were found more interested over old groups (56 or above) to enjoy using these modern tools in ELT classes. Students were found highly motivated to ELT classes equipped with multimedia technology as they could visualize the subject matter with reading. Key challenge filtered from the study pointed, teachers required adequate prior training to operate the multimedia and to prepare subject contents using AV tools. Majority of respondents believed, the use of technological tools with conventional methods not only inspires students' creativity but also leads the students to create new knowledge, and thus, helps develop a capable future generation open to face any global challenges.*

Keywords — *Classroom, ELT, multimedia technology, secondary level education.*

I. INTRODUCTION

Globally technology has become an inseparable part of education enhancement wherein the introduction of newer technological tools such as multimedia projector, laptops, web 2.0, google meeting, skype, zoom, Microsoft team, etc. in teaching-learning system is changing and taking over the paradigms of conventional education rapidly. Technology-based teaching in the classroom helps tailor instruction to students with different abilities involving quick sharing and building of knowledge via inducing a participatory atmosphere (Wu & Zhang, 2010; Asselin & Moayeri, 2011). To Keep pace with advanced education system of developed

world Bangladesh is also trying heart and soul to improve its teaching-learning quality at different levels of education such as university (undergraduate and graduate), higher secondary (11-12 classes) and secondary (6-10 classes) levels via adopting modern technological tools of multimedia projector and laptop in particular. The demand of technology-mediated education system is growing day by day in Bangladesh as it plays a pivotal to draw the attention of the learners via showing educative videos or animations (Haque & Akter, 2014). The word multimedia evolves from the Latin word "multus" implying numerous and "media" meaning middle or center. It is a form of communication using multiple forms

of media for the exchange of information (Shilpa and Sunita, 2016). In 2014 Bangladesh government started providing multimedia projectors and laptops in every government secondary school to fulfill the motto of "Digital Bangladesh" alongside to smoothen the walkways of quality education (Anonymous, 2014). As a result, government secondary schools started using those technological tools in classroom environment on small scale as they did not have enough prior training to operate them. As a foreign language, using conventional methods teaching English language is quite tough and the teacher needs to be motivated enough to drive monotony and anxiety of the students away, which is only possible when different audio-visual aids such as video clip of English conversation can be presented before the students. Cunning (2001) reported that using multimedia projector in English language teaching supplies stimuli to the students for better understanding of a given subject matter. Koksal (2004) also stated that use of videos in multimedia projectors helps the students guess, think, and arouse inquisitiveness about the information of a topic. The traditional teaching method of English language teaching (ELT) is practiced for a long time in Bangladesh which is useful, but not sufficient at the present technological time. Multimedia technology has already added a new dimension in university education, and it is believed to be helpful to improve the traditional pedagogy practiced in secondary and higher secondary levels in Bangladesh. The widespread use of technology-enhanced multimedia instruction could help teachers to meet the goals of effective foreign language teaching especially English in 21st the digital century (Ketsman, 2012; Saglam & Sert, 2012). Considering the significance of multimedia-based teaching on the students, the present study was designed to measure the effectiveness of multimedia technology integrated English language teaching at secondary level (6-10 classes) education of Bangladesh in terms of extent and willingness of the contacted English teachers to use technology, motivation of students to the technology and key challenges they faced to operate the technology in ELT.

II.   METHODOLOGY

The survey data for this study were collected following different survey methods of which classroom observation and questionnaire were predominant. Classroom observation included physically examining student responses to the effectiveness of multimedia integrated English language teaching at different classes (6-10 classes) of secondary level education of Bangladesh while the English teachers were

provided with questionnaires to answer to. The survey questionnaire encompassed a variety of close-ended with few open-ended statements to get specific information pertinent to the effectiveness of English language teaching equipped with multimedia technology on creating a better interactive learning atmosphere in the classroom. A total of 50 in-service teachers and their students from randomly selected 25 government high schools (dedicated to 6-10 classes) of Khulna and Dhaka divisions, Bangladesh took part in questionnaire responses. English teachers of different age groups (25-35, 36-45, 46-55, 56, and above years) were chosen for this survey to investigate the discrepancies in their opinion about multimedia mediated English teaching. The questionnaire was prepared in the form of statement numbering twenty-six. Apart from questionnaire interviews via random sampling, other approaches such as participatory appraisal (PA) tools like large group discussion (LGD), focus group discussion (FGD) and cross-check interviews with key information (KI) were practiced in the study. Beside primary information, secondary data regarding the effectiveness of multimedia equipped teaching were collected from the Directorate of Secondary and Higher Education, Ministry of Education, Bangladesh. The collected data were compiled, coded, summarized, and processed for statistical analysis. The statistical analysis of collected data was comprised tabular description technique and adjudged to eliminate all possible errors and inconsistencies. Entire data analyses were performed computer-aided analysis software IBM SPSS Statistics 20 (IBM Corporation, Armonk, NY, USA).

III.   RESULTS AND DISCUSSION

3.1 Use of multimedia technology in different domains of ELT

Data on the extent of technology use in different domains of English language teaching (Fig. 1) revealed that teachers used technological tools maximally for teaching presentational skills (100%) followed by grammar skills (80%) and lowest (66.7%) in boosting vocabulary knowledge preceded by interpretive skills (73.3%) such as reading and summarizing in the foreign language. Increased use of technology in different domains of English language could accelerate students' participation regarding communication and knowledge building. Koehler (2009) suggested that multimedia-based instruction helps teachers teach English grammar language and students learn and apply them in real-life situations. Likewise, computer-

assisted teaching expedites quick learning of vocabulary using graphics, sound, texts, videos in ELT classes (Iheanacho, 1997). Also, nowadays web-based technology named web 2.0 is being widely used in online teaching for

improving interaction, communication, collaboration along with the creation of new knowledge and development of technological skills (Asselin & Moayeri, 2011).
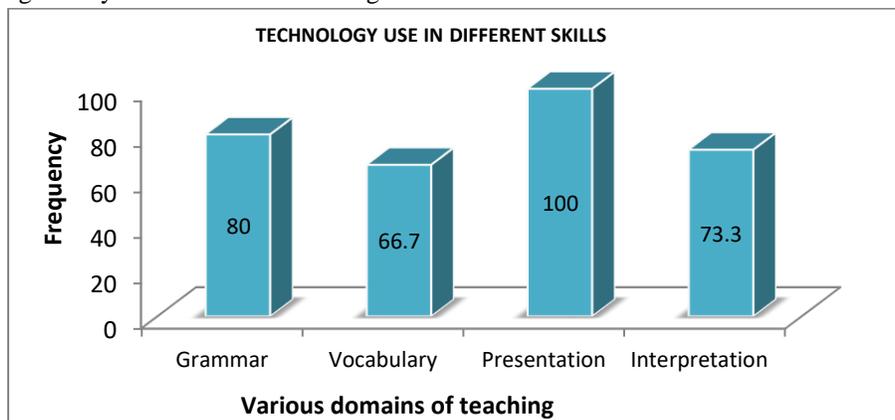
Fig. 1: Extent of technology usage in different domains of English language teaching

3.2 Teachers age versus technology usage in ELT

The range of using multimedia technology-based instruction varied with ages of the respondents (Fig. 2). Of 50 English teachers of different age groups, 13.33% of teachers with age group 25-35 used technology in ELT classes at maximum level followed by age group 36-45 comprising 53.33% of teachers using technology at optimum level while 13.33% of teachers with age group 56 or more used technology in ELT

classes at minimum level. The above analysis showed that young teachers were more interested in using multimedia technology for teaching English in the classroom environment than the aged teachers. But it is necessary for all of them to use the technological tools extensively in classroom to teach English language as it would significantly enhance teaching quality via creating a participatory environment (Young & Bush, 2004).
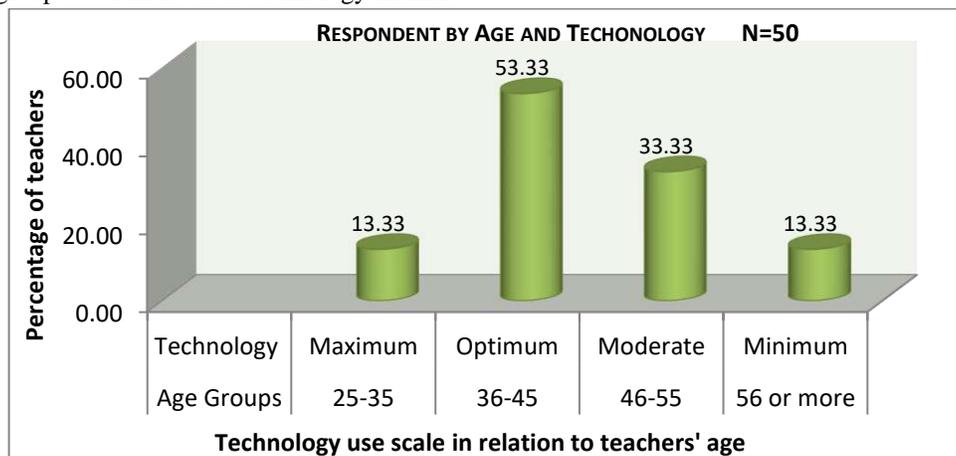
Fig. 2: Percentage of English language teachers by age using technology at different levels in English language teaching. Maximum level indicated using technology at 80% or above classes, optimum 61-79% classes, moderate 41-60% classes, and minimum less than 40% classes.

3.3 Acceptance of technology equipped teaching system

Results pointed out that the acceptance of technology-aided ELT (English language teaching) systems relied on their adaptation and efficiency in facilitating teaching-learning process. Based on responses to five statements along the x-axis (Fig. 3), majority of respondents (86.67%) belonging to 25 selected cities' secondary schools (6-10 classes) of Khulna and Dhaka divisions, Bangladesh were found quite adaptive with multimedia technology of which 86.67% of the respondents were found efficient in using this technological tool in ELT. Majority of respondents (80.00%) believed that technology-aided teaching was way better than conventional teaching in drawing the attention of the learners and creating a participatory environment. Only 40.00% of the respondents thought that the old teaching system (blackboard) was not bad for teaching English at the secondary level (6-10 classes) education of Bangladesh as teachers outside the cities were not so technically sound or trained as city teachers. A substantial part of English teachers (93.33%) in selected 25 secondary schools of two cities in Bangladesh firmly believe that technology-aided teaching intermingled with tradition blackboard teaching could bring a dynamic positive change in creating an improvised learning environment at secondary level education in Bangladesh more than ever before, which matched to suggestions of Chen & Liu (2012).
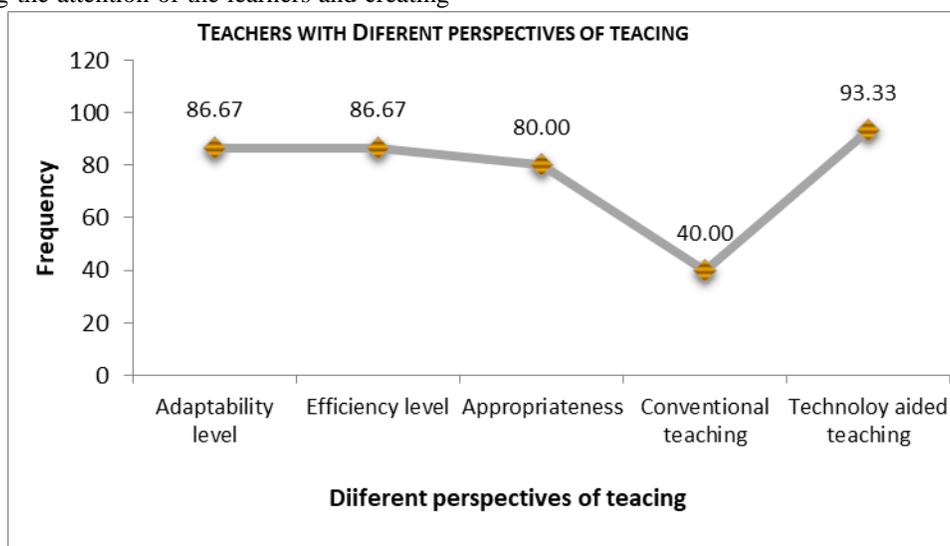
Fig. 3: Teacher's acceptability of technology equipped teaching system regarding its varied perspectives.

3.4 Evaluation of respondents' view on the role of technology in ELT classroom

Fig. 4 depicted teachers and students (%) responses (poor to excellent = 1-5) to ten important survey statements pertaining role of technological tools (multimedia projector and laptop) in ELT classrooms at secondary level (6-10 classes) education in Bangladesh. For the first survey statement - how it would be if there were more advanced instruments and facilities could be added to the conventional ELT teaching system in the classroom environment. Majority of the respondents 40 and 33% answered in scale of very good (4.0) and excellent (5.0) regarding the necessity of technology in ELT, no fair (2) or poor (1.0) responses were not found. In terms of old teaching, 53.3% of respondents scored the method 3.0 meaning still holding a good position in ELT as the technological tools are not equally disbursed in every secondary school in Bangladesh, maximally limited to schools located in city areas. Regarding student perception on technology usage in ELT, 60% of them scored 4.0 meaning very good in creating a better interactive learning atmosphere in classroom environment. Against survey statement of technology adaptation, majority of teachers (60%) and students (53.3%) scored 5.0 (excellent) and 4.0 (very good) meaning they got well-adjusted with the use of technological tools in ELT classrooms. In addition, 60% of respondents (teachers and students) pointed that technology-based education had a significant influence (very good =4.0) in making ELT more enjoyable over the traditional system. Overall, all respondents (teachers and students) believe that at this scientific age technology-based instruction is a necessity, an important component, an integral part, an expectation, that should be used by every teacher to benefit

their students, a way of engaging students in arousing and improving their learning interest and critical thinking ability

to make ELT more meaningful.

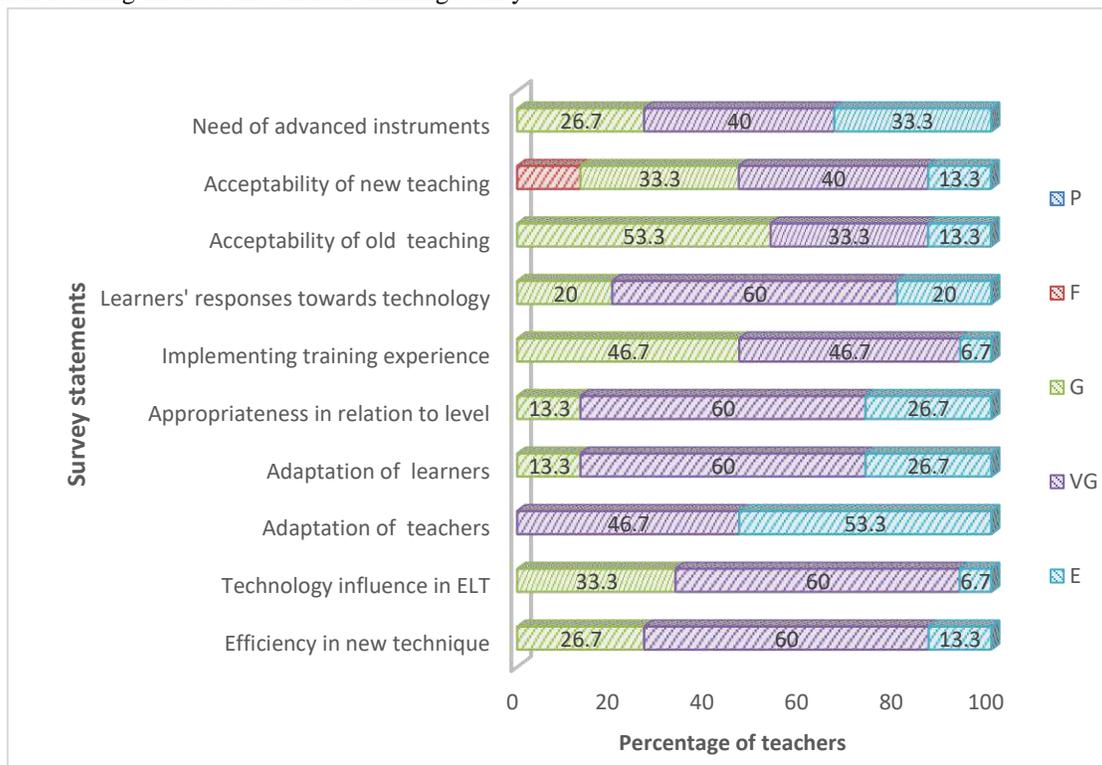*Fig. 4: Respondents' views on technology use in ELT classroom at secondary level (6-10 classes) education of Bangladesh. Participants responses were measured on a Likert scale where 1 = Poor (P), 2 = Fair (F), 3 = Good (G), 4 = Very Good (VG) and 5 = Excellent (E).*

3.5 Descriptive analysis of technological importance in ELT

The analyzed survey data revealed that technology-integrated teaching played a critical role in increasing the motivation of learners for the implementation of innovative ideas, helping learners to become active thinkers in the language learning process, and providing equal opportunities for students to learn and succeed. Teachers were convinced that multimedia technology-based instruction increased students' motivation and created their desire and interest to learn English language via developing an enjoyable classroom environment with videos and animations. Susikaram & Phil (2013) reported that English teaching equipped with multimedia technology could bring the advantage of imparting language knowledge and enriched learning environment as compared to traditional teaching methods, analogous to the findings of Rüschoff & Ritter (2001). Result also underlined that students' motivation towards multimedia technology-based ELT also forced the teachers to be equipped with because of their latent longing to be the best role model to their learners.

Increased level of teachers' engagement in using multimedia technology in ELT classes helped them staying confident in the classroom environment.

Almost all respondents in the study confessed that multimedia technology not only enhanced students' creativity but also assisted teachers in utilizing creative instruction, well supported by Huang & Liu (2000). Technology-enhanced multimedia assured students' engagement and active participation in their learning. Students quoted that "use of multimedia technology in ELT makes our attention last until the class ends, we don't feel boring at the class". They all think that audio-visual (AV) system in multimedia technology is like a jet taking off just outside the door. Multimedia classes are more interesting than traditional because computer slides are projected on a big screen and allow us to realize the subject matter by seeing the relevant videos or animation. Most of the students do believe that they can learn better when multimedia technology is incorporated with conventional system rather

than talking and writing on board. Thao (2003) stated that the contribution of multimedia tools to teach English language cannot be ignored in this present age of technological advancement.

Technology-enhanced education can easily develop different ways of attacking the learners' minds. Data showed that technology-enhanced multimedia helped develop the inquisitiveness of both active learners and passive learners for learning English as a foreign language in an effective way, well backed by Gilakjani (2012). Data also revealed that technology-enhanced multimedia allowed teachers to meet diverse student's needs and implement instruction on individual students for their future betterment. Multimedia technology has played an important role in English language teaching, especially, in the non-native speakers of English (Chapelle, 2001; Pun, 2013). The introduction of multimedia technology in teaching EFL (English as a foreign language) in Chinese colleges satisfied not only the need of learning but also social development. On contrary, excessive dependence on multimedia-based education can also create a large gap between teachers and students resulting in weak teacher-student relations detrimental to society (Chen & Liu, 2012). However, English language teachers in Bangladesh demanded proper training on using multimedia technology to grant a variety of access opportunities for students in the language classroom. Teachers' training in ICT skills is important to integrate ICT in English language classroom that can take the traditional learning system to a new height (Motteram, 2013).

The findings suggested that foreign language teachers were convinced that technology-based multimedia instruction paved the way of effective learning, supported by the findings of Nutta (1998). Ketsman (2012) underlined that technology-enhanced multimedia instruction is as effective for learning a foreign language so fruitful for native language subjects. Yet, technological innovation provides the opportunities to revisit and reintegrate the crucial old ideas into modern technology-based education that can improve overall language learning (Beatty, K. 2013). Considering the importance of technology-based education, majority of respondents (teachers and students) believe that technology is not luxury rather is a necessity to improve the teaching-learning environment at secondary level education (6-10 classes) of Bangladesh alongside to maintain the pace of educational advancement in developed countries. So, the integration of modern technological tools with conventional blackboard teaching systems could holistically bring a

dynamic change in our education system wherein a diverse learner could learn any subjects with more enthusiasm and enjoyment ever than before.

IV. CONCLUSION

The use of multimedia technology in ELT classes at the secondary level education (6-10 classes) of Bangladesh played an important role to enhance foreign language learning and widening foreign language skills regarding vocabulary knowledge, grammar skills, and pronunciation alongside other domains of English. Also, helped the students boost up their technical skills via engaging them to play with these modern technological tools of education. The findings of the study also showed that majority of teachers and the students confronted some challenges to adjust themselves with operating this new system, so they demanded adequate training to be handy with this system. Almost all respondents suggested not to rely completely on modern technological tools rather integrate these technological tools with traditional teaching systems to create a better participatory classroom environment. To sum the study up, technology-based learning instruction builds bridges between students' knowledge and the learning objectives via enriching teaching content, enhancing interactivity between teachers and students, aiding students retention of knowledge, growing their interest in the subject matter via illustrating the relevance of many concepts. Overall, all these positive attributes of technology-based education thus would help a teacher achieve his goal at the end.

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The Principal's Leadership in Developing Quality of Education

Case Study

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Abstract— Quality problems have attracted attention from organizations in the world. Initially, Quality-improvement start from manufacturing company which spread to the other aspects of service such as banking, insurance, health, government, and education. Evaluation for Quality-improvement is a trend for products and services research. Institute of education must increase its quality which is proven by producing high-quality graduates. This research was conducted in Senior High School 1 Pamekasan and Senior High School 3 Pamekasan. This research has focused on leadership style of the principal to improve the education quality, the strategy of principal to improve the education quality and quality of education which is produced by leadership style and strategy of principal both in Senior High school 1 Pamekasan and Senior High school 3 Pamekasan. This study is quantitative research which studies case and multi-site design. The object of this research is the leadership style and strategy of the principal to increase their school quality. The data was collected by interview, observation, and documentation. Validation data was gotten by source, technical and time triangulation. The Multi-site design was analyzed by individual site and cross-site data. The results of this study showed that the first, the leadership style applied appropriately with the principal principle of necessity is in accordance with the potential resources and increases the capability of principal with an effective leadership style. The second, Implementation of the Integrated Quality Management strategy was used to increase education quality by improving the overall education system by involving the elements of school. The principal has a good relationship with the internal and external school. The third, quality of education produced in the school creates school culture which productive and good quality and builds a mental organization.

Keywords— Quality, improvement, institute of education.

I. INTRODUCTION

Quality problems have attracted the attention of various organizations in the world. Initially, the quality improvement movement began with manufacturing companies which then spread to various aspects of services such as banking, insurance, health, government, and education [1]. Simply stated, quality is defined as a consistency to meet customer needs and expectations [2], in accordance with expectations [3], and the journey to be superior [4].

Overtime, studies on quality especially the quality of education is still on debate. Therefore, education must find the right approach in developing its institutions to achieve maximum educational goals.

Each educational institution in essence strives to improve the quality of its institutions as evidenced by the output of quality graduates. This has become one of the efforts to

develop the quality of education. However, all these efforts will be in vain if the school does not carry out a quality education process and become a culture in the school. Simply stated, culture of quality is considered as a particular type of organizational culture that includes shared values and commitment to build quality [5]. Then the term is adopted in terms of quality and defined as an effort to improve the quality carried out to improve the quality of education that has been arranged previously.

By implementing a culture of quality, the consequence that must be carried out by an educational institution is that quality improvement must be carried out to provide quality education. A school principal is the leader of an educational institution. His role is very influential in achieving the quality of education of the institution he leads. Therefore, the principal must be sensitive to any changes that occur. Both the quality of education and

culture can only be achieved if the principal can play his role well.

A study conducted by [6] found that in improving the quality of education, one of the determining factors was the principal's leadership style. The principal must be aware of the changes that occur and prepare steps for adaptation and improvement. In this matter, reference [7] also stated that the principal has an important role in creating a collaborative environment. Therefore, leadership is an important resource for the education environment in relation to commitment [8], reference [9] defines a Good leader is a leader who involves and considers others and decide a decision humbly.

Based on the description above, researchers found a link between the role of the principal's leadership in building the quality of education. The principal's role is then classified based on the principal's strategy and the principal's leadership style. Principal's leadership is one of the factors influencing his success. Basically, leadership is rooted in ethical and moral teachings, leading, motivating people to achieve success [10]. The character of leadership is encouraging followers to act on specific goals that represent the values and motivations for their wants and needs. More specifically, Principal Leadership is defined as the ability of principals to influence all school resources, both the resources of educators, educational staff, students, and all human resources involved in the education committee to carry out a series of educational activities in accordance with school policies.

II. THE OBJECTIVE OF STUDY

This research was conducted in Senior High School 1 Pamekasan and Senior High School 3 Pamekasan. This research focused to investigate on leadership style of the principal to improve the education quality, the strategy of principal to improve the education quality and quality of education which is produced by leadership style and strategy of principal both in Senior High school 1 Pamekasan and Senior High school 3 Pamekasan. The object of this research is the leadership style and strategy of the principal to increase their school quality.

III. METHODOLOGY

This research was conducted using a qualitative approach. A qualitative approach is a study conducted on natural object conditions, with characteristics: 1) descriptive, 2) analyze the processes, 3) Pay more attention to processes, and 4) Research is a key instrument. This research uses a case study. Case study (case study) is a study of a "unity of the system". Case studies are used by researchers to find out the actual and in-depth background of cases that do

need to be revealed, namely the principal's leadership in building the quality of education in Senior High School 1 Pamekasan and Senior High School 3 Pamekasan.

1.1. Data Collection Technique

1.1.1. Participant Observation

This observation was carried out to gather data related to the principal's leadership in building the quality of education. With this participant observation, the data obtained will be more complete, actual, and obtained the contextual meaning.

1.1.2. Deep interview

Interviews were conducted using free and in-depth interview guidelines regarding the focus of the study. Readiness of researchers and schools in exploring questions and answers is needed. The steps of this are making an interview guide, conducting interviews with students, teachers, principals related to the principal's leadership in building the quality of education. This interview was used to capture data related to the vision of leadership, leadership style, and the principal's strategy.

1.1.3. Documentation

The documentation technique is used to strengthen and complete the data from the interviews. The source consists of various documents or records. documents used for reference are letters, diaries, photographs, speech scripts, education manuals. The documents used in this study are those related to the principal's leadership in building the quality of education.

1.2. Data Analysis Technique

This data analysis technique uses descriptive analysis techniques. The data obtained will be analyzed qualitatively and described in a descriptive form which aims to obtain data related to the leadership of the principal in building the quality of education. There are two stages of data analysis conducted by researchers in carrying out this research, these are analysis of individual site data and analysis of cross-site data.

1.2.1. Analysis of Individual Site Data

Analysis of individual site data was conducted by analyzing each research object, both in Senior High School 1 Pamekasan and Senior High School 3 Pamekasan. The steps in the analysis of individual site data in this study, according to [11], and [12], which consist of data condensation, data presentation, and drawing the conclusion.

1.2.2. Analysis of Cross Site Data

Cross-site data analysis is intended as a process for comparing findings obtained from the first and second cases. In addition, cross-site data analysis also aims to

integrate findings between sites. According to [13], the steps that can be taken in cross-site analysis include: (a) using an inductive-conceptualistic approach (b) the results are then used as a basis for compiling conceptual statements or cross-site propositions, (c) evaluating the suitability of the proposition with the facts being referred to, (d) reconstructing the proposition that has been found in accordance with the facts of each individual site, (e) repeating the cycle as long as it is needed. The process of cross-site data analysis is more clearly shown in Fig. 1.
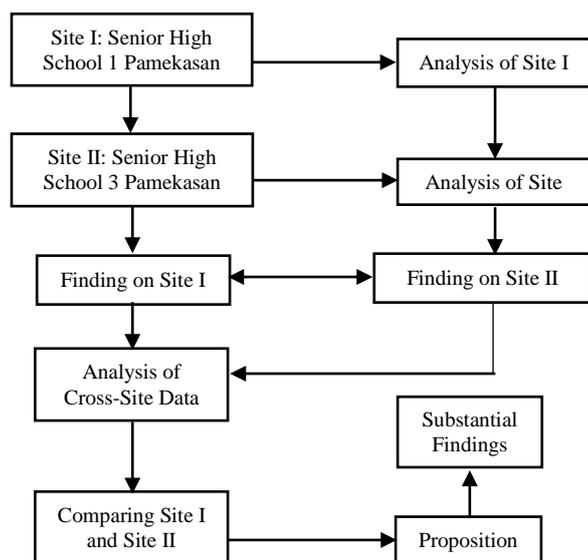

Fig.1: Model of Cross-site Analysis

IV. RESULT AND DISCUSSION

Based on the data that has been obtained with data collection techniques, the detailed results of the principal's leadership in building the quality of education in Senior High School 1 Pamekasan shown in Table 1 and Senior High School 3 Pamekasan in Table 2.

Table 1:Findings Matrix of Site I (Senior High School 1 Pamekasan)

No.	Focus	Summary of Result
1.	What is the principal's leadership style in building the quality of education?	Principal leadership style that is considered effective and applied by the principal is a situational leadership approach model. In its implementation, the principal seeks to recognize first the needs of individuals or teams, then use the best leadership style to respond appropriately.

No.	Focus	Summary of Result
2.	How is the principal's strategy in building the quality of education	The principal implemented the integrated quality management strategy, which in its implementation carried out the maintenance of the existing service system in the school by involving all school communities
3.	How is the quality of education produced by the principal's leadership style	The applied situational leadership style produces some positive cultural values in schools, namely; creating a culture of collaboration and communication, creating an inclusive school environment, building a sense of responsibility for all elements of the school, increasing the motivation of students to achieve goals, fostering a sense of togetherness, creates a conducive environment, and strengthening organizational commitment in improving the quality of education in general.

Table 1:Findings Matrix of Site II (Senior High School 3 Pamekasan)

No.	Focus	Summary of Result
1.	What is the principal's leadership style in building the quality of education?	Leadership model which is considered good and effective and applied by the principal is participatory leadership approach model. The choice of leadership model conducted by the school principal is based on the state of the situation and condition of the school where he explained that the teachers there were competent but sometimes lacked enthusiasm and motivation.
2.	How is the principal's strategy in building the quality of education	The principal implemented the integrated quality management strategy, namely Integrated Quality Management. In practice, the principal builds a system by regulating and managing each element of the school so that they can jointly pay attention to improving the quality of education.

3.	How is the quality of education produced by the principal's leadership style	The results of the quality of education resulting from the participatory leadership of the principal is the formation of good cultures in schools, including; creating a conducive school environment, fostering a sense of responsibility for all elements of the school, fostering the morale of subordinates in this case teachers and employees, fostering a sense of togetherness, and strengthening organizational commitment in improving the quality of education in general

Based on the data exposure of each site in Senior High School 1 Pamekasan and Senior High School 3 Pamekasan have similarities and differences at each focus of research. From the results of the analysis of each research site that has been studied and elaborated on the leadership of the principal in building the quality of education, the researcher could explain the finding of cross-site analysis as shown in Table 3.

Table 3: Finding Matrix of Cross-site

Research Focus	Concept	Findings in Site I	Findings in Site 2	Findings of Cross-site
How is the principal's leadership style in building the quality of education	Concept	1. Authoritarian leadership 2. Democratic leadership 3. Free leadership	1. Authoritarian leadership 2. Democratic leadership 3. Free leadership	Following the principles of the principal's needs
	Orientation	Using a situational leadership approach model	Using a participatory leadership approach model	Use the leadership style in accordance with the potential of existing resources
	Implementation	School principals are more flexible in leading schools by combining consultative, instructive, delegative and participatory leadership models according to the situation and conditions of the school.	Always involve subordinates in the decision making process so that the policies obtained are a collective agreement because the teacher is given the opportunity to provide opinions, arguments and creative options.	Build capabilities through the performance of the principal based on effective leadership styles
Principal's strategy in building the quality of education	Step	The principal of Senior High School 1 Pamekasan uses the Integrated Quality Management strategy with the aim of fulfilling and developing human resources, good organizational management, and improving infrastructure / facilities and infrastructure	The principal of Senior High School 3 Pamekasan uses the Integrated Quality Management (MMT) strategy with the aim of fulfilling and developing human resources, good organizational management, and improving infrastructure / facilities and infrastructure	Implement an integrated quality management strategy by involving all elements of the school in building the quality of education

	Actualization	1. Strengthening character education 2. Good Organizational Management as a motivator facilitator and visionary 3. Improving the Quality of Facilities and Infrastructure	1. Continuous improvement of the system by giving more portions to superior classes in learning 2. System improvement related to fulfilling the facilities for developing talent and interest through extracurricular activities 3. Create a short-term, medium-term and a long-term quality assurance program	Improving the overall education system by involving all school members
	Strengthening	1. Forming team work to create a planning, implementation, and assessment. 2. Building a network to simplify school administration to be more effective and efficient	Building a network with the world of work and universities, where many alumni of the school occupy some important posts in the society such as the police, army and civil servants as well as the many alumni accepted at several reputable institutions	Establish good relations with related parties, both internal and external
The quality of education produced by the leadership style of the principal	Concrete	produce some positive cultural values in the school, including: 1. Create the culture of collaboration and communication 2. Create the inclusive school environment 3. Build the sense of responsibility of all elements of the school	Some positive implications resulting from the leadership style of the principal are: 1. Create a conducive school environment. 2. Foster a sense of responsibility for all elements of the school. 3. Bring up the morale of the subordinates.	Able to create a productive and quality school culture
	Abstract	Strengthen organizational commitment in improving the quality of education	Strengthen organizational commitment in improving the quality of education	Able to build organizational mentality

Based on data collection, research findings, data analysis, and the focus of research in this study, the researcher can determine and propose several propositions as follows:

• Principal's Leadership Style in Building Quality Education

Proposition1. Building the quality of education will succeed if it is built on the principle of the needs of the principal.

Proposition 2. Building the quality of education will be successful if the principal uses a leadership style that is tailored to the potential of existing resources in the school.

Proposition 3. Building the quality of education will succeed if the principal can build his abilities through the performance of the principal based on an effective leadership style.

• School Strategies in Building the Quality of School Education

Proposition 1. Building the quality of education will succeed if the school implements the Integrated Quality Management strategy by involving all elements of the school.

Proposition 2. Building the quality of education will succeed if it is actualized by improving the overall education system by involving all school members.

Proposition 3. Building the quality of education will succeed if the school establishes good relations with internal and external parties of the school.

- Quality Produced by the Principal's Leadership Style

Proposition1. Building the quality of education will be successful if it is able to improve the academic and non academic achievements of the academic community.

Proposition2. Building the quality of education will be successful if it is able to create a productive and quality school culture.

Proposition3. Building the quality of education will be successful if it is able to strengthen the organizational commitment and mentality of every school citizen.

V. CONCLUSION

An effective principal's leadership style must be adapted to the potential of existing resources in the school. The consequence that the leadership approach model must be in accordance with the state of available resources in the school. Its implementation using the leadership model carried out by the principal of Senior High School 1 Pamekasan emphasizes assignments and relationships with teachers and employees, depending on the need to get success from the work done. In leading the Senior High School 3 Pamekasan, the school principal modeled a participatory leadership approach. Therefore, the principal's leadership style should follow the principle of the needs of the principal itself. The principal of Senior High School 1 Pamekasan and Senior High School 3 Pamekasan carry out an Integrated Quality Management strategy. To actualize the quality of education in the school, the principal conducts an overall system improvement by involving all elements of school. In order to ensure good quality education, schools must strengthen in the form of team work and network formation in order to accelerate the pace of school development. A conclusion section must be included and should indicate clearly the advantages, limitations, and possible applications of the paper. Although a conclusion may review the main points of the paper, do not replicate the abstract as the conclusion. A conclusion might elaborate on the importance of the work or suggest applications and extensions. The results of this study can contribute to the development of science in the field of education management especially in the role of the principal in building the quality of education.

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Comparative Study of working Memory of Visually Impaired Students and Sighted Students

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Abstract— Memory refers to the system that are assumed to be necessary in order to keep things in mind while performing complex task such as reasoning, comprehension and learning. "We use our eyes to see but it's the brain that translates the information to make an image." When we discussed about visually impaired student there is evidence that they may strengthen their memory skills to compensate for absence of vision. Blind people must rely more than sighted people on auditory input in order to acquire information about the world. The present study was designed to test the hypothesis that blind people have better working memory than sighted individuals for auditory verbal material.

Keywords— Working Memory, Visually Impaired Student, Sighted Student, Congenitally Blind.

I. INTRODUCTION

Working Memory has been described as an active system for holding and manipulating information over brief periods of time during ongoing cognitive activities. The Working Memory tasks in our study were chosen using the same requirements as Swanson and Luxenberg (2009)[1] used. In all cases, the participants had to remember increasingly more complex information (e.g. increasingly longer lists of numbers, tasks containing both a memory and processing element) in Working Memory and had to retrieve information by answering questions about this stored information. The number of correctly remembered items is a direct measure of WM span during the processing of other information (see also Daneman & Carpenter, 1980)[2].

According to the multicomponent model of Working Memory developed by Baddeley and Hitch (1974) and Baddeley(1986, 2003a, 2003b)[3][4][5][6], Working Memory can be divided into three subsystems: the phonological loop that allows for the temporary storage of verbal and acoustic information, the visuospatial sketchpad that allows for the storage of visual-spatial information for a short period, and the central executive system that is attention driven with limited control in direct contact with the phonological loop and visuospatial sketchpad and also responsible for coordinating activity.

The touch, memory, and attention skills of blind people have been found to compensate for the absence of vision (Cattaneo & Vecchi, 2011; Warren, 1978).

Visually impaired students are not more sensitive than sighted students in terms of their ability to discriminate using hearing, taste, touch, and smell. Instead, they attend better when receiving information via these senses and are thus better able to interpret this information (Bradley-Johnson, 1986).

The research findings for working memory (WM) are inconclusive, with most researchers finding no differences between blind and sighted people (Cornoldi & Vecchi, 2000; Rokem & Ahissar, 2009; Swanson & Luxenberg, 2009)[7][8].

II. METHODOLOGY

2.1 Sample

This study investigated the relationship between working memory among students with visual impairment and normal sighted. Fifty students age range 10-16 years (Average I.Q) participated in the study, of whom 25 were visually impaired or blind living in Dehradun and 25 were normal sighted from Dehradun.

2.2 Instruments

The participant's working memory was assessed with different measures are as follows:

2.2.1 Digit Span Backward (subtest of the WISC III intelligence test; Wechsler, 2005)[9]

Participants are dictated a series of digits, which they then have to repeat in reverse order. The sequences begin with two digits and increase one digit at a time, with two trials for each number of digits. Testing is terminated when the participant fails both trials for a particular number of digits. The number of sequences correctly repeated in reverse order is the child's raw score.

2.2.2 Listening span task

The experimenter reads a set of sentences aloud, asking the child to express a true/false judgment on the content of each sentence and to recall, at the end of the set, the last word of each sentence. Following the Daneman and Carpenter (1980)[2] procedure, the listening span score corresponds to the longest set of sentences of which the last words have been correctly recalled.

2.2.3 15 Words Test for Children (Kingma & van der Burg, 1999)[10]

In this task, the experimenter reads 15 words aloud. There are no logical connections between the words. The respondent must then recall and repeat the words that they remember. This

procedure is repeated four times using the same words in the same order.

III. PROCEDURE

First of all, permission was taken from the chairperson of the school from the both group of participants. The data were collected individually. After the interaction with student's rapport was established with them.

All children were tested individually in a quiet room at their school. The total assessment took about 90 min. The order of task administration was the same for all participants: 15 Digit Span Backwards, Listening Task and Making verbal/colour trails.

When both groups had completed their task, thanks were given to them.

IV. RESULTS

The obtain score of visually impaired students (Mean=52.36, SD=7.926) was compared to normal sighted students (Mean=48.00, SD=8.751), showed that difference between these two groups. In our study visually impaired students have been found to show superior performance in memory tasks to sighted students, because they have been shown on multiple occasions to compensate for their loss

of sight by developing exceptional abilities in their remaining senses.

A possible reason for this is that parts of the brain that process visual information in sighted students are engaged in processing mnemonic (remembering) information in visually impaired students.

V. DISCUSSION

The present study showed performance of visually impaired students versus sighted students on various Working Memory tasks. The result showed that individual with visual impairments performed better than sighted individuals.

This finding is line with the results reported by Raz et al. (2007)[11] that visually impaired individuals have superior memory abilities because they have trained themselves serial strategies to compensate for the absence of visual information.

In this study, only verbal tasks were used to measure Working Memory, explicate the better performance of the visual impaired students relative to the sighted students. In the absence of vision in individuals, there is a considerable dependence on auditory–verbal information and the sequential processing of information may be particularly well- developed. According to Withagen, A., Kappers, A. L., Vervloed, M. J., Knoors, H., & Verhoeven, L. (2013)[12], Working memories superior to those of the sighted students because of the brain's adaptation to a visual impairment. This superior ability is further thought to be the result of actual brain reorganization in blind people, whose brains become more adapted to spatial, sequential, and verbal information (Cornoldi & Vecchi, 2000)[7].

Blind children may further benefit from the fact that verbal input is by definition sequential. In the absence of vision in individuals who are blind, there is a considerable dependence on auditory–verbal information and the sequential processing of information may be particularly well-developed. In addition to this, the main sensory channel for blind people to obtain information is touch. When blind individuals explore objects that cannot be held in two hands, they typically gather information about the object via successive exploratory movements (Hatwell, 2003; Re´vesz, 1950)[13][14].

Paivio and Okovita (1971) investigated paired-associate learning in the blind using high visual imagery (e.g. rainbow -shadow) and high auditory imagery (e.g. music-gong) word pairs. The found that the blind subjects recalled more high auditory imagery pairs than the sighted,

while the reverse pattern held for the highly visualisable word pairs.

St Clair-Thompson (2010)[15] showed that in children digit span backward should be considered a measure of WM because in children – but not in adults – the central executive system is also involved in the performance of this type of task. More specifically, the transposition of order calls for the involvement of executive attentional control and processing of information. Ideally, in future studies, other types of WM tasks should be used but obviously in separate testing sessions in order to avoid fatigue.

When Smits and Mommers (1976)[17] compared blind versus sighted children on a digit span task, they found better performance for the blind. Hull and Mason (1995)[16] assessed a large group of blind children (n= 314) using a digit span test that allowed comparison to the standardized WISC-R values obtained for sighted children. The blind children had – at best – light perception and performed significantly better than the sighted children. The group of late blind children with more than just light perception did not perform significantly better than the sighted children.

VI. CONCLUSION

In a world where visually impaired are facing a lot of dogmas and prejudices, this study can be an eye opener and give people the insight. The studies show that in memory tasks, visually impaired performed better as compared to sighted people. The underlying reason for it was found to be the fact, that albeit their one sensory organ isn't as operational as the norms, they develop other senses as an compensatory mechanism, because of which they perform significantly better than sighted people.

CONFLICT OF INTERESTS

The author declared no conflicts of interests.

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Establishment of a Forensic Speech Science Center in India and its Efficacy

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Abstract— *This paper attempts to give 1) an overview of the area of Forensic Speech Sciences, 2) the advances made in this field at the global level and 3) the current issues with regard to its practice in India. In the light of this, it underscores the need for the establishment of a Forensic Speech Science Center in India, and briefly presents the efficacy of such a center.*

Keywords— *Forensic speech science, Phonetics, Forensic Speech Science center.*

I. INTRODUCTION

Forensic Speech Science is a burgeoning discipline in the domain of Forensics. It is the application of the knowledge of Phonetics to help solve crimes. This is relevant in real life cases where the only evidence available in the commission of a crime is the incriminating speech sample. Rose [1] explores the several aspects of forensic speech science as follows:

1.1. **Speaker Profiling** (determining age, gender, regional or socioeconomic background of the offender's voice),

1.2. **Content Identification** (determining what was said when the recordings are of bad quality, or when the voice is pathological or has a foreign accent),

1.3. **Voice Line-ups** (allowing the witness to pick out a voice previously heard from a line-up of recordings which includes the suspect's voice and a few foils),

1.4. **Tape Authentication** (determining if the tape has been tampered with or not) and

1.5. **Speaker Identification** (comparing the incriminating voice with one or more suspects' voices to determine if they are produced by the same speaker or by two different speakers)

The interest in Forensic Speech Science appears to be on the rise, primarily owing to its procedural applications in the forensic sciences. One of the earliest cases recorded in this area was that of 'Lindberg's case' in 1932 which involved the kidnapping and murder of Lindberg's infant son. Two years later, when the case was tried in the USA court, Lindberg testified that it was the suspect Hauptmann's voice that he had heard over the telephone earlier, when a ransom call was made. Based on Lindberg's

statement, Hauptmann was convicted and sentenced to death. A few years later in 1935, this case triggered the attention of a psychologist named McGhee. She decried as to how someone could be hung to death just based on a witness' memory of voice. This made her carry out several experiments to establish the relationship between voice and memory [2]. She came up with some interesting results that memory for voices fades with time. This series of research laid the basis for Forensic Speech Science. Subsequently, a whole body of research has been carried out and it focused on several related issues.

Voice is indeed a barometer of an individual and substantial evidence exists that identifying people may be possible through voice. Speaker-specific characteristics primarily result from an interplay of the anatomical factors such as the length of the vocal tract, size of the vocal folds and the size of the oral and nasal cavities. In addition, the habitual speech patterns the speakers employ, and their social, economic and educational factors also contribute to the uniqueness of a speaker's voice. As Laver [3] aptly puts it: "The voice is the very emblem of the speaker, indelibly woven into the fabric of speech. In this sense, each of our utterances of spoken language carries not only its own message, but through accent, tone of voice and habitual voice quality it is at the same time an audible declaration of our membership of particular social regional groups, of our individual physical and psychological identity, and of our momentary mood."

Having said that, voice unlike fingerprints, is complex and dynamic. Even under favorable circumstances, speaker identification may be a demanding task as many factors affect speech and voice. In this regard, several attempts have been made to find out the effects of Age [4], Gender

[5], Stress [6], Intoxication [7], Deception [8] and Disguise [9] on speech and voice. Some of the relationships between speech and the said factors have been established in the literature although they cannot be claimed to be conclusive.

II. GLOBAL SCENARIO

The field of Forensic Speech Science at the global level has been growing in prominence in the past couple of decades. It is commendable that it took roots in premier universities like Cambridge, Cardiff, Aston, York (UK), Hofstra, University of Florida (USA), University of Marburg (Germany) etc., where Graduate Programs in this field are being offered. In addition, there are online courses of study either in existence or in the planning stages. The idea also paved the way for the establishment and growth of various professional organizations. Notable among them are IAFPA (The International Association for Forensic Phonetics and Acoustics), IAFL (International Association of Forensic Linguistics), AAFSA (American Academy of Forensic Sciences), GFSL (Germanic Society for Forensic Linguistics) etc. These bodies primarily seek to: a) foster research, b) provide a forum for the interchange of ideas through workshops, seminars etc., and c) set down and enforce standards of professional conduct and procedure for those involved in forensic phonetic and acoustic casework.

Another promising feature globally is the publication of reputed periodicals/journals such as IJSLL (The International Journal of Speech, Language, and the Law), JFS (Journal of Forensic Sciences), which are very much acknowledged in the academic circles. Articles addressing the forensic phonetics aspects of speech and voice have been published in great numbers thus paving way for academic discussions and scientific approach in dealing with the related issues.

Internationally, there have also been great strides made in the setting up of Forensic labs to help courts administer criminal justice better by both solving crime and absolving people wrongly accused of committing crimes. Important among them are: JP French Associates (UK), Forensic Communication Associates (USA), etc., and their services include: forensic analysis of voices, author identification, tape authentication, speaker profiling, to name a few.

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III. INDIAN SCENARIO

Unfortunately, in India we have a host of issues to deal with in this regard. The Indian judicial system is currently plagued with the problem of a whopping 3 crore pending court cases [10]. It is alarming to note that there are just 28

Central and state Forensic labs to handle the ever increasing crimes [11].

In the wake of this situation, as recently as in 2014, the Honorable Supreme Court of India has identified the need to strengthen forensic science and urged the investigating agencies to adopt 'scientific methods' in crime detection [12].

Of late, the voice identification cases related to threats, blackmail, extortion etc. are on the rise, owing to the increased use of mobile phones. It is reported that an estimated 200 voice identification cases got registered with the Indian forensic labs in just one particular year [11]. Unfortunately, the 'methods' used in the analysis of voice are not based on sound academic principles. In addition, they are antiquated, remotely scientific and far removed from the current international practices. Coupled with this is the acute dearth of trained personnel and infrastructure despite modest attempts made by a few Institutions in India in this direction.

In this context, Sinha [13] quips: "It is really disheartening to comment that India portrays a dismal scene with regard to advances in forensic linguistics. This branch has not been given its due seriousness so far." She further proposes that "the government as well as various technological institutes should fund research projects so that India should come at par with the researches in the other parts of the world."

In the light of these lacunae, this paper attempts to present the logistics for establishing a well-structured, state of the art Forensic Speech Science Centre in India.

IV. OBJECTIVES OF FORENSIC SPEECH SCIENCE CENTER IN INDIA

The forensic speech science center could be set up either under the aegis of Ministry of Human Resource Development (MHRD), Govt. of India or under a private and public partnership program. The center could initially be run by a team with a right mix of well-acclaimed international and Indian phoneticians and later taken over by Indian experts.

The objectives of the center would be four-fold: 1) Creating Awareness, 2) Imparting Training, 3) Fostering Research and 4) resolving criminal cases.

4.1 **Creating Awareness**: For any fledgling field, awareness acts as a key motivating factor. In this context, it should pervade primarily the judicial system (Courts), law enforcement, academic institutions and forensic laboratories, which naturally leads to civic (general) awareness. This can be achieved through

international collaboration, workshops, seminars, etc. To this end, the English and Foreign Languages University held its first conference on 'Forensic Speech Science: Theory and Practice' in 2014, which paved a way for the phoneticians, police personnel and legal fraternity to come onto a common platform and discuss issues of significance. The conference was attended by a world-renowned forensic phonetician, Dr James Harnsberger (University of Florida), who delivered the keynote address.

4.2 **Imparting Training**: A successful training program must encompass basic knowledge in the three prominent domains of speech science namely 1) the anatomy and physiology of speech articulation; 2) the acoustic consequences of speech articulation; and 3) the perception and comprehension of the acoustic signal via the human peripheral and central nervous system. In addition, courses on the application of phonetic theory in speaker identification are also essential. It is crucial to impart training to the various groups (law enforcement, legal practitioners, faculty of academic organizations and forensic lab personnel) involved in delivering criminal justice.

In this direction, the Department of Phonetics, the English and Foreign Languages University (EFLU), Hyderabad, currently offers courses in all the three core areas of speech science aforementioned. Besides, courses specific to Forensic Phonetics titled: 'Fundamentals of Forensic Phonetics', 'Phonetic Bases of Speaker Identification' and 'Forensic Speaker Identification,' are offered at the MA and PhD level. In addition, the key also lies in seeking the services of eminent personnel from abroad who have decades of experience in the field.

4.3 **Fostering Research**: India being a linguistically diversified country, it is indeed a herculean task to measure any aspect of speech and language of its population for a few good reasons: 1) Indian constitution recognizes 22 scheduled languages and in addition, English is declared as a second language for official purposes, 2) Coupled with this, there are 100 non-scheduled languages that are spoken in various parts of India [14], 3) Each language in turn has several dialectal variations and 4) a sizeable proportion of Indians is either bilingual or multilingual exhibiting different levels of communicative competence in each of these languages. Owing to this linguistic complexity, research on measuring the voice aspects of Indian population involves a host of issues.

Having said that, it is imperative to carry out research at different sub-levels -- the results of which can culminate into making broad generalizations. The first place to start with is the building up of a speech database. On the lines of the UK's speech database (DyVis -- a large scale forensically oriented speech corpus), Indian speech database should also be constructed and standardized for uniformity of research. Probably, the next step is to carry out systematic research at various levels of speech and arrive at the much-needed generalizations.

In this regard, EFL University has rigorously initiated doctoral research in this burgeoning area and thus far scores of PhD scholars have been actively involved in research which at times also involves analysis of real-life cases.

4.4 **Resolving Criminal Cases**: There is a large array of possible applications of Forensic Speech Science, all with the potential of improving or assisting in decisions about crimes associated with voice. Forensic phoneticians can provide systematic and scientific analyses of incriminating speech samples that can guide investigations like: Ear Witness Reliability, Voice Line-ups, Speaker Identification, Decoding Disguises, Transcribing Speech, Tape Authentication, Gunshot Signatures, etc.

V. CONCLUSION

Forensic Speech Science is the application of the knowledge of phonetics and acoustics to legal investigations and proceedings. With the exponential growth of crime rate in India and the ingenuity with which criminals resort to crimes, it is imperative that newer and unconventional techniques be evolved in identifying criminals. Internationally, it has been acknowledged that Forensic Speech Science as a crime investigation technique has met with a high rate of success in solving legal cases. It is about time, in India, that concerted efforts are made to endorse the importance of having Forensic Speech Science as a new dimension to the investigation processes currently implemented by the judicial system and Law Enforcement agencies to solve cases.

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On the Relationship between Writing Motivation, Academic Achievement, and Gender in tertiary education

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Abstract—The present paper seeks to investigate the students' writing motivation and its relationship with two dependent variables: gender and writing academic performance. To achieve this aim, a ten-item Likert scale questionnaire was designed and administered to 98 undergraduate students, randomly selected from the English Department at Sultan Moulay Slimane University, Beni Mellal. To compute the data, three tests were conducted, ANOVA, Pearson and T-test. The statistical analysis demonstrated that extrinsic motivation is the most frequent writing orientation and that both motivation constructs, intrinsic and extrinsic, positively correlate with the students' writing performance in semesters three and four writing exams. Additionally, the study also showed a significant difference between males and females about their motivational orientation.

Keywords— academic achievement, extrinsic motivation, gender, intrinsic motivation, orientation goal.

I. INTRODUCTION

Writing is recognized as a necessary skill for academic success at all levels; students are required to write clearly, accurately, and fluently. Otherwise, their writing ability will negatively affect their academic performance. Writing is considered a complex task that requires balancing content, grammar, organization, mechanics, choice of the vocabulary and spelling. The multiplicity of challenges that novice writers should overcome to write a coherent, unified and organized piece of writing entails that the learners should be highly motivated. In a task as complicated as writing, motivation becomes a top priority in writing accomplishment.

Motivation, Gardner (1985) assumes, refers to the desire, effort and positive attitude towards learning that entices the learners to achieve their goals. In the same line, Brown (1987, p.114) defines it as "an inner drive, impulse, emotion or desire that moves one to a particular action". It is generally believed that motivation is a key component for successful academic proficiency; it plays a pivotal role in promoting language learning in academia. Motivation, according to Gardner (1985), involves four interrelated elements: the goal, the desire and the positive attitude to reach the goal, and the effort invested to achieve the goal.

As a complex cognitive process (Flower & Hayes, 1981),writing reflects the learners' development and improvement in language learning. Therefore, there is a general agreement among the English Department teachers at Sultan Moulay Slimane that students should strive to write properly, and regularly in different genres to succeed in their exams. It is commonly held among English language teachers that their students are reluctant to invest time and effort to improve their writing skill and make it meet the requirements of acceptable writing standards.

In Moroccan higher education, writing plays a leading role in the successful development of students. Aware of its vital role, the English departments bestow on the writing skill a huge significance. In fact, writing is taught in four successive semesters where students are initiated to sentence structure through the focus on the mechanics of language use. Then semester two students are introduced to constructing well-organized paragraphs. In semester three, there is a shift of focus from the paragraph to the essay. The last semester teachers emphasize the organization and process of writing a research paper. Throughout the four semesters, these courses aim to familiarize the student with writing techniques, process, and organization. Teachers seek to develop students' writing ability so that they can transcend their weaknesses and improve their writing faculty.

Second, final exams in most courses are written. Therefore, the evaluation of the students' answers relies much on the quality of the students' writing skill. Third, lectures are delivered during the teaching process which entails students' need to take notes, summarize information, and synthesize to develop the lessons. Hence, writing is critical not only to succeed in exams but also to guarantee continuity. Moreover, to access graduate studies, students must succeed in the written entrance exam. As a result, students' academic proficiency relies to a great extent on the students' writing competence at the graduate and undergraduate levels. A student, with good writing ability, will necessarily face very few problems to succeed at the university level and vice versa. Besides, good writing skills are deemed necessary in the job market.

A plethora of research delved into the students' writing ability at different levels, options and academic settings. However, few of them evaluated the relationship between the constructs of motivation (intrinsic and extrinsic), successful academic achievement and gender. Research in this complex issue is very scanty. To my knowledge, no study, in the Moroccan context, has taken into account the interrelationship between these three variables. Accordingly, there is an urgent need to cast light on this new area of research in the Moroccan Higher education context.

II. REVIEW OF THE LITERATURE
2.1. MOTIVATION AND LANGUAGE LEARNING

It is widely believed that motivationis a crucial factor that triggers learners' perseverance, interest and development of skills in language learning, i.e. there is a permanent correspondence between motivation and academic proficiency. That is why Dornyei (2000) argues thatlearners' achievement of short- and long-term goals relies on motivation which provides them with the driving force to instigate and keep up an interest in learning. In fact, without sufficient motivation, adequate teaching material, curricula, and qualified teachers cannot guarantee students' positive academic achievement.Unless they are highly motivated to attain their academic goals, students will not be able to overcome their learning problems that hinder the improvement of their scholarly performance.

In language learning, Oxford and Shearin (1994) maintain that motivation affects the type and amount of input students get in the target language, the learning strategies they apply and the cognitive processes they adopt. In the same vein, previous research (Pintrinch& Schunk, 2002; Fazel & Ahmadi, 2011) maintains that motivation enhances energy and effort, guides language learners to

achieve their goals, and encourages them to start an activity and persist in doing it.

2.2. INTRINSIC AND EXTRINSIC MOTIVATION AND LANGUAGE LEARNING.

In their self-determination theory, Deci and Ryan (2000) distinguish between two types of motivational goals: intrinsic and extrinsic motivation, based on the individual's source of motivation. While the former involves undertaking an activity for its inherent benefits, the latter is the result of internal factors and motivators. Likewise, Deci and Ryan (1985) postulate that intrinsic motivation boosts learners' internal satisfaction, autonomy, volition, and competence; whereas, extrinsic motivation presupposes the expectation of a reward or the avoidance of punishment.

Intrinsic motivation appeals to the learners' internal satisfaction; it is an inherent natural inclination to perform a task. In this respect, learners will not need an incentive to get engaged in an activity. They will persevere to get it accomplished because of the contentment and gratification it will bring about.Extrinsic motivation, on the other hand, refers to the satisfaction that learners get due to external factors such as rewards, or punishment from parents, a system, institution and so on (Brown, 1987). Rewards can be in the form of positive feedback, money, prizes, and/or good grades. Punishment can be characterized in negative feedback and physical, verbal, and/ or moral punishment.

2.3. MOTIVATION AND ACADEMIC ACHIEVEMENT

Previous comparative research about the two constructs of motivation show that intrinsic motivation is more correlated with better academic proficiency than extrinsic motivation. Afzal et al (2010) assert, in a study conducted on 324 Pakistan higher education students, that intrinsically and extrinsically motivated students have a positive academic performance.

Learners with intrinsic motivation are likely to learn for the sake of learning that is why they tend to attain better academic results than learners with extrinsic motivation who experience some external pressure to invest effort in learning (Pintrinch& Schunk, 2002; Ryan & Deci, 2000; Vallerand, 1997; Wu, 2003). Additionally, Brown (1987) contends that external motivation undermines overtime the learners' disposition to invest time and effort in learning once the motivator is removed, which can affect the learners' motivation negatively. In the same vein, ascribing positive academic achievement to external factors (rewards or punishment) may result in low efficacy beliefs in one's ability to fulfill arduous tasks and attain ones' goals. This is due to the correlation between self-efficacy and intrinsic motivation rather than extrinsic one (Zimmerman, 2000).

2.4. MOTIVATION AND WRITING

Without constant practice, regular reading, and permanent patience, the student's improvement in their writing capacity turns out to be difficult to reach;all three require an infallible motivation. Flower and Hayes, (1981)point out that writing involves the orchestration of different complex cognitive processes: memory retrieval, goal setting, planning, problem-solving, and evaluation. The complexity of these processes reflects how much motivation the students need to achieve their writing goals.

Few studies address the issue of motivation and learners' writing performance. One of these studies was conducted by Fazel and Ahmadi (2011) on 245 IELTS Iranian students. It concluded that motivation positively impacts their writing, but they found no significant difference between the students' integrative and instrumental motivation and their academic performance. Along similar lines, Another study on 100 EFL Iranian medical students from Shiraz University, Nourinezhad et al. (2017) found out that motivation is a top priority in writing and intrinsically oriented students are moresuccessful than extrinsically oriented ones.

2.5. MOTIVATION AND GENDER

There is a general consensus among researchers that males and females do not differ in general cognitive abilities. However, it is commonly believed that specific abilities vary between males and females.

According toPajares (2003, p 157), "Language arts in school is typically associated with a feminine orientation in part because writing is viewed by most students, particularly younger students, as being a female-domain. As a consequence, a feminine orientation is associated with motivational beliefs related to success in writing."Similarly, in their study on elementary and middle school boys and girls, PajaresandValiante, (2001) found out that girls and boys have a similar writing performance but girls have a better writing self- efficacy. However, Meece et al. (2006) concluded that females are more motivated than males in reading and writing skill. This discrepancy between males and females remains strongly marked throughout their schooling years.Males, on the other hand, are more motivated in mathematics and sports. Each gender, according to this study is associated with sex-typed areas.Congruent findings were reported by several researchers as Reilly et al. (2019 p. 452)who asserted, "Researchers have reported gender gaps in writing in favor of females across different populations and designs." By the same token, Omari et al. (2018) conducted a study on a sample population of 329 students from three Moroccan universities and found out that females are more motivated to study English than males. Additionally, Meece et al. (2006) asserted that in general females are more motivated to read and write about feminine based topics; whereas, boys prefer writing about such topics as sports, mathematics and science.

Reilly et al. (2019) admitted the need for more research on writing to find out gender differences moderated by the two constructs of motivation. It is very important to mention that a very limited number of studies has explored the issues of gender differences in writing as Pajares (2003) and Reilly et al. (2019) mentioned.

2.6. RESEARCH QUESTIONS AND HYPOTHESES

In the light of the literature review, the fundamental aim of the present study is two-fold: 1) to examine the relationship between the two constructs of motivation and academic achievement and 2) to explore the correlation between gender and writing motivation. This paper is, therefore, an attempt to answer the following research questions:

1- Are students intrinsically or extrinsically motivated to write?

2- Is there any correlation between intrinsic and extrinsic motivation and writing academic achievement?

3- Are there any gender differences on intrinsic and extrinsic writing motivation?

4- Are there any gender differences on academic achievement?

Consistent with previous research, we hypothesize that

1- Moroccan higher education students are extrinsically motivated.
2- There is a correlation between their motivation construct and academic achievement.
3- Females are more intrinsically motivated than males.
4- Females' academic achievement is better than that of males.

III. METHODOLOGY

3.1. PARTICIPANTS

The sample population of the present study consists of 98 semester five undergraduate students who studied composition and writing techniques during four successive semesters. All the participants are enrolled in the English department at Sultan Moulay Slimane University. The male-female ratio is approximately the same since the sample consisted of 43 males and 45 females. The study takes into account only students whose ages ranged between 19 and 25 so that the age variable will not affect the findings. By the time of the study, all the participants have studied English as a foreign language for at least 5

years, andthey speak Moroccan Arabic or Amazigh as their native language.

3.2. INSTRUMENT

To measure the participants' motivational orientation (intrinsic or extrinsic), one main instrument was employed in the study, mainly the questionnaire. It consists of three main parts: the first part is devoted to the demographic information of the participants: age, gender, and number of years of studying English. The second part includes two items about the grades the students got during semesters three and four composition final exams. The mean of the two grades will be employed to compute their academic achievement. It is important to mention that the students are requested to write a five-paragraph essay, and their writings are evaluated by their teachers who take into account both form and content.

In the third part, the respondents were asked to respond to ten items in total on a five-point Likert scale (5= strongly agree, 4= agree, 3= somewhat agree, 2 disagree, 1= strongly disagree). Six items were allocated for intrinsic and four for extrinsic motivation. These items were inspired by Pulford et al. (2018).

In a pilot study, the questionnaire was first administered to fifteen students from the English Department. After making some minor modifications, the questionnaire became clear and amenable within a reasonable time limit. The consistency obtained from the Cronbach alpha value of the questions that target intrinsic motivation exhibited a moderately high Coefficient (.71). Equally reliable are the questions that address extrinsic motivation which yielded a consistency value of (.67).

3.3. DATA ANALYSIS PROCEDURES

To answer the research questions, Statistical Package for the Social Sciences program (SPSS), version 24.00, was used to analyze the compiled data through descriptive and inferential statistics. The descriptive analysis was carried out toelicit the mean scores and standard deviation to measurethe students' motivational orientation. The inferential statistics conducted to pinpoint the correlation between three variables under investigation (motivation constructs, gender, academic achievement) were the ANOVA, Pearson and Independent sample t-test. These Correlation tests are meant to attain the research objectives in terms of analysis and interpretation of the data obtained.

IV.   ANALYSIS

The locus of this study is to elicit the interrelationship between three variables: gender, academic performance and motivational goal orientations, intrinsic and extrinsic and to answer the research questions. That is why three different tests were conducted and reported in the tables below.

4.1. MOTIVATION AND ACADEMIC   ACHIEVEMENT

The participants are classified with regard to the two variables under investigation, namely writing academic performance and writing motivational constructs. To answer the first research question about whether the participants are intrinsically or extrinsically motivated, the means and standards of deviation were computed for the orientation goals and students' grades and reported in table 1.

Table1: Descriptive statistics for motivation and academic achievement

		Academic Achievement	Intrinsic_Motivation	Extrinsic_motivation
N	Valid	88	88	88
	Missing	0	0	0
Mean		8.5455	3.0318	2.2714
Std. Deviation		2.27888	.95889	.77169

The descriptive statistics in table 1 illustratethe rank ordering of the motivation constructs. The comparison reveals that the mean score of extrinsic motivation (2.27) ranked better than that of the intrinsic one (3.03) on a 1 to5 scale. The lower mean of extrinsic motivation indicates that the majority of students are more extrinsically motivated. The means of the students' motivational orientation indicate that the participants of this study write to succeed, get good grades, and find a good job.

Accordingly, this finding reflects the homogeneity between the two motivational constructs.

It is also obvious that the mean score of students' academic performance is low (8.54) since the majority get less than the average grade (10/20), which reflects the students' poor command of the writing skill. In addition, the standard deviation values are not widely spread since the obtained measures are not far from the means.

Running the one-way analysis of variance (ANOVA test)to disclose if there is significant difference between students' final exam writing grades and the intrinsic construct of motivation. The statistics in table 2 reveal that there is a significant difference between the two cohorts since the p value is smaller than 0.05,i.e. intrinsically and extrinsically motivated students differ with regards to their academic performance in writing.

Table 2: The ANOVA test between motivation constructs and writing proficiency

Academic Achievement				
Intrinsic	df	Mean Square	F	Sig.
Between Groups	31	11.426	6.556	.001
Within Groups	56	1.743		
Extrinsic				
Between Groups	17	13.258	4.099	.000
Within Groups	70	3.235		

To adequately interpret the significance of the Pearson correlation analysis between the motivational orientation of the respondents and their academic achievement, Morgan, Leech, Gloeckner, & Barrett, (2004) criteria were adopted: .30 (little relationship), .30 to .49 (moderate relationship), .50 to .69 (strong relationship), and .70 and above (very strong relationship).

The Pearson correlation analysis demonstrates that there is a meaningful relationship between the scores the students get in the final exam and intrinsic motivation because of the computed significance 0.00 (p<005), which is statistically meaningful. Therefore, the null hypothesis was rejected. There is a positive significant correlation between intrinsic motivation and academic achievement. This positive correlation between these two variables is also statistically significant since coefficient .845 reveals a very strong relationship between the students' scores and their goal orientation.

Table 3: Pearson correlation coefficient between intrinsic motivation and writing proficiency

		Academic Achievement	IntrinsicMotivation
Academic Achievement	Pearson Correlation	1	.845**
	Sig. (2-tailed)		.000
	N	88	88
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 4 presents that the significance value 0.000 is lower than 0.005 (p<0.005). Consequently, there isalso a strong correlation between the students' extrinsic goal orientation and their writing performance since the coefficient.61 occurs between .50 and .69. This provides enough evidence that the students' motivational orientations affect their writing ability. Apparently,a concrete correspondenceholds between students' intrinsic and extrinsic goal orientation andtheir writing performance. More important, students with intrinsic motivation get higher grades than students with extrinsic motivation.

Table 4: Pearson correlation coefficient between extrinsic motivation and writing proficiency

		Academic Achievement	Extrinsic_motivation1
Academic Achievement	Pearson Correlation	1	.612

Sig. (2-tailed)			.000
N	88		88

4.2. MOTIVATION AND GENDER

An independent sample t-test was run to examine the total scores of males and females about the constructs of motivation: intrinsic and extrinsic.

The results of this test are visualized in the following table:

Table 5: T-test for the constructs of motivation Academic Achievement and gender

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Intrinsic_Motivation	male	43	3.4633	.81730	.12464
	Female	45	2.6195	.90805	.13536
Extrinsic_motivation	male	43	1.9151	.54142	.08257
	Female	45	2.6118	.80940	.12066
Academic Achievement	male	43	7.3963	1.78898	.27282
	Female	45	9.7011	1.81937	.27122

Table 5 shows the relationship between gender and motivational orientations. The results of descriptive statistics indicate that females are slightly more intrinsically motivated to write than males as the mean results demonstrate. The mean score of females (2.6195) is lower than that of males (3.4633). As for extrinsic motivation, it seems that males are more extrinsically motivated than females. These findings support the third hypothesis for they clearly favor females. Therefore, Moroccan female students enjoy writing activities and find them satisfactory more than males. Although the means of both males (7.39) and females (9.70) do not reach the average (10/20) which guarantees success, females get better grades than males. This result conforms with the results of the correlation between gender and goal orientations and therefore confirm hypothesis three and four.

V. DISCUSSION AND RECOMMENDATIONS

The data analysis comes up with several revealing findings. The statistics of the present study imply that motivation is significantly correlated with the participants' academic performance in writing and with gender. These findings are tosome extent consistent with previous research.

First, the descriptive analysis of the students' motivational orientations reveals that extrinsic motivation is highly manifest in Moroccan students, as the tabulated statistics display. Therefore, the participants of this study do not write for personal satisfaction, but they write more for success, grades, etc. Such external motivators seem to be the stimulus for students' motivation. This finding is

consistent withDeci and Ryan (2000) claim that,usually, teachers are unsatisfied with students' focus on extrinsic goals.

Second, the results suggest that there is a significant correlation between the participants' writing ability and their writing intrinsic motivation. Students with higher intrinsic motivation get better grades than students with lower intrinsic motivation, i.e. students who enjoy writing and express self-satisfaction are likely to attain their goal: academic accomplishment. In the literature, it is commonly believed that intrinsic motivation has an educational advantage over extrinsic motivation.

Third, there is also a strong correlation between the extrinsic construct of motivation and academic achievement. However, it can be reported that students with extrinsic motivation do not get grades as high as those of the students with intrinsic motivation. Therefore, learners who inherently value writing are likely to achieve higher grades. However, the descriptive statistics visualized in table 1 show that the number of students with intrinsic motivation is limited (3.03). This finding complies with the mean (8,54) of students' writing scores in the final exam.This conveys that when the intrinsic and/or extrinsic motivation of the learner is high, the writing academic grade increases.

The result of this study conforms with the study by Yuang-bing (2011). He found that the learners' motivation in writing impacts their writing scores in second language learning. This view is also consolidated by Afzah et al. (2010, p. 84) who admitted that there is a "positive and mutually causal relationship between student's motivation and student's academic performance. This relationship is

reciprocal, meaning students who are more motivated perform better, and students who perform better become more motivated". Interestingly, intrinsic motivation promotes learners writing performance much better than extrinsic motivation. Extrinsic motivation cannot last for a long time since it is associated with a reward. Once the reward disappears, the motivation disappears too (Brown, 1987). Intrinsic motivation, on the other hand, amplifies students' performance because it is imbued by the learners' interest in the subject matter, writing. Importantly, both cohorts get means below the average which highly reflects their academic grades in writing.

Finally, the results of the t-test run to investigate the relationship between gender and motivation show that females are more intrinsically motivated than males and, therefore, get better writing scores than males. This unsurprising finding, which corroborates hypotheses three and four, is consistent with Meece et al.(2006) and Pajares and Valiante, (2001) who contended that the humanities is a field where females surpass males. Writing seems to be a stereotyped feminine skill. This gender difference may be attributed to the frequent practice of girls to writing. Unlike males, females seem to invest more effort and time in writing. This statement is further confirmed by the means of academic achievement of males and females.

Because motivation is not stable, and it changes over time, the EFL teachers should do their best to motivate their students through the use of timely positive and accurate feedback. The writing tasks should be varied and challenging to meet the needs of different learners. Last but not least, teachers should create writing opportunities that are likely to boost students' effort and time they devote to writing.

VI. CONCLUSION

This study has investigated the relationship between three main variables namely intrinsic and extrinsic motivation, academic achievement and gender. To carry out the study, a questionnaire was designed and administered to tertiary students belonging to the English Department at Sultan Moulay Slimane University. The statistics clearly display that extrinsic motivation is frequent among the participants and that there a significant correlation between the extrinsic and intrinsic motivational constructs and students' writing performance. Gender also seems to correlate with motivation, favoring females who are more intrinsically motivated than males. Although this study is very informative, more future research is required to understand better the students' poor performance in academic writing in higher education.

The main limitation of the present study lies in its focus on quantitative data. Although very informative in nature, the study may have yielded different findings if the researcher has taken into account a different method of data collection: interviews and focus group discussions for instance. The aim is to allow students to explain their responses and maybe allow for more understanding of the issue of motivation in higher education. In addition, the sample population was limited to one main level (semester five students) and one specific context (English department students). Other levels, other contexts and other skills (reading, speaking, listening) should be dealt with in future research, to discover the different factors that affect the students' performance in EFL contexts.

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Measuring Cognitive Load in Blended Laboratory Setting: Toward Enhanced Learning in Chemistry

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Abstract—*The present study explored on the effectiveness of blended laboratory environment in performing activities and it determined whether a significant relationship exists between the cognitive load levels and the enhanced learning of freshman students in Inorganic Chemistry via blended laboratory setting. Freshman students enrolled in Bachelor of Secondary Education(n=77) were the respondents of the study. Seven blended laboratory activities were performed. Pretest and posttest were administered and evaluated and their cognitive loads. The findings showed a significant difference between the pretest and posttest means results of the respondents and these results imply that the students learned conceptually by performing activities using blended laboratory. Among the seven activities performed, only one activity focusing on atomic models has a significant relationship to the performance in Chemistry (r = 0.235). This seems to suggest that the more the students were challenged with the situation the better they were able to understand the concept and were able to employ more attention. The results implied that blended laboratory setting can be used as a method in teaching concepts in Inorganic Chemistry to fully optimize more the potential of education technology.*

Keywords— *blended laboratory, cognitive load, enhanced learning.*

I. INTRODUCTION

Cognitive Load Theory provides a framework that has been used extensively to investigate how learning occurs optimally and reduce of cognitive load.CLT has been described generally as a theory focused on the link between the learner and the material. What has not been examined is how different laboratory setting may affect cognitive load. The laboratory setting environment and how the laboratory activities are performed, should be treated as a separate factors influencing cognitive load. The selection of either virtual or conventional format can affect the overall cognitive load levels (Choi, van Merrienboer, & Paas, 2014). Additionally, recent work showed that students need an optimal environment to reduce cognitive load levels and increase learning (Shadiev, Hwang, Huang, & Liu, 2015). The effects of the different laboratory settings need consideration in cognitive load research. Moreover, research supports the concept of examining the physical learning environment as a way to improve learning. Kalyuga and Liu (2015) highlighted CLT as an effective theory of education that has neglected to address the influence the learning environment has on learning.

Besides, there are few researches that have been done comparing how students will learn in different physical learning environments. A focus on the laboratory setting allows future researchers to explore ways that learning can transpire. However, there is a gap in the literature surrounding the correlation of cognitive load levels and students' learning via blended setting of laboratory environment, a hybrid of virtual and conventional laboratory classroom. It was discovered that virtual laboratories are applicable to complete tasks that are not possible to conduct due to lack of resources. It was also indicated that some conventional laboratories should not be forgotten for the reason that hands-on experiences are priceless (Diaz, 2015). In view of these findings the researcher deemed it important to ascertain whether a significant relationship exists between the cognitive load levels and the students' enhanced learning of Inorganic Chemistry via blended laboratory setting.

II. RESEARCH QUESTIONS

Specifically, the study sought answers to the following questions:

1. What were the students' level of understanding in Inorganic Chemistry prior to exposure to blended laboratory setting?

2. Was there a significant difference in the conceptual understanding of the students in Inorganic Chemistry before and after their exposure to blended laboratory setting?

3. Was there a significant correlation between cognitive load levels and students' conceptual understanding of Inorganic Chemistry when exposed to blended laboratory setting?

4. What were the students' learning and teachers' experiences on the use of blended laboratory setting?

III. LITERATURE REVIEW

Measuring cognitive load is vital to understanding what causes cognitive load levels for the learner. Cognitive load can be used to measure human cognitive resources needed to complete a task.The results can aid learners not only from identifying load levels but also using the data to prepare them decide on their future course selection decisions (Korbach et al., 2017). Measuring cognitive load levels can be done through the use of several empirical methods such as indirect measurements through task performance, dual task performance, bio-measurements including MRI, and subjective rating scales. While each has benefits, most CLT researchers have focused on the self-rating scales (Leppink & van den Heuvel, 2015).

To measure cognitive load levels was mentioned in the review of measuring cognitive load done by Brunken, et al. (2010). They specified combined (efficiency) as a well-established approach to model the relation between mental effort and performance that has been introduced by Paas and Van Merrienboer (1993).

The measurement of cognitive load is not only significant but it also helps in the understanding of how the physical learning environment affects load levels. With recent changes, adding the physical learning environment as a causal factor to cognitive load, being able to identify and measure cognitive load has become increasingly important (Leppink et al., 2014). The researcher opted to use combined (efficiency) approaches to measure both the mental effort and performance of the subject students that were exposed to blended learning.

Blended learning has become a new form of learning and teaching in science education. Researchers have indicated that the blended learning could create more meaningful environment in learning, support deep-level understanding,

and contribute to better learning achievement in the exam (Niroj & Srisawasdi, 2014).

Blended learning is being described as a way of meeting the challenges of tailoring learning and development to the needs of individuals by integrating the innovative and technological advances in online learning environment (Thorn, 2013).

Research revealed that students who participated in blended learning model could achieve learning outcomes in science than those who participated in the traditional teaching method significantly. In additions, they also found that the students have positive attitude toward science if the learning environment had incorporated internet access. Such, they concluded that the blended learning could be used to overcome the difficulties of practical science (Yapici & Akbayin, 2012).

Some researchers also explored some of the benefits of using blended learning in higher education institutions. They describe how blended learning has transformative potential, offering institutions the opportunity to embrace technology, encourage a community of inquiry, and support active and meaningful learning (Garrison & Kanuka, 2014).

Blended learning improves professional development in the education and it has the ability to foster a professional learning community. It allows the development of social cohesion due to the inclusion of a face-to-face component (Owston et al., 2018). Moreover, blended learning also promotes student satisfaction. It enables the students to become more motivated and more involved in the learning process, thereby enhancing their commitment and perseverance (Donnelly, 2010).

Research acknowledged that both virtual laboratory and conventional laboratory have their benefits and disadvantages. Virtual laboratory should not take the place of conventional laboratory, but they should instead complement one another. Further, it was mentioned that science educators should be aware of how virtual laboratories can allow students to complete a laboratory task that would otherwise be missed due to lack of resources. However, it was regarded that educators should remember that some conventional laboratories should not be forgotten because hands-on experience is priceless (Diaz, 2015).

Moreover, the rich combination of both conventional and virtual laboratories provides the best learning environment for students. There may be some instances where carrying out both the virtual and conventional laboratories are the best option. Showing the virtual laboratory first gives students the opportunity to understand what they are

supposed to see, and then the conventional laboratory provides them the prospect to utilize what they have learned with all of the complexities that come with any real-world issue (Diaz, 2015).

Virtual laboratories allow students opportunities to design and test their own procedures; this is not always possible in a traditional setting. The opportunity to test ideas that might be too expensive or time-consuming to carry out is also a benefit of virtual environment (Gabric et al., 2015).

They also specified that virtual laboratories acknowledge students to engage in the most up-to-date research and experimentation. They discovered that technological tools, such as sensors, provide students with realistic data even if they do not have all of the background knowledge to understand it. A sensor is a device that detects or measures a physical property and records, indicates, or otherwise responds to it. These sensors can measure actual specimens more quickly and accurately than conventional methods. Transferring those data to the computer where the virtual aspect allows students to see what is taking place with the data they collected then provides opportunities for deeper understanding (Gabric et al., 2015).

The researcher had explored and reviewed studies on blended learning being identified as combination of both conventional and virtual laboratories. They provide the best learning environment for students and valued to give desired outcomes in the learning process.

The results showed that utilizing different types of laboratories, teachers have opportunity to change students' perception about why laboratories are useful and can lead the student to be more interested and therefore more engaged.

Studies also show the importance of analyzing the factors influencing cognitive load and learning outcomes. Researches added that Cognitive Load Theory is an important theory of education but neglected to address the relationship between the cognitive load levels and different laboratory setting on the students learning.

Similar with the works of Bowman (2018) where he measured the cognitive load of students but considered physical setting as on-line and traditional classroom, in the present study considered blended learning, which is a hybrid of virtual and conventional laboratory.

Another difference of the study from what have been reviewed is that it measured two aspects of cognitive load, the mental effort and the performance. Most of the reviewed studies concentrated only on measuring one aspect of cognitive load which is the mental effort. The results from the reviewed studies have helped in the

present investigation because of the insights provided by the studies.

IV.   METHODOLOGY

This study utilized the quasi-experimental method. Specifically, a pretest-posttest design without a control group was used to determine learning gained in Inorganic Chemistry in blended laboratory setting. The onset of the experimentation was at the beginning of the semester to eliminate the novelty effect, though the actual treatment period where the data gathered was after the preliminary examination administered. The experimentation was applied up to the end of the semester for ethical consideration. A pretest was administered to all respondents prior to the treatment. The pretest was found helpful in gauging students' prior knowledge of chemistry. One of the instruments employed was a fifty-item multiple choice type of Achievement Test developed by the researcher and validated by subject specialists. Reliability test was done through measuring the Cronbach's alpha by administering the achievement test to students (n=42) who were not the respondents of the study. The calculated Cronbach's alpha was found 0.81.To measure the cognitive load, combined or efficiency approach was employed. To measure mental effort, the most widely used measurement of self -rating mental effort formulated by Paas, et. al (2014) was adapted. It measures perceptions of mental effort caused by a task. The internal consistency reliability of the instrument (Cronbach's alpha) was measured and the computed value was $\alpha = 0.87$. The blended activities were also validated by experts. It was mentioned by the evaluators that the activities presented were suitable for freshman students who would take up basic chemistry subject. The use of computer simulations was commendable as it facilitated better understanding of rather complex topics in Chemistry. Guide questions helped students in the gradual and more profound understanding of the concepts being tackled.

V.   DISCUSSION

The conceptual understanding of the students in Inorganic Chemistry prior to exposure to blended laboratory setting was evaluated. The scores of all the respondents (n=77) fall below the half of the total points (50) of the pretest. This seems to imply that the students have weak foundation on selected concepts in Inorganic Chemistry. The results of the analysis also show that there is a significant difference between the performance of the students before and after exposure to blended laboratory setting as reflected from table 1.

Table.1: Paired Samples t-test Results on the Difference between the Performance of the Students on Pretest and Posttest after Exposure to Blended Laboratory Setting

Section / Test Type	t-value	Sig. value	Interpretation	Decision to H_0
A pretest posttest	-14.754	0.000	Significant	Reject
B pretest posttest	-16.223	0.000	Significant	Reject

α = 0.05 Level of Significance

As it can be gathered from the table that the two sections, $BSED_{IA}$ and $BSED_{IB}$ obtained a t-value of -14.754 and -16.223 respectively, with a probability value of 0.000 less than α = 0.05 that led to the rejection of the null hypothesis that the conceptual understanding of students in Inorganic Chemistry does not differ before and after exposure to blended learning. It shows that there is a significant difference between the pretest and posttest mean results of the respondents. This signifies that the students' learned or gained conceptual understanding in performing activities using blended laboratory setting.

This seems to suggest that students benefitted from the blended setting and gained conceptual understanding through the performance of blended laboratory activities. A significant weak positive correlation between the self-reported mental effort and posttest scores in chemistry was obtained. This can be attributed to the reason that all the students graduated from high school barrios. They seemed to be not acquainted in performing laboratory activities and this can be considered a new experienced for them. The performance of laboratory activities regardless whether virtual or conventional, fostered learnings and positive attitudes among students as have been reflected from their responses. Teachers observed the entire experimental period also expressed positive feedbacks regarding the use of blended laboratory setting.

VI. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the study, the following conclusions were drawn:

1) Students have weak foundation in Inorganic Chemistry.

2) Using blended laboratory setting may cause the significant difference between the performance of the students before and after exposure to it.

3) Revisiting and modifying laboratory activities may ensure that students do not experience cognitive load but instead promote better understanding of the concept discussed from the lecture.

4) Blended laboratory activities foster learnings and developed positive attitudes among students. Teachers observed the potentials of blended laboratory setting to improve the engagement and active participation of students.

In harmony of the findings and conclusions of the study, the following recommendations were proposed for consideration:

1.) Blended laboratory setting can be used as a method in teaching concepts in Inorganic Chemistry such to more fully optimized the potential of education technology.

2.) Parallel studies can be done on other fields of Chemistry such as Advanced Chemistry so as to look the effectiveness of blended learning

3.) A related study can be conducted considering the performance of every activity both in conventional and virtual settings and it is worth to consider also to look on cognitive overload as one of the factors.

4.) Trainings and seminars must be given to teachers to equip and encourage them to engage on the usage of technology in teaching.

VII. ACKNOWLEDGEMENT

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Orientalism in G.R.R Martin's a Song of Ice and Fire Deanery's the White Savior

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Abstract— Identities, cultural differences, feminism, women in power, racism and so on have always been a controversial concept in most contemporary works. Starting with The Arabian Nights, modern fantasy has lately followed the same pattern of depicting the Oriental "Other". The cultural differences between the East and the West have been theorized by many scholars and critics in numerous works of literary modern studies, with reference to Edward Said's book,, Orientalism. Said debates that Orientalism is the collateral damage of colonialism, by dominating the East economically, politically and culturally. This collateral damage still exists nowadays; where the patterns of superiority between the West and the East are to be considered. As it is some kind of everlasting unconscious domination, there is no way to dispose of its effects. The West plays the savior's role for the colonized communities; as they are considered helpless and waiting for the support of the West, while facing racial prejudice and religious discrimination

The reasons why I have chosen this topic are the exotic representation of the characters' traits and the political and social structures in the series. This is compelling because the world of A Song of Ice and Fire is a secondary one, where reality should be less featured. I argue that this subgenre does not belong to the world of enchantment and magic. Furthermore, the existence of Orientalism within the framework of this subgenre makes the novel series worth examining in this context. The representation of the text makes the texture of fantasy arguable, as the writer still use the same familiar methods to formulate a modern fantasy.

Keywords— The theory of Orientalism, The Eastern world, The Western world, The Orient "other", The improvisation of power.

I. INTRODUCTION

Postcolonial studies have been dealing with methods and theories that denote all fields of colonialism and all its dimensions for decades. This continues to postulate its effects on all social patterns until the present. The most important part about these postcolonial studies is the consideration of the relationship between the East and the West that has shaped an identity of the colonized regions and Europe. Colonialism has created a big gap between the East and the West in terms of political strategies, cultural behaviors and economic stability, which in turn creates infrastructural imbalance among the two.

The power that was given to the colonizers over the colonized was shaped into so many social fractures in colonized regions. The term *power* was considered beneficial for both sides because it included helping the economy, escaping poverty, keeping peace, preserving natural resources and holding order and discipline in the countries. However, the ugly face of power was legitimizing tyranny and political emergence of new forms of liberation and development that caused manufactured territories, societies and economics. The main goal was winning over the minds and hearts of the population.

It is difficult to portray the difference between colonialism and imperialism, as the latter includes control over dependent territories and power and dominance over economics and politics. The colonial project involves the suspension, obedience and integration of ethnic cultures; and most of the time obedience is the key to the success.

In order to ensure continuity and eliminate the "Other's" identity, the colonizer must improvise power and the colonized must abide. Postcolonial thinking is a result of the consciousness of the ancestors to guarantee a new place and space and create instability of other nation's identities.

The colonizers bragged about having good intentions, but good intentions should never come with fear, control and manipulation. The colonial project cannot occur within two different mental maps, so the colonizers need to instill fear in order to expect obedience. As long as obedience

operates, the situation can only worsen. These created fantasies contain traditional strategic planning that aims to detach the population from its own traditions and attitudes. In order for that to happen, the population must believe that there is no planning from the colonizers and try reinforcing their own, which will lead to achieving particular objectives and advantages.

Edward Said (1979) has defined the phenomena of colonialism to a great extent, and that includes its sources, objectives, and effects. He has also made a critical evaluation of all the aspects of colonialism.

In his article about Orientalism, Sered (1996) explains that:

> A rejection of Orientalism entails a rejection of biological generalizations, cultural constructions, and racial and religious prejudices. It is a rejection of greed as a primary motivating factor in intellectual pursuit. It is an erasure of the line between 'the West' and 'the Other'. Said argues for the use of 'narrative' rather than 'vision' in interpreting the geographical landscape known as the Orient, meaning that a historian and a scholar would turn not to a panoramic view of half of the globe, but rather to a focused and complex type of history that allows space for the dynamic variety of human experience. Rejection of Orientalist thinking does not entail a denial of the differences between 'the West' and 'the Orient', but rather an evaluation of such differences in a more critical and objective fashion. 'The Orient' cannot be studied in a non-Orientalist manner; rather, the scholar is obliged to study more focused and smaller culturally consistent regions. The person who has until now been known as 'the Oriental' must be given a voice. Scholarship from afar and second-hand representation must take a back seat to narrative and self-representation on the part of the 'Oriental'. (Sered, 1996)

Through an examination of the essay and a close observation of all the related works of Said and Greenblatt, Sered assumes that colonial narratives reflect a fictional discourse, far from the reality of past events. The nuanced interpretive works, such as G.R.R. Martin's, reusing

methodologies and theories that represent people through social and political constraints. These postcolonial thinkers analyze the phenomena of colonization through the damaging strategies of the spectator's mindsets that declares the rejections of the differences of human experiences through different mediums, which may not be easily removable. By the usage of media, social environments, and educational systems, the receivers become blind to the interpretive processes set through those mediums. That includes literature as well, as it is an effective method for the colonizer's systematic manipulation. It certainly is neither easy to reformulate these patterns nor to defend them, but this power relation between the West and East might be studied and deconstructed separately from postcolonial studies. Instead of rejecting foreign thinking, one may try reconciliation with one's self and the "Other's" identity with no greed of pursuit.

Scholars may try new aspects and approaches to better understand indigenous people; they may allow indigenous people to represent themselves in a way that may help both sides by implying the truth about the real identity of each. This might help a whole civilization bring back its core values and mentality, in addition to gaining dignity and personhood once again so that these populations can have a better perceived future. The lost of identity is argued to be due to the colonization of the mind for certain populations; furthermore, the understanding of their psychology made the colonizers capable of performing psychological colonization, something which proved to be quite effective and hard to remove. With reference to the most operative means, the educational system which delivers wrong ideologies about colonialism and its collateral damages must be mentioned.

In light of this phenomenon, the rejection of Orientalism has caused restrictions of intellectual growth, a weakening of the economic systems of the colonized, and an alienation of women. The results of these issues are very destructive for the future of an entire civilization. Maintaining these strategies with the improvisation of power either financial, technological or militant - give rise to an adaptation of the colonizer's attitudes, which expel one's own viewpoint and result into a confusion of one's identity. As the Western colonizers separate themselves from the "Other", especially if there is fear of danger, acceptance of racial distinctions that are depicted as an agreement between the East and the West take place. Even if there is resistance and a struggle for independence in order to gain national existence, it is combated by all means. In addition, as long as one lives within a system of exploitation which makes difficult to succeed, there will

always be constraints from all sides by the dominant system. These ideas concur with Greenblatt's perspective about the use of power from one level to another.

In explaining further, Greenblatt (2005) states:

> In our culture to abandon self-fashioning is to abandon the craving for freedom, and let go of one's stubborn hold upon selfhood, even selfhood conceived as a fiction, is to die. (p.257)

Greenblatt (2005) explains what changes may occur on a certain population through power. As the identity of the "Other" is related to its environment, so the critical practice of colonialism is reinforced through fictionalizing one's belief and creating it according to a set of manipulations by the so-called civilized. These manipulations are necessary to gain power over the psychology and the understanding of the people, which can be more dangerous than propaganda itself, as it bring forth a loss of confidence or of one's own beliefs. The aim of power is to change selfhood and develop a distorted portrait of the colonized, which is transmitted through colonial narratives under the excuse of the people being uncivilized, incompetent and lazy.

Literature is a means to self-affirmation and self-construction, as it is relevant to sociological approaches and effectiveness. Greenblatt (2005) uses Renaissance to describe "Narrative absorption" and how it consumes existing power structures through literature, which is related to the study case of the character of Khaleesi as the white savior. Despite her difficult journey, her approach in gaining power is critical. That describes George Martin's perspective on the darkest side of humans and the price people pay in order to gain power.

II. THE JOURNEY OF DEANERYS TARGARYEN

Throughout an examination based on the books, Daenerys Targaryen's character's description matches the postcolonial perspectives as she gets swayed by the difficult power position that she finds herself in. Her transformation from a leader to a tyrant, who has been blinded by the greed to achieve higher personal goals, is seemingly accomplished over the bodies of innocent people. Her actual objective is the survival of her blood line and power so that she can have dominance over the Seven Kingdoms; however, she does not consider the destruction her dragons and the unsullied army leave behind. In the book (2011) describes the many struggles

she has gone through in her quest for power with a substantial monologue by Daenerys:

> I spent my life in foreign lands. So many men have tried to kill me; I don't remember all of their names. I've been sold like a brood mare. I've been shamed and betrayed, raped and defiled. Do you know what kept me standing through all those years in exile? Faith. Not in any gods. Not in myths and legends. In myself. In Daenerys Targaryen. The world hadn't seen a dragon in centuries until my children were born. The Dothraki hadn't crossed the sea, any sea, until me. I was born to rule the Seven Kingdoms, and I will.

Daenerys Storm born of House Targaryen, first of her name and queen of the Andals, is the daughter of a murdered king and, as she believes, the promised princess who will fight against the darkness. She has been called the *Mother of Dragons* and *Mhysa*, and she and her brother Viserys are the only Targaryens alive. In addition, she has three dragons that she considers to be her children; gifted to her on her wedding to Khal Drogo.

The silver-haired princess coming from the old blood of Valyria, is a little girl who spent all her life dreaming about her lost childhood and her house in the middle of lemon trees. Daenerys lives with her brother Viserys, who holds a grudge against his sister their mother passed away while she was giving birth to the princess. If Viserys did not feel such hatred for Daenerys, they would have gotten married, since House Targaryen is known for incestuous marriages in order to keep the blood of the family pure. They have spent their lives moving from one place to another as guests, living with different patrons in multiple cities. As Daenerys gets older, the idea of getting back what was stolen from her family, the Iron Throne, grows bigger as well. The reader sees her change from a terrified and abused teenager to a strong woman who lives under the same roof with her vicious brother.

Visery puts the idea of ruling in Daenerys' mind, and the moment she becomes a "woman", he sells her to the leader of a Dothraki Khalasar. The ruthless Khal Drogo buys the princess from her brother; as an exchange, Viserys gets his army of blood-riders to proclaim the Iron Throne. The princess gets raped by the Khal and is forced to live within the so-called uncivilized Dothraki. She becomes the Khaleesi and her brother is killed by her husband. After a while, she loses her husband and unborn child, as she is

forced to sacrifice one life in exchange for another by using magic.

During her journey, Khaleesi gets exposed to an assassination attempt, a coup d'état from her own people, and a kidnapping operation which ends up making her more powerful. One cannot ignore the instability and the hardships Daenerys goes through during her voyage toward the Iron Throne and her transformation on the way. In *A Song of Ice and Fire*; all the events of Daenerys' storyline are told through her innocent and naïve perspective. Her miserable situation at the beginning of the book series makes the spectator sympathize with her; and her exposure to so much physical and psychological pain drives her to overrule the Seven Kingdoms, as a reward for her pain. In describing her life, her servant denotes (2011) :

> I know that she spent her childhood in exile, impoverished, living on dreams and schemes, running from one city to the next, always fearful, never safe, friendless but for a brother who was by all accounts half-mad… a brother who sold her maidenhood to the Dothraki for the promise of an army. I know that somewhere upon the grass, her dragons hatched, and so did she. I know she is proud. How not? What else was left but her pride? I know she is strong. How not? The Dothraki despise weakness. If Daenerys had been weak, she would have perished with Viserys. I know she is fierce. Astapor, Yunkai and Meereen are proof enough of that. She has survived assassins and conspiracies and fell sorceries, grieved for a brother and a husband and a son, trod the cities of the slavers to dust beneath her dainty sandaled feet. (p.3)

Daenerys endures the bitterness of her life only because of the Iron Throne; her goal is set since the start. Subsequently, the character fits the description of hope for the helpless. Daenerys represents G.R.R. Martin's western perspective about the East and colonization.

The world of *A Song of Ice and Fire* is a world of politics and violence, with high levels of violence and low ones of magic; and the world of Daenerys is a world of war and terror. Her character's transformation during the storyline is remarkable; she starts as an innocent little princess and becomes a mad tyrant Queen and a power vacuum.

Accordingly, Daenerys goes from being Khaleesi to a mother and then a queen.

The continent of Essos is a description of Orientalist stereotypes, and the presence of Daenerys in Essos as a Westerosi character makes the examination of the character too problematic. This is because it makes it difficult to illustrate the relationship of the character with each continent, as the writer describes her as a protagonist whose actions are crucial and narratives are controversial. She represents the white savior and the white mother for the child-like East.

In her essay, *Mhysa or Monster,* Hartnett (2016) explains the nature of the narrative of the character as she says:

> It is not just the Dothraki who are exoticized, animalized, and dehumanized in Daenerys's journeys across the continent of Essos. It occurs with almost every other race that she comes across. […]The very mention of these cities and their slave markets inspires terror in Daenerys, yet she has been around slaves at least since her time in the city of Pentos during *A Game of Thrones* and has owned slaves while living in the khalasar. The assumed danger of these cities has much more to do with their Eastern locales than their slave markets. (p.22)

Her journey across Essos exposes her to different cultures and races, but the readers are only aware of Daenerys' perception of these foreigners. This explains the absence of self-representation of the "Other". She depicts the East as exotic and dangerous, which denotes examples of Orientalism in her character's outlook. Her viewpoint is driven by her Westerosi background, and that shows a colonial fracture between Daenerys and her people. According to Hartnett (2016):

> The characters who are not racially coded as white are silenced within the series, for even when the plot occurs in their home country with the majority of people present of their own race, they are never able to represent themselves, but are always represented through Daenerys or another Westerosi point-of-view character. (p. 15)

Daenerys decides to invade the Seven Kingdoms, starting from Essos, with the intention of releasing people from slavery and making their lands peaceful and developed. At first, she wins the Dothraki tribes on her side. She does so by showing them her dragons and her ability to not be burnt by fire, which the Dothraki may consider a godly power. Afterwards, she moves to Qarth and continues to spread her invasion through all the cities of Slaver's Bay, with the support of her Unsullied army, who are well-trained by their Masters. Her power rises even more with her having three dragons, ships and armies.

The campaign of Daenerys is based upon the Queen's justice. Her viewpoints on justice are fighting slavery, changing an unfair system, and removing from power the Masters who trade women, men, and children in slave markets to serve the elite class of royals, lords, and masters. Daenerys expect that these cities will be freed due to her intervention; however, she believes that this can only be done by bloodshed. This, in turn makes her plans more difficult to pull through, as her mindset about power is not supporting her case at all.

One can notice that in the political interactions between Essos and Westeros, Martin depicts the social and political behavior of Westeros as more developed than the one of Essos.Westeros uses bureaucratic strategies to solve problems, but in Essos bloodshed is the only solution for negotiations to take place. The usage of force to fill the spaces of the "Other" with mystification and terror, proves the Eurocentric thinking of the novel. It is relevant to mention that violence has always been related to being primitive, but the character of Daenerys proves otherwise. She uses her Westerosi background to win back the throne; yet, she uses power and violence to produce a new place and space for herself and her new world.

III.   DEANERYS THE WHITE SAVIOR

After discussing the major presence of Orientalism in *A Song of Ice and Fire,* one cannot deny the existence of Colonialism either, as they are related in the postcolonial field. Daenerys uses colonial strategies to win the war, which represent a system of conversion and manipulation behind her social and political behavior and motives. Manipulating military trainings to create unbeatable soldiers, using weapons, and eliminating the "Other's" identity have all been given a particular political utility for her rule and ego, rather than for the state. Since the beginning, her actions have caused harm to her people in one way or another, as she follows the consciousness of her ancestors. A lot of white people believe that they have

legitimacy to penetrate any society that is non-western, because it is assumed that they are in need of external intervention to rectify the situation of their national existence.

Daenerys uses traditional strategic planning, which is colonizing and totalitarian, as she immerses herself into the preexisting political, cultural, religious and psychic structures of the natives. She adapts to the Dothraki culture, learns to speak their language, and wears their clothes as a means to serve her purposes. Furthermore, her ideas contradict with those of the Dothraki; yet, she inserts herself into their culture, which she perceives as an ideology, specifically when she thinks that rape is inherent in Dothraki society, but is considered vicious in Westeros. Hartnett (2016) points out:

> Daenerys hates wearing the tokar, and even admits to wanting to ban them. While she quickly dons Dothraki or Qartheen dress in order to help gain political advantage, she is unhappy that she has to obey Meereenese customs after she has already conquered. (p.32)

The Dothraki are never meant to serve women; yet, they serve the Queen, as she develops new capabilities to achieve her objectives. These abilities are resisting fire and riding dragons to insert the idea of the Dothraki accepting her rule, which is a manipulation of social norms and detachment from traditions and stability.

Deanery's image from a leader's wife to the Queen of the Seven Kingdoms makes her act Eastern to increase her power. She even uses magic to save her husband, something which is against her morals, as a self-affirmation tactic to reinforce her position as a brave ruler who accepts all exotic cultures and its beliefs. Thus, when she felt a threat toward her Western identity, she ruled over the blood riders by creating uncertainty about their identities, as a psychological weapon, and dragons, as a physical one.

As the existing power structures can be fictionalized by a colonizer, Daenerys does not lose her chance to do so with the Dothraki people. It is easier for her to construct a new identity for the "Other", that goes along with all the developed standards of Western justice and mercy..

Daenerys labels her campaign as a merciful and freedom-seeking one. However, she uses force to gain the Dothraki's trust to fight by her side. This does not mean that these tribes are naïve, but rather ignorant enough to believe into magic, dragons and supernatural powers. On the other

hand, the people of Westeros did not believe in the Mother of Dragons coming toward Westeros to proclaim the throne. As the Dothraki people are hard to convince, Daenerys uses her dragons to gain their alliance. In addition, burning all the other Dothraki Khals after they refuted her, made her position much stronger.

We can notice here that freedom and peace have disappeared and a system of exploitation and tyranny has begun. This is what Greenblatt (2005) explains as the western mode:

> There are periods and cultures in which the ability to insert oneself into the consciousness of another is of relatively slight importance, the object of limited concern; others in which it is a major preoccupation, the object of cultivation and fear. Professor Lerner is right to insist that this ability is a characteristically (thought not exclusively) Western mode, present to varying degrees in the classical and medieval world and greatly strengthened from the Renaissance onward; he misleads only in insisting further that is an act of imaginative generosity, a sympathetic appreciation of the situation of the other fellow. For when he speaks confidently of the "spread of empathy around the world," we must understand that he is speaking of the exercise of Western power, power that is creative as well as destructive, but that is scarcely ever wholly disinterested and benign. (p.5)

Daenerys heads to Meereen and Astapor to precede her road toward the throne, but this time she adapts her Westerosi morals to end slavery in the cities of Essos, as a strategy of liberation. She believes that this matter needs her intervention. As Hartnett (2016) points out:

> Daenerys gains power, but why does she feel the need to gain it? After Drogo's death, she travels to Yunkai, then Astapor, then Meereen; each location is a stop on her imperialistic journey. After she has won the city, often through under-handed means, she either removes the governmental leaders and selects a new ruling council-as she does in Yunkai and Astapor-or proclaims herself queen and rules the city herself-as in Meereen: "No one was calling her Daenerys the conqueror yet, but perhaps they would" (Martin, *Storm* 979). (p.53)

Even though Daenerys considers slavery immoral, she does not offer complete freedom; instead she is allowing people to be free except when it comes to her. Thus, the people move from one form of oppression to another, in other words, from having masters to having a queen. Giving the people freedom would violate her sense of justice and control. Daenerys proclaims herself the ruler and starts to get rid of the other leaders. Additionally, her soldiers maintain the peace and discipline and forbid slavery.

As a liberator Daenerys turns from a queen to a colonizer for her rightful golden crown. Her colonization of Essos under the pretence of spreading freedom represents the high morals of Westeros and depicts the inferiority of Essos, as a continent where slavery is legal. Having lived in Essos for a long period of time should be enough to shape her beliefs; yet, she chooses to act as a Westerner rather than an Easterner, as an appropriate method of gaining power and feeling superior enough to play the role of the western white savior. On the other hand, by ending slavery, Daenerys weakens the continent's economic system and puts them in danger of poverty, debt and a possible risk of civil war, which are considered elements that can destroy whole civilizations. Hartnett (2016) expresses this further:

> Daenerys has weakened both the country and its people by removing their sole industrial product—slaves. Ignoring the cruelty inherent in slavery, it would be a mistake to overlook that Daenerys tanks Meereen's trade by not scrutinizing their economic position and blindly forcing Western morals onto this entirely different culture. (p.59)

In Meereen, Daenerys tries to restore the whole city with new rules, a new lifestyle and modern culture. She starts teaching young pupils her native language, Valyrian, In addition, she changes the symbol of the city over the pyramids and makes her own, next to her dragons residing on the top for everyone to see. These actions leave people stuck between traditions and modernization, which of course creates a huge change of principles for a whole civilization. Greenblatt calls it 'fashioning', which means making one's identity similar to the one of the colonizer to construct a neat identity fitting to the new world and

standards to go along with the developed lifestyle of Westeros.

Throughout the position of the colonized cities, the new forms of controlling those preexisting social structures have created resistance and self-esteem issues from the people. This made the people ask for the return of slavery, as they found it more helpful than the freedom that the queen gave them. This shakes the sense of power of the colonizer. People of Meereen started showing their disapproval and resistance by separating themselves from her path and living their lives as during the preexisting system. The Sons of the Harpy could not accept the imperialist strategies of the queen, so they become violent.

Hartnett (2016) states:

> In addition to her idealization of Westeros, Daenerys fulfills some of the basic characteristics of colonizers. After the colonizer has conquered the colonized, "the few material traces of that past are slowly erased, and the future remnants will no longer carry the stamp of the colonized group. The few statues which decorate the city represent (with incredible scorn for the colonized who pass by them every day) the great deeds of colonization" (Memmi104). (p.50)

IV. IMPROVISATION OF POWER IN ESSOS

This tension between the Harpies and the Queen made violence necessary to achieve personal gain, which explains that violence is a psychological necessity to feel superior over the other, and put them into the status of dangerous outlaws. Furthermore, resistance is caused by the refusal of both the colonized and the colonizer. In this case, the colonizer has two options: Either to withdraw or face the consequences of continuing the war.

As Daenerys obtains more power than her own people, she does not retreat her desirable decisions to help the helpless. Instead, she gains more power to exploit the weak and frighten them of getting exposed to her dragons. The reason behind this is the lack of unity with Easterners, which makes the case less difficult for the colonizer to implement their democratic, western strategies that might raise radical groups, as is the case of the Harpies in the world of *A Song of Ice and Fire*. Therefore, losing one city on the expense of gaining control over the Seven Kingdoms is not substantial for Daenerys, as her vision is much bigger than what it seems. Thus, winning more

alliances, even if it requires violence, is a must. In order to win a bigger prize, one must accept the risk of having slight collateral damage.

In his essay, Greenblatt (2005) explains the position of the colonized within the struggle of colonization. The colonized may choose obedience or resistance, knowing that obedience offers more space for the colonizer to improvise power over the state. The silence of the oppositional "Others" may affect the path of colonization in the same way that words do. In *A Song of Ice and Fire,* the colonizer tries to efface the identity of the colonized by various strategies of making the original paradigms disappear and replacing them with developed, disciplinary paradigms that may produce either something the colonizer desires, obedience, or something they fear, resistance. However, the colonized usually prioritize keeping their origins and fighting for their beliefs, instead of submitting their identities at the end.

According to Hartnett (2016),

> Astapor has devolved because Daenerys, in her attempt to further her quest and incidental liberation of the slaves, has left a power vacuum soon filled by a dictator who quickly returns the city to its previous slaving ways. Now, it is the former slaves who rule and the former Masters who are in chains. She has helped the city; she has merely shifted the power balance. (p.66)

The people's objection of Daenerys' colonial project and her refusal to withdraw from the cities cost her people their lives. While spreading chaos and terror, the Masters killed many children as a sign of disagreement of the new system, but Daenerys did not avenge them. Instead, she was only concerned about keeping her army fed, so that they would be strong enough to fight by her side. This explains the moral confusion of the colonial process, which is already based upon western morals. Inside the free cities of Slaver's Bay that she handed to the peace keepers of her army to lead, chaos started and civil war rose up. This liberation has not helped the cities; it only brought back slavery and a worse system of ruling.

The character of Daenerys unconsciously represents the white savior in helpless lands. She fits the portrait of the colonizer as discussed by many critics; her vision of conquest, her motives and strategies attribute the imperialist mindset. While keeping track of her course toward the throne, a reader cannot decline the entity of colonialism and imperialism that Martin adopts in the

representation of the character. Daenerys' point of view is filled with exoticism, violence, manipulation and mobility. AsGreenblatt (2005) has mentioned in his statements, non-western cultures that intimidate the stereotypes about the Orient might have been avoided, specifically in this fantasy genre, as it may influence the reader's ideologies about Easterners.

Adaptation, imitation, and derivation of the forms and structures appear in the character's way of building the tactics that she executes to reach her goals. Her colonial narratives give a self-oriented portrait about indigenous people of foreign lands, where they are illustrated as complicated and violent savages. This explains the huge difference between being a Westerner and an Easterner experiencing the path of colonialism.

V. CONCLUSION

A Song of Ice and Fire is a combination of several cultural and social archetypes, including Orientalism, colonialism, imperialism and even capitalism. Keeping the Western vision on Easterners the same through centuries makes Martin's work similar to the previous contemporary works in terms of adapting a negative manner to cement the imagination of the readers. Yet, Martin's intentions about these representations are still gray. Using these traditional strategic ideas of the ancestry of Orientalism's invention, in the boundaries of the fantasy genre, and showing their dark side at the same time, troubles the point of view of the reader. Nevertheless, the existence of such subjects of in a modern work makes it familiar and typical, confirming Edward Said's contention about framing Western superiority; however, the element of magic and enchantment has nuanced these interpretations within the storyline of the magical world of *A Song of Ice and Fire*.

The political perspective of a novel may represent the political mindset of a writer and their opinion about the governing systems of different nations; but through the examination of *A Song of Ice and Fire*, one may find elements of colonization and Orientalism, in addition to imperialism. Throughout this study of *A Song of Ice and Fire*, with emphasis to the character of deanerys, the existence of Orientalism has revealed hidden capitalist figures that exploit the whole plan of ruling the Seven Kingdoms. From East to West, Bravos is considered the most powerful and wealthiest city of the world; the place that holds the center of power, the Iron Bank. During Queen Daenerys' journey, all events and incidents are well-revised plans that benefit the Iron bank, the most powerful institution in the two continents.

The monolithic structure of the Iron bank cannot be avoided, as they fund wars, science, education and the ruling regimes, so the realm stays under its control in order to be sure about where and to whom to invest.

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Effect of Ethnicity on the Speaking Fundamental Frequency Values of Indians vis-a-vis Caucasians, Afro-Americans and Mongoloids: A Forensic Phonetic Perspective

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Abstract— It is established in the forensic literature that the ethnic background of an individual has a robust bearing on one's speaking fundamental frequency (SFF). The aim of this study is to record the SFF values of Indian adult speakers and compare the SFF of Indian speakers with those of existing data on other ethnic groups like Caucasians, Afro-Americans and Mongoloids in order to examine the effect of ethnicity on SFF. In addition, it is also to observe if language and mode of speech has any bearing on the SFF values. The study included 20 Indian speakers whose ages ranged from 21 to 40 years. A read passage and spontaneous speech in two languages (Telugu and English) constituted the text. PRAAT software was used to extract SFF values and a comparison was made between the obtained SFF values of Indian speakers and those drawn from other studies on three ethnic groups: Caucasians, Afro-Americans and Mongoloids. Results indicate that the Indian speakers (both male and female) exhibited a marginally higher pitch (on an average) compared to those of the other three ethnicities.

Keywords— Afro-Americans, Mongoloids, SFF, PRAAT.

I. INTRODUCTION

Documenting any aspect of speech is pivotal to understanding human language, culture and behavior. Speech signals not just the linguistic message but also the indexical properties of the speaker. Identification of the indexical properties of speech may be referred to in the forensic literature as 'speaker profiling'. Speaker profiling entails identifying the age, gender, region, ethnicity or socio-economic background of the speaker based on the speech. Of the many phonetic factors that lend to speaker profiling, one such robust factor which is of relevance to this study is the identification of the ethnicity of an individual based on their speaking fundamental frequency (a long-term average of pitch). Since globalization has opened up doors to multi-culturalism and multi-ethnicity, identifying the ethnicity of an individual is of paramount significance in the field of forensic phonetics. Another application of speaker profiling in recent times is the Linguistic analysis of the determination of origin (LADO) in cases of refugees seeking asylum, where indexical properties play a significant role in determining their claimed ethnicity.

1.1. Forensic Speaker Identification

Forensic phonetics is a fledgling discipline in the domain of forensic linguistics which deals with the identification of criminals based on the phonetics aspects of speech such as the segmental and suprasegmental features. It deals with several aspects such as speaker identification, voice line-ups, tape-authentication, speaker profiling etc.

In speaker identification "an utterance from an unknown speaker has to be attributed, or not, to one of a population of known speakers for whom reference samples are available" [1]. Identifying people based on their speech has gained significance in the recent past.

There exist many factors which can positively affect the speaker identification process such as: large and good quality speech samples, familiarity with the speaker, listener's talent, phonetic training and structured and validated analysis [2]. However, there are quite a few features that can mar the speaker identification process,

viz., multiple speakers, voice disguise, stress, text independent samples, differing health states, alcohol & drugs, differing dialects, sound-alikes and noise [3 & 4].

1.2. Speech Correlates of Forensic Speaker

Identification: There are several segmental and suprasegmental features of speech that assist in speaker identification.

1.3. Segmental Features

These include the analysis of vowel and consonant sounds. A thorough perceptual and acoustic analysis of consonants and vowels can aid in speaker identification. Vowels are produced with a continuous airflow through the vocal tract which makes them predominantly voiced. On the other hand, consonants are produced by causing obstruction to the air flow and include both voiced and voiceless sounds. The feature of voicing is the result of the vibration of the vocal folds. Vowels play a significant role in the process of forensic speaker identification, because their acoustical properties are relatively strong and easy to quantify or measure. Rose [5] points out that "vowels are prominent not only because they last longer, have greater duration than consonants but also because of their relatively well-defined acoustic structure. The acoustic properties of vowels show the imprint of the vocal tract through which they have been produced." Apart from this, vowel quality also plays a major role in identifying the accent of a speaker. Accent is an important feature in identifying a person's dialect. On establishing the dialect of the speaker, it is easy to profile him/her to a specific social group and geographical area.

1.4. Suprasegmental Features

Suprasegmental features include stress, tone, intonation, pitch, etc. While stress is the relative prominence of syllables within a word; tone is the use of different pitch shapes to signal word identity; whereas, Intonation is the use of pitch contour on longer utterances [5]. All these suprasegmental features are primarily monitored by pitch. Since Pitch, the perceptual correlate of Fundamental Frequency (F0), is a quasi-permanent feature of an individual's speech and is also easy to extract from connected speech, it plays a major role in the forensic speaker identification.

Fundamental frequency (F0) is the number of vocal fold vibrations per second. Fundamental frequency predominantly depends upon the mass, length and tension of the vocal folds. F0 can be effectively extracted through sustained vowels. Hence, most of the research on F0 has been carried out on sustained vowels. Nolan [1] observes

that measures associated with F0 have shown to be among the more successful in speaker recognition. In addition, Rose [5] points out that F0 is robust and can be extracted very easily from the recordings of a poor quality. However, he cautioned against the indiscriminate use of F0 through several factors which affect within-speaker variation in F0. Based on Braun's [6] views, Rose [5] categorized the factors as physical (race, age, smoking and intoxication), psychological (emotional state) and technical factors (sample size and tape speed). Besides these factors, other situational factors like background noise also have a bearing on the changes in F0 patterns.

Speaking Fundamental Frequency (SFF), which is a long-term average of fundamental frequency, is identified as a better parameter compared to the 'Fundamental Frequency' in the speaker identification process. Nolan [1] expounded that the average SFF plays a major role in the speaker identification process. The same view has been echoed by Hollien [7] who says that the SFF is one of the primary features of speech which aids in the process of speaker recognition. Here the focus is laid on the mean pitch values of spoken form. It is common knowledge that no person speaks with a monotonous pitch. The pitch patterns vary depending upon the vibrations of the vocal folds. During speech, the vocal folds vibrate in different patterns and produce different ranges of frequencies, sometimes lower and sometimes higher. Hence, in conversational or connected speech, SFF plays a major role than F0 as it indicates the central tendency of one's pitch in speech.

Apart from segmental and suprasegmental features, aspects like Voice Quality, Tempo, Vocal Intensity and General Speech also assist the investigator in the process of speaker identification. 'Voice Quality' refers to the uniqueness of an individual's voice. Just as two types of musical instruments sound differently though the same note is played with the same intensity, likewise, two speakers may resemble each other (as in the case of twins), yet their voice quality may be different. In addition, the 'Tempo' of speech also aids in the speaker identification process. A person can fairly be identified by how slow or fast and how smooth or choppy his/her speech is. On the other hand, 'Vocal Intensity' is contributed by the sub-glottal air pressure that is exerted when a person speaks. Intensity varies depending upon the distance between the speaker and the microphone; therefore, it is difficult to assess the speaker by his or her vocal intensity alone. In addition, several features of 'General Speech' like, dialect, idiosyncratic pronunciation and language patterns, the unusual use of linguistic stress and speech impediments also play a major role in the process of speaker identification.

II. BACKGROUND LITERATURE

That 'Pitch' is a good indicator of speaker's identity [5], and ethnicity brings a change in the pitch levels [7] has been established in the forensic literature. In the light of this, quite a substantial work has been carried out on the pitch values of different ethnic groups in the world such as: Caucasians [8 & 9], Afro-Americans [10] and Mongoloids [11], to name a few. A brief summary of these studies is presented below.

2.1. **Effect of Ethnicity on the SFF values of Children** With an aim to observe the differences in SFF among children, Awan & Mueller [12] examined the SFF values of 105 children (3-6 years) belonging to three different ethnic groups. The subjects included 35 White speakers (15 boys & 20 girls), 35 African-American speakers (18 boys and 17 girls), and 35 Hispanic speakers (16 boys & 19 girls). The following table reflects the SFF values obtained from the study.

Table.1: SFF Values of Children across three different ethnicities

S.No.	Ethnicity	SFF values	
		Boys	Girls
1	Whites	240.07 Hz	243.35 Hz
2	African-American	241.31 Hz	231.48 Hz
3	Hispanic	248.99 Hz	248.04 Hz

The study indicated that there was a moderate effect of ethnicity on the SFF values of these speakers.

2.2. **Effect of Ethnicity on the SFF values of Adolescents**

There have been quite a few studies which compared the SFF values of adolescent speakers of one ethnic group with another. In this regard, Hollien-Malcik team [13] experimented on 18 Southern Negro (SN) boys of 3 different age groups [10, 14 and 18 years]. The results revealed that these boys exhibited SFF values of 223 Hz, 163 Hz and 124 Hz respectively. Subsequently, the SFF values of these boys were compared with those of Northern White (NW) boys (as reported by Curry [14], which is represented below.

Table 2: SFF values of Northern White boys and Southern Negro boys

S.No	Age	Ethnicity	SFF
1	10 years	NW	270 Hz
		SN	223 Hz
2	14 years	NW	242 Hz
		SN	163 Hz
3	18 years	NW	137 Hz
		SN	124 Hz

As is evident, the SFF values of Northern White boys are higher than those of Southern Negros across all age grou*ps. The study reported that 'the blacks experienced voice change earlier than the whites do'.* Yet another study [15] was carried out to observe the influence of climatic conditions on the SFF values. In this study, data on 491 boys residing in four different countries (150- Swedish, 180- Dutch or Polish and 161- Spanish) was collected to test the hypothesis that climate change might be a factor that influences the adolescent voice change (AVC). This study proved that AVC seemed to occur earlier in Swedish boys, who were from a cold climate than from the Dutch boys, who were from a temperate region. The AVC occurred much later in the Spanish boys compared to these two countries.

2.3. **Effect of Ethnicity on the SFF values of other age groups**

Natour and Wingate [16] carried out a study on the SFF values of 300 Jordanian Arabic speakers (both adults and children) observed values are as follows: 137.45 Hz (male speakers), 230.84 Hz (female speakers) and 278.04 Hz (children). On comparison of the obtained values with those of other ethnicities such as Caucasians and African-Americans, results indicate that the SFF values of male and female speakers of Jordanian Arabic were similar. However, the children of Jordanian Arabic have exhibited higher SFF values than those of Caucasian children.

Yet another interesting study on Japanese men and women was carried out by Nishio & Niimi [11]. The study included 374 Japanese speakers (divided into 3 groups: young adults, middle aged and old aged) who were asked to render "The North Wind and the Sun" passage in Japanese. On the extraction of SFF values from their speech samples, results indicate that the mean SFF values of male speakers were 121.83 Hz (young adults), 120.95 Hz (middle aged) and 127.82 Hz (old aged) and those of

female speakers were 224.58 Hz (young adults), 196.31Hz (middle aged) and 178.92 Hz of the aged women.

The study further indicated that the older women exhibited a noteworthy decrease in their SFF values. Given below is a graphical representation of SFF values of Japanese male and female speakers across different age groups.
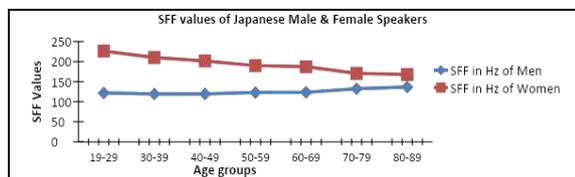
Fig.1: SFF values of Japanese Male & Female speakers across different age groups

It is intriguing to note that with the advancement in age, a moderate increase in the SFF values of men was observed. However, a substantial decrease was observed in the SFF values of female speakers.

III. PRESENT STUDY

While there have been scores of papers capturing the SFF values of several ethnicities of the world, there is acute dearth of research on the SFF values of Indian speakers. Although moderate attempts have been carried out by pathologists in restricted domains, a forensic phonetic perspective was rarely attempted.

3.1. Aim

The aim of this study is to record the SFF values of Indian adult speakers and compare the SFF of Indian speakers with those of existing data on other ethnic groups like Caucasians, Afro-Americans and Mongoloids in order to examine the effect of ethnicity on SFF. In addition, it is also to observe if language and mode of speech has any bearing on the SFF values.

3.2. Methodology

3.2.1. Choice of Speakers

20 Indian bilingual speakers (categorized into 2 age groups: 21-30 and 31-40) were chosen for the study. The speakers' age was between 21 and 40 years. All the subjects were bilinguals whose mother tongue was Telugu (a popular South-Indian Language) and whose second language was English.

3.2.2. Choice of Text

An ideal and practical way to examine the speech was to make the speakers read and talk spontaneously. Therefore, two modes of speech were used during the process of recording. Every speaker was asked to read out a passage

in English and Telugu titled: 'The North Wind and the Sun' and 'Kaki-Kadava Passage' respectively. Since reading is completely different from speaking, the subjects were asked to talk spontaneously for a minute in each of the languages, (English and Telugu) on one of the following topics: 'The person they like most', 'the movie they like most' or 'the game they like most'. The two modes of speech served a binary purpose.

While the chosen text in English (of 196 words) took approximately one and a half minutes for rendering, the text in Telugu (of 103 words) lasted about one minute. The said passages were chosen for recording since they were phonetically balanced.

3.3. Analysis

PRAAT software was used in extracting the long-term pitch patterns from each of the recorded speech samples. The obtained Pitch values were compared with the Pitch values drawn from other studies on three ethnic groups: Caucasians, Afro-Americans and Mongoloids.

3.4. Findings

3.4.1. Normative data on the SFF Values of Male Speakers

Since the primary aim was to gather normative data on the SFF of Indian bilingual speakers, speech samples were collected in two languages (English and Telugu) and in two modes of speech (Read and spontaneous). Given below is a table which summarizes the normative data on the SFF values of 21-40 years male speakers. The SFF values shown in the table are the averages of their read passage and spontaneous speech (English & Telugu).

Table 3: SFF values of Male Speakers across different age groups

Age Group	Read speech		Spontaneous speech		Average Values
	English	Telugu	English	Telugu	
21-30	**135.8**	**135**	**135.8**	**133.6**	**135.05**
31-40	**126.6**	**125.4**	**125.8**	**123.4**	**125.3**

It may be observed that within each age group neither the language nor the mode of speech had any effect on the SFF values of the speakers. However, it may be noted that across the two age groups, the 21-30 year age group exhibited a marginal increase in SFF values compared to the 31-40 year age group.

3.4.2. Normative data on the SFF Values of Female Speakers

The table summarizing the normative data on the SFF values of Indian bilingual female speakers of age group 21-40 years has been represented below. As mentioned earlier, the SFF values shown in the table are the average values of their read passage and spontaneous speech in two languages (English and Telugu).

Table 4: SFF values of Female Speakers across different age groups

Age Group	Read speech		Spontaneous speech		Average Values
	English	Telugu	English	Telugu	
21-30	**218.6**	**218.8**	**212.2**	**213.2**	**215.7**
31-40	**220**	**215.2**	**218.6**	**211.6**	**216.3**

The data on the female speakers reveals that age, language and mode of speech had no impact on the SFF values of the speakers.

3.4.3. **Effect of Ethnicity on SFF Values of Adult speakers**

Since this study also aimed at comparing the SFF values of Indian speakers with those of the existing literature on several other ethnicities in the world, given below is a comprehensive graph summarizing the SFF values of 21-40 year old speakers drawn from several studies varying over different periods of time.
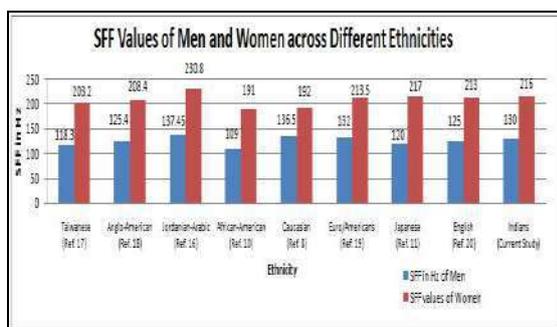
Fig 2: SFF values of adult Men and Women across different ethnicities.

The graph represents nine different studies dealing with several ethnic groups. Among men, the Jordanian-Arabians recorded the highest value of 137 Hz, while the African-Americans exhibited lowest SFF value of 109 Hz. It is evident from Study-9 (which is the current study) that the SFF values of Indian bilingual speakers differed marginally, when compared to speakers from other ethnic backgrounds.

It is interesting to note that the same pattern was observed even among the female speakers. While the highest SFF

values were those of Jordanian-Arabic speakers, the lowest values were of the African-Americans.

IV.   CONCLUSION

The following is a summary of the conclusions drawn from the study.

4.1. The normative data on the SFF values of bilingual Indian men is recorded as 135.05 Hz (21-30 years group) and 125.3 (31-40 years group). It further reveals that across both age groups, neither the language nor the mode of speech had any affect on the SFF values of the speakers. However, it may be noted that 21-30 year age-group exhibited marginally higher SFF values compared to the 31-40 year age-group.

4.2. The normative data on the SFF values of the bilingual Indian women is recorded as 215.7 Hz (21-30 years group) and 216.3Hz (31-40 years group). It further reveals that age, language and mode of speech had absolutely no bearing on their SFF values.

4.3. On comparing the SFF values of male speakers from several ethnicities, it may be noted that the Jordanian-Arabic speakers recorded the highest value (137 Hz) while the African-American speakers exhibited the lowest value (109 Hz).

4.4. On comparing the SFF values of female speakers from several ethnicities, the same trend was observed as that of males. While the Jordanian-Arabic speakers recorded the highest value (230.8 Hz) while the African-American speakers exhibited the lowest value (191 Hz).

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A Forensic Phonetic Study of Indian English: Phonetic Features as an Indexical Marker

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Abstract— Several researchers have documented the marked similarities and differences in both segmental and suprasegmental features across varieties of Indian English (IE). There also exists a body of literature on how these differences can be justified by the fact that the speech of a non-native English speaker carries the burden of one's mother tongue, commonly known as mother-tongue influence, or MTI. This paper aims to establish that such segmental properties can be employed to arrive at indexical information about the speakers, like their geographical and linguistic background. This has relevance to forensic speaker identification as it assists in speaker profiling. The phonetic analysis included in this study observes the similarities and differences in segmental features of varieties of IE spoken across 6 different zones of India (East, North-East, West, Central, North and South). The study also includes a perceptual test with 10 naive listeners to identify the most distinguishable zones on the basis of their spoken IE. Finally, a comparison between the phonetic analysis and the results from the perceptual test was carried out to verify if these segmental differences resonated with their perceptual outcome. Results indicate that segmental properties can be employed as carriers of indexical information like one's linguistic and geographical background, to a moderate precision.

Keywords— Indian English, Forensic Speaker Identification, indexical marker, segmental features, speaker profiling.

I. INTRODUCTION

Forensic linguistics is a discipline amalgamating the study of language and the law. One of the branches of forensic linguistics is forensic phonetics, which entails the identification of incriminating speech samples based on phonetic features. Since its early emergence as a distinct study in the 1990s, the police and legal bodies have always depended upon the intricacies of the voice and speech as primary evidence. With the ever-growing technological development, the number of judicial cases dealing with recorded speech, whether over the phone or the internet, has been on the rise. In view of this, the application of phonetics appears to be used as viable evidence, pertinent enough to be recognized as valid by law. Forensic phonetics focuses on the analysis of spoken communication, which includes forensic speaker identification (FSI), enhancing and decoding spoken messages, analysis of emotions in voice, authentication of recordings and related. FSI involves a process of analysing an unknown voice and categorizing the voice as belonging to a specific race, age, gender, linguistic background, geographical background, and so on [1]. Information of this kind, commonly known as indexical information, is indicated by indexical markers, which are of great importance in FSI as they are indices to an individual's identity. Indexical markers of a speaker refer to the (i) individual identifying markers like his age and gender, and (ii) indications of his membership to specific linguistic and social groups, that is, information about his linguistic, regional, social, and cultural background. Since the objective of FSI is to identify an unknown speaker, extraction of indexical information assists in the construction of the speaker's possible identity. This process of arriving at a blueprint of an unknown voice is called speaker profiling, and it is of paramount importance in FSI. The current study has relevance to speaker profiling based on the sub-variety of English spoken by the Indians.

In the case of bilinguals, speaker profiling is particularly of value because in-depth phonetic analysis of the unknown speech sample in a non-native language (like

English) can lead to identifying the speaker's native language. It is known that all languages differ in their phonemic structures [2], and it is precisely for this reason that a bilingual speaker carries undertones of the native language when speaking in a non-native language. It is a language's phonemic structure that determines to a large extent the foreign accent of a bilingual speaker when they are speaking in a non-native language [3]. It is in this capacity that mother tongue influence (MTI) becomes an important linguistic phenomenon that aids in the process of speaker profiling. MTI manifests itself to the largest extent in the segmental features of a bilingual speaker. There have been several works suggesting that variations in the consonantal, and more importantly, the vowel phonemes in different varieties of a language can be analysed to arrive at individual-identifying information about the unknown speaker [4], [5]. Furthermore, there have been several cases in FSI, when an analysis of these segmental features led to robust indexing of the speaker of that voice sample [3], [6]. Therefore it can be assumed that in the Indian-context too, an in-depth analysis of the effects of MTI on the segmental features of Indian English could lead to indexical information like one's linguistic background, and hence, find similar uses in FSI. Additionally, it could also indicate the speaker's possible geographical background, since the state formation in India was based on linguistic grounds [7].

II.   LITERATURE REVIEW

Bailey and Robinson opine, "English is a world language; and as such it has national varieties" [8]. Truly English has been owned up by various countries and given a distinct shape to. Every variety of English spoken in the world has its own distinctive phonetic features in the form of their segmental and suprasegmental characteristics, MTI on accents, use of shibboleths and so on. India is no exception to this, where English remains the predominant language of cross-linguistic spoken communication [9]. However, only 3% of the Indian population is fluent in English [10]. As a result, English when spoken by Indians, is laden with phonetic influences from the speaker's mother tongue. This gives rise to a broad variety called Indian English, which Verma describes as a "non-native second language variety", and which "has a complex network of features contributed by the mother tongue of its speakers, by their cultures and also intra-language analogical processes" [11].

Nevertheless, there has been much debate on whether there can be an absolute variant called Indian English at all. Bansal had carried out seminal work in 1967 on the intelligibility of English in India [12]. However,

with the ever-changing nature of language interactions, it becomes imperative to study the emerging phonetic features of the different varieties of IE. As a result, there have been several works demonstrating how each spoken variety of Indian English is shaped by influences from the speaker's mother tongue [13], [14], [15]. Fuchs documents several distinct phonetic features of Indian English, both segmental and suprasegmental features, and states that much of the research on Indian English phonetics and phonology relies on data from speakers with Dravidian and Indo-Aryan linguistic background [16]. The only exception being Wiltshire, who presented acoustic evidence of considerable differences in segmental features of the variety of Indian English spoken by the native speakers of Tibeto-Burman languages in India [17].

Most research on segmental features of Indian English has been implicitly or explicitly based on vowels. It has been demonstrated that most vowels differ in their realisation between Indian English (IE) and British English (BE), thereby accounting for the segmental differences between these two variants of spoken English [18], [19], [20]. The most conspicuous phonetic difference between the vowels of these two variants was the merging of certain diphthongs of BE into monophthongs in IE. When it comes to consonants, however, only one potential merger contrasting IE with BE was reported; the labio-dental fricative /v/ in BE is often realised as a labio-dental approximant [ʋ] in IE, and also merged with /w/ often[21], [22]. Furthermore, it was reported that the alveolar plosives in BE /t, d/ were often realised as their retroflex counterparts in IE; likewise, the dental fricatives /θ, ð/ were replaced by dental plosives /t̪, d̪/, of which the voiceless phoneme is often aspirated [t̪ʰ] due to the influence of spelling in IE [19], [22]. It was also documented that the dental plosive to retroflex conversion varied both within and across speakers of IE [23].

There has been substantial research on the L1-dependent phonetic features across different varieties of IE. Most of the work documents L1-dependent similarities across the varieties of IE, thereby ear-marking some pan-Indian phonetic features [24], [25]. Additionally, it has been established that speakers of IE also display L1-dependent differences in the segmental and suprasegmental features, which indicates that IE cannot always be understood as a single, cohesive dialect of English. There exist several varieties within this broad category that can be identified reliably by their distinct phonetic features; Gujarati and Tamil speakers of IE differed in their back vowel system, rhoticity and retroflexion [26].

Even though a large body of research has documented several such robust markers of segmental

differences within and across varieties of IE, there hasn't been enough work to establish that such distinguishable features on the phonetic level can be representative of indexical information, like one's linguistic and geographical background. This study draws in from the body of work in varieties of IE, and verifies their application in a forensic-phonetic context. A geographical zone-wise categorisation of typical phonetic features of the variant of IE spoken can be of immense help when applied in speaker profiling, as FSI prefers analysis of speech parameters that carry individual-identifying potential. This paper attempts to indicate that an analysis of distinguishable segmental features could prove to be one such parameter in the identification of an unknown voice's possible linguistic, and/or geographical background.

III. OBJECTIVES OF THE STUDY

This study attempts to:

- offer a comparison of segmental features across the varieties of IE,
- offer a comparison of segmental features within each variety of IE,
- offer an account of the pan-IE segmental features,
- explore whether the geographical and/or linguistic background of an IE speaker can be perceptually identified,
- offer a correlation of the phonetic analysis with their perceptual judgement.

IV. SCOPE OF THE STUDY

The objective of the research is to establish similarities and differences in solely the segmental/phonetic features of the varieties of Indian English. Since the foundation of state formation in India has been in linguistic commonality, it could be assumed that (a) languages/dialects spoken within a state will share certain common features, and likewise, (b) languages from neighbouring states will also share linguistic commonalities. Keeping this in mind, the study includes 6 zones that are each representative of (a) their geographical contiguity and (b) linguistic belonging, namely,

- North,
- North East,
- East,
- West,
- Central, and
- South.

Due to limited availability of data, this study takes into account only 12 speakers - 2 speakers per zone, but each from a different state that falls under these zones. Though this is a small sample, it serves to represent regional varieties in Indian English.

In describing the segmental features of each zone, RP has been taken as a standard for purposes of comparison as British English is not only widely used, accepted and is intelligible all over the world, but also has been the standard in English Language Teaching in India since 1835 [27].

V. METHODOLOGY

5.1 Speakers

To ensure that the subjects represented a fairly wide range of linguistic groups, a total of 12 speakers were chosen from 12 different states of India, covering the 6 aforementioned zones. All the speakers learnt English as their second language during school education, and were proficient users of English. Data were collected from students and faculty at The English and Foreign Languages University, Hyderabad, India. None of the speakers had any prior training in phonetics. The speakers included both men and women, their age ranging from 20 to 35 years. None of them reported any speech disability.

5.2 Listeners

A separate set of 10 listeners were chosen for the experiment; each belonging to a different state of India, ensuring linguistic heterogeneity. The listeners were, at the time, all resident students at The English and Foreign Languages University, Hyderabad for at least 2 years. This was to ensure that all the listeners had a fair exposure to different accents of Indian English, as the location of the study was a multicultural, metropolitan space. The group comprised both men and women, their age ranging from 20 to 27 years. None of the listeners was diagnosed with any hearing disability, nor did they have any prior training in phonetics.

5.3 Text

The text chosen for this study was the Rainbow passage, which is a phonetically-balanced text, where the ratios of the various phonemes reflect the ratios of those phonemes in normal unscripted speech [28]. It contains all the 44 sounds of English in either word-initial, -medial or -final positions, and is used by phoneticians across the globe for accent checking purposes.

5.4 Speaking Task

When collecting data, the speakers were given a few minutes to familiarise themselves with the passage, and then asked to read it aloud, like they were reading it out to someone. Data was collected separately for each speaker, ensuring no external linguistic bias.

5.5 Perceptual Task

The listeners were briefed on the purpose of the study, explained the process of the experiment and introduced to the questionnaire (see Fig. 1). All doubts were satisfactorily clarified before the task began. The listeners were played a total of 12 samples; each sample was a 45-seconds long excerpt from the middle of each speaker sample. It was ensured that the listeners were not familiar with the speakers.

The samples were played in an arbitrary order to each listener separately. Each sample was played for a maximum of three times, if requested by the listener. After each sample was played, the listeners were asked to note their responses for two questions, The listeners were asked to note their responses to the questions (3 questions per speech sample). Each session lasted for 15-20 minutes, ensuring no listener fatigue.
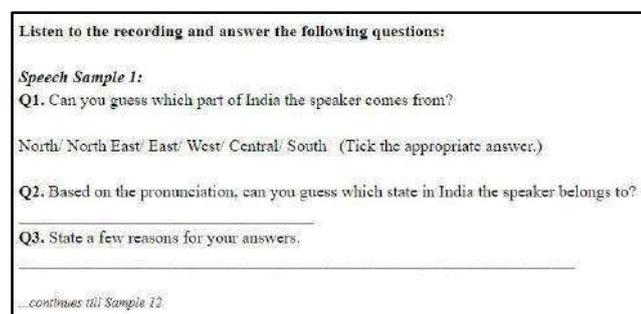
Fig.1: Sample of the Questionnaire

5.6 Analysis

5.6.1 Phonetic Analysis: A detailed phonetic analysis of the recorded speech samples was carried out. It involved transcription of the 44 target phonemes as uttered by each of the speakers. These were listed against their RP realisations for comparison.

These transcriptions were then analysed for similarities and differences in phonetic features, both within and across the varieties of Indian English, as represented by their corresponding zones. The data were also analysed to arrive at a set of pan-IE segmental features.

5.6.2 Perceptual Analysis: Listeners' responses from the questionnaires were tabulated separately for each zone; noting the number of correct and incorrect positive identifications for each zone. The correct positive identifications were then gathered to arrive at the zones that were most and least identifiable by naive perceptual judgement.

5.6.3 Correlation of Perceptual Judgement with Phonetic Analysis: The results from the perceptual task were correlated with the findings of the phonetic analysis to offer an account of the phonetic similarities and differences across the varieties of Indian English included in this study.

Additionally, an indication to distinguishable phonetic features within a zone, and across zones (that is, pan-Indian phonetic features) have been provided.

VI. OBSERVATIONS

6.1 Phonetic Analysis of Segmental Features

As can be seen in Fig. 2, the vowels and diphthongs of IE seem to exhibit more differences with BE than the consonants in Fig. 3. Since these figures display only the set of phonemes that have at least one instance of difference between their IE and BE realisations, it can be understood that the monophthongs and diphthongs differ more than the consonants; 17 out of 20 vowels listed in the figure, as opposed to only 16 out of 24 consonants. In both the figures, the instances where IE realisations are the same as BE realisations have been indicated by a tick mark (✓). Additionally, instances where IE realisations of phonemes are unique to a particular zone have been indicated with a red block in the figures (2 and 3).

Fig. 2 shows that the vowels /ɒ/ and /ɔ:/ differed greatly for all zones from their BE realisations; but IE realisations were significantly consistent across the zones. Likewise, the central vowel ʌ/ was consistently replaced by /ɑ/ and the long vowel /u:/ was replaced by /ʊ/ across several zones, the exception being in North East which conformed to the BE realisations of both these vowels. It must be noted that the monophthongs /a: , ʊ/ and the diphthongs / aɪ , aʊ / were realised as in BE across all the zones in this study.

However, diphthongs proved to be most distinguishable for IE speakers as compared to BE, both in this study and others before. Most of the diphthongs merged into a monophthong: the diphthongs /eɪ/ and /eə/ merged into /e/ across all zones; the BE diphthong /əʊ/ merged into either /o/ or /ɒ/. The diphthong /ɔɪ/ in IE was mostly consistent with its BE realisation, excepting some

zones, wherein it was realised as /ɑɪ/. It can be noted that except for North East, the second element /ə/ in the diphthongs /ɪə/ and /ʊə/ were consistently lengthened to the back open vowel /ɑ/.

Fig.2: IE realisations of Vowels and Diphthongs

As can be seen in Fig. 3, consonants seem to display several variations both within and across zones. Unlike the data on vowels and diphthongs, the data on consonants did not suggest an overt pattern in segmental differences between zones. However, the segmental features of consonants in IE show several differences from that of BE; mostly in fricatives. The dental fricatives / θ/ and /ð/ are consistently replaced with their respective dental plosive counterparts, mostly along with aspiration. Additionally, even though most voiceless fricatives of BE were realised as is in IE across zones, their voiced counterparts consistently show several allophonic realisations in IE; but their reliability across or within zones could not be established from such a small set. Most plosives in IE across zones were consistent with those in BE, excepting the case of North East, wherein the alveolar plosives were replaced with the alveolar tap. It must be noted that speakers from the South zone consistently replaced voiced fricatives and affricates with their voiceless counterparts, and /r/ with the retroflex flap. Though the speakers had no problem with articulating the glide /j/, /w/ was always realised as the approximant /ʋ/ in IE across the zones, excepting North East. However, all the speakers across zones pronounced most plosives and nasals like in BE.

Fig.3: IE realisations of Consonants

Combining the data in Figs. 2 and 3, it can be suggested that the segmental features of IE in the South zone display maximum instances of radical inter-zone differences (marked in red), followed by the North East zone, when compared to the rest of the zones; East IE and West IE show the least. On the other hand, IE in North East seems to bear another form of segmental difference than the rest of the zones: data from North East IE displays maximum instances of BE realisations for both vowels and consonants (marked with ✓) as compared to the variants of IE in other zones. On the contrary, the Central IE displays the least similarity with BE segmental features.
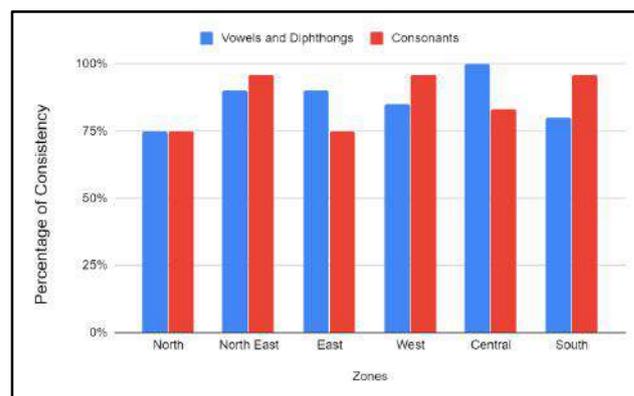
Fig.4: Comparison of intra-zone consistency in IE realisations

Additionally, the consistency of IE realisations was compared within each zone for vowels and consonants separately. The results (see Fig. 4) indicate that all the zones are significantly consistent within, which aids in establishing that even when speakers differ in linguistic background, geographical membership contributes to maintaining a link of commonality. It must also be noted that the North East zone seems to be most intra-consistent and the North zone, the least.

6.2 Perceptual Test

The results from the perceptual test (see Fig. 5) suggest that the speakers from the South zone were the most identifiable, followed by the North East. Percentage of correct positive identifications were the highest for samples from speakers of South IE: 95%, and second highest for North East IE: 80%. On the other hand, samples from speakers of East IE and West IE led to the least number of positive identifications.
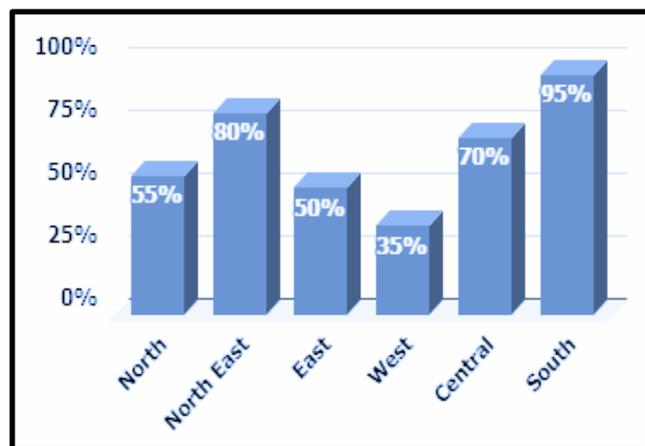
Fig.5: Comparison of positive identifications across zones

It must be noted that all the listeners actively responded to the zone-identification question (Q1) on the questionnaire (see Fig.1), but were hesitant to respond to the state-identification question (Q2), on the grounds of not being certain. Also, when the listeners were asked to identify the zones, they were more often than not confused between the North and the Central zones. Speakers from the East were sometimes misidentified for West or North; and West for South or Central. Speakers from North East were mostly identified correctly, but the speaker from Assam (belonging to East) was often misidentified as North East. As for the reason for their identification (Q3), the listener responses were quite varied. Most listeners responded with subjective observations like "sounded similar to a native speaker of Hindi", "sounds Bihari", "sounds anglicised", "the 'r' and 'n' sound South-Indian", etc. However, some participants were quite specific in their reasons for identification, somewhat technical in fact, like "the 'r' was more rolled" and "the 'z' was pronounced as 'j'".

VII. DISCUSSION

Drawing in from the Figs. 2 and 3, it can be suggested that vowels and diphthongs seem to be more reliable in establishing differences across the zones included in this study. This is consistent with prior observation that vowel properties tend to exhibit inter-speaker differences more than consonants [2]. Similarly, in keeping with prior research, the data shows that the back vowel system is quite different for IE across all zones, as compared to BE; but not so much the front vowels. For both vowels and consonants, the speakers of both West IE and East IE displayed the lowest number of distinctive phonetic features, and correspondingly, these two zones had the least percentage of positive identifications in the perceptual test. Speech samples from the South and North East, on the other hand, ensured the highest percentages of positive identification by naive listeners. This can be explained by the fact that the segmental features of IE in both these zones exhibited very distinct phonetic features, like consistent use of retroflexes and flaps, respectively, that are otherwise not observed in the IE of other zones.

Furthermore, quite a few pan-IE segmental features were noted in the data, that consistently differed from BE. Figs. 2 and 3 show that the diphthongs /eɪ/ and /eə/ were always pronounced as /e/ across the zones. Similarly, the BE dental fricatives / θ/ and /ð/ were consistently realised as dental plosives and the semi-vowel /w/ as the approximant /ʋ/ in IE. Most BE long vowels were often consistently shortened (/u:/ to /ʊ/), or fronted (/ɔ:/ to /a:/) across the zones. Another notable trend across the IE zones was the consistent replacement of the /ə/ component to the back open vowel /ɑ/ in all the BE diphthongs BE that consist of a /ə/, suggesting that IE speakers show minimal instances of the vowel /ə/ in their speech.

VIII. CONCLUSION

To conclude, it can be said that the geographical background of an Indian can indeed be identified by a phonetic analysis of their speech sample, to a moderate precision. Though this is a small representative data, it serves to indicate that segmental differences can be phonetically analysed to arrive at dependable indexical information about an unknown speaker. However, a more thorough phonetic, perceptual and acoustic analysis is required on a larger population to verify the dependability of segmental characteristics of IE speakers as a parameter in forensic identification or speaker profiling. Even though India is a country of multiple languages, a verified set of pan-Indian features could aid in distinguishing Indians from non-Indians in a forensic scenario. Similarly, a description of distinct phonetic features of IE spoken in each zone in India could contribute to forensic litigation, in case it involves identification of one IE speaker from hundreds of others.

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A Review of Voice Disguise in a Forensic Phonetic Context

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Abstract— Voice disguise entails altering one's voice deliberately with an intent to conceal one's identity. Voice disguise is employed predominantly for two reasons: 1) disguising for the purpose of entertainment and 2) disguising with a criminal intent of concealing one's identity. The thrust of this review is to better understand the second of these; i.e., its relationship to forensics. Voice disguise in the context of crime is usually employed by criminals in cases such as kidnapping, hoax calls, threatening calls etc. Owing to its formidable presence in the world of crime, it is imperative that numerous issues plaguing voice disguise must be addressed systematically. This paper presents an overview of what entails a disguise, its prevalence and the types of disguises usually employed by the criminals. It also reviews the research associated with the phonetic aspects that potentially contribute in the decoding of voice disguise.

*Keywords— **Forensic Phonetics, Speaker Identification, Voice Disguise.***

I. INTRODUCTION

Forensic Phonetics is a fledgling discipline in the domain of Forensic sciences. It is the application of the knowledge of Phonetics to help solve crimes based on speech or voice. One of the key aspects of Forensic Phonetics is speaker identification. Recognizing unseen voices (probably over a telephone) of friends and family members is an everyday experience for many of us. Hollien relates this common experience to be a probable reason for the birth of the concept of 'speaker identification' [1].

The interest in speaker identification appears to be on the rise, primarily owing to its procedural applications in the forensic sciences. Forensic speaker identification (FSI) usually involves comparing the incriminating voice with one or more suspects' voices to determine if they are produced by the same speaker or not. While FSI can be carried out by lay listeners (ear-witnesses in a crime) or by expert listeners (people who are phonetically and acoustically trained), even under favorable circumstances, it can be quite demanding as many factors affect the identification process. A rather more daunting task faced by the forensic phoneticians is the identification of speech marked by voice disguise.

Definitions of voice disguise abound in the literature. While Nolan defines disguise as an "exploitation of the plasticity of the vocal tract for a very specific communicative effect" [2], Rodman describes voice disguise as "any alteration, distortion or deviation from the

normal voice, irrespective of the cause" [3]. On the other hand, Künzel agrees that disguise is "a voluntary change of features of voice, speech and language, produced by a speaker in order to conceal his identity" [4].

There seem to be several reasons why people disguise their voices. Nevertheless, these can be narrowed down to primarily two: 1) disguising for entertainment purpose (as in mimicry) and 2) disguising with a criminal intent of concealing one's identity. The thrust of this review is to better understand the second of these; i.e., its relationship to forensics. Disguised speech is most often associated with crimes such as kidnapping, threats, extortion, hoaxes, and related. That is, such attempts typically occur when the criminal thinks that his or her 'identity' must be protected [5] or especially if he knows he is being recorded. Therefore, "keeping his identity covered is to the advantage of the speaker in question." [6].

Relevant studies carried out in prior years [3], [4] & [6] confirm that there are several ways by which the voice may be disguised. Among the more frequent are the changes or modifications involved in:

1.1. **Voice source**: falsetto, raised pitch, lowered pitch, vocal fry, and whispered speech,

1.2. **Resonance**: Hypo- or hyper-nasality, foreign objects placed in mouth, clenched in the teeth or other modifications of the vocal tract,

1.3. **Language**: varied dialect, foreign accent, and

1.4. **Manner of speaking**: variation of tempo, stress patterns, monotonous voice production.

If speakers are competent in disguising their voices, the effort can be markedly detrimental to effective speaker identification [1]. That is, the examiner's efforts can be frustrated by distortion of the talker's speaker-dependent features.

Kunzel reports that "over the last two decades, between 15 and 25 percent of the annual cases dealt with at the German Federal Police Office speaker identification section, exhibited at least one kind of disguise: falsetto, pertinent creaky voice, whispering, faking a foreign accent and pinching one's nose being the perpetrators' favorites" [4]. At JP French Associates (a leading forensic speech and acoustics laboratory in the UK), "it is estimated that the one in forty cases of speaker identification involves some form of disguise" [7].

Voice disguise, undoubtedly, has a considerable detrimental effect on speaker identification. Given the frequency of adoption of voice disguise in the world of crime and its crippling effects on speaker identification, this paper aims to give an overview of the relevant studies which have contributed towards better understanding of the issue of voice disguise.

II.   REVIEW OF LITERATURE

Voice disguise is a relatively new domain in the forensic phonetic milieu. So far, a few researchers have reported on the different modes of voice disguise employed, their effects and also their influence on FSI. In forensic speaker identification context, human voices can be disguised by means of human impersonation and electronic voice conversion. Going by Rodman's [3] classification, these may be termed as 'deliberate non-electronic' and 'deliberate electronic' voice disguises respectively. Over the years, different researchers have adopted different methods in the analysis of voice disguise. These methods can be identified under four headings: 1) spectrographic speaker identification, 2) aural-perceptual speaker identification and 3) acoustic speaker identification and 4) automatic speaker identification.

2.1. **Spectrographic Speaker Identification**: Spectrographic speaker identification popularly referred to as 'Voice print analysis' refers to the visual examination of spectrograms of the questioned sample and the suspect's sample to observe similarities/dissimilarities in patterns. Voice print analysis had its genesis during the world war 11. In the aftermath of war, there was a period of silence/no progress in the said domain. The interest in

voice prints yet again resumed in the early 1960s and continued its presence in the following two decades. Its proponents made their way into the courts justifying the validity of this approach. For a long time, this method prevailed for want of any opposition and also on the insistence of the proponents that it is a scientific and valid approach with a negligible error rate.

In one of the earliest publications, Kersta [8] argued that voiceprint is as unique as fingerprints and that speakers can be identified safely through voice print analysis. In his study he compared disguised speech samples with undisguised and claimed that the speech spectrograms were unaffected by attempts of voice disguise. Unfortunately, no details were provided as to how he carried out his analysis. In any case, he claimed that the process was a reliable one with very low error rates. This caught the interest of the law enforcement authorities and 'voice print analysis' became a new buzz word to capture the perpetrators. Not long after, this claim was refuted by Endres, Bambach, and Flosser [9]. Through their investigation they established that speech spectrograms of utterances spoken in normal and disguised voice (changes in F0, rate of articulation pronunciation and dialect) reveal strong variations in formant structure.

Subsequently, Reich, Moll, and Curtis [10] have investigated the effects of selected disguises upon spectrographic speaker identification. In a matching task that was carried out, they found that identification of disguised speech samples posed a greater challenge and had a significant effect on the types of errors made by the examiners.

In the early 1980s, however, the reliability of spectrographic SI (commonly referred to as 'voice print analysis') was severely questioned by the then scientific community and it did not stand the test of time and eventually gave way to other approaches.

2.2. **Aural-Perceptual Speaker Identification**: Several experiments in the following decades have been dedicated to the aural-perceptual identification of disguised speech by listeners. This method predominantly focused on how a listener (whether naïve or expert) perceives speech. Naïve speaker identification gains significance in the real world of crime, because, more often than not, it is a naïve person who is either a witness or a victim of a crime. Therefore, it is very important to understand how speech is perceived by a lay listener. Subsequent research focused on recognizing the challenges involved in identifying a voice disguise, the hierarchy in the types of disguise in terms of their difficulty in recognition and the nature of specific types of disguise.

Indeed a review of relevant studies suggests that disguised voices may be much more difficult to identify than if they are not disguised. In this regard, Reich and Duke [11] have employed aural-perceptual techniques to investigate the effects upon SI of selected voice disguise (hyper-nasal, slow-rate, hoarse voice, speaking like an elderly individual and free disguise). They further investigated to see if certain disguises had markedly interfered with SI than the others. Their experiment consisted of 360 discriminations of paired samples presented in a fixed sequence mode. Two listener groups ('naïve' undergraduate students and 'sophisticated' doctoral students and professors) were trained for the task. The listeners were asked to decide whether the paired sentences were uttered by the same speaker or two different speakers. The results obtained from both the groups indicated that speaker recognition rates fell from 92% correct identification for undisguised voices to 59-81% (depending upon the disguise) for those that were disguised.

Another useful study which underlined the difficulty in recognizing disguised voices was carried out by Hollien, Majewski, and Doherty [12]. They have worked on the identification of voices perceptually under three speaking conditions: normal, stress and disguise. This experiment investigated to estimate the listeners' capabilities in identifying the voices and assess how familiarity of the talker's voice impacted the auditors. The experiment included three groups of listeners: a) who were familiar with the talkers, b) who were unfamiliar with the talkers but were trained to identify them and c) who were unfamiliar with both the talkers and the language. It was reported here that the disguised condition resulted in markedly lower identification rates for all the three groups compared with the undisguised condition. (Group A: 98 to 79%, Group B: 40 to 21%, Group C: 27 to 18%).

In addition to identifying the most common disguises employed, the question of whether the type of disguise has any influence on speaker identification is also of significance. In this regard, a significant study [11] addressed this issue and confirmed that certain disguises (hyper-nasal and free disguise) were more effective than others (slow-rate, hoarse voice and speaking like an elderly individual).

Experiments focusing on the effect of a particular voice disguise have also been carried out [13], [14]. While the former study assessed the nature of creak (vocal fry) and its effectiveness as a voice disguise, the latter focused on falsetto as a form of phonation. In the experiment on creaky voice, results have shown that phonetically trained listeners were able to match speakers with 90% accuracy for the undisguised condition as compared with 65% for

the disguised voices. On the other hand, an SI experiment carried out on identification of falsetto disguise (by familiar listeners) showed significantly poor results (4% match) compared to the normal voice (97% match). These results clearly show that falsetto can be an effective disguise. Nevertheless, this result should be validated by other research.

2.3. **Acoustic speaker Identification:** While it is important to understand how the listeners (both naïve and expert) perceive disguise, it is also equally important to gain knowledge on the acoustic characteristics of a disguise. In this regard, Neuhauser [15] examined how well native German speakers could produce a foreign accent (French) and described the accent's main and consistent features. The results of auditory, acoustic and linguistic (non-phonetic) analyses have shown that speakers were able to use several forms of variations (articulatory and pitch) during voice disguise by using a foreign accent. The varied features partially matched with those which would be expected from French natives speaking German, but speakers were generally unable to perform consistently.

Also of relevance to this review is research on the most common types of disguises employed by speakers and their acoustic features. Masthoff [6] carried out a study which provided insight relative to this issue. The goals of the study were to identify the disguise preferred by the speakers and to observe the similarities/ differences between the modal voice and the disguised voice chosen. His experiment employed 20 students disguising their voices with no restrictions. They also were allowed to use multiple disguises. The resulting data showed that the plurality of disguises involved an alteration of phonation (35%). Furthermore, single disguises (55%) outnumbered the multiple disguises (45%). It is interesting to note that raised pitch was used only by males and lowered pitch only by females.

In yet another experiment, Kunzel [4] investigated the effects of voice disguise on speaking fundamental frequency. The results indicate that the speakers were adept at consistently changing their F0 in accordance with the selected disguise. Results corroborated that there is an underlying relation between the F0 of a speaker's natural voice and the choice of disguised voice one would employ in an incriminating phone call.

It is established in the literature that the higher formant frequencies provide speaker-specific cues. Earlier research by Stevens wherein he explores the sources of inter- and intra- speaker variability in the acoustic properties of speech sounds, states that mean F3 is a good indicator of a

speaker's vocal tract length [16]. The same view has been echoed by Baldwin and French that "most of the significant information about voice quality is carried by the third and fourth formants" [17] These data imply that the higher formants provide naturalness to voice quality and suggest that they assist in identifying speakers. Didla and Hollien [18] carried out an experiment to test if the higher formants frequencies (of certain vowels) are affected by the use of voice disguise and thereby if they might be useful in identifying speakers. Four sets of speech samples were obtained from each speaker (normal voice, low pitch, falsetto and disguise sample created by clenching a pencil between the subject's teeth while pinching the nose). They concluded that the higher formant frequency values are not reliable measures in the speaker identification process.

2.4. **Automatic Speaker Identification:** In the recent years, owing to the increased use of technology, there have been attempts to understand the effectiveness of the automatic speaker recognition systems in identifying the disguised voices.

Zhang and Tan [19] introduced a newly developed Forensic automatic speaker recognition system (FASRS). To study the effectiveness of this system in identifying disguised voices, an experiment was set up with 10 types of disguises. A speaker recognition task was carried out which involved comparison of each disguised voice with all the normal voices in the data base. The result of speaker recognition was summarized and the influence of voice disguises on the FASRS was evaluated.

In a more recent experiment, Farrus et al. [20] analyzed a) the prosodic features employed by professional impersonators when mimicking a voice and 2) intra- and cross-gendered converted voices in a spectral-based speaker recognition system. The results indicated that when imitated and converted voices were used, the identification error rate increased, especially the cross-gender conversions.

Very few studies have been carried out in the direction of identifying the influence of the use of a particular language by a bilingual speaker on the identification of voice disguise. A very recent study by Kunzel [21] tried to explore the efficacy of automatic speaker recognition with cross-language speech material. In the same article he stated "For obvious reasons, the impact of the cross-language problem on these systems remains undisclosed, but neither has it received much attention in published research on auditory or automatic speaker recognition. This is all the more surprising since probably the majority of countries has become, or has always been, multi-ethnic and/or multi-lingual."

Research on voice disguise has met with little success in the area of Forensic speaker identification (FSI) owing to the infinite ways humans can disguise their voices. The studies carried out thus far are limited in their scope as 'voice disguise' is influenced by a number of variables such as type of disguise, familiarity with the speaker, language, dialect etc. Given its formidable presence in the world of crime, the numerous issues plaguing voice disguise must be addressed systematically to achieve the desired results.

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Impact of the Language of instruction on Writing Competence of Learners in Zimbabwean secondary Schools: A case of Gweru Region

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Abstract— *This study seeks to analyse how language of instruction affects writing competence of learners in selected schools in Zimbabwe. Competence according to Chomsky (1965) refers to, the native speaker's knowledge of the language, that is, knowing the rules of the language. Writing competence therefore includes, a set of different abilities which are necessary for composing good texts. This study will look at the writing competence of learners in Zimbabwe, since writing can be seen as a process for which suitable work techniques must be available. This study used the qualitative approach with a sample of secondary school teachers, from both public schools and private schools, secondary school learners from form four (4) classes, from both public schools and private schools, parents, and government officials who are in charge of these schools. Questionnaires and interviews and documentary review were used as research instruments for this study. This study concludes that language of instruction has a major influence on learners' academic achievement. While most teachers have a good command in the language of instruction, they have to use coping strategies such as code-switching and translation to help students understand the lesson properly.*

Keywords— *Writing competence, translation, translanguaging, code switching; bilingualism, multilingualism, proficiency.*

I. INTRODUCTION

The interest of doing a research on how the language of instruction affects writing competence and performance in Zimbabwean secondary schools is because of personal experience of teaching in both high density public secondary schools and in private schools in Zimbabwe. In our experience as secondary school teachers, we realised that, in high density secondary schools, the ability of students to use the language of instruction which is English, in class is very minimal. Some of the learners struggle to express their ideas clearly in academic writings because they have not yet attained adequate proficiency levels that would enable them to write efficiently in the English language. This hinders them from performing well in their day today written work especially in their examinations. To the students, English is a classroom language because it is only used meagrely in the classroom. Students in private schools, who use English for their day to day communication, in and outside the classroom

also face problems when it comes to writing. They seem to be very good in speaking the language but have challenges when it comes to writing. This shows that, academic writing requires a conscious effort and much practice in composing and developing ideas. Myles (2002) supports this saying, "the ability to write well is not a naturally acquired skill. It is usually learned and or culturally transmitted as a set of practices in formal instructional settings or other environments." Hence speaking fluently in the language does not automatically mean that, one can efficiently write in the language.

The researchers have observed that, public and private schools, differ in terms of the extent to which, the Language of instruction influences their academic performance. This is so because teachers in public schools do not emphasise on the use of the English language even in the classroom, unlike their counterparts in private schools who have to communicate in English language always in and outside the

classroom and teachers have to enforce this in their learners. Therefore, the proposed study aims to analyse how the language of instruction in Zimbabwe in this case English, affects writing competence of high school learners in both high density public schools and private schools. Specifically, it seeks to assess, how the language which is used by teachers to deliver their lessons, in Zimbabwean secondary public and private schools, particularly in the Midlands region, affects students' competence and performance in writing, an area which is still grey so far**.**

Most pupils in Zimbabwe, especially in the Midlands region, in both public and private secondary schools have poor writing skills. Their ability to use English, which is the official language of instruction in class especially when writing, is very minimal. Some of the learners struggle to express their ideas clearly in academic writings because they have insufficient linguistic proficiency, which hinders them from performing well at school since English is the official medium of instruction. This research will assess their writing competence.A lot of research has been done on the effect of the medium of instruction on the leaners academic performance in general, but only a few studies have focused on the effect of the language of instruction on the writing skill and non that is known, has focused on the effect of the language of instruction on writing competence in Zimbabwean public and private schools, which is the main focus of this research. The research will also look at the similarities and differences that can be drawn from the two schools in terms of language of instruction and its impact on competence. Using translanguaging and Critical Discourse Analysis theories, the study seeks to clarify how the language of instruction affects writing competence in private and public schools in Zimbabwe especially in the Midlands region in Gweru. The study focuses on the analysis of pupils' written documents in order to assess their competence in writing.

Language of instruction (LOI) is the language used for the purpose of imparting knowledge in education system and normally selected by the government of the country to meet the demands of the dynamics of knowledge growth and expansion (Mkude, 1999 in Komba and Bosco 2015).Language of instruction plays a significant role in students' academic performance (Kagwesage, 2012) and a good number of studies have been conducted worldwide on this topic.Mlay (2010) conducted a study on the influence of the language of instruction on students' academic performance in secondary schools in Tanzania. The main

objective of the study was to examine the impact of the language of instruction on urban and rural students' academic performance in the subjects of History and English language. The findings indicated that students in urban secondary schools performed better than students in the rural schools because of better English language exposure. This study however is looking at how language of instruction affects writing competence in secondary schools in Zimbabwe.

Komba *et al*., (2012) cited in Komba and Bosco (2015) conducted a study which sought to compare students' abilities in written English language skills and their academic performance in Tanzania. The main objective of this study was to find out whether or not there was a correlation between students' abilities in written English language skills and their academic performance. The findings indicated that there was a significant positive relationship between the students' abilities in the English Writing Skills Test (EWST) and their academic performance.Brock-Utne (2004) has also carried out some studies in Tanzania, a country that also chose English as an official language. She actually finds the English policy in the country quite problematic, especially when considering the language context in the country. This study however sought to look at how the language which is used for teaching and learning affects the writing competence of learners.

Writing has been identified as one of the most essential skill that students require for their personal development and academic success because the world has become so text-oriented (Cole and Feng2015). Similarly, Rao (2007) points out that, writing strengthens students' learning, thinking and reflecting on the English language in their academics. Ahmed (2010) has also noted that, competence in writing helps students perform well in their academic programs. Moreover, being proficient in writing in English will enable students to be professionals and action researchers in the future. However, it has been noted that, learning to master writing skills is a problem students face at all levels of the education system. Ong'ondo (2001) notes that, writing skills are of major importance to students at all levels of the education system. This is because most examinations and assignments learners do at schools are mainly assessed through writing. It is probably because of this crucial role in assessment that writing has been considered the most important skill that students require for their academic advancement. This implies that, learners should be helped to

acquire skills that will enable them to express their ideas clearly and effectively in writing.

Kroll (2003) notes that, improving the writing abilities of students has both academic and social implications. He observes that, helping students to write clearly, logically and coherently about ideas, knowledge and views will expand their access to higher education and give them an opportunity for advancement in the work force. He further observes that the current trends of globalization and internet revolution have come to require proficiency in English language that goes beyond the spoken language, thus embracing a variety of uses of the written language. Among such uses include; writing of business letters, memos and telephone messages. This further underscores the importance of learning writing skills. However, there has been a considerable concern that majority of the students do not develop the competence in writing they need to be successful in school, workplace, or their personal lives (Graham and Perin, 2007). It is against this observation that this study will analyse writing skills of learners in Zimbabwe at secondary school level and it is hoped that the recommendations from this study will serve as a basis of improving the learning of writing skills among students.

Writing in a second language seems to be the most difficult skill for language learners to acquire in the academic context (Negari, 2011). Myles (2002) argues that various social and cognitive factors help in assessing the underlying reasons why second language (L2) learners exhibit particular writing errors. According to Myles (2002), social factors that influence second language writing include motivation and attitudes. Similarly, Ellis (2003) argues that social factors explain why learners differ in the rate of L2 learning and in proficiency type, for instance, conversational versus writing ability. Research based on motivation and attitudes shows that, learners with positive attitudes and motivation towards writing for academic purposes experience success unlike those with negative attitudes (McGroarty 1996).

Numerous factors that affect students' writing skills have been identified in literature. These are associated with the motivation of learners who are generally unclear about the purpose and significance of their text in their L2 learning. Similarly, social media, inconsistent feedback from teachers, learners' lack of analytical and evaluative approach, and large and unmanageable class sizes also negatively impact the structural and communicative accuracy of the students' texts (Pineteh 2013). Most of the students find it very challenging to obtain sufficient and relevant source information, paraphrase or summarize information, and use an appropriate academic writing style (Gonye et al2012). It is caused by delayed essay writing instruction, large classes, students' negative attitude towards their academic English course, first language(L1) transfer, and lack of dialogue between students and teachers about the constructive steps that need to be taken to address these problems. In Pakistan, insufficient time for teaching writing, improper A/V aids, overcrowded classrooms, traditional pedagogy and students' weak academic backgrounds have been reported to be some of the factors affecting students' writing skills (Bilal et al., 2013). Similarly, outdated textbooks that neither promote the importance of a writing skill, nor give any opportunities, too consequently fail to invoke an audience (Haider,2012). Another body of research critiques incompetent teachers who instead of promoting creative skills urge students for rote learning and exam-oriented language production (Rahman,2002; Siddiqui, 2007).

(Graham & Perin,2007) have noted that students' writing ability can be improved by fostering their interest, motivation and enjoyment for writing, through technology). Similarly, some metacognitive, cognitive and socio-affective strategies could also be used for enabling the students to know and practically exercise the writing process (O'Malley & Chamot, 1990). Further, the teachers can adapt their pedagogic approaches and can mutually design such tasks that could motivate and encourage students by giving them liberty of choosing topics of their interest (Pineteh,2013;Quintero,2008).Thus the current study would like to analyse writing competence of learners in Zimbabwean selected secondary public and private schools, an area which is still grey in the field of linguistics.

Educators might gain new insights that will help to determine the best way to implement classroom-language policy. Likewise, light is likely to be shed on effective English teaching and learning in different ESL contexts. It may also help educators in the field of linguistics on the knowledge that can be tapped from language policy matters in Zimbabwe. This research might be of great significance to the academic field as it may help aspiring researchers who may find it valuable in establishing literature for the purposes of review. It may also expose policy makers and linguists on the role and importance of language policy in Zimbabwe. The results of this research might be very important as input on language policy and planning in Zimbabwe. It is also anticipated to be an eye opener during language debate forums in Zimbabwe.

The theoretical framework for this study is based on the Critical Discourse Analysis, (Fairclough 1995, van Dijk 2001 and Wodak 2001) and The Translanguaging Theory Colin Williams (1994) and developed by García (2009). The frameworks are suitable for this study as they identify linguistic structures in discourse.

Translanguaging Theory

According to Garcia (2009), translanguaging is the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential.The term was originally used by Colin Williams in 1994. It was later popularized by Garcia (2009); Creese and Blackledge (2010); Canagarajah (2011); Garcia and Sylvan (2011) and Garcia and Wei (2014) where it was put in the context of second language learning in bilingual and multilingual contexts seeking to assist multilingual speakers in making meaning, shaping experiences, and gaining deeper understandings and knowledge of the languages in use and even of the content that is being taught (Cenoz & Gorter, 2011;Lewis etal 2012).

According to Canagarajah (2011), translanguaging is the ability of multilingual speakers to alternate between languages, treating the different languages that form their repertoire as integrated system. García (2009) extended the scope of translanguagingto refer to processes that involve multiple discursive practices, where students incorporate the language practices of school into their own linguistic repertoire freely and flexibly. The act of translanguaging is expected to create a social space for multilingual speakers "by bringing together different dimensions of their personal history, experience and environment, their attitudes, beliefs and performance" (Wei, 2011: 1223). The languages are, thus, utilized flexibly and strategically so that classroom participants can experience and benefit from the permeability of learning across languages. Garcia and Wei (2014) define translanguaging as an approach to the use of language, bilingualism and the education of bilinguals that considers the language practices of bilinguals not as two autonomous language systems as has been traditionally the case, but as one linguistic repertoire with features that have been societally constructed as belonging to two separate languages.

Translanguaging pedagogy challenges what Cummins (2008) called the 'two solitudes' approach to bilingualism, in which languages were kept strictly separate. He argues that,

translanguaging challenges monolingual assumptions that permeate current language education policy and instead treats bilingual discourse as the norm. According to Celic and Seltzer (2009), translanguaging refers to pedagogical practices that use bilingualism as resource, rather than ignore it or perceive it as a problem. Translanguaging as a theory intends to counter the widely held view that, the use of a first language in functioning in the L2 is a sign of lack of L2 proficiency thus it regards the use of an L1 as a resource for L2 learning and not as a weakness. In translanguaging the focus is not on L1 or L2 but on the language that is used by bilinguals in communicating a message. Translanguaging does not consider each language that is known to a bilingual as a separate entity but it considers those two languages as an internalised system that is used by a bilingual in communicating (Garcia and Wei, 2014). This research is therefore based on the fact that, bilingual education should not view L1 and L2 as separate. As Garcia (2009) has noted, bilingual education programmes that insist on two separate languages end up denying the complex multilingualism of much of the world. The L1 should be used as a resource in learning the L2. This theory is also suitable for this research since informal bilingualism is the pedagogy used by most teachers especially in most public schools and some have discovered that, it helps in the understanding of subject matter, thereby enhancing competence in learners.

II. RESEARCH METHODOLOGY

This study used the qualitative approach. Qualitative research involves direct experience during field work in order to be able to understand and interpret these tinges wellas the individuals (Creswell 2003). In qualitative research, the researcher is both the subject and the object of his research. According to Almeida et al (2017), the objective of the qualitative methodology is to produce in-depth and illustrative information in order to understand the various dimensions of the problem under analysis. The above authors also says that, qualitative research is therefore concerned with aspects of reality that cannot be quantified, focusing on the understanding and explanation of the dynamics of social relations. The population under study were all teachers from the selected schools, all learners from form 4 classes in the selected schools, all parents who have children at the selected schools and all government officials who are in charge of these schools.

Sampling is a way of selecting a group from a population to represent a whole. According to Ogula, (2005) there are two sampling procedures which are probability and non-probability sampling. This researchers used probability sampling where the chance of selecting each respondent is known or can be calculated. The study used purposive sampling under probability sampling. Patton (1990) says purposive sampling is a strategy in which particular settings, persons or events are deliberately the source. The schools, teachers, pupils, parents and education officers were purpose fully selected in order to obtain rich information about the influence of the LOI on students 'writing competence. Stratified random sampling was used topick students who were inter viewed in this study. In stratified random sampling, each entity is randomly selected from a population that has been divided into categories(Bryman,2008).The different classes and gender were considered during sampling, to avoid bias and had accurate presentation to ensure validity. The sample under study were 8 teachers, 4 from public schools and 4 from private schools, 40 learners from form 4 classes, 20 from public schools and 20 from private schools, 20 parents, 10 from two private schools and 10 from two government schools in Gweru Zimbabwe and 2 government officials who are in charge of these schools.

Bhattacharyya (2003) says that there are various ways that are used to gather data for use in a research project. One method of data collection for this study involved sending out questionnaires to the teachers and learners of the selected schools which were used for this research, parents with children at these schools and also government officials in the midlands province. The questionnaires were distributed to the sampled participants so that they could respond to them. These were later on collected by the researcher. Questionnaires were used because they were potentially useful, easy to use and were a reliable method of data collection. The fact that they are anonymous makes information collected to be authentic, people express their views clearly knowing that they are anonymous. The researchers also conducted interviews with 8 teachers, 20 learners, 2 government officials and 10 parents who were selected from the population. These were done in order to complement questionnaires. Interviews have the advantage that, they are supervised hence potentially prone to fewer difficulties (Chiromo 2006). Interviews also guarantee that it is the respondent alone who answers the questions. In addition to the two methods outlined above, the researchers also analysed pupils' 40 written documents, 20 from a public

schools and 20 from private schools. These were essays which were given to learners to write on the same topic from a past ZIMSEC examination question paper. The researchers analysed how the language of instruction affected the way learners write. Issues like syntax and semantics which include, sentence construction, paragraphing, spellings, use of colloquial language, use of parts of speech and also direct translation from mother tongue among other issues were analysed in order to assess the competence of the learners.

III.   RESULTS AND DISCUSSIONS

Judging from the responses noted by the researchers, competent students from high density suburb government schools and most students from private schools preferred English as the medium of instruction, probably because, competent students have not much problems in using the English language and students from private schools have no option because English is the language in and outside the classroom and the medium of instruction whether they understand it or not. They also highlighted that, English is the official language of academics, business and communication and without it, one cannot progress academically or professionally, so it is important to learn using the language. A language of instruction is the language which is used by teachers and learners for teaching and learning. From the interviews that were held, the researchers asked the learners about the language which they preferred as the medium of instruction. There were various responses depending on the type of student and also the type of school where the student came from. These were some of the responses:

> Learner 1:Our teachers always teach the English language in English because it makes us practice to use English properly and try to understand it better since it is the official language in Zimbabwe.

> Learner 3: I think teachers should teach in English but when we do not understand, they should explain in Shona.

> Learner 6: If teachers teach in English only, they talk themselves, we are silent because we can't understand them, so they have to speak in English then talk again in Shona.

Some high density urban secondary school learners pointed out that, there should be continuity in teaching using either the LOI; English, if it is a subject that has to be taught in English and indigenous languages in subjects requiring the

use of Indigenous languages such as Shona or Ndebele; as students are reliant on code switching, code mixing and translations. She had to say this:

> Learner 4: I think English should just be taught in English because even when we write our final exams, we will write them in English so we should get used. Indigenous languages should only be used when we are doing that particular subject.

However not- so competent learners from high density public schools preferred a mixture of English and indigenous languages. This could be probably because the teachers themselves were not proficient in English as mentioned by government officials in an interview; thus, students were not exposed to linguistic structures needed in academic discourse so their command of the language is very poor. Indigenous languages would therefore help them to get the meaning of what the teacher would be saying.

Teachers' views on language of instruction

Teachers also had different views concerning the language of instruction depending on the type of school they are working and also work experience. However from interviews with teachers it was clear that there is a relationship between language and achievement. One teacher from a private school said that, English should be taught in English because practice makes perfect. She said:

> Learners should be taught English Language in English. This will help them to be competent as they practice using the language through listening to it, speaking it and reading it and also writing in it. The more they use the language, the more they become proficient in it.

However others preferred code switching, code mixing, direct translation and translanguaging in order to enhance meaning. One teacher from an urban high density suburb secondary school said:

> Since English is a second language to most if not all of the students in these types of schools, it is only used in class and nowhere else so most of the not so competent students do not understand if you sorely teach in the English language. They will not participate in class discussions because they will not have heard anything. But if you explain or ask the same question in indigenous languages you see them raising their hands and giving good answers.

This shows that, code switching code mixing and translation

helps learners to understand better.

Some teachers also said that, language of instruction determines whether examinations are passed or failed. They argue that, all tests and examinations are written in English. It would have been simpler if it was possible to answer exam questions in indigenous languages, but it is not allowed. In some occasions, students fail to express themselves fully and correctly, or are unable to correctly describe the answer, and such responses are not acknowledged, which makes them fail their examinations because they are regarded as incompetent. One teacher said;

> English is a second language to most students and so when examination questions include vocabularies it's not easy for most students to understand the question(s). Thus, language could in a way contribute in their failure because of not understanding the exam question. If only they were allowed to answer in indigenous languages, I'm sure they would perform better, but unfortunately, that is not accepted.

The above sentiments shows that, language of instruction has a bearing on the competence of learners.

Parents' views concerning language of instruction

Parents however had different views from learners. They preferred that their children be taught in the English language since all other subjects are also taught in English except for indigenous languages. This would help the learners to understand other subjects as well, as they say. Parents also highlighted that, English helps learners to be able to communicate with other people who do not speak their language and is the language which is used in tertiary institutions and also in formal workplaces so they should be used to it. One parent said that,"a child who can speak and understand English language is very confident and can easily fit in any environment."

Education officers' views

In an interview with the education officer he said that, Indigenous languages should become the LOI in secondary schools and English should be taught as a compulsory subject because as he says, the decline in students' performance is because of English being the LOI. Education officer said that student's do not understand the examination questions because they are written in English. She said:

> *Ndinofunga   kuti   kudzidzisiwakunoita   vana*

nechirungundikokunoita kuti vasanyanyakupasa. Hakusi kuti vana havanzwisisizvavanodzidziswaasi kuti vazhinjivavohavanzwimubvunzo kana ukabvunzwanechirungundizvozvinoita kuti vasabudiriramuzvidzidzozvavo.

(I think that English as a LOI can be one of the factors contributing to the low achievement of students. It's not true that students don't understand what they are taught, but the main problem is that, they don't understand questions which are asked in English in the examination; that is what makes them fail.)

From the education officer's sentiments, it is clear that, students perform poorly in the English language because they do not understand examination questions which are asked in English. This means that, the use of a foreign language is the basis of this problem, which contributes to under-reaching among a large number of high school students.Another provincial educational officer said English as a subject should be enhanced by providing more oral exercises, additional reading, and textbooks because more reading increases knowledge and understanding. She also said that special English workshops should be held for the teachers to help them manage and develop English.

When she was asked about the issue of secondary school textbooks, she indicated that high-density urban schools have issues with book shortages because the syllabus has changed and the one currently in use requires new books that are still very few because some of them are still being published, because the old ones do not cover some of the new concepts in the syllabus. Even if we have some which are available they are not enough since students have to share because they are so many soit's not easy to buy book sat the same time. She said that in these schools, the problem is even worse because most of the students do not havethe culture of reading books. This is however different, in private schools because parents are either asked to buy books for their children and they do so because they can afford to, or the schools can buy the books even from outside the country because they have the money since they charge very high school fees. Therefore, in her opinion regular reading habits need to be promoted among the learners.

On the question of whether it is possible to change the LOI in the near future, she said it was important for the LOI to be changed from English to indigenous languages but the government and parents were unwilling to do so. One of the

common reasons cited for the continued use of English as the LOI is globalization, meaning that Zimbabwe is not an island and the use of English as their communication medium helps to maintain diplomatic relations with other countries, as English is a global lingua franca. Furthermore, indigenous languages are not yet developed to express scientific and technical terms hence English remains the language of instruction.On this issue, the researchers suggest that the government through the ministry of education sport and culture should also facilitate professional training programs, workshops and seminars for teachers that will enhance teachers' language skills as well as pedagogy skills since they are also still trying to understand and comprehend the new curriculum. This will help the teachers to improve their English language competence and ensuring that high density suburb government secondary schools have adequate and well qualified teachers.

Language used in and outside the classroom and at home

Learners were also asked about the language which they use in class to converse either with their friends or with teachers and also the language which they use when they are at home. Almost all learners from high density secondary school said that, since their teachers use both languages to in the classroom, they also use both languages in class and their mother tongue outside the classroom and at home. They confessed that, even in the English lesson they might ask for permission from the teacher to explain a concept in their vernacular languages so that they are able to express themselves. Only one competent learner from high density suburb government school said that, he uses English every time, but was having a challenge of being laughed at by other students who think that he wants to be pompous. Some of the responses were that:

> Learner 5: When we are in class or outside we use Shona everyone, it is easy to speak and our language. Even at home we speak Shona. I wish we were learning in class in Shona also.

> Learner 6: I speak Shona and a few English in class but outside its Shona.

> Learner 8: I always converse in English with my friend and even at home, I live with my brother and we speak English, but the problem is that people in class think that, I'm proud so they laugh at me and call me *names* .

However 95% of the students from private schools said that they communicate in English at home and at school, but 5%

mentioned that, they as friends they converse in their indigenous languages when they are alone and also at home. They are forced by the school policy to converse in English but they argue that, at times it is difficult to fully express yourself in English than in vernacular languages. These were some of the response from other learners:

> Learner 1: I always speak in English whether I am at home or at school. Its now in my blood I have no problems speaking in English.

> Learner 2: Yes I can speak in English but I enjoy using Shona when I am with my friends because I can express myself better in Shona than English. Even at home we speak Shona.

> Learner 4: Here at school we are forced to speak in English, you go for punishment if you are found speaking in Shona but at home we use Shona, my parents do not want us to speak in English at home.

On another angle, there are different coping mechanisms that are used to allow teachers and students to complete the teaching and learning process such as code-switching, code-mixing, translation and rote learning. Code-switching is defined as the alternate use of two or more languages in the same utterance, a common bilingual or multilingual communication strategy (Jacobson (1998). Code-mixing is the changing of one language to another within the same utterance or in the same oral/written text" (Ho, 2007: 1). Translation/ literal translation typically has been used to transfer written or spoken second language texts to equivalent written or spoken first language texts. OR the second language grammatical constructions are converted to their nearest first language equivalents, but the lexical words are again translated singly, out of context (Ordudari, 2007). Translanguaging however involves the use of indigenous languages as scaffold to understanding English. These teachers argue that, these strategies helps especially in acquiring meaning. The findings reveal that, students from urban high density secondary school said they regularly used code switching and code mixing in group discussions in the classroom to help those who don't understand English contribute their views. This was supported by one student who said;

Another high density secondary school student also stated another coping strategy that students usually use. This is memorization of the main themes and reproducing them in examinations. She said:

> *Kana mudzidzisi akadzidzisa nechirungu, isu tinoranda mapoints akakosha chete tozoanyora sezvaari muexam. Dambudziko rinovapo nderekuti hatizogoni kutsanangura mapoints acho nokuti anenenge ataurwa nechirungu.*

> (When a teacher teaches in English we memorize the main points and then we repeat exactly what we memorized in the examination. The problem is that we fail to explain the details of each point mentioned because one may not have understood what was said since it was said in English).

One of the students from the high density urban secondary schools suggested peer teaching as one way to help the students who are unable to cope with the language of instruction:

> *Zviri nyore kuti isu pachedu sevana tidzidzisane nokubvunzana zvatisinganzwisisi panekuti tibvunze vadzidzisi nokuti hatina kunyatso sununguka kuvabvunza, saka ivo vanofanirwa kutikurudzira kuti isu tidzidzisane tichibatsirana.*

> (It is easier to ask each other questions as students rather than asking the teachers, because we are not very comfortable asking them, so teachers should encourage peer teaching so that we can help each other).

It means peer tutoring could be used as a coping strategy for students to help each other to understand what was taught in the classroom; those who are competent in the language of instruction to assist those who are not so competent.The coping strategies used are necessary to enable learners to understand, but some of the techniques may not be particularly useful in memorizing, referred to as rote learning. When students are unable to describe what they have memorized, which means they have not grasped what they have learned and therefore are not competent in the language of instruction.

However there are also other strategies which are employed by both competent and not so competent learners. These include, taking notes, seeking for clarification from teachers on concepts not understood, group discussion, role play,

making corrections to rectify mistakes on written essays, revising work learnt in class, writing extra essays and giving them out for marking, reading widely other materials in English for example newspapers, story books and making summary notes on the set texts for essay writing , proof reading written essays and also, planning or organizing ideas before writing among other strategies. Although the Zimbabwean government has made an effort to source English language books through UNICEF, the books are still not enough especially in high density government schools, so there is need to consider supplying secondary schools with adequate teaching and learning material so that learning can be made easier and also equip libraries which are in the schools with relevant and current books in order to help learners develop a culture of reading. Since English is currently the official language of instruction, more effort should be placed to improve the quality of English language. Practical measures need to be taken by the government to ensure that the teaching and learning of English language is enhanced in order to improve students''' academic achievement. In future the Zimbabwean government, through the ministry of education sports and culture should consider including a language option in writing examinations. In other words, students should be given the option of writing exams in either English or their mother tongue. Probably this might help students to perform better in their examinations. The government through the ministry of education sport and culture should also give importance to all subjects including English not only science subjects which they are sponsored through STEM program, when providing financial resources in secondary schools.High density secondary schools should encourage their learners to use English as a language of communication in and outside the classroom so as to make them use the language frequently. They should also develop in their learners a culture of reading by slotting library periods on their time tables and encouraging learners to read other materials such as novels, newspapers or magazines, besides their school books.

IV.   CONCLUSION

This research examined the impact of language of instruction on students ' academic performance in high density urban secondary schools and private secondary schools and concluded that, language of instruction has a major influence on learners ' academic achievement.While most teachers have a good command in the language of

instruction, they have to use coping strategies such as code-switching and translation to help students understand the lesson properly.Coping strategies are useful in helping students understand the subject matter; however, they are not the most effective means of achieving the process of teaching and learning as the result leads to poor performance. The main problem is that exams are written in English and techniques like code switching, code mixing and translation are illegalso they cannot be used and this leads to failure.The most effective coping strategy is peer tutoring that helps less able students gain a better understanding of a subject and ultimately become confident and autonomous in other challenging tasks.Learners from high density secondary schools use both English and indigenous languages to communicate in and outside the classroom and at home also, since their teachers do so as well, however learners from private schools always converse in English.Due to the wording of the questions and the difficult vocabularies used, the examination questions were seen as an obstacle. Therefore, students are unable to fully understand the exam questions, and are unable to provide accurate answers. Even when they try to answer their answers in writing they are unintelligible or poorly expressed.

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Foreign and Reserve Life Hand in Hand: Nation with in a Nation in Tomson Highway's *The Rez Sisters*

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Abstract*— This papers focus on the dual existence of the concept of Nationality which is generally referred as the "Nation with in a Nation". When we trace the early orgins of Canada, the result would be a wide separation of two cultures, the reserve culture and the foreign culture. One such division is further reflected in 'The Res Sisters' a famous work by Cree Canadian writer Tomson Highway. The plot revolves around the life of seven sisters who were subjected to reserve life. Their life wasn't a bed of roses, their hurdles that was artificially created by the white immigrants .The play glorifies the rebellious attitude of the reserve ladies, the intervention of a male counterpart named Nanabush. Nanabush itself is the blurred conscious minds of the woman whose support heals their wounds. Race and ethnicity can also be implored further to stress the discrimination with in the Nation.*

Keywords*— Nation with in a nation, Race and Ethnicity, Discrimination, Cultural Limitations.*

I. INTRODUCTION

Literature has always been a medium that lucidly reflects the depth and vastness of human culture. Pictorial representation of social images and events has been along standing formula for Canadian drama. '*The Res sisters*' is a two act play by Cree Canadian writer Tomson Highway, first performed on November 26, 1986 by Act4 Theatre Company and Native Earth Performing Arts. The play is partially inspired by Michael Trimplay's 'Les Belles Soeurs'. Tomson Highway is an Aboriginal Canadian playwright, novelist and children's author. He is best known for his plays 'The Rez Sisters' and 'Dry Lipe Oughta Move to Kapuskasing' ,both of which won him the Dora Mavor Moore Award and the Floyd .S .Chalmers Award. Highway explores the Canadian audience by educating and entertaining the reality of reservation life; the brutality of a system that rejects or sentences native people to live of society spiritual poverty that takes away from their pride, tradition and their language. The play is set in a fictional reserve on Manitoulin Island, Ontario, Canada. Featuring an ensemble cast, the play is about a group of seven women dreaming of winning and raising enough money to participate The Biggest Bingo in the World. Nanabush is the only one male character who

played the role as trickster. The comparison of reserved life with that of foreign life is the central theme for some of Canadian works which gained an immense position in the field of both English as well as Canadian Literature. The play won1986-87 Dora Mavor Award for Outstanding New play, winner of the Floyd .S. Chalmers Canadian Play Award in 1987 an dominated for Governor General's Award for English Language Drama in 1988. In 2010 Highway staged Iskooniguni Iskweewuk, a Cree language version of the play.

II. POTRAYAL OF THE PLAY

The plot of the play is simple and linear but the portrayal of characters revelation and depiction is complicated .The different personalities of each character in 'The Rez Sisters' interweave audience at different attitude towards their life and role on the reservation. The seven women's [Pelajia Patchnose , Philomena Moosetail , Marie-Adele Starblanket, Zhaboonigan Peterson, Veronique St. Pierre, Emily Dictionary, Annie Cook] arranged a road trip from their reserve to Toronto to participate in The Biggest Bingo in the World. Every human nature belongs to their own ambitions and fortunes. Likewise each women in the play has their own

dreams and hopes in winning the Bingo jackpot and what life will bring changing fortunes in them. These characters displayed the natural desire to rise above their surroundings and create environment for their children and future generation. Although the reserve can be viewed as a place of misery, with little hope and wishes. Rez sisters has their own personal demons, tragedies and hopes that winning the Bingo game will be the answer to all their problems.

The play opens with Pelajia who reveals her desire to escape from her disdainful life. The dreams of pelajia is much more difficult to fertile ,she uses a hammer to threaten people .At the end her hammer has become a badge of purpose rather than just a physical tool. Philomena's story is a victory of simple needs and simple dreams. Philomena dreams only of winning bingo, so that she can build a new toilet It is later revealed that Phelomena conceived a child after having an affair with her boss, who eventually abundant her. Both she and her sister Pelajia remained trapped on the reserve. She is the only one who won some money at the bingo. The varied task of characters include Marie Adele mainspring of the play who has fourteen children and her dreams of an idyllic Island home in Georgian Bay forher husband Eugene and children's. Later was diagnosed that she is a victim of cancer and it expresses her true fears to die. She optimistically believe that her husband will take care of her children's. Annie Cook, older sister of Marie Adele and half sister of Pelajia and Phenomena, lost Eugene to her own sister Marie Adele. Annie has unrealistic hope of being a country singer and marry Fritz a Jewish country musician a dream that might be easier to accept if she could sing. Emily Dictionary sister of Annie is an unappealing character works in the local store and a rough ex-biker who lost her lesbian lover in a tragic motor cycle accident, although previously married with a husband who abused her and almost killed her. She offers conflict between the characters. At the end of the play Emily became pregnant and beautifully transferred as a loving sister to Zhaboonigan and a loving mother to her baby .Veronique is sister in law of Emily Dictionary, she is disliked by almost everybody and has equal sources of distress in her life . She adopted Zhaboonigan (a mentally disabled daughter) with her husband and an predictable stove. At the end of the play she gets new stove that she has been wanting. She uses it to cook for Eugene, widower of Marie-Adele, and his children. Zhaboonigan was sexually abused [screwdriver] by two white rapist and carries the brutal burden with herself. Nanabuh is the only male character who is also known as trickster, who is a mythological spirit that observes the action of the play [.Zhaboonigan is the only one who can able to see Nanabush]

The play recounts and overcome several diversions and obstacles of rez sisterson the way to Toronto . During their exchange of stories each characters emotional and personal sufferings have been heightened. The audience gets to know about these women's ,their stories and able to see how they treat each other. Even, when they argue and fight each other ,they lookout for one another the bond of sisterhood transcends all racial labels and material objects. As the play comes to an end the audience came to know the major themes such as Nation with in a Nation , race and ethnicity, cultural limitations are clearly portrayed including home as a element where every human heart is. This play also accounts how these group of women learn to respect each other and place where they leave, ,rather than running off to a new unfamiliar place and also indicate how human nature should respect each other.

III. MANIFESTATION OF THEMES

Nation with in a Nation, race and ethnicity, discrimination, cultural limitations are the major, concepts or main elements of the play. A peep in to the life of these seven woman's depicts the cultural limitations and a clear representation of how they suffer and survey life as a reserve being. While race and ethnicity are considered to be separate phenomenon in the contemporary social science, the two terms have a long history of equivalence in popular usage and older social science literature. Whereas racism and racial discrimination are used to describe discrimination of an ethnic or cultural basis, independent of whether these differences are described as racial. According to United Nation convention, there is no distinction between the terms 'racial discrimination' and 'ethnic discrimination'. Dramas have always carried and propagated messages against such stereotypes, by depicting the lives of various racially marginalized peoples. *The Rez Sisters* is the finest example for this.

IV. CONCLUSION

Highway did a great job by giving the reader an idea of what reserve life is about. He gave us the opportunity to experience the hardship of native people and some insight to how they form their identity. Nanabush had a great deal to do with the women keeping their current identities .I feel that if we believe in a spirit and surrender or lives to them they will

take care of us just as Nanabush did in this play .As human beings we need to open our eyes and see we can all belong together and live in one society without dropping our culture that will end cultural limitations, ,race and ethnicity such stereotyping. These are the main factors that push people, more commonly native people, in to the loss of belongings ,the loss of their culture and the loss of the core of their identity.

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Development of Christian Character Education Based Project Based Learning Teaching Materials to Improve Student Character

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Abstract— *Character education plays an important role in creating students who have good character. Christian schools have to provide project-based teaching materials so that students not only know a good character but also able to apply them in everyday life.This study uses quantitative methods to examine the use of Christian character education teaching materials based on project-based learning. The study was conducted on 8th-grade students at Kalam Kudus Christian Junior High School Surakarta. The results showed that the use of project-based learning Christian character education materials had an effective impact on improving student character.*

Keywords— *Character Education, Teaching Materials, Project-Based Learning.*

I. INTRODUCTION

Character education is an important thing to do in this day and age. A character becomes one of the determinants of a person's success in living his life.Character education will help students to develop the main values in life such as justice, craft, respect and they will understand the reasons why they need to be done in life. Character education will also have an impact on increasing student awareness of their roles and responsibilities as community groups in the life of the nation and state (Aynur Pala, 2011: 23-32). The process of developing superior human resources cannot be separated from the role of educational institutions. The purpose of national education is to educate the life of the nation and develop people who have the attitudes, knowledge, and skills needed for the progress of the nation. Thus it can be said that educational institutions, namely schools, have an important role in creating superior human resources.

This also applies to Christian education as a means of achieving the goals of National Education. Michael J. Anthony (2001: 16) defines Christian education as a process in which someone who experiences a new birth in God, when the Holy Spirit lives in him, experiences growth to be like Christ. This process occurs when a person studies God's word and applies what he learns in daily life. This is lifelong learning. That means that Christian education has to build superior quality human resources and be fruitful in their lives.

One Christian educational institution that has an important role in shaping human resources is the school. Lockerbie (2008:15) states that a Christian school exists by centering on God and based on Bible truth. Thus Christian schools have a clear purpose, that is, goals that are based on what is in the Bible. Christian schools aim to educate students so that they can glorify God, tell about God to the world, and have grown in knowledge and action. Growing to be like Christ is the goal of Christian education, so that education must not stop only with the knowledge of how to live this life, but also how to live this life.

Some Christian schools have included character education in their curriculum but in its journey, it was found that character education often only stopped at the knowledge of the character and did not materialize in real action. Thomas Lickona (2012:51) states that characters consist of values that work in a person (operative values), values in action. A person's character develops as values develop into virtue. Characters talk about what is in a person. The character will determine how a person acts when he thinks that he is not seen by others. Or in other words, the characters talk about what someone does when no one sees it.

Lickona in her book Raising Good Children (2004:7) states that the characters contain three interrelated parts namely moral knowledge, moral feelings, and moral actions. Good character consists of knowing good, wanting good, and doing good. That means, having habits in the

mind, habits in the heart, and habits in action. These three things are important to lead a moral life and even moral

maturity.


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MORAL KNOWING
1. Moral awareness
2. Knowing moral values
3. Perspective-taking
4. Moral reasoning
5. Decision-making
6. Self-knowledge
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MORAL FEELING
1. Conscience
2. Self-esteem
3. Empathy
4. Loving the good
5. Self control
6. Humility
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MORAL ACTION
1. Competence
2. Will
3. Habit
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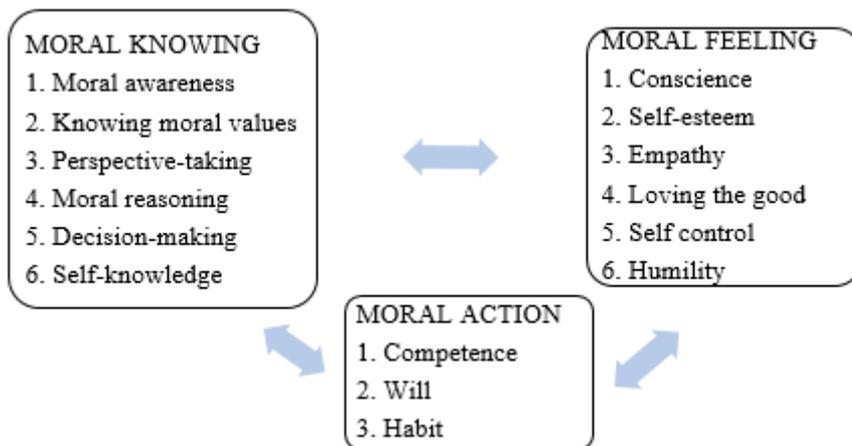
Fig.1: Character Components

This understanding should awaken Christian schools to not only teach character education but must carry out character education that encourages students to manifest good character in their daily lives. That is why it is necessary to develop project-based character education teaching materials that will guide students to practice good character life.

Teaching materials are all forms of materials used by teachers/instructors in carrying out the teaching and learning activities referred to in the form of written or unwritten materials. Teaching materials enable students to learn a basic competency or competency coherently and systematically so that they can master all competencies in an integrated and integrated manner. Teaching materials are information, tools, and texts needed by the teacher/instructor for planning and studying the implementation of learning. Teaching material is any form of material or material that is arranged systematically and is used to help the teacher or instructor in carrying out teaching and learning activities to create an environment or atmosphere that allows students to learn. (Prastowo, 2012:16)

According to Majid (2006:12), teaching materials can be written or unwritten materials. The teaching material group consists of integrated writing, audio-visual, electronic, and interactive media groups. A teaching material at least includes study instructions (student/ teacher instructions), competencies to be achieved, supporting information, exercises, work instructions that can be in the form of worksheets, and evaluations. Teaching materials or instructional materials generally consist of knowledge, skills, and attitudes that students

must learn to achieve predetermined competencies. In detail, the types of learning materials consist of knowledge (facts, concepts, principles, procedures), skills, and attitudes or values.

Based on some understanding of teaching materials above, it can be concluded that teaching materials are all kinds of material in the form of written media, audio-visual media, electronics, integrated interactions consisting of knowledge, skills, and attitudes that students must learn to help teachers in the learning process teach to achieve predetermined competencies.

In addition to choosing the right materials, to do a teacher must choose an approach or appropriate learning models also, so that students really feel the significance of the material they are learning. One of them is using the Project-Based Learning (PjBL) model. According to Hanafiah and Suhana (2009:30) the learning model Project-Based Learning is a learning approach that allows students to work independently in constructing their learning and producing it intangible products. Meanwhile, according to Trianto (2014:42) Project Based Learning is a model or innovative learning approach, which emphasizes learning through activities contextual - a complex activity.

From some opinions, it can be concluded that the Project-Based Learning model is an innovative learning model that involves project work where students work independently in constructing their learning and producing it intangible products. In project work contains complex tasks based on very challenging questions and problems and guides students to design, solve problems, make decisions, conduct investigative activities, and provide students the opportunity to work independently. The

development of teaching material based on project-based learning is expected to be able to encourage students to manifest good character in their daily lives.

II.   METHOD

The method used in this research is a quantitative method. The quantitative method is a research method that analyzes the number and variables in finding the expected results. Quantitative research uses data analysis based on numbers generated from the use of specific data techniques to answer the question of who, how much, what, when and how (Apuke:2017)

The data collection in this study was conducted by observing learning activities and competency development conducted using character education teaching materials between groups that were given development teaching materials and groups that were not given development teaching materials. Furthermore, interviews were conducted with teachers and students to obtain data on the use of teaching materials in character education in schools. It was also given a questionnaire that aims to find out the character of students who have followed character education so far.

The data that has been collected is then processed to further become a guideline in the preparation of Christian character education teaching materials based on project-based learning. The teaching material that has been compiled is then tested on the validator. Then a small group trial with 5 students was conducted, a large group trial with 10 students, and a large group trial of 26 students. After going through the trial period teaching materials are then implemented in the control class and the experimental class. The results of data acquisition are then analyzed using quantitative methods. This research was conducted to 8th-grade students at the Kalam Kudus Christian Middle School Surakarta.

III.   RESULTS AND DISCUSSION

Implementation of Character Education

Based on observations and interviews conducted with teachers and students, it was found that character education at this school was not optimal. This is due to the limited teaching materials used, where they only use one source of character education teaching materials. While students only have a handbook that has been provided by the school, but the explanation of the material from the teacher still uses the conventional learning model.

Each lesson in the core activities is generally an explanation and provision of material by the teacher followed by group assignments, where the work to be done is prepared by the teacher. Each group division was continued with discussion and presentation, but at the time of the discussion, the learning activities were not conducive because of the lack of structured group activity planning. Several groups assign their tasks to one of its members.

Character education which has been running so far also does not encourage students to show good character in their daily lives. During this time they follow character learning as one of the subjects provided by the school. Students know the meaning of good character through the lessons delivered but they have not shown in behavior. Character education in schools should not only provide knowledge to students but also contribute to fostering good attitudes in students interacting well in their environment. Therefore it is very important for character education teachers in teaching true character and encouraging students to realize the true character in their lives. But this has not yet been realized because character education that has been taking place so far is considered unimportant and even tends to be boring. Whereas character education is a subject that should be able to contribute to the values needed in forming true character.

Student Character Analysis

Researchers conducted an analysis of the implementation of character education in the Kalam Kudus Christian Middle School Surakarta through a questionnaire. The results of the questionnaire are still many students who are not interested in participating in character education. This statement is supported by the teacher himself who says that students often view character education as second class learning. Some students don't listen seriously when learning is delivered. That is because the teaching materials used are monotonous and unattractive. Students also do not show changes in character after following the existing learning. As a result, character education takes place only in the form of understanding concepts without realizing reality in daily life.
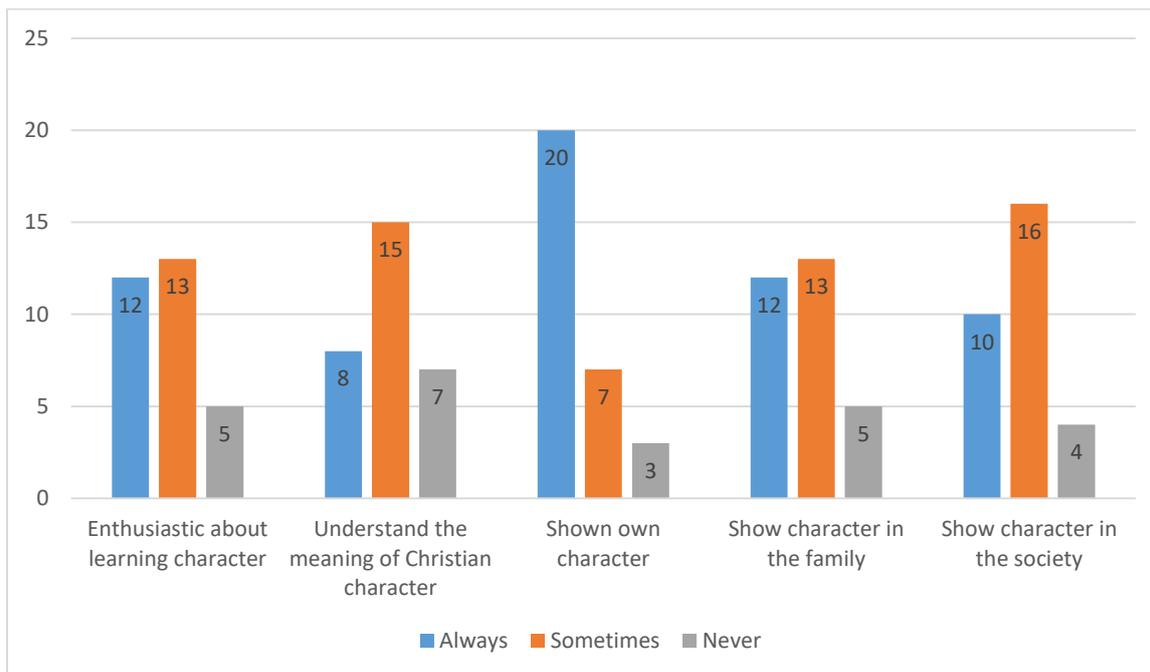
Diagram 1. Student Character Analysis Question Question Diagram

Based on the diagram above, it can be concluded that the character of the students is low. It can be seen from the acquisition of the first indicator data that is students' enthusiasm in participating in character learning from 30 student respondents who answered always were 12 people, while 13 people answered sometimes and 5 people said never. This can indicate that character learning is not interesting to students. Also, understanding the character is by the Christian faith, only correctly interpreted by 8 people, while 15 people say sometimes and 7 people say never. This ultimately has an impact on how students demonstrate character values both for themselves, their families, and the community. Based on the explanation above, there are strong indications that awareness of character values in students' lives needs to be increased. It starts with a correct understanding of the Christian faith which will later have an impact on students' daily lives.

Based on the data that has been obtained, it is compiled teaching materials through the validation test against experts, small group trials, large group trials, and large group trials. Expert validation is a product validation activity that is carried out before being trialed on a limited basis. Validation is done by assessing teaching materials given
to experts, namely Christian education lecturers at STT SAAT, media lecturers at UNS Surakarta, and lecturers on learning materials at UNS Surakarta. The assessment results are as follows:

Table 1. Validation Result

NO	Validation Material	Average Validation Results	Information
1	Teaching Material	4,6	Very good
2	Media for Teaching Materials	4,5	Very good
3	Learning Design	4,8	Very good

After going through the validation process, the teaching of Christian character education based on project-based learning based on project-based learning is then implemented in two classes, the experimental class and the control class that provide the following results.

A. Test Prerequisites

Data analysis requirements using parametric statistics are data obtained in normal and homogeneous distribution. Prerequisite test conducted by researchers to determine whether the experimental class and the control class are normally distributed. The researcher gave a pretest in both classes, namely class 8 C as an experimental class and class 8 D as a control class at the Kalam Kudus Christian Middle School in Surakarta. The following results are tests of normality and homogeneity.

Normality test

In this study, the experimental class normality test uses the Kolmogorov-Smirnov technique with the help of SPSS 20. Data are said to be normally distributed if the significance level is greater than 0.05. Conversely, if the significance level is less than 0.05, the data is said to be not normally distributed.

Table 2. Tests of Normality

	Ex and Control Classes	Kolmogorov-Smirnov [a]			Shapiro-Wilk		
		Statistics	df	Sig.	Statistics	df	Sig.
Pretest Results	1	,099	27	,200 [*]	,957	27	,314
	2	,114	27	,200 [*]	,959	27	,353

[*] This is a lower bound of true significance.

a. Lilliefors Significance Correction

Based on the above output, it is known that the significance value (sig) for all data both in the *Kolmogorov-Smirnov* test and the *Shapiro-Wilk test* indicates more than 0.05, so it can be concluded that the research data is normally distributed.

1. Homogeneity Test

After conducting the Normality test, the second condition is the homogeneity test using SPSS 20. The output of the homogeneity test is as follows:

Table 3. Test of Homogeneity of Variances Pretest Control and Experiment Classes

Pretest Results

Levene Statistics	df1	df2	Sig.
,246	1	52	,622

Based on the results of statistical tests with the help of the SPSS 20 program, a significance value of 0.622 is obtained, so it can be said that the control and experimental classes are derived from the same or homogeneous variance. Because the significance value is 0.622> 0.05.

B. Effectiveness Test

The effectiveness test of Christian character education based on project-based learning is done by comparing the results of the experimental class post-test scores with the results of the control class post-test scores. The results of the post-test scores between the experimental class and the control class were compared to test the average comparison between classes using project-based learning based Christian character teaching materials developed and classes not using project-based Christian character education teaching materials. See the difference in the average of the experimental class and the control class using the independent samples t-test with the help of the SPSS 20 program.

The requirements that must be met before conducting the t-test are that the data must be normally distributed and homogeneous. Then, before the t-test was carried out, the results of the posttest scores of the experimental class and the control class were tested for normality and homogeneity.

1. Normality test

In this study, the experimental class normality test uses the Kolmogorov-Smirnov technique with the help of SPSS 20. Data are said to be normally distributed if the significance level is greater than 0.05. Conversely, if the significance level is less than 0.05, the data is said to be not normally distributed.

Table 4. Tests of Normality

	Experiments & Control	Kolmogorov-Smirnov [a]			Shapiro-Wilk		
		Statistics	df	Sig.	Statistics	df	Sig.
Postest Results	Posttest experimental class	, 103	27	, 200 *	, 966	27	504
	Postest control class	, 144	27	, 155	, 984	27	, 942

* This is a lower bound of true significance.

a. Lilliefors Significance Correction

Based on the results of statistical tests with the help of the SPSS 20 program, it can be concluded that the data are said to be normally distributed if the significance value is greater than 0.05. The obtained significance value of the experimental class posttest is 0.504 and the control class is 0.942. Then it can be concluded that the posttest scores of the experimental class and the control class are normally distributed.

2. **Homogeneity Test**

Table 5.Test of Homogeneity of Variances

Postest Results

Levene Statistics	df1	df2	Sig.
, 634	1	52	, 429

Based on the results of statistical tests with the help of the SPSS 20 program, a significance value of 0.429 can be obtained, so it can be said that the pretest and posttest of the experimental class came from the same or homogeneous variance. Because the significance value is 0.429> 0.05.

3. **T-test**

After the t-test requirements are met, namely the normality and homogeneity test, the next step is the *t*-test with *the Independent Sample t-test* .

Table 6. Test t

F	t	df	Sig
0.634	8,346	52	0,000

Based on the results of statistical tests with the help of the SPSS 20 program, t value of 8.334 with a significance level of 0.000 is smaller than 0.005 (0.000 <0.005), then Ho is rejected and Ha is accepted or there is a mean difference between the experimental class and the control class.

Based on the results of this study it was found that there were significant differences in the character awareness of students using Christian character education projects based on project-based learning and conventional character education materials. This is evidenced by the results of statistical tests with a sig value (0,000 <0.005). This proves that there is a mean difference between the experimental class and the control class in the results of student character awareness. The conclusion is that the mean values between the experimental and control groups differ. The results of statistical trials in the experimental class have increased both positively and significantly as long as they were given teaching material on Christian character education based on project-based learning. Thus the effectiveness test of teaching material for Christian character education based on project-based learning has met the standards for use in existing learning referring to the results of the pre-test and post-test of two groups given different treatments that can be seen from the results of increasing student character.

IV. DISCUSSION

Character education is one of the important lessons informing students who have good character. This needs to be done in an interesting and fun learning process. Education that is only centered on the transfer of knowledge will only place students as recipients and not actors of the education itself. One method of character education that is still often done is the lecture method. This method is considered as one of the traditional and monotonous learning methods, but with the limited teaching materials, some teachers still use them. This is consistent with what was conveyed by Sriyono (1992:99) that the lecture method is an explanation delivered by the teacher verbally. Students then listen and record the

explanation given by the teacher. This lecture method is often used by teachers in conveying learning.

Character education needs to be done in an active dynamic learning process where students are involved to participate in learning activities. Such learning will have a good impact in shaping the character of students. This is following what was stated by Fathurrohman (2017:31) that the characteristics of a good learning model include the involvement of students through experiencing, analyzing, and forming attitudes. There is active and creative participation of students in which the teacher acts as a facilitator and coordinator who motivates student learning activities.

The above understanding encourages teachers to be able to prepare and carry out character education in schools better. Learning cannot stop with the presentation of learning content but also to the activities and activities that encourage students to realize good attitudes and character in their lives. If this is not done, then character education only stops with character knowledge. Students will feel bored and not interested in learning. This is consistent with the facts on the ground, which is based on a questionnaire distributed by 60% of students stating that character education learning that takes place is not interesting so it does not encourage them to have good character. This is an obstacle that needs to be considered as stated by Lickona (2012:51), namely the desire for good character is needed to produce good character in action. After a student knows what a good attitude is, he needs to be guided to have a good moral desire (moral feeling). That means students not only know what good character values are, but they also have the desire to manifest those good attitudes in their daily lives. Students who already have an understanding of good character must be supported by conditioning good values that are applied in the education system (Leoni F and Clara, 2015:213)

This understanding is an important factor for schools to think about the implementation of character education. Otherwise, character education only stops at the transmission of knowledge without the embodiment of action. This is consistent with the facts obtained based on a distributed questionnaire that 85% of students stated that the character education they had taken so far did not encourage them to show good character. This is contrary to what was conveyed by Lickona (2012:51), that is the character must be manifested in life starting from someone who believes in the values of his life. Values eventually become beliefs (values) that are held and trusted in one's life. How a person can have the right character must begin with the knowledge of true values (moral knowing).

For this reason, it is necessary to carry out project-based learning character education. According to Wena (2014:144) Project Based learning models are learning models that provide opportunities for teachers to manage learning in class by involving project work. Project work is a form of work that contains complex tasks based on questions and problems that are very challenging and guide students to design, solve problems, make decisions, conduct investigative activities, and provide students the opportunity to work independently. Project-based learning based character education will encourage students to apply good character in their daily lives.

Seeing the importance of knowing true values, the basis of project-based learning Christian character education is the Bible. The Bible records Jesus who was a person who possessed and showed the true character in his life. He set an example of how to think right, act right, and act right. What Jesus did became a perfect example of good and right character values in life. But from the character learning that has been done so far, based on a distributed questionnaire, it was found that only 27% of students stated that they understood the true character in Jesus Christ, while 50% said they understood enough and 23% did not understand at all. This is contrary to what Sidjabat (2009:5) said, that the likeness of Jesus is the center of Christian education. Jesus' ideas and examples in his life journey in the world must be a guide for believers living their lives. That is why the material for teaching character education must be based on a person who resembles Jesus.

This is an important basis in the use of Christian-based character education teaching materials. Teaching material for Christian character education based on project-based learning will influence the attitude of a student's life. This statement is in line with NoiIbrohimBoiliu (2016:123) which states that character education starts from a correct understanding of the Christian faith. Students need to be educated properly so that it sinks into their souls which is then expressed in actions and behaviors that glorify God. The Word of God is now evident in the lives of students. Planting the right values will make students understand and be able to sort out the right and appropriate actions to be taken. In line with what was conveyed by Curtis Van Dam (2014:21) that Christian education taught to students will ultimately make them understand which values are indeed following the truth and are not trapped by wrong world values. Education encourages students to apply good values in their lives.

Based on the above understanding it can be concluded the importance of carrying out proper character education. Methods and teachings that involve students will encourage them to have correct moral knowledge,

followed by a desire to do moral actions and finally realized with moral actions. This can be achieved when the teacher instills good and right values based on truth, the Bible. Christian education teaching materials are needed in the implementation of good character education.

V. CONCLUSIONS AND RECOMMENDATIONS

The results of this study are: 1) Character education conducted at the Kalam Kudus Surakarta Christian Middle School has not been maximized, this is due to the limitations of character education teaching materials so that it influences the interesting learning process to be unattractive and boring, 2) Students know what character is good but not yet able to realize the good character in daily life, 3) Good and interesting teaching materials are needed to help students realize a good character, 4) Christian character education materials based on project-based learning Project-Based Learning gives a positive and significant impact in the implementation of character education.

Based on the above conclusions, suggestions that can be given are: 1) Schools must pay serious attention to teaching materials and the implementation of character education carried out to arrive at the goals to be achieved, 2) Teachers need to continue to improve their abilities and master learning to present appropriate teaching materials and attracting students' interest to be involved in its implementation, 3) Students should increase their interest and desire in participating in character education in class so that they can show good character in their daily lives.

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A Fusion of Horizons in Absurd Theatre – An Insight into Production and Reception

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Abstract—The conditioning of human lives in the modern era tends to be hazy as both advantages and adversities intertwine equitably. Comfort and calamities taking up their twists and turns, the age also penetrates the people's consciousness by encountering the euphoric emancipation in the midst of the absurd industrialized extremities. When the war and the bloodshed haunted and detained the human senses, the aftermath of destruction had unique bizarre effects on the survivors. Out of which emerged the Theatre of the absurd during the mid-twentieth century, reflecting not the surface level crisis but the deeper level darker reality. In accordance with their introspection and the interpretation of the revolutionary world, the playwrights of the absurd theatre shared a socio- cultural psychological climate with their spectators blended with circumlocutory hollow themes. This paper analyzes the reception stimuli in the audience of the absurd theatre in relation with the readerly 'gaps' and the hermeneutic codes patterned in the absurd drama context.

Keywords—Absurd theatre, hermeneutic code, dissimilation, aesthetic reception, anti-play.

I. INTRODUCTION

Theatrical traditions undergo a wide range of divergences and variances over differing ages and shifting vogues. Intentions behind producing a theatrical play is not precise, neither the perceptions of the spectators are. They are multifaceted by numerous proximate speculations. The Theatre of the absurd explored the nothingness and absurd lifestyles prevailing over the entire Global Arena, leading the spectators to self introspect and self realise their own existences over the forlorn ultimate realities. Widely deviating from the former theatrical conventions that were conscious of heroism, valiance, hope and audacities, absurd dramas were featured by absurd language, inane conversations, grotesque personalities, barmy gestures and irrelevant actions, in such a way of questioning the traditional theatrical status quo.

II. INITIATION AND INTENTION

Witnessing the nothingness of human tragic survival during the world war moments,the playwrights attempted to debrief what they were actually going through. The devastating destructions and the horrible slayer intentions of human community, under the name of wars and survival strategies, were critically recounted in the Theatre of the absurd. On the other hand, the industrialized modern lives enhanced with science and technologies were also heavily attacked in the absurd drama along the inept human behaviourisms. It explores how the nothingness of the outer world creates a space of nothingness in human brains,allowing the Homo sapiens to celebrate the tragedy, misery, success, failure, weirdness and wickedness, in spite of the actual nothingness. The playwrights of the absurd theatre never attempted to provide a direct explanation of the theme, ratherthey made the spectators recognize oneself with the text to identify what they werereally going through. The absurd language and senseless dialogues may sound nonsensical for the observers but they couldcreate some 'gaps'in the spectators' reception tendencies. These'gaps' permit the spectators to feel their absurd survival by enabling an omniscient assimilation of the text.

III. TRAGIC GIST THROUGH COMIC TWISTS

Spectators, on their first read of absurd plays, could hardly hit any moral or absolute essence over the theme, dialogues or actions portrayed. They could drive only a mere sense of humor and senselessness in the characters of the absurd drama. The playwrights consciously abandoned the normal traditional elements of a theatrical drama by incorporating more irregularities and disorderliness, featuring anti-characters, anti-language and interrupted plot in disarray.

The characters have a tendency to be in a continuous chaotic confused state, busy with pointless deeds, blabbering irrelevant useless stuffs, whilst actually performing nothing worthwhile. But the indeterminacy that occurs as 'gaps' in the absurd plays can let the readers realize what Eugene Ionesco defined the human survival as 'senseless, absurd and useless..'. They convey a sense of incomprehensibility of the world – 'devoid of purpose', more baffling and less humanistic, intertwined with droll mockery and cryptic horror. It is an attempt made by playwrights to distinguish the individual consciousness from the collective unconsciousness of today's modern world. Just like the reality demanding mundane routine, the characters of absurd drama also keeps up an order like responding to the occurrences, nevertheless making it more meaningless, illogical and irrelevant. The psychological isolation and conscious absurdity of the characters in the absurd plays, replicates the playwrights 'personal perceptions of the harshreality that they were by standing. The Theatre of the absurd does not invoke a pointed pessimism towards its readers rather provokes a conscious reckoning of their own lives exposing their antagonism andbarbarism to be the survivors of the fittest.

IV.   ANTI-LANGUAGE SYMBOLISM

Language, which is illogical, irrelevant and disorderly generated, forms the essentialities of the absurd theatre. The exchange of ideas in the absurd drama completely deviates from our normal common sense of logical thinking and reasonable conversing. They provide no spaces for the spectators to understand the flow of thoughts in the characters, neither the possibility for prediction of the oncoming actions. Just like the people who chatter without listening, perform without planning and accept without reasoning, the characters also tends to be the absurd personalities, never quitting, neither purposefully contributing. The hypo and hyper sensitivity, weary countenances, broken sentence structures found in the absurd dramas, add to the context of nothingness, explaining the modern unrealistic existence. The willing attitude of the characters while talking nonsensical, their absolute confidence while doing nil activities, reflects the murky realities endured by the modern man. Absurd language hints over the barbaric comportment destined out of nothingness and the void stand in the midst of futile deeds.

Though the readers of the absurd dramas tend to assume the conversations as illogical and meaningless, the language encoded by the playwright decodes the expressions of the spectators' personal identities. Playwrights of theabsurd theatre tend to produce an empty language with a chain of signifiers, signifying the disorderliness and derangements. Such a language context does not possess direct inherent meanings but demands the spectators to derive the meaning through theportrayed system of relations and differences. As the language could shape our thoughts, absurd theatre promotes an absurd language depicting our dismantled feelings. The hermeneutic codes in the absurd texts occur as an enigma for the readers, loaded with equivocations - a mixture of truth and snares of their perceived realities.

V.   RECEPTION AND DISSIMILATION

The visible similarities that existed between the absurd theatre and the conventional theatre were that human beings play their character roles and human lives are represented through actions and dialogues. Contrasting with the traditional drama structure, there arise a vague plot, unexplainable story admire absence of event-cause sequences. Every hint of absurd theatre encounters the psychological context of modern man pointing to their the then changes through the period - oscillations of man's faith in God, cultivated materialism, priority of capitalistic culture and more essentially their painful miserable industrialized isolated existence.

Absurd theatre alarmed the population about their dissimulation in regarding the abnormal revolutions as absolutely normal. When evil, corruption, bloodshed and violence were acknowledged as usual occurrences at war moments, human community made each other feel inhumane and unconcerned for the distresses and despairs. With the major revolutions caused by the world wars and aftermath, materialism became the hallmark of human survival and success. Evil and villainous attitude of people to one another did not bother them much like their inability to achieve their materialistic goals. The air of despondency, made them stingy and misanthropic, which is reflected in absurd plays through isolated, cruel, lost and floating character roles.

Absurd theatre knocked the population from their dissimilation, causing an aesthetic distance in the texts, veering off their ' familiar experiences'. According to Hans Robert Jauss' 'New Literary History', absurd theatre resulted in shifting horizons of expectations and reception among the spectators. With the elements of the traditional play incorporated in absurd theatre dramatics, they remain suspended of their actual purpose and defective in their competencies. The gibberish traces in absurd theatre interpret the bewildering social context of

'homo absurdum'. The spectators tend to undergo a horizon of change in the reception of the text as they go down through the frailties and uncharacteristic wave of blemishes encircling their modus operandi.

VI.   CONCLUSION

The edification of human community is an interwoven network of apathy and acceptance, confirmation and endurance. The unexplainable intrinsic traits of Homo sapiens are nothing but the result of unconscious conditioning of the conscious social revolutions. Absurd theatre does not demand any one to abscond the actuality, rather to survive the absurd reality by unclutching the diabolic man made clutches, that pops out of nothing for nothing. Absurd drama delves deeper into human psychology exploring the mentalities, breaking down the nullity of human interventions and finally letting them discover their infiniteness in emptiness. While other conventional theatres mirror the human existence, absurd theatre attests the perspectives on the roots of existence of what people do and why do they do. They attempt to restore mankind from their survival horrors, by unveiling them the ultimate ignored realities over homo insanity.

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Spiritualism: A Source of Prevention from Fatal Pandemic

(A General Estimate)

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Abstract— *Spiritualismis a life Spring of Indian Philosophy, Culture and Religion.Philosophy shows the cause for the inescapable experiences of sorrow and suffering that has engulfed mankind today. The period following the outbreak of fatal pandemic Covid -19 has become the age of disillusionment, chaos, disbelief , utter despair, loss, and disorder in an individual's life. Hinduism is the only religion that is universal, It is a revealed religion, the priceless truth discovered by intuitive spiritual experiences. Need of the hour is to understand the psychology of commonman, his social condition and to help them regain confidence that has shaken the whole human race.*

Keywords— *Spiritualism, disillusionment, fatal, despair, confidence.*

Spiritualism is a life Spring of Indian Philosophy, Culture and Religion "Every human being is a potential spirit and represents, as has been well said, ahope of GOD and is not mere fortuitous concourse of episodes like the changing forms of clouds or patterns of a kalideoscope."(**1**) As we know that the literature is replete with the writings of Men, who are said to know the whole truth of Nature and Human existence. The solutions and explanations offered by Man ranges from simple superstitions to the most subtle Philosophical speculations. Philosophy shows the cause for the inescapable experiences of sorrow and suffering that has engulfed mankind today.

The period following the outbreak of fatal pandemic Covid -19 has become the age of disillusionment, chaos, disbelief , utter despair, loss, and disorder in an individual's life. After witnessing large scale massacre an individual has started asking simple fundamental questions: Is this Be, Be all and end of All life ?That has forced people,particularly Indians to turn towards "Spiritualism", the reason behind that India standing intact and integrated even after she had witnessed so many invasions, upheavals and natural calamity. This phase will pass on is the firm belief that's being generated.

Indian philosophy has been intellectual product of two innate human urge-reason and vision, it is an attempt to conceive world logically, a sincere endeavour to see reality face to face, by the inner concentration of Man, to contemplate the ultimate reality in terms of Globalisation.

The unrest of the age and passion for reform and solution to the present day up- rootedness of human race can be traced in Indian Philosophical system, that includes whole of mankind from all walks of life whether cultured, ignorant or learned. To quote Dr.Radhakrishnn "Religion from the beginning, is the bearer of human culture. It is the deepest kind of life reflecting the different phases complex and conflicting of human living."(**2**)Hinduism is the only religion that is universal, it is based on the spiritual experiences gained by ancient Rishis and Sages of India for the betterment of human race. Hindu religion is a revealed religion, the priceless truth discovered by intuitive spiritual experiences. A Hindu is not merely a Man, a name, Hindu is not only of Geographical, but of National and Racial importance. It's The Pity, Nobility, Generosity, Philosophy, and religious bent of Mind, Tolerance, Wisdom, Devotion, Renunciation, Self-Realisation, Ahimsa , Truth, and Purity are the traits that are associated with A HINDU. India has undergone severe hardships, has faced fierce battles and cruelties and Yet they live today, some mysterious power, some invisible force has given her strength and has protected her and will protect her today from this deadly attack on human race, is a firm belief.

The written document of the spiritual experience gained by ancestors is compiled inthe four Vedas, the Upanishads and the Bhagwat Gita. All the religions of the world have sprung from these sacred scriptures.Ayurveda is five thousand years old, a system of natural healing; the core of treatment is to encourage balance of physical mental and

emotional body by following the right thinking, diet and ideal lifestyle.The basic theory of Ayurveda is to strengthen the self defence system of the body. All over the world emphasis is laid on alternate therapy of Ayurveda to fight with this deadly virus attack. The decoction made to drink is the combination of various herbs.

Optimistic approach towards life is the core of Indian Philosophy. Need of the hour is to understand the psychology of commonman, his social condition and to help them to regain confidence that has shaken the whole human race. The sacred Bhagwad Gita has suggested and has set a principle of life. The Bhagwad Gita regards Man as a complex of intellect, emotion and action. It gives a wonderful message of Hope, Consolation, peace and above all "Divinity of Man."It solves all the problems of life and gives fearlessness to everyone and lifts up individual from the depth of penury and misery to the height of immortality and eternal bliss. Wehave perform certain ritual a step to throw this disease out was lighting lamps, blowing conches, clapping hands, all have some scientific explation of enhancing positivity that eventually will keep the moral uplifted. Constant practice of Pranayama and Meditation is suggested, another powerful therapy to cure from this disease. This theory runs parallel along with Ayurveda. To Quote The Bhagwad Gita verse that has preachings regarding yoga , rituals and the ultimate reality of God:-

The BhagwadGita Chapter 9. Verse 16-17

अहं क्रतुरहं यज्ञः स्वधाहमहमौषधम्।
मन्त्रोऽहमहमेवाज्यमहमग्निरहं हुतम्॥ 16॥
पिताहमस्य जगतो माता धाता पितामहः ।
वेद्यं पवित्रमोङ्कार ऋक्साम यजुरेव च॥ 17॥

ahaṁkraturahaṁyajñaḥsvadhāhamahamauṣadham

mantro 'ham ahamevājyamahamagnirahaṁhutam

pitāhamasyajagatomātādhātāpitāmahaḥ

vedyaṁpavitramoṁkāraṛiksāmayajureva cha

Translation

BG 9.16-17: It is I who am the Vedic ritual, I am the sacrifice, and I am the oblation

Offered to the ancestors. I am the medicinal herb, and I am the Vedic mantra. I am

the clarified butter,I am the fire and the act of

offering. Of this universe, I am the Father;

I am also the Mother, the Sustainer, and the Grandsire. I am the purifier, the goal of knowledge,

the sacred syllable. Om. I am the Ṛig Veda, Sāma Veda, and the Yajur Veda.

Against pessimism (3)

तंविद्याद्दुः खसंयोगवियोगंयोगसञ्ज्ञितम्।
सनिश्चयेनयोक्तव्योयोगोऽनिर्विण्णचेतसा॥ 23॥

taṁvidyādduḥkha-sanyoga-viyogaṁyogasaṅjñitam
saniśchayenayoktavyoyogo 'nirviṇṇa-chetasā

Translation
BG 6.23: That state of severance from union with misery is known as Yog. This Yoga should be resolutely practiced with determination free from pessimism.(4)

The Aspects of Hinduism suggested to be followed to re-establish human race:-

1 Dharma:- That includes whole world, the eternal Divine law of the God. Principles of Unity, anything that helps to unite all and develops universal brotherhood.Self-regulation of daily life.

2 Ethics: - That includes conduct and character. Ethics is related to Man and surroundings. A Man following the doctrines of ethics will not deviate from Dharma

3 Philosophic Traits: - Law of Karma. Any deed any thought that causes an effect is called Karma: An action produces effect.Thinking is Mental Karma which should be positive. Following the thumb rule every action has equal and opposite reaction.

4 Rituals: - In continuation with action rituals are performed to surrender to God for all evil action done that is sin. To pray to God to Forgive. Byprayers, going to temples, worshipping daily, chanting mantras.All these actions are meant to discipline oneself discipline our bodies preparing further for Yoga.

5Yog:- BhaktiYog, KarmaYog, Raj Yog and GyanYog. Various paths to reach God and attain salvation.

6 Various Sects:- various religion, to follow for communion withGod, the ultimate Goal of Human beings.

7 Mythology and Symbols:-The sublime and abstract philosophical ideas are taken to the heart of masses through impressive stories. The ideas are made highly interesting and are written and told in such a manner that hold the interest of masses without losing the grip of moral to be

followed. The myths, parables, folk tales, allegories, are forms in which the ideas are narrated. As the Scripters of The Ramayana and The Mahabharata, are told accompanied with music, folk tales with morals that definitely appeals the crowd even today. During the period of locked down re-telecast of such legendary serials has definitely helped to hold the crowd back in their homes.

As said by Dr Radhakrishnann " Relegion alone can give assurance and wider reference to ethics and a new meaning to human life………..It is the core of all being , the inner thread by being string on which the whole world exist."**(5)**

With the positive step humans must proceed towards victory, victory over the enemy,the unseen invader, The Bhagwad Gita`s concluding verse of last chapter gives a message with a deep pronouncement that there can be only one verdict in this War— Victory will always be on the side of God and his pure devotee and so will goodness, supremacy, and abundance.

The Bhagwad Gita Chapter 18-verse 78

यत्र योगेश्वरः कृष्णो यत्र पार्थो धनुर्धरः |
तत्र श्रीर्विजयो भूतिध्रुवा नीतिर्मतिर्मम || 78||

yatra yogeśhvaraḥ kṛiṣhṇo yatra pārtho dhanur-dharaḥ
tatra śhrīrvijayo bhūtirdhruvā nītirmatir mama

Translation

BG 18.78: **Wherever there is Shree Krishna, the Lord of all Yog, and wherever there is Arjun, the supreme archer, there will also certainly be unending opulence, victory, prosperity, and righteousness. Of this, I am certain. (6)**

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The Influence of Differentiated Instruction on Lebanese Students' Motivation, Knowledge, and Engagement

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Abstract— *Students' intrinsic motivation is built to develop students' longing for new understanding and knowledge in order to reach their highest achievement in the classroom and in their workplaces. For the students to be engaged and motivated, students' interests, learning styles, levels, and preferences have to be accounted for. For this to be achieved, approaches, methods, and strategies have to be differentiated to accomplish this essential purpose. The purpose of this study is to determine the impact of differentiated instruction (DI) in a blended learning environment and the traditional method on the motivation, knowledge, and engagement of 180 students (94 in experimental groups and 86 in control groups) in two Lebanese universities having varied experiences and education during a period of three semesters. Mixed methods were utilized to collect and analyze the data. The findings revealed that the implementation of DI in a blended environment enhanced students' intrinsic motivation, knowledge, and engagement.*

Keywords— *blended learning, differentiated instruction, intrinsic motivation, PPP*.

I. INTRODUCTION

People in the business world today require effective communication skills from strategic, professional, and adaptable employees who can stand out in the market and collaborate with people from diverse backgrounds and cultures (Thill & Courtland 2016). In the modern age and with the wide spread of globalization, the English language has played an important role in connecting people and serving universal communication for business purposes (Frendo, 2005; Soprana, 2017; Zhang, 2007).

According to El Annan (2012), there is a discrepancy between skills acquired by university students and skills essentially required by employers in the real world. Knowledge of language's vocabulary, grammar, and syntax is important; yet it has to be paired with pragmatic and practical skills, such as communicative skills, teamwork skills, planning and problem-solving skills, self-management and organizational skills, in addition to technological skills to cope with the increasing communication demands in an internationalized environment.

Teaching these core skills, as proven by earlier studies (Al-Annan, 2012; Earnest & Earnest, 2006), necessitates implementing many strategies and procedures, such as

roleplaying, working in groups, and performing written and oral tasks; for example, reports, memos, job interviews and presentations, among others. In addition, other responsibilities necessitate that students know how to research, organize and schedule tasks, manage time, develop plans and strategies, and solve problems in the target language. Thus, it is required from students to be subjected to case studies, authentic work simulations, decision-making tasks, and problem-solving methods pertaining to their field. Moreover, students must know how to plan, organize portfolios, self-assess, and use technological tools in the target language to effectively communicate information and accomplish the assigned tasks and projects. All these skills allow students to adeptly manage their education and work development.

There exists a growing gap between Lebanese universities' curricula and the challenges, demands, and obligations of the business realm (Al-Annan, 2012; Ernest & Ernest, 2006; World Bank, 2008). Students' inadequacy of these fundamental skills is due to the lack of opportunities in target language exposure, social interactions and communication, and exposure to authentic real-life professional situations (Al-Annan, 2012; Land, 2001; World Bank, 2008).

For this reason, human resource (HR) managers in five different Lebanese companies were interviewed regarding their employees who were either soon-to-be graduates or fresh graduates to inquire about those employees' English business communication skills. The HR managers mainly complained about employees' inadequate English level, the absence of English business skills in real-life communications, the lack of effective core skills, and/or the lack of cultural awareness when communicating in national/international business contexts. These shortcomings might cause major confusion, misunderstanding, and failure to appropriately and competently engage with internal and external stakeholders which is a risk for any organization operating in multi-cultural or multi-national contexts.

To remediate to these issues, students have to acquire the needed business communication skills to thrive in the business world, regardless of their major. For this reason, real-life situations have to be presented as much as possible in the classroom through the implementation of student-centered approaches (Tomlinson, 1999; Frendo, 2005; Soprana, 2017). Business English classes need to balance the students' needs and interests which can be accomplished with the use of differentiated instruction as an applicable teaching and learning approach for improving students' learning experience and motivation in a higher education institution (Santangelo & Tomlinson, 2009).

A careful inquiry of the strategies utilized to differentiate instruction acknowledges the use of choice as an essential component of differentiation because when the students are granted the opportunity of choosing materials, activities, and assessments, they feel a sense of empowerment that helps in elevating their interest, intrinsic motivation, and engagement in the course. Therefore, individually, students are able to achieve their highest learning potential as their communicative competences are both valued and recognized in the overall learning process.

The article examines the following research question: *What are the effects of differentiated instruction on the level of students' intrinsic motivation, knowledge, readiness, and engagement in business English?*

II. LITERATURE REVIEW

According to many observations (Sampath & Zalipour, 2010; Saqlain et al, 2012; Teodorescu, 2013), students of Business English feel that they are alienated when faced with the real business environment and cannot put into application what knowledge they had attained in the classroom. As diversity escalates in higher education, the one-size-fits all present-practice-produce (PPP) teacher-centered teaching design leads students to failure, not only academically but also professionally. In order to clarify the reasons for this study and to emphasize the need for differentiated learning, students' interests, learning profiles, and readiness levels are examined when suitable. Effective content, process, and product are also differentiated following Tomlinson's (1999, 2005, 2010, 2014) concept of differentiated instruction, Vygotsky's (1978) constructivism and the zone of proximal development (ZPD), and Gardner's (1983, 1993, 2000) multiple intelligences. Effective implementation of the differentiated strategies cannot, however, be thoroughly and successfully acquired due to class time constraints and the application of traditional face-to-face one-fits-all PPP method of teaching and learning. For this reason and because of the prominence and ubiquity of technology nowadays, blended learning is proposed in this study. It provides a chance of integrating the contemporary and technological progress afforded by online learning with the the experience, knowledge, and face-to-face contact of the instructor found in a traditional learning environment (Cleveland-Innes & Wilton, 2018). In addition to face-to-face teaching and learning that takes place in the classroom, Google Classroom and Skype are used as online platforms to ensure students' authentic involvement in their learning experience and improvement of their core employability skills, critical thinking skills, and problem solving abilities needed in their workplace.

2.1 Present-Practice-Produce (PPP)

Teaching Business English entails, as discussed above, the thorough planning and selection of activities and materials to achieve goals and objectives pertaining to the class and to the individual (Ellis & Johnson, 1994; Frendo, 2005; Sims, 2013).

In Lebanon, the majority of higher educational institutions are still applying the traditional PPP teacher-centred approach because of the comprehensive curriculum demands and the compact educational schedule which do not allow opportunities for students to entirely experience the communicative approach (Nehme, 2013; Shaaban, 2018). Nehme (2013) reports that English learning and teaching, especially teaching grammar, follows the traditional teacher-centred approach which is known as the grammar instruction method. Therefore, students are passive and lack chances in communication and interaction. In addition, she argues that rote learning is an elemental technique that does not instigate students' interests, does not enhance their communicative skills, and does not build their self-confidence (Chang, 2011).

Richards & Renandya (2002) explain the main phases of "PPP" as follows:

2.1.1 Presentation

First, the instructor introduces a feature of language in a clear context to clarify the meaning. It could be achieved through different means: a dialogue, a scenario, a text, etc.

2.1.2 Practice

Then, students are requested to perform a controlled practice stage in which specific items have to be repeated by means of matching, filling the gaps, and drilling. This practice assists students to use the language adequately and correctly.

2.1.3 Produce

Finally, the instructor introduces a task or activity to students who are expected to utilize the practiced form(s). The task can be a case for role play, a subject to write, or any assignment that supposedly requires the learned language model to be used.

According to Carless (2009), PPP is effective because the instructor assumes a clear and specific role besides the ability to control the lesson's pace. Moreover, and according to studies conducted in Hong Kong, educators affirmed that PPP is more productive and efficient when grammatical instructions were being taught which is considered to be a good start when teaching communicative language in the classroom (Dowling, 2017).

Many critics (Ellis & Johnson, 1994; Hyde, 2013) have stated that the PPP method emphasizes instructors' actions and does not stress on language meaning or student communication or interaction. Here the instructor is the knower, the student is tabula rasa, and behaviour adjustment through comprehensive and ample practices is the means to learning. The authors continue their argument by indicating that activities are often given at the last phase, and thus students only have the opportunity to analyse and experiment with language at the production final stage.

This method in its three stages is attacked by several academics. Ellis (1988), Maftoon, Sarem & Hamidi (2012), Scrivener (1996), and Willis (1990) declare that the practice stage is time consuming and controlled by the instructor and accordingly is inflexible, rigid, and incapable of accommodating to the class' dynamic which is unpredictable and changing. That means that PPP is useless to the process of students' learning (Lewis, 1993; Maftoon, Sarem & Hamidi, 2012). Willis (1990) emphasizes that what is practiced is not effective communication but conformity.

Wong & Van Pattern (2003) present another issue of "PPP" in that it totally depends on the usage of meaningless and decontextualized practices. They point out that language chunks are introduced as models, and students should create them by practice and recurrence. Harmer (2001) states that "PPP" is a teacher-centred method which does not correspond to the humanitarian aspect of student-centred scheme.

In opposition to the one-size-fits all or the PPP style, differentiated strategies regard students' differences, recognize their strengths, and acclimatize their inhibitions. Business English classes need to balance the students' needs and interests which can be accomplished with the use of differentiated instruction as an applicable teaching and learning approach for improving students' learning experience in higher education.

2.2 Differentiated Instruction

Tomlinson (1999) says that "Teachers change because they see the light, or they feel the heat" (p. 114).

Borja, Soto, & Sanchez (2015) affirm that there has been a clear diversification in the educational system around the globe. This means that a classroom might include students from various sociocultural background, students with learning disabilities, and students with high intelligences (Subban, 2006). In addition, other student aspects are being taken into account, such as students' different intelligences, learning styles, interests, along with their readiness either to study the content being delivered or to proceed to the next concept or idea when examining student's attributes that constitute or comprise the diversity within the classroom context. For this reason, the one-size-fits all contexts limit students' chances to benefit from the educational instructions given to them.

Defined by Tomlinson (1999a, 2005), differentiated instruction is an ideology of teaching and learning founded on an argument that students' learning would be outstanding when instructors attune to students' various interests, levels, styles, and readiness. The theory explains (1999a) that instructors have to differentiate and adapt content, process, and product in conformity to students' diversified pedagogical needs for the teaching and learning to be relevant, valid, and effective.

The first key element that the instructor might select to differentiate is a student's readiness which specifies the student's connection and proximity to the requested educational results. It depends on prior knowledge, past experiences, skill level, and chances for learning. In Vygotsky's constructivist theory (1978) related to readiness, he advises that instructors lecture within the student's zone of proximal development (ZPD), which is

the discrepancy of what a student can accomplish alone with no guidance and what the student can accomplish with support and scaffolding. The students are able to excel in a new skill(s) and know how to be independent learners and problem solvers if they are encouraged by the instructor into their ZPD and instructed with an assignment or task comparatively more difficult than one that students could handle alone (Tomlinson and Imbeau, 2010). For instance, instructors might differentiate a student's readiness by modifying the difficulty levels of the educational materials presented in class. The authors suggest that no improvement will take place if the student is presented with educational materials at or below his/her knowledge level. Likewise, if the educational material is way above the zone, the student will be frustrated and confused. To Anderson (2007) and Tomlinson & Santangelo (2009), the aim of differentiating readiness is to assure that all students are equipped with a suitable daring learning experience.

As for students' interests, intrinsic motivation is provoked when they are interested in what is being taught (Deci and Ryan, 1985; Sharan & Sharan, 1992; Vansteenkiste, Lens, & Deci, 2006). According to Tomlinson & Imbeau (2010) students' interests interconnect their' attention, involvement, and curiosity. As a result, if instructions are differentiated in accordance to the students' interests, they will be motivated to associate the materials taught with the item they previously appreciated and valued. Also, interest differentiation might encourage them to identify new skills or interests (Tomlinson & Santangelo, 2009). To clarify the concept, instructors may differentiate required materials and skills if these are aligned with students' interests in different areas, for instance sports, music, nature, science, and so on. Many studies conducted by Schlechty (1997) and Jensen (2005) have confirmed that interest differentiation has given students incentive and motivation to be engrossed in the task with clear evidence of their productivity and creativity in addition to a surpassing level of intrinsic motivation. The authors affirm that instructors have to acknowledge what item instigates, inspires, and stimulates students and how including this item can be outlined and planned to achieve these different interests.

Students' learning profiles are explained by Tomlinson & Imbeau (2010) as a preference in receiving, examining, or communicating content. Students have usually disparate learning preferences whose essential aspects consist of group orientations, intelligence preferences, learning environments, and cognitive styles.

Furthermore, students are different at learning and processing the acquired data. Dunn and Dunn (1978, 2000) state that students may differ in favoured learning ambiances in the degree of affective support and in the amount of peer communication and cooperation. The authors continue saying that students vary in their favourite learning processes; some obtain information visually, while others obtain information aurally. Learning environment refers to the means of learning, for instance giving the students the chance to accomplish the task individually, in pair, or in group.

The distinctions regarding cognitive progress or development endorse the implementation of differentiated instructions. Furthermore, Gardner's (1983, 1993, and 2000) theory of multiple intelligences is the most well-known theory for mental and cognitive development. He proposes eight fundamental kinds of intelligences: linguistic, spatial, logical-mathematical, interpersonal, intrapersonal, bodily-kinaesthetic, musical, and naturalist. These kinds of intelligences are disparate ways to measure intelligence that are no longer confined by only the old-traditional linguistic and logical mathematical intelligences.

Although differentiated instruction has its benefits, there are a few challenges in its implementation. Some of the challenges in implementing differentiated instructions are the detachment between instructors' perceptions of differentiated instructions and their own substantial real implementation of the strategy (Whipple, 2012). Many studies have reported impediments of differentiated instructions implementation which might include instructors' unfamiliarity with the accessible means, scarcity of resources, needed time for preparation (Rodriguez, 2012), its predicament to carry out with no aid from fellow workers or assistants, and its nature as being time consuming (Smit and Humpert, 2012). Also Tomlinson et al. (2003) state that some instructors are not enthusiastic and dedicated when handling students' diversity, but all these challenges can be overcome in different ways compared to the extensive learning experience which could be achieved by the students andwhich should be number one priority for educators.

Angelo & Cross (1993) and Tomlinson & Imbeau (2010) claim that a differentiated inclination happens gradually similar to the progress of every method, strategy, or educational material that already occurred, is occurring now, or will be occurring in the future. The indispensable thing is to begin small and progressively increase and improve one's repertoire. Furthermore, the requirement to cope with diversity found in high education classroom seems imminent (Fox & Hoffman, 2011; Subban, 2006). They argue that the one-size-fits all teaching and learning style is based on the hypotheses that all students could be regarded and evaluated fairly without any bias.

It is worth mentioning that acquiring the core skills effectively and adequately is unlikely to be attained thoroughly due to the time constraints and the adaptation and implementation of the traditional face-to-face one-fits-all method of teaching and learning. That is why, and through the use of technology, the blended learning model is introduced in this article to engage students in the learning experience and to try to enhance their motivation and critical thinking abilities to deepen their learning process (Morgan, 2014).

2.3 Blended Learning

Blended learning is a new method in education that blends face-to-face classroom teaching with suitable application of technology or online resources. It allows students to explore the learning process critically as a continuation of the face-to-face learning session (Cleveland-Innes and Wilton, 2018; Ginns & Ellis, 2007; Shih, 2010; Northey, Chylinski, & Govind, 2015). Consequently, students have the ability to improve their language learning even after classroom sessions. Blended learning extends teaching and learning beyond the classroom walls, integrating face-to-face and online modes, which can be synchronous or asynchronous to produce an effective learning experience (Cleveland-Innes and Wilton, 2018; Brew, 2008). According to Metcalf (2003), synchronous is "frequently used to describe live training online-real time interaction between instructors and remote students" (p. 20), while the term asynchronous refers to "instruction is just-in-time, when you need it" (p. 21). Asynchronous communication facilitates students' interaction, collaboration, discussion, knowledge sharing, and construction. In this environment, students can communicate, interact, and post questions to instructors at any time and expect reasonably quick replies. Asynchronous communication provides students with the opportunity to construct knowledge effectively without or with little time constraints. The use of online learning tools in blended learning environment allows students to gain access to the data and information at all times.

A great deal of research has proved that implementing blended learning techniques in classes has succeeded in improving students' learning results and outcomes (Cleveland-Innes and Wilton, 2018; Garnham & Kaleta, 2002; Twigg, 2003 a; Dziuban et al., 2006; Lim & Morris, 2009; Northey, Chylinski, & Govind, 2015). Thirty students participated in a research study that implemented blended learning in which twenty reported improvement in the learning goals and an increase in grades, knowledge, and awareness of the course objectives. The study showed that blended learning could offer universities the opportunities to endorse technology, stimulate inquiry, and

advocate meaningful and active learning (Garrison & Kanuka, 2004).

Also, research has proved that students enrolled in blended learning courses are more motivated and engaged in learning, with empowered skills of critical thinking compared to those in face-to-face classes (Donnelly, 2010; Owston et al., 2008; Sharpe et al., 2006). The table below adapted from Bull and Garofalo (2005) shows the comparison between traditional and blended learning and is consistent with the benefits stated above.

Table.1: Comparison between the Traditional and Blended Learning Contexts (Bull and Garofalo, 2005)

Traditional Learning Environment	Blended Learning Environment
Instructivist	Shift in focus to the constructivist pedagogical Philosophy
Behaviourist	Shift in focus to the cognitivist and constructivist learning theories
Teacher-centred instruction	Student-centred learning
Single-sense stimulation	Multi-sense stimulation; Access and exchange information in a variety of ways
Single-path progression	Multi-path progression
Single medium	Multimedia
Isolated work	Collaborative work
Information delivery	Information exchange
Passive learning	Active/exploratory/inquiry-based learning
Factual, knowledge-based learning	Critical thinking and informed decision-making
Isolated, artificial context	Authentic, real-world context

According to Senior (2010), the blended learning method emphasizes that instructors have to concentrate on general educational outcomes with the use of technology to extend learning outside the walls of the classroom, and in addition, it concentrates on the students' requirements, goals, experiences, and interests. This teaching method goes along with the social constructivism theory that advocates the development and collaboration of learning environment where the role of instructors is to address the improvement and advancement of students' self-reflection and motivation caused by proactive cooperation with the

students all through the course (Baker, 2010; Kuh, 2009; Zimmerman, 2008).

Blended learning shifts the authority of teaching and learning from teacher-centred to learner-centred, improving student's self-efficacy and reducing their anxiety in an EFL learning environment (Bandura, 1977). Richards (2010) and Northey, Chylinski, & Govind (2015) explain that the proactive engagement of students with the content of the course using technological platforms allows instructors to boost face-to-face class in productive communicative activities; it also fosters the production of spoken language as the instructor is a facilitator of the learning experience in which technology is used to aid students (Johnson, 2014).

As previously stated, when students are actively engaged in their learning process, their level of motivation is heightened, especially the intrinsic motivation, which would eventually affect the improvement of their academic achievement.

2.4 Students' Intrinsic Motivation

Researchers (Anderson et al., 2014; Fischer, Malych, and Schafmann, 2019; Liu et al., 2016) assert that motivation is a substantial component in students' knowledge and learning. It is considered as an element of pedagogy that instructors should utilize for their students' development in acquiring knowledge. This kind of motivation is referred to as intrinsic motivation. As a definition, motivation is the "process whereby goal directed activity is instigated and sustained" (Schunk, Pintrich, & Meece, 2002, p.4). Motivation is either extrinsic or intrinsic (Deci and Ryan, 1985, 2008).

On the one hand, Schunk, Pintrich, & Meece (2002) and Williams & Sternberg (2002) state that extrinsic motivation deals with an action or attitude induced by external benefit or reward, such as praise, money, grades, etc. It occurs from outside the person as opposed to intrinsic motivation which emerges from the inside of the person. Although extrinsic motivation is a factor in the classroom, it should be linked with the intrinsic motivation enhancement when associated with the improvement of students' competences (Thomas, 2002). Deci & Ryan (2008) explain that both are compelling factors that form who the individual is and how she/he behaves.

On the other hand, Barry and King (2002) argue that intrinsic motivation involves being engaged in an act or task for its own account, interest, gratification, or innate achievement of curiosity. In their theory of self-determination, Deci & Ryan (1985, 2008) have stated four components that intrinsically motivate an individual: autonomy, competence, relatedness, and progress.

Regarding autonomy, it has been proved by a significant amount of research (Anderson et al., 2014; Deci & Ryan, 2008) that individuals will successfully achieve their life's purposes either in work or academic environment when they feel autonomy in choosing the goals and the means of accomplishing them. An individual intrinsic motivation is ruined when it is controlled. Commanding managers generate demotivated employees who at the end consider that they do not have proprietorship of their own tasks or projects (Amabile and Pratt, 2016). Moreover, controlling instructors diminish students' innate enthusiasm and natural interest to gain knowledge from their learning experience (Anderson et al., 2014).

The second component is competence which comprises challenge, high standards, knowledge, and skill awareness. Individuals' motivation is heightened when they do something they prefer and execute well. The task or project will flow smoothly and naturally without even asking about the motives. That is why tasks or projects have to be designed to present an adequate challenge for the individuals to be energized to use their full capacity.

The third component is relatedness which is deemed as a crucial motivation according to Deci & Ryan (1985, 2008). The sense of belonging to a group is acknowledged and valued especially if there are social and shared goals. In the academic field, instructors have to create an encouraging learning environment in which each student is recognized and appreciated (Scott, 2010).

Finally, the fourth and the last component is progress or the readiness to make consequential contribution. It is the impression of meaningfulness and accomplishment perceived when engaging in projects or activities that contribute to other individual's well-being (Deci & Ryan, 2008).

Many of previous studies have proved that when students are intrinsically motivated, their educational performances were increased (Anderson et al., 2014; Flaherty & Hackler, 2010; Ryan & Deci, 1985, 2008). One of the studies (Flaherty & Hackler, 2010) demonstrated that when differentiated instruction was implemented, students' educational accomplishments were strengthened. The reason for this improvement was that differentiation was relevant to their learning styles and interests, providing opportunities for students which subsequently increased their interest, self-expression, inspiration, and creativity. This contributed to enhancing and developing students' intrinsic motivation in accordance with achieving satisfactory to high grades (extrinsic motivation). Another study (Amabile & Pratt, 2016) stated that students' intrinsic motivation is built through a supportive and

cooperative learning atmosphere. These afforded classroom management and positive atmospheres accentuated fairness and trust which in turn were important factors to improve and enhance confidence and elevate motivation.

It is essential to examine if differentiating content, process, and product to suit students' needs, interests, and styles will increase students' intrinsic motivation. The article investigates if designing diversified lessons and activities, providing individualized strategies and instructions, offering choices appropriate to students' needs, employing cooperative groups, and providing supportive atmosphere would increase students' intrinsic motivation. Furthermore, the study examines if students' intrinsic motivation would extend the academic setting into the realistic personal one as well, that is if students perceive themselves capable of achieving anything not only in the classroom but also in the real world.

As stated previously, education has encountered a considerable shift from teacher-centred to student-centred (Annous & Nicolas, 2014; Coleman, 2006; Gill & Kirkpatrick, 2013; Hwang, Lai, & Wang, 2015). Academic technologies are frequently integrated in the classroom environment for personalized and autonomous learning for students (Graham, 2006; Hwang, Lai, & Wang, 2015) which is essential and critical for developing their participation (Northey, Bucic, Chylinski, & Govind, 2015) and which is crucial to achieve the needed objectives (Bolkan, 2015). The function of blended learning in addition to the implementation of different learning platforms in higher educational institution is among the most important topics examined by academics (Hughes, 2012). For this reason, there is a burgeoning concern in the practice in which the pedagogical methods and online tools/platforms are used to generate higher effective interaction and cooperation among students and between instructors and their students (Hughes, 2012). For this study, Google Classroom and Skype are used as the technological platforms in teaching the Business English course in a blended learning context.

III. METHODOLOGY

3.1 Research Method

The study is an experimental research in which the researcher manipulates one variable which is the independent variable, controls, and measures the dependent variables in order to establish a cause-effect relationship between them (Creswell, 2011). Therefore, it can be claimed that the independent variables possibly created or caused the dependent variables and had an influence over them. In this study, the differentiated instruction is considered as the independent variable in which its strategies of differentiating content, process, and product serve students' interest, needs, and learning profiles. The last-mentioned components are considered as the treatment variable conditions manipulated to cause an outcome or dependent variables which are students' intrinsic motivation, knowledge, readiness, and engagement in Business English.

3.2 Research Environment

For this study, 180 students participated in the experiment. They registered for the Business English course which is the last and advanced level of English to be taken. The study was conducted over three semesters with different students in two universities. The first is located in Mount Lebanon, and the second is located in Beirut.

For the control groups, no intervention or experimental treatment was administered, and the traditional one-fits-all PPP teaching method was applied, whereas, the experimental groups were subjected to differentiated instruction teaching strategies. The classrooms were taught by two instructors; the researcher was the main instructor in some sessions and an assistant instructor in other sessions.

In this experiment, cluster sampling was utilized in which the researcher randomly selected two groups (clusters) out of four groups that were registered each semester for this course. There were two classes in the morning and two classes in the evening, and one class was chosen randomly from each shift by the use of an online random picker (miniwebtool.com).

3.3 Procedures of the Study

The table below shows the overall procedures that were implemented for teaching Business English for both groups.

Table.2: Procedures of the Study

Control Group One-Fits-All Model in the Classroom	Differentiated Instruction In Blended Learning Environment
Present: The instructor presented the theme or concept, read the text and found the concept embedded in the text, in addition to providing examples using different techniques.	**Differentiation of content:** Introducing the topic and tasks, thus preparing students for the task. Linking various texts and resources (according to interests, levels and learning profiles) and uploading them in Google Classroom to be later

	checked online.
Practice: The instructor described a situation in which students were to practice the emphasized pattern and checked students' work for accuracy.	**Differentiation of process:** Using of tiered activities, using of independent learning strategies (cooperative or problem-based), with the implementation of appropriate grouping of students depending on the tasks, levels or interests, providing various levels of scaffolding to students, and engaging students in writing business correspondence (emails depending on their grouping) and in oral communication (interviews, phone conversations, and presentations).
Production: The instructor presented a task to students in which they were expected to utilize the form(s) just practiced (role play, writing task, or any task that used the language pattern or vocabulary learned).	**Differentiation of product:** Delivering of the presentation either online, by Skype, or in the classroom and providing students with a variety of assessment choices, for example preparing formal or informal presentations either in groups or as individuals

The mixed method was utilized by analysing the collected data quantitatively and qualitatively to strengthen and validate the findings. Quantitative tool such as questionnaires was used in addition to the qualitative focus group discussions and the open-ended questions to investigate and answer the research question: *What are the effects of differentiated instructions in a blended environment on the level of students' intrinsic motivation, knowledge, readiness, and engagement in Business English?*

IV. RESULTS AND DISCUSSION

4.1 Results

4.1.1 Quantitative Data Analysis

4.1.1.1 Questionnaires

For this purpose, questions in Questionnaire 1 (submitted to the control groups) and Questionnaire 2 (submitted to the experimental groups) regarding students' intrinsic motivation, readiness, and engagement were analysed using the Frequency in SPSS. The questionnaires were designed following Likert scale of five-points, ranging from number 5 for 'strongly agree' to number 1 for 'strongly disagree'.

Students' intrinsic motivation as previously discussed in the literature review is built to develop students' longing for new understanding and knowledge in order to reach their highest achievement in the classroom and in their workplaces. For the students to be engaged and motivated, students' interests, learning styles, levels, and preferences have to be accounted for. For this to be achieved, approaches, methods, and strategies have to be differentiated. Students' prior knowledge should be tested. Then it has to be assimilated with the new knowledge, taking into account its relevance to students' needs (majors, styles, levels, etc.).

In regards to the aforementioned elements, the students' responses in the experimental groups were highly positive as disclosed in Table 3. The majority of the students replied positively towards the effectiveness and suitability of the method/strategy applied while teaching Business English (87.9%, Spring 2018; 91.4%, Fall 2019; and 88.5%, Spring 2019). This resulted in their elevated interest and motivation in acquiring the taught materials compared to the control groups' responses.

Table.3: Effectiveness of Differentiated Instructions in Blended Learning

The teaching method was appropriate, effective, and interesting.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	4	12.1	12.1	12.1
	Agree	16	48.5	48.5	60.6
	Strongly Agree	13	39.4	39.4	100.0
	Total	33	100.0	100.0	

The teaching method was appropriate, effective, and interesting.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	3	8.6	8.6	8.6
	Agree	18	51.4	51.4	60.0
	Strongly Agree	14	40.0	40.0	100.0
	Total	35	100.0	100.0	

The teaching method was appropriate, effective, and interesting.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	3	11.5	11.5	11.5
	Agree	12	46.2	46.2	57.7
	Strongly Agree	11	42.3	42.3	100.0
	Total	26	100.0	100.0	

Furthermore, Table 4 shows the significant affirmative responses concerning the diversified materials found either in the course book or in the Google Classroom. It is worth

mentioning that these materials were diversified or differentiated according to students' interests, majors, and English levels. With respect to English levels, there were many scaffold and tiered exercises for the lower achievers to practice with in order to reach the expected English level required for this course.

Table.4: Differentiated Activities

Spring 2018

The materials in the book and Google Classroom were interesting and diversified.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	2	6.1	6.1	6.1
	Agree	10	30.3	30.3	36.4
	Strongly Agree	21	63.6	63.6	100.0
	Total	33	100.0	100.0	

The lessons and the materials in the book and Google Classroom were not useful because they were irrelevant to my field of study.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	21	63.6	63.6	63.6
	Disagree	7	21.2	21.2	84.8
	Uncertain	4	12.1	12.1	97.0
	Agree	1	3.0	3.0	100.0
	Total	33	100.0	100.0	

Fall 2019

The materials in the book and Google Classroom were interesting and diversified.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2.9	2.9	2.9
	Uncertain	2	5.7	5.7	8.6
	Agree	10	28.6	28.6	37.1
	Strongly Agree	22	62.9	62.9	100.0
	Total	35	100.0	100.0	

The lessons and the materials in the book and Google Classroom were not useful because they were irrelevant to my field of study.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	18	51.4	51.4	51.4
	Disagree	13	37.1	37.1	88.6
	Uncertain	3	8.6	8.6	97.1
	Agree	1	2.9	2.9	100.0
	Total	35	100.0	100.0	

Spring 2019

The materials in the book and Google Classroom were interesting and diversified.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	2	7.7	7.7	7.7
	Agree	7	26.9	26.9	34.6
	Strongly Agree	17	65.4	65.4	100.0
	Total	26	100.0	100.0	

The lessons and the materials in the book and Google Classroom were not useful because they were irrelevant to my field of study.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	16	61.5	61.5	61.5
	Disagree	6	23.1	23.1	84.6
	Uncertain	4	15.4	15.4	100.0
	Total	26	100.0	100.0	

Students in the experimental groups affirmed that the method/strategy used (Differentiated instructions in blended environment) had a constructive effect on acquiring knowledge because the instructors anticipated and took into account their interests, learning styles, and English levels (Table 5).

Table.5: Students' Needs

Spring 2018

Students' interests were taken into consideration when learning the course.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	24	72.7	72.7	72.7
	Strongly Agree	9	27.3	27.3	100.0
	Total	33	100.0	100.0	

Different learning styles and English levels were taken into consideration when teaching the course.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	2	6.1	6.1	6.1
	Agree	19	57.6	57.6	63.6
	Strongly Agree	12	36.4	36.4	100.0
	Total	33	100.0	100.0	

Fall 2019

Students' interests were taken into consideration when learning the course.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	27	77.1	77.1	77.1
	Strongly Agree	8	22.9	22.9	100.0
	Total	35	100.0	100.0	

Different learning styles and English levels were taken into consideration when teaching the course.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	2	5.7	5.7	5.7
	Agree	20	57.1	57.1	62.9
	Strongly Agree	12	34.3	34.3	97.1
	45	1	2.9	2.9	100.0
	Total	35	100.0	100.0	

Spring 2019

Students' interests were taken into consideration when learning the course.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	19	73.1	73.1	73.1
	Strongly Agree	7	26.9	26.9	100.0
	Total	26	100.0	100.0	

Different learning styles and English levels were taken into consideration when teaching the course.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	2	7.7	7.7	7.7
	Agree	14	53.8	53.8	61.5
	Strongly Agree	10	38.5	38.5	100.0
	Total	26	100.0	100.0	

Moreover, students who were subjected to differentiation were positively engaged in the tasks given either in class or/and in Google Classroom. Most of these students confirmed that students' groupings were effective in the learning experience (78.8%, Spring 2018; 77.2%. Fall 2019; and 80.8%, Spring 2019), while the other few students were uncertain of its effectiveness with no disagreeing responses to note (Table 6).

Table.6: Students' Grouping

Spring2018

Students' groupings were effective in the learning experience.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	7	21.2	21.2	21.2
	Agree	14	42.4	42.4	63.6
	Strongly Agree	12	36.4	36.4	100.0
	Total	33	100.0	100.0	

Fall2019

Students' groupings were effective in the learning experience.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	8	22.9	22.9	22.9
	Agree	17	48.6	48.6	71.4
	Strongly Agree	10	28.6	28.6	100.0
	Total	35	100.0	100.0	

Spring2019

Students' groupings were effective in the learning experience.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	5	19.2	19.2	19.2
	Agree	13	50.0	50.0	69.2
	Strongly Agree	8	30.8	30.8	100.0
	Total	26	100.0	100.0	

Besides students' groupings, students were highly engaged in synchronous (real-time communication via Skype) and asynchronous communications (not real-time communication but communication through written posts or recorded speech posted on the platform) both among each other and between them and the instructors. Their positive responses found in Table 7 below acknowledged the strategies' effectiveness regarding the learning experience.

Table.7: Synchronous/Asynchronous Discussions

Spring 2018

The synchronous and asynchronous discussions among students employed in Google Classroom were effective in the learning experience.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	4	12.1	12.1	12.1
	Agree	20	60.6	60.6	72.7
	Strongly Agree	9	27.3	27.3	100.0
	Total	33	100.0	100.0	

The synchronous and asynchronous discussions between students and instructors employed in Google Classroom were effective in the learning experience.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	2	6.1	6.1	6.1
	Agree	21	63.6	63.6	69.7
	Strongly Agree	10	30.3	30.3	100.0
	Total	33	100.0	100.0	

Fall 2019

The synchronous and asynchronous discussions among students employed in Google Classroom were effective in the learning experience.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	4	11.4	11.4	11.4
	Agree	22	62.9	62.9	74.3
	Strongly Agree	9	25.7	25.7	100.0
	Total	35	100.0	100.0	

The synchronous and asynchronous discussions between students and instructors employed in Google Classroom were effective in the learning experience.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	2	5.7	5.7	5.7
	Agree	22	62.9	62.9	68.6
	Strongly Agree	11	31.4	31.4	100.0
	Total	35	100.0	100.0	

Spring 2019

The synchronous and asynchronous discussions among students employed in Google Classroom were effective in the learning experience.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	3	11.5	11.5	11.5
	Agree	16	61.5	61.5	73.1
	Strongly Agree	7	26.9	26.9	100.0
	Total	26	100.0	100.0	

The synchronous and asynchronous discussions between students and instructors employed in Google Classroom were effective in the learning experience.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	1	3.8	3.8	3.8
	Agree	17	65.4	65.4	69.2
	Strongly Agree	8	30.8	30.8	100.0
	Total	26	100.0	100.0	

All of this led to their considerable participation inside and outside the classroom as illustrated in Table 8.

Table.8: Students' Participation Inside and Outside Classroom

Spring 2018

There was a chance to participate inside and outside the classroom.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	15	45.5	45.5	45.5
	Strongly Agree	18	54.5	54.5	100.0
	Total	33	100.0	100.0	

Fall 2019

There was a chance to participate inside and outside the classroom.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	15	42.9	42.9	42.9
	Strongly Agree	20	57.1	57.1	100.0
	Total	35	100.0	100.0	

Spring 2019

There was a chance to participate inside and outside the classroom.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	11	42.3	42.3	42.3
	Strongly Agree	15	57.7	57.7	100.0
	Total	26	100.0	100.0	

Their engagement in Business English inside and outside the classroom resulted in their motivation to acquire the knowledge needed. They were not passive learners but active ones who had opportunities to analyse and reflect on the acquired materials inside and outside the classroom (Table 9).

Table.9: Students' Reflection Inside and Outside the Classroom

Spring 2018

There was a chance to analyze and reflect the acquired materials inside and outside the classroom.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	4	12.1	12.1	12.1
	Agree	23	69.7	69.7	81.8
	Strongly Agree	6	18.2	18.2	100.0
	Total	33	100.0	100.0	

Fall 2019

There was a chance to analyze and reflect the acquired materials inside and outside the classroom.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	3	8.6	8.6	8.6
	Agree	25	71.4	71.4	80.0
	Strongly Agree	7	20.0	20.0	100.0
	Total	35	100.0	100.0	

Spring 2019

There was a chance to analyze and reflect the acquired materials inside and outside the classroom.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	3	11.5	11.5	11.5
	Agree	19	73.1	73.1	84.6
	Strongly Agree	4	15.4	15.4	100.0
	Total	26	100.0	100.0	

Furthermore, students found what they were learning compatible, applicable, and relevant to real-life experiences or/and their fields of study as shown in Table 10.

Tables.10: Learning Relevance to Real-Life Experience

Spring 2018

The lessons and the materials in the book and Google Classroom were not useful because they were irrelevant to my field of study.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	21	63.6	63.6	63.6
	Disagree	7	21.2	21.2	84.8
	Uncertain	4	12.1	12.1	97.0
	Agree	1	3.0	3.0	100.0
	Total	33	100.0	100.0	

The course's tasks and real-life situations were related.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	4	12.1	12.1	12.1
	Agree	6	18.2	18.2	30.3
	Strongly Agree	23	69.7	69.7	100.0
	Total	33	100.0	100.0	

Fall 2019

The lessons and the materials in the book and Google Classroom were not useful because they were irrelevant to my field of study.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	18	51.4	51.4	51.4
	Disagree	13	37.1	37.1	88.6
	Uncertain	3	8.6	8.6	97.1
	Agree	1	2.9	2.9	100.0
	Total	35	100.0	100.0	

The course's tasks and real-life situations were related.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	3	8.6	8.6	8.6
	Agree	9	25.7	25.7	34.3
	Strongly Agree	23	65.7	65.7	100.0
	Total	35	100.0	100.0	

Spring 2019

The lessons and the materials in the book and Google Classroom were not useful because they were irrelevant to my field of study.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	16	61.5	61.5	61.5
	Disagree	6	23.1	23.1	84.6
	Uncertain	4	15.4	15.4	100.0
	Total	26	100.0	100.0	

The course's tasks and real-life situations were related.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	3	11.5	11.5	11.5
	Agree	5	19.2	19.2	30.8
	Strongly Agree	18	69.2	69.2	100.0
	Total	26	100.0	100.0	

Moreover, the responses showed that differentiated instructions in blended environment improved students' problem-solving skills (87.8%, Spring 2018; 91.4%, Fall 2019; and 88.5%, Spring 2019), enhanced their learning autonomy (87.8%, Spring 2018; 88.6%, Fall 2019; and 88.5%, Spring 2019), and developed their self-confidence (90.9%, Spring 2018; 88.6%, Fall 2019; and 88.5%, Spring 2019). All their responses were compared to the highly negative responses of the students in the control groups who were subjected to the one-fits-all PPP method (Appendix A).

As analysed above, when differentiated instructions in blended environment was implemented, the relationship of student-student and student-instructor were well established and strengthened. In doing so, students' intrinsic motivation improved, especially when their needs (interests, styles, and majors) were taken into consideration. When students had absolute interest in their personal learning, they would not only progress academically, but they would exhibit a higher awareness and perception of long-term accomplishment and self-worth. That eventually would positively be achieved and extended outside the classroom.

4.1.2 Qualitative Data Analysis

Qualitative tools were employed to assert and strengthen the quantitative analysis achieved by examining specific questions of the questionnaires for the purpose of examining the research question: Data obtained from focus group discussions and the open-ended questions in Questionnaire 2 presented to students in the experimental groups were investigated.

4.1.2.1 Focus Group Discussions

Two focus group sessions per semester were conducted for the experimental groups: one after the Midterm exam and the second at the end of the semester. Each focus group consisted of six students chosen randomly from the different six majors available in both universities. Specific questions were discussed in this section pertaining to students' intrinsic motivation, knowledge, readiness, and engagement in Business English.

The questions are as follows:

- To what extent was this course intellectually stimulating when it was given in a differentiated blended mode?
- Was Business English relevant to your field of study and/or employment and how?
- In what way(s) do you think the course has improved your knowledge and level of confidence?

After analysing the data several times, the specific themes related to research questions were coded/tagged and included knowledge, intrinsic motivation, engagement, and readiness.

The replies received from answering the first question in the focus group were positive and decisive that the course was intellectually stimulating and interesting. Most students throughout the semester agreed that how the materials were presented had impacted their learning in the course. They preferred this kind of teaching and learning strategy in comparison to somehow memorized and dry materials and a teacher-centred approach executed in the acquisition of the English language in previous levels.

They asserted that this strategy was fundamental to knowledge integration as it took into account their learning styles and preferences. In their opinion, the principal element that had a significant impact was how the materials were presented. A student said that *"Classes were not boring. Every time there was something new and challenging to be learned or done, and the important thing is that the instructors were not the only one talking like in other courses I am taking in Business"* (Spring 2018).

Another student confessed that *"At the beginning I found it difficult because I had to participate and get out of my comfort zone, but the materials were given in an interesting and appealing way which made it impossible for me to stay passive"* (Fall 2019).

Moreover, a student from the graphic design department explained that she *"thought that Business English was only for business students, and I only had to take the course because it is the last English level that I had to be registered in… I thought that I will only memorize business words and definitions and write what I memorized. But I*

was actually surprised because I was fully engaged in the content and actively interacting with my classmates and instructors" (Fall 2019).

In Spring 2019, one of the students who was interviewed stated that *"How we studied English before was useless and boring. We only had to memorize grammar rules and vocabulary. The way that we are learning the course is unique and special as if we were in an actual company, and we were employees asked to fulfil the responsibilities related to our department"* (Spring 2019).

To summarize, many students admitted to being motivated to learn when their needs, majors, and preferences were accommodated and regarded. The majority of students' comments highlighted the stress-free and relaxed environment, the caring instructors, the interesting and beneficial materials, and the interesting engaging instructions.

As to answering the second question in the focus group discussion "*Was Business English relevant to your field of study and/or employment?* Many students admitted that the innovative learning education, the customized texts and assignments, and a variety of quality materials and resources had substantially influenced the students' commitment. It also helped them feel connected to the course content and to its extension to their real life. They further commented that the given tasks and knowledge were parallel, relevant, and applicable to their majors and their current work's responsibilities. In other words, they felt a link with the materials and tasks given in their learning and life. Many students proclaimed that what happened within the classroom and in Google Classroom mirrored what was happening in the workplace. They agreed that the assignments and the discussions that followed were designed according to students' life experiences and their concerns, and thus consequentially corresponded to students. Furthermore, the majority of students asserted that classroom interaction and classroom/Google Classroom groupings satisfied social needs and improved learning. The course's groups sometimes reflected what happens in a company whether the grouping was heterogeneous or homogenous.

Some of the students' responses are given below:

"When we were in class discussing the task given, I felt as if I were in the company deliberating with my colleagues to present our final project to our manager."

"I have acquired the knowledge of how to manage business communication both orally and in written."

"My English and interaction skills had been improved, and I think my chances for employment haves increased

because I know how to write a CV and cover letter and how to manage a job interview if called to one."

"What was happening in the course reflected the real-life communication in the business world. The class was as a business enterprise where all of us were like colleagues working with each other either in different departments or in the same department depending on the task. Other times we were divided into employees and clients or managers who were asked to do something depending on the job given to us; we had to figure out how to work and communicate with each other to create a productive and constructive working relationship."

The data collected in regard to students' responses to the third question: *In what way(s) do you think the course has improved your knowledge and level of confidence?* in both focus groups per semester were also analysed. They held positive attitude towards how the class was taught, and how the materials were given. From the responses of a few students, it was revealed that at the beginning especially the reserved and timid students apprehended and dreaded participating. But later on and because of the supportive teaching and learning classroom ambiance where constructive feedback was implemented, they started to eagerly participate, even more than in other previous English levels. Many students declared that they overcame their fear of expressing their ideas in English whether in written or orally because of the effective and productive classroom community. They agreed that the continuous encouragement and reinforcement of high classroom behaviour and academic expectations contributed to raising their confidence levels. Thus, it made students believe in themselves and fulfil the requirements of the task/assignment.

A student in Spring 2018 said that *"Because of role-playing, stimulation, grouping, the objective feedback, and continuous follow-up, my level of confidence has been raised".* Another argued, *"The different materials given, and the discussions made in class and online had strengthened my self-confidence and instilled in me a sense of belonging both in class and at work"* (Fall 2019). Moreover, one of the students in Fall 2019 expressed his opinion saying, *"Because of the fairness, trust, positive feedback, relevant materials, and assessment in this supporting environment, my self-esteem and confidence have been rebuilt. I'm no longer terrified of presenting or speaking in English*

In addition to the focus group discussions held twice a semester, there was also a qualitative tool used to acquire the information required to answer the third research question which was the open-ended questions in Questionnaire 3 (submitted to experimental groups).

4.1.2.2 Open-Ended Questions

The open-ended questions found in the semi-structured questionnaire given to the experimental groups were analysed to generate further explanations of their answers to the closed-ended questions in regard to specific examined elements.

The open-ended questions found in Questionnaire 2 are as follows:

- In your opinion, what are the benefits of taking Business English using the differentiated instructions and blended learning?
- In what way(s) was the course given in the differentiated blended way relevant to your further education or employment?

To analyse the qualitative open-ended questions, content analysis was employed, and coding techniques were utilized. In general, the qualitative responses of the 94 students in the experimental groups were collected and carefully examined. Afterwards, the repeated themes were identified and categorized. Subsequently these repeated themes were coded to render them researchable. At the end, and after grouping and breaking down the codes, a collection of themes and the perception of their frequency were completed.

Regarding the first question, the recurring themes were different learning styles, English skills, engagement (which was subcategorized into student's grouping and students' discussions with other students and instructors), self-confidence, and useful knowledge through learning and using technology.

Mostly, all the students had an affirmative decisive perspective about differentiated instruction in blended environment. They expressed that it was beneficial in their learning and realized that their different styles were attended to. The materials and tasks were presented in different ways: visual, oral, aural, social, etc. Some of the materials and tasks referred to the various amounts of content with different exercises presented in Google Classroom to suit their majors. These exercises were also appropriate to their English levels which were gradually improving through the different tasks that were carefully designed to enhance their English writing and oral skills.

In addition, positive remarks were disclosed regarding the engagement in the classroom and in Google Classroom. As mentioned previously, the engagement was subdivided into students' groupings and the discussions and communication that took place first among the students

and second among the students and instructors. For both subcategories, many students identified them as useful, valuable, and constructive. This theme was also linked to the themes of acquired knowledge and the development of students' self-confidence.

Regarding the acquired knowledge, the majority of students said that the knowledge acquired in Business English was appropriate and sufficient for them to communicate both in and out the workplace with accuracy and fluency in written and oral settings.

As for the theme of self-confidence, most students stated that they enjoyed the class. They expressed that they were more confident about their success in their current or future jobs. They conveyed being comfortable with the class' load and environment (in class and in Google Classroom). Furthermore, some students stated that working with high-achieved classmates had helped them understand the concept or task better than when explained by the instructors.

Though no negative responses were given concerning the first open-ended question, eight students out of 94 stated their indifference about the method's benefits applied in class. They explained their attitude by claiming that they were already familiar with the materials especially the ones pertaining to writing business correspondences and oral business communication. They had gained the knowledge through their work experience. In addition, three of them stated that their companies had previously enrolled them in a program to improve their English communication skills.

Moving to the second open-ended question, the majority of the 94 students expressed that the course helped them with their oral skills in other academic major courses. The reason was that the vast oral practices done in Business English had rendered oral presentations in other courses easy and natural. Sixty students emphasized the importance of the words and phrases given and practiced in different situations either in their learning or at their workplace. Some of the students elaborated that what they learned and practiced mirrored real-life situations in the workplace. Others added that they now understood how to interact orally or/and through writing in the different contexts they had encountered. Because of these facts, their engagement in the course heightened.

Fourteen students out of the whole related that they do not work, but because of the course, their Business English skills had been improved, and they felt that they had higher opportunities to land a job when interviewed.

Others confessed that though they have good English skills at the workplace, the rich materials given, and the way the course was conducted, made them acknowledge its

increased benefits in their workplace, as they acquired added information regarding the appropriate style to use in different contexts and with different participants.

Out of the 94, six students said that though the materials and the teaching and learning method were useful and applicable in their workplace, they already knew how to effectively communicate in English; they added that they had the competent knowledge about the specific terms to be used in specific situations both in written and oral contexts.

4.2 Discussion

The collection and interpretation of the required data served to comprehensively clarify and answer the research question pertaining to students' intrinsic motivation, readiness, knowledge, and engagement in English for business purposes.

Because of the implementation of the differentiated instructions which respected the students' different needs, varying English level, styles, and majors, students were highly motivated and engaged and actually practiced what they learned. They felt a sense of belonging to the course, and appreciated how it mirrored the social situations they were facing in the workplace. In addition, and because of limited class time, blended learning was utilized via Google Classroom and Skype to give ample opportunities for the students to effectively practice what they were learning. They were not confined within the wall of the classroom, and they were learning and practicing language knowledge outside it as well. At the end, after examining and analysing the quantitative and qualitative collected data, it can be inferred that differentiating the content, process, and product promoted students' intrinsic motivation, knowledge, and readiness and engagement in Business English. The data acknowledged that students were engaged and devoted to learn, understand, and apply the given materials because of the gratification and fulfilment the acquired knowledge had contributed.

By implementing the differentiated instructions and blended learning, students' aims surpassed the extrinsic motivation, as it went further to achieving intrinsic motivation as well. They felt a belonging to the community whether in class or at their workplace. Moreover, the intervention done through heterogeneous or/and homogeneous grouping played a crucial role in them taking outstanding responsibility in their learning individually and as group(s).

Furthermore, interacting with other classmates and not being confined in individual tasks reduced negative competition. It also increased the realization of teambuilding and leadership importance during learning.

Consistently and because of the associated discussed elements, self-esteem and confidence developed and/or increased in this environment which accentuated trust, routine, practice, structure, and fairness. This kind of environment is the preferred milieu for acquiring and practicing the needed knowledge.

V.   CONCLUSION AND RECOMMENDATIONS

As proven by earlier studies, teaching these core skills necessitates implementing many strategies and procedures, such as roleplaying, working in groups, and performing written and oral tasks; for example, reports, memos, job interviews, presentations, etc.

The study highlighted and clarified the major components of differentiated instruction which improved students' academic learning, accomplishment, and satisfaction inside and outside the classroom. The findings of this study might be considered of importance to other instructors in higher education because it presented how differentiation of content, process, and product is fundamental to suit students' diversity.

The results collected from questionnaires, focus groups, and open-ended questions concerning the research question indicated that the level of students' intrinsic motivation, knowledge, readiness, and engagement was heightened when differentiated instruction in a blended environment was administered in Business English for the experimental groups. It was proved that the disparate and numerous strategies, practices, and authentic activities such as role-playing, simulation, and students' groupings had a great impact on students' accomplishments. Students' learning autonomy, problem-solving skills, confidence, motivation, and communicative skills were developed and strengthened.

Also, through the analysis of the questionnaires' results regarding students' engagement and motivation, high positive percentages obtained from the experimental groups were juxtaposed with the negative responses of the control groups in which one-fits-all PPP method was implemented. The negative responses highlighted the problems of having limited time and practice for participation, discussion, analysis, and reflection on the acquired knowledge. Moreover, there were limited opportunities for self and peer evaluations. All of these limitations resulted in the students' slight and insignificant accomplishment of acquiring problem-solving skills, increasing their learning autonomy, and developing their self-confidence and motivation in the course given.

Furthermore, there was progress in the other core skills: analysing, critical thinking, solving problems, planning, sharing and constructing knowledge. In addition, this approach improved self-confidence, lowered anxiety in the process, and increased intrinsic motivation. The findings of this study are consistent with the findings obtained from Ernest and Ernest (2005) and Tomlinson (1999, 2003) which concluded in obtaining positive reactions of students who were subjected to differentiated instructions, especially when students' different styles and intelligences (Gardner, 1983), learning interests, and needs were taken into consideration when differentiating.

These results conform to the findings of Whyte (2011) who asserted that students appreciated the opportunities given to them to shift from silent participants into active ones through the different modes of interactions: student-content, student-students, and student-instructors either face-to-face or online, and in this case Google Classroom and Skype. By experiencing this kind of pedagogical mode, they took responsibility for their own learning. They were aware of the importance of English language in today's life and of the significant place it holds in the educational field and in the workplace. They gained interest in learning, acquiring, and improving their communicative competences as shown by the results of the collected data. Through the different contents, tasks, participations, as well as peers' and instructors' assistance, the students' productive skills, pragmatic awareness, and general performances developed throughout the semester. These findings also parallel Vygotsky's theory of constructivism (1978) in which the zone of proximal development (ZPD) is an essential attribute. This theory emphasizes the cultural and social aspects in the teaching and learning process. The theory argues that knowledge is established and built up, and that learners learn from each other. The student must be involved in the process of learning with the cooperation and help of other learners and a qualified teacher.

For this reason, Lebanese universities ought to regularly appraise their pedagogical methods and strategies to cope with the diverse students' needs, technological advancements, and the Lebanese and international business markets. Businesses are struggling with students/graduates who are saturated with theoretical knowledge but lack communicative, technological, and social skills. Extensive exposure to authentic materials and real-life practices in using the target language must be included in Lebanese universities' language curricula for the purpose of fulfilling the students' various needs and expectations. To achieve this, it is recommended that universities in Lebanon

cooperate with the Ministry of Higher Education to reconsider universities' curricula and implement pedagogical methods and procedures that adhere and conform to the demands of the workplace environment with English as an international language. It is necessary to mention that modifying the curricula is not sufficient if it is not coordinated with the theoretical and practical awareness of differentiated instruction. To accomplish this, seminars and workshops ought to be organized for the instructors to gain the required knowledge for implementation. First, they must understand the strategy and its components while observing the implementation of differentiated instruction during the training, and then perform it during the workshop activities and later in teaching their students. Instructors need to apply differentiated instruction to accommodate students' various learning styles (Tomlinson, 2001). Instructors have to be trained to design appropriate lessons, tasks, activities, learning materials and resources, and adopt cooperative, supportive, and interactive teaching techniques.

Based on the promising findings and results achieved from this study regarding students' improvement in learning autonomy, knowledge, intrinsic motivation, and engagement inside and outside the classroom, it is prudent and recommended to implement the strategies of differentiated instruction in a blended learning environment. Most importantly, differentiated instruction must communicate and consider an innovative pedagogy which could encourage and advocate transformation of knowledge and practical integration. It is not only essential for students' performance in a specific class and/or course, but it could have everlasting effects on motivation, self-efficacy, and achievement. Conceding that differentiated instruction is thoroughly implemented, it can exhibit systematic and structured effectiveness and encourage students who have diverse and distinctive learning backgrounds and experiences to respond to the heightened challenges of the global society.

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Appendix A

Students' Motivation and Learning Autonomy

Spring 2018

Experimental Group

Study habits and problem-solving skills were improved.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	4	12.1	12.1	12.1
	Agree	11	33.3	33.3	45.5
	Strongly Agree	18	54.5	54.5	100.0
	Total	33	100.0	100.0	

Student motivation in approaching the academic tasks was increased.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	6.1	6.1	6.1
	Uncertain	2	6.1	6.1	12.1
	Agree	13	39.4	39.4	51.5
	Strongly Agree	16	48.5	48.5	100.0
	Total	33	100.0	100.0	

The teaching method helped in improving my learning autonomy.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	6.1	6.1	6.1
	Uncertain	2	6.1	6.1	12.1
	Agree	21	63.6	63.6	75.8
	Strongly Agree	8	24.2	24.2	100.0
	Total	33	100.0	100.0	

The teaching method helped in improving and developing my self-confidence.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	6.1	6.1	6.1
	Uncertain	1	3.0	3.0	9.1
	Agree	16	48.5	48.5	57.6
	Strongly Agree	14	42.4	42.4	100.0
	Total	33	100.0	100.0	

Fall 2019

Experimental Group

Study habits and problem-solving skills were improved.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	3	8.6	8.6	8.6
	Agree	12	34.3	34.3	42.9
	Strongly Agree	20	57.1	57.1	100.0
	Total	35	100.0	100.0	

Student motivation in approaching the academic tasks was increased.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	2.9	2.9	2.9
	Uncertain	4	11.4	11.4	14.3
	Agree	13	37.1	37.1	51.4
	Strongly Agree	17	48.6	48.6	100.0
	Total	35	100.0	100.0	

The teaching method helped in improving my learning autonomy.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	2.9	2.9	2.9
	Uncertain	3	8.6	8.6	11.4
	Agree	21	60.0	60.0	71.4
	Strongly Agree	10	28.6	28.6	100.0
	Total	35	100.0	100.0	

The teaching method helped in improving and developing my self-confidence.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	2.9	2.9	2.9
	Uncertain	3	8.6	8.6	11.4
	Agree	17	48.6	48.6	60.0
	Strongly Agree	14	40.0	40.0	100.0
	Total	35	100.0	100.0	

Spring 2019

Experimental Group

Study habits and problem-solving skills were improved.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uncertain	3	11.5	11.5	11.5
	Agree	8	30.8	30.8	42.3
	Strongly Agree	15	57.7	57.7	100.0
	Total	26	100.0	100.0	

Student motivation in approaching the academic tasks was increased.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	3.8	3.8	3.8
	Uncertain	2	7.7	7.7	11.5
	Agree	10	38.5	38.5	50.0
	Strongly Agree	13	50.0	50.0	100.0
	Total	26	100.0	100.0	

The teaching method helped in improving my learning autonomy.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	3.8	3.8	3.8
	Uncertain	2	7.7	7.7	11.5
	Agree	17	65.4	65.4	76.9
	Strongly Agree	6	23.1	23.1	100.0
	Total	26	100.0	100.0	

The teaching method helped in improving and developing my self-confidence.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	3.8	3.8	3.8
	Uncertain	2	7.7	7.7	11.5
	Agree	12	46.2	46.2	57.7
	Strongly Agree	11	42.3	42.3	100.0
	Total	26	100.0	100.0	

Control Group

Spring 2018

The course's tasks and real-life situations were related.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.4	3.4	3.4
	Disagree	14	48.3	48.3	51.7
	Uncertain	8	27.6	27.6	79.3
	Agree	6	20.7	20.7	100.0
	Total	29	100.0	100.0	

Study habits and problem-solving skills were improved.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	20.7	20.7	20.7
	Uncertain	17	58.6	58.6	79.3
	Agree	6	20.7	20.7	100.0
	Total	29	100.0	100.0	

Student motivation in approaching the academic tasks was increased.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	37.9	37.9	37.9
	Disagree	14	48.3	48.3	86.2
	Uncertain	4	13.8	13.8	100.0
	Total	29	100.0	100.0	

The teaching method helped in improving my learning autonomy.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	6.9	6.9	6.9
	Disagree	18	62.1	62.1	69.0
	Uncertain	8	27.6	27.6	96.6
	Agree	1	3.4	3.4	100.0
	Total	29	100.0	100.0	

The teaching method helped in improving and developing my self-confidence.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	13	44.8	44.8	44.8
	Uncertain	11	37.9	37.9	82.8
	Agree	5	17.2	17.2	100.0
	Total	29	100.0	100.0	

Control Group

Fall 2019

The course's tasks and real-life situations were related.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	6.1	6.1	6.1
	Disagree	16	48.5	48.5	54.5
	Uncertain	9	27.3	27.3	81.8
	Agree	6	18.2	18.2	100.0
	Total	33	100.0	100.0	

Study habits and problem-solving skills were improved.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	9	27.3	27.3	27.3
	Uncertain	18	54.5	54.5	81.8
	Agree	6	18.2	18.2	100.0
	Total	33	100.0	100.0	

Student motivation in approaching the academic tasks was increased.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	15	45.5	45.5	45.5
	Disagree	14	42.4	42.4	87.9
	Uncertain	4	12.1	12.1	100.0
	Total	33	100.0	100.0	

The teaching method helped in improving my learning autonomy.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	6.1	6.1	6.1
	Disagree	18	54.5	54.5	60.6
	Uncertain'	12	36.4	36.4	97.0
	Agree	1	3.0	3.0	100.0
	Total	33	100.0	100.0	

The teaching method helped in improving and developing my self-confidence.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	17	51.5	51.5	51.5
	Uncertain	11	33.3	33.3	84.8
	Agree	5	15.2	15.2	100.0
	Total	33	100.0	100.0	

Control Group

Spring 2019

The course's tasks and real-life situations were related.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	4.2	4.2	4.2
	Disagree	13	54.2	54.2	58.3
	Uncertain	5	20.8	20.8	79.2
	Agree	5	20.8	20.8	100.0
	Total	24	100.0	100.0	

Study habits and problem-solving skills were improved.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	25.0	25.0	25.0
	Uncertain	13	54.2	54.2	79.2
	Agree	5	20.8	20.8	100.0
	Total	24	100.0	100.0	

Student motivation in approaching the academic tasks was increased.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	41.7	41.7	41.7
	Disagree	11	45.8	45.8	87.5
	Uncertain	3	12.5	12.5	100.0
	Total	24	100.0	100.0	

Student motivation in approaching the academic tasks was increased.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	41.7	41.7	41.7
	Disagree	11	45.8	45.8	87.5
	Uncertain	3	12.5	12.5	100.0
	Total	24	100.0	100.0	

The teaching method helped in improving my learning autonomy.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	4.2	4.2	4.2
	Disagree	13	54.2	54.2	58.3
	Uncertain'	9	37.5	37.5	95.8
	Agree	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

The teaching method helped in improving and developing my self-confidence.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	12	50.0	50.0	50.0
	Uncertain	8	33.3	33.3	83.3
	Agree	4	16.7	16.7	100.0
	Total	24	100.0	100.0	

Abstraction and Summarization of Meaning in Natural Language Processing

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Abstract— Today's natural language processing system cause loss of information due to the approximation processes. The applied methods, based on Aristotle's binary logic usually cannot take the semantics into account in processing a language.In this paper, we tried to use an approach to analyze a set of terms given in a natural language and overcome some problems of processing.

Keywords— Semantic meaning, human, linguistic, beauty, machine understanding, lexicalization, content determination.

I. INTRODUCTION

The integral part of natural language systems are lexicons. However, understanding of some lexical designsin natural language becomes difficult.The understanding of semantic meaning of information handled automatically by machines has always been a difficult problem. For instance, humans always attempted to extract knowledge from large amounts of data or to interpret the functioning of complex systems and they were motivated to provide researches in the field.Zadeh [1] pointed out that humans have many remarkable abilities; one of them is the main ability "to converse, communicate, reason and make rational decisions in an environment of imprecision, uncertainty, incompleteness of information and partiality of truth."

The main goal of the paper is to explore the nature and computational use of meaning representations for word concepts in the context of a natural language understanding system.

Fuzzy set-based methods can be useful in such perspectives for their capacity to process linguistic information through the interface, they provide between numerical and symbolic values, and also for their intrinsic ability to reduce complexity by providing a synthesis of individual elements [2]. They enable users to have more friendly interactions with machines than many other methods of computational intelligence. It's not an easy task teaching machines to understand how we communicate, because the nature of the human language makes NLP difficult.

II. OBJECTIVES

Theprocessing of a semantic meaning has notwithstanding been strongly questioned and methods to improve it have been proposed.Comprehensively understanding the human language requires understanding both the words and how the concepts are connected to deliver the intended message.While humans can easily master a language, the ambiguity and imprecise characteristics of the natural languages create difficulties for NLP. A growing interest has been expressed more recently for fuzzy linguistic summaries that provide a textual description of numerical data. They have been introduced decades ago and are more and more studied because of the nowadays difficulty to grasp efficiently all available digital information. Interpretability of fuzzy models is a very complex criterion, difficult to define precisely, partly subjective and depending on the context of utilization.Textual representation of information can be more efficient than graphical ones in several cases. For instance, the data can be described in high dimensional domains, possibly and generally speaking hard to show graphically, in which case the linguistic summary is an interesting alternative [3].

As remarked in [4], the interpretability of semantic meaning of sentences has not been much studied by fuzzy rule-based systems. The understanding of a semantic meaning of a sentence in the text depends on its linguistic expression, and the linguistic variables attached to the attributes and to the fuzzy quantifier. The linguistic variables are usually defined by the user, both regarding the linguistic labels and the membership functions. In this case they can be considered as improving interpretability, since they somehow personalise the summaries to the user

preference and his subjective perception of the attributes. However, such variables may be inappropriate with respect to the data structure. Automatic methods to extract a partition from the data can also be considered [5, 6].

In thesaurus dictionary the word beautyhas so many linguistic variables as charm, fascination, glamor, enchantment, allure, loveliness, etc. What is real beauty? Why does it have so many synonyms? The so- called universal attitude toward beauty was the theme of discussion for during the almost two million years of the Pleistocene.The criteria for beauty don't really apply today.

Jalal ad-Din Muhammad Rumi a poet, in the 13th century, described beauty as "The very center of your heart is where life begins – the most beautiful place on earth". He explained it as a reflection on nature's beauty, a song, a dance, an idea, a feeling… anything that makes us human, everything we're able to see with our eyes open or shut.

The things that we call beautiful are so different, because the understanding of beauty is provided by a perceptual experience of pleasure or satisfaction. There are the only ways of perceiving, besides the culture and language shape your perception of beauty. Beauty is anything that makes one feel good about a pleasing thing.We find beauty in something done well. These can be a combination of qualities, such as shape, color, or form which pleases the aesthetic senses, especially the sight. This brief list includes human beings, natural landforms, works of art and skilled human actions. The experience of beauty, with its emotional intensity and pleasure, belongs to our evolved human psychology, therefore, in the below mentioned sentences the words meaning beauty can be substituted by other linguistic variables according to our values and cultures.

There are separate words for beautyin different languages. In English the words magnificent, wonderful, lavish, (noble, attractive, good-looking express beauty too. We often think the way we experience the world must be the way it is. People of different cultures, ages, and genders use the language differently to express beauty.

We are interested if the beauty could be measured, and how the degreeof beauty is described in different situations by our senses? Brain responses to beauty differently as brains responds to beauty by linking vision and pleasure differently. Our judgments have reflective association to it too.Using different strong adjectives and adverbs helps to describeour different senses more clearly in different situations. In the sentences;

"Oh. Look at this pretty girl!"or "Oh. Look at this beautiful, (charming, nice) girl!

"Oh. What a handsome man he is"or "What a noble (lavish, attractive, good-looking) man he is."

"What an awesome smell your perfume has!" or "What a magnificent (wonderful, marvelous) smell your perfume has!"

"Wow! What a delicious dish!"or "Wow! What an adorable (lovely, adorable, magnificent, pleasant, tasty, mouthwatering, appetizing) dish!"

"This song is amazing!" or "This song is marvelous (magnificent, astonishing, magnificent, lovely!)"

Speakers usually choose a convenient unit to express beauty with different lexical units. As an illustration, it seems normal to declare "This song is lovely"

"Wow! What a delicious dish!" but odd to say "Wow! What a tasty, dish!". Once the linguistic variables are chosen, the values commonly used are often lends more weight to the meaning of a sentence.Wecan extend and intensify the creation and enjoyment of pleasure by different linguistic variables in different sentences. Isn't that exhaustively cultural? It's deep in our minds to make the ideas beautiful, to have them exert a kind of magnetism into words and express thepleasure simply looking atthe beauty. For us moderns, virtuoso technique is used to create imaginary worlds by the help of words and express our intense emotions.

It's a gift handed down from the intelligent skills and rich emotional lives of our most ancient ancestors. Our powerful reaction to images, to the expression of emotion in beauty can be expressed differently. For instance, one would rather say "Wow! What a mouthwatering dish!"This intensifies the semantic meaning" than "Wow! What an appetizing dish!"

It must be underlined that this appreciation is highly dependent on the context in which it is produced: it can happen that a preciseness of emotional intensity and pleasureis required, e.g. for certain events or auctions. Lastly, the word selection makes it possible to define the level of accuracy of statements. For expression of an emotion, it can be an adverb as "exactly", "approximately", "nearly", "roughly", "around". For instance, instead of saying ""This song is amazing!" one would rather say ""This song is marvelous magnificent, astonishing", adding the adverb to indicate that this song expresses the beauty more exactly than the previous sentence. An implementation of these principles is proposed in [5, 6] to generate relevant linguistic expressions.

It is evident that there is a need for machines to be able to generate language rather than work only on understanding natural language that humans have uttered. Sometimes, the

computer may fail to understand the meaning of a sentence well, leading to obscure results.

Though human involvement in lexicalization is noticed as a distinctive factor, it has its own disadvantages. Humans have different lexical preferences. With limited human involvement, lexicalization can be biased towards lexical preferences of those who are involved in evaluation. It is important to enhance the functionality of machine understanding for recognizing and understanding the human language.

III. METHODS

The processing of a meaning of sentences is not only based on the interpretability of each of its individual sentences but also on their interpretability as a whole. In this section, different aspectsof this global interpretability are explored. In order to aid computers to understand the human's natural language some important steps must be taken into consideration.

First, the property of consistency of the sentences isdetailed, then various methods to detect and remove redundancy are presented; finally, differenttechniques of information enhancement are introduced, dedicated to the creation of knowledgethrough links between the sentences.

It must be noted that theinterpretability presented here is related to ;

Content Determination is responsible for selecting information needed to becommunicated through generated text.

Document Structuring manages the structure of the information selected fromcontent determination.

Lexicalization operates on what words, terms and concepts need to be includedin the text.

Referring ExpressionGeneration is the process of determining the way thatentities must be referred within generated text.

Aggregation operation can be executed to structure and order the sentence structures to build a meaningful sentences.

Linguistic and Structure Realization is accountable for producing final surfacetext and presenting it based on the requirements. In this discussion we willrefer to this as to a surface realization which includes both aspects of realization.

Module	Content Task	Structure Task

Document planning	Content determination Document structuring	
Microplanning	Lexicalization	Aggregation
Realization	Referring expression generation Linguistic	
realization	Structure realization	

Selecting the content plays a crucial role in NL process. Content determination

arises the issue which stops generalizing the lexicalization of the system even within the same domain being considered.

There are four aspects that need to be focused on during content determination:

• selecting data based on significance,

• summarizing data, so that important information is always included,

• include information derived through inference,

• customizing data based on the end-user needs.

In most current approaches, content determination is carried out by various methods where some of them have roots in early traditional approaches.

IV. CONCLUSION

For making progress in conveying relevant and sufficient information of understanding the semantics in NLP, it is necessary to understand the existence of uncertainty in natural language. The vagueness, imprecision with some well-known applications of Google Search Engine,Google Translator and MIT Start were exemplified in the paper through real world examples for illustratingthe existence of the intelligence gap using well known natural language processing.

The interpretation capabilities of a language-understanding system depending on the semantic theory must be improved and fully accepted satisfactory in all respects. In our paper,the examples are chosen carefully to illustrate and demonstrate the applications of natural language processing environment for every reader.We think, accuracy of content extraction in natural language is necessary for overcoming theintelligence gap in such a simple manner in processing of vagueness in semantics

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Accountability of State Islamic Religious College (SIRC) In South Sulawesi Indonesia

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Abstract— *The research aims to examine the influence of spirituality, organizational culture, leadership, and local wisdom on the accountability of State Islamic Religious College (SIRC). Sample research by 84 respondents in accordance with purposive sampling derived from 4 SIRC in South Sulawesi, that is UIN Alauddin, IAIN Palopo, STAIN Parepare, and STAIN Watampone. Research Data form of total score is obtained by distributing a list of structured questions to respondents. Respondents responded that spirituality, organizational culture, local wisdom, leadership, and accountability became an important part of SIRC's management in South Sulawesi. Hypothesis testing using multiple regresion. The results of the hypothesis testing showed that the local spirituality and wisdom positively affected the significant of SIRC's accountability in South Sulawesi. However, the organizational culture and leadership has no significant effect on the accountability of SIRC in South Sulawesi. The sublime values of worship increased accountability, but the symbols (norms) of organization and leadership characters did not make the accountability of SIRC in South Sulawesi.*

*Keywords— **Accountability, Spirituality, Organizational Culture, Leadership, Local Wisdom.***

I. INTRODUCTION

The college or University as a social institution in charge of developing science and technology is one of the institutions that feel the most social demands for quality improvement. Education accountability is a manifestation of the educational institution's duties to account for the success or failure of the implementation of the education process (Sutjiati, 2008). Amid intense competition, quality improvement is inevitable in order to compete for community confidence and sustainable existence.

Accountability of educational institutions, especially universities, seems to have increased public demand with the establishment of Good University Governance (GUG) to improve the sustainable quality of universities. Accountability is intended to explain what has been done, then interpreted as an obligation to account for or explain the performance, look from success and unsuccess in carry out its mission. The performance is not only measured by the potency of the State Islamic Religious College (SIRC) to

score the intelligent generations of cognitive but also able to make colleges a center of civilization.

SIRC as a high institution based on spiritual and Islamic values is supposed to present the management of university that is appropriate to the values of Islam. These values are manifested in the accountability practice as described in the QS. Al-Anfal: 8/27 requiring the trustee to guard the mandate given and should not be traitorous. The verse describes human responsibility not only to the person who gives the trust but the most important of all is human accountable to Allah SWT and his apostle.

Research of Rafaeli and Worline (1999) links the symbols and values underlying the organization. The study states that the symbol serves four functions in the organization, which is integrating feelings, thoughts, and actions into meaning code. Islamic values contained in the symbol and identity of college based Islamic religious should be attached to the organization that is internalized in the individual in behavior. The values and principles embraced

by a person will greatly determine the pattern of his behavior. The internalization of symbols and values that identity an organization into each individual will make it easy to achieve the vision and mission of the organization, as all elements involved in the organization are focused on achieving common goals.

Research of Endahwati (2014) found that the accountability of Zakat, Infak, and Charity (ZIC) at Amil Zakat Management (AZM) of Lumajang is divided in two, vertical and horizontal accountability. The principle that emphasized of vertical accountability is the principle of trust, while horizontal accountability principles emphasize professional and transparent principles. The ZIC management accountability practice undertaken by AZM Lumajang is a synergy of spiritual accountability, service accountability, accountability programs, and accountability reports. The aspect of spiritual accountability has the meaning that individuals or organisations have the awareness of claim accountability to the transcendent (God).

Spiritual Accountability exbued every individual to act in the passion of spiritual values believed and realizeed in the behavior of each individual as a member as well as the leader of the organization. The reflection above shows that the practice of accountability does not only run the rituals but also touch the conscience of each individual, which appears to surface as a result of the contemplation process. Accountability involves deep conscience every individual or organization upholding the values of honesty and ethics that become a universal nod to be fought and realized in every individual activity (organization).

The insistence on stakeholders with the importance of implementing accountability by living the principles of good governance which includes transparency and the sense of fairness of each organization is a phenomenon that must be observed by every organization, especially the public sector so that the organization is trusted. Randa (2013) explained that to build the trust, the organization of the public sector should be able to understand the environment and culture of the society in which the organization resides. This is the underlying research that as a public organization, the management of SIRC must match the values believed by the community, because the community is a stakeholders respected their belief.

According to Effendi (2003) that the University world does not have a strong moral power to become a role model of society, because the transformation to civil society has not demonstrated the campus society develop itself into the ideal models of civil society, respecting the supremacy of law, democratic, civilisation, fair and responsible. The factor is institutional educational orientation is too material oriented, and the curriculum too emphasizes the ability of measurable cognitive aspects, and market oriented. People looking at religious-based colleges have more value than other colleges because it integrates moral and spiritual values. This is accomplished if all academic civitas understanding values of organizing organization and management of university.

The law Number 20 of 2003 on national education, states that university have the autonomy to manage their own institutions based on the principles of autonomy, accountability, quality assurance, and evaluation of transparency. The creation of accountability indicates moral values are integrated in the management of university. The management of State Islamic Religious Colleges is based with the values of Islam. The Islamic value spirit of university's management will internalize the people involved in their managing, which implicates to behaviour, actions, performance and performance.

The Spirit of accountability contains values that include universal concepts that cultivated in organizations such as truth, honesty, immorality, and others so that actions or decisions are made to reflect performance and can be accounted. This Spirit is not only manifested in the spiritual dimension, organizational culture, and local wisdom but must be born through leadership. Good leadership encourages management to walk as expected because everyone is encouraged to perform deeds for the common good.

Organizational accountability is not only understood as the obligation of agent of trust to give accountability, present, report, and disclosure all activities that are responsible to the trustee (Principal). Accountability of reflection meanings and values contained within the identity begins to be lifted from the core values of the philosophical organization or the values inherent in the symbol and identity inherent to the organization.

II. OBJECTIVES

Based on this, the purpose of this research is: 1) to know the influence of spirituality on SIRC's accountability; 2) to know the influence of organizational culture on SIRC's accountability; 3) to determine the influence of local wisdom

on SIRC's accountability; 4) to know the influence of leadership on SIRC's accountability.

III.   THEORETICAL REVIEW

3.1 Shariah Enterprise Theory (SET)

Shariah Enterprise Theory (SET) is developed based on zakat metaphors containing balanced character and has broader accountability scope than Entity Theory. The accountability meaning is accountability to God, human, and nature (Triyuwono, 2006:354). This form of accountability will create a consciousness of its users because accountability is doing as a form of high responsibility to God as Khalifatullah fil Ardh.

God is the highest customer and the only purpose of human life. The accountability of the company or the agency to God is a liaison rope so that the management and activities undertaken are based on the purpose of "raising the Divine Consciousness". This theory telling that every human activity of his primary accountability is to God. Mulawarman (2011) in Arga (2014) Confirm that if the SET has substance double entry, then the dimension of Accountability Khalifahtullah fil Ardh also have a partner, namely the dimension as 'Abd Allah SWT (submission and obedience to Allah swt). This human submission, according to Mulawarman (2007), is expected to affect the fulfillment of Maqasid ash-Sharia (Islamic goals), namely Mashlahah for people, social, and nature.

The second Stakeholder of SET is the human being by Triyuwono (2011) differentiated into two namely direct-stakeholders (parties who directly contribute to the company and its related agencies both in financial and non-financial form) and indirect-stakeholders (parties who do not contribute to the agency, especially the society and the environment in the sense of preserving, repairing and preserving nature). The last Stakeholder SET is nature. Nature contributes greatly to the sustainability of the company's life but nature does not require the form of welfare distribution and feed back from the agencies in the form of material as human wants.

3.2 Accountability

Accountability is an important pattern for public organizations. According to Sadjarto (2000) The accountability pattern is built for the improvement of performance benchmarks in providing public services, enhancing the process of managerial accountability and is an effort to control management of the organization. Roberts and Scapens (1985) said that accountability is a relationship that encompasses the granting and acceptance of something that is reasonably acceptable. Gray et al. (2006) and Gray (2001) said that accountability not only belong to individuals or organisations but property of the general public. Accountability is not limited to accountability for something that is handed over between two parties, but also about the moral aspects that are always championed in an organization and involve society.

The context of university, accountability by Campbell & Rozsnyai (2002) is defined as the assurance of a unit to its stakeholders that they have provided a good quality education. Education accountability is a manifestation of the obligation of an educational institution to account for the success or failure of the implementation of the education process. The context of learning, should always be sought to be repaired and upgraded so that the learning process is optimal and effective, and can improve the quality of graduates.

University as public organizations must implement public accountability. Public accountability is the recipient's obligation to manage resources, report, and disclose all activities and activities relating to use of public resources to the principal. Accountability followed by the provision of capacity and authority. Public accountability consists of vertical accountability and horizontal accountability. According to Mardiasmo (2005:5) Vertical accountability is an accountability to the higher authority, while horizontal accountability is a broad accountability or to other organizatios that do not have a subordinate superiors.

3.3 Relationship Spirituality with accountability

Spiritual has many definitions and aspects that have been developed in various literature. Field (2007) in Efferin (2015) states that spirituality in the business is inseparable from the process of eliminating greed, alleviating suffering, developing compassion and wisdom on all living creatures and the environment. Milliman et al. (2003) explains that spirituality in the workplace involves efforts to discover one's destiny in life, developing a strong relationship between work related to work, and having consistency between one's core beliefs and organizational values.

Accountability to God relates to the nature of trust. It is no other as a manifestation of human function as Khalifatullah fill Ardh. According to Elfianto (2013), the dimension of accountability, especially in conventional

accounting, as agency theory is the reduction of the concept of trustees into smaller dimensions where Islam sees everything that is deposited to human as Khalifatullah fil Ardh is the mandate. Endahwati (2014) states spiritual accountability reflects the professional value and transparency value. Professional value is visible in the personality of employees who have a consistent, confident, and not easy to give up in the conduct of the ZIC management tasks that are the mandate of Allah SWT.

Fikri, et al (2010) Finds that reporting accountability is not something important and most demanded by society. Society is more concerned with accountability of action, which is how organizations manage and empower them. Society assumes behavior or action is a mirror of the accountability itself. Studies of the spiritual accountability of the Protestant church were conducted by Saerang (2003) examining the Church of Pentecost in Indonesia and Randa (2011) who searching the Catholic Church organization in the land of Toraja. Saerang's research finds the accountability of the Pentacosta church varies from communal to bonded. Randa (2011) finds a dimension of the spiritual accountability of the church organization that exbued every individual to act in the passion of spiritual values believed and manifested in the behaviour of each individual as a member as well as the leader of the organization. Furthermore, Randa states the use of church organizational accountability practices differentiated in three main dimensions, namely spiritual, leadership, and financial accountability.

3.4 Organizational cultural relations with accountability

Gibson et al. (2012) state the organizational culture is a value system with together believe resulting in norms, behaviors, values (what is important), and beliefs (how it works) integrate lead to the norm as a guiding act. Kurniawan (2013) suggests that the culture of the organization give characteristics or traits that distinguish an organization from other organisations, where the patterns and values embraced as one of the guidelines by the entire member carry out their responsibilities and can influence the way members behave, how to describe work and how to work with other members. Kotter and Hesket (1997) in Triyono (2012) say that the organizational culture has two distinct levels seen from the side of their clarity and resilience to change.

Shahzad et al (2012) research shows that organizational culture has a profound impact on various organizational processes, employees, and their performance. The implementation of organizational culture is very helpful for employees doing their work effectively and efficiently. Religious colleges certainly have inherent values of everyday behavior and action. The value of the symbol can be internalized in the process a person receives and renders himself with a variety of attitudes, how to express feelings or emotions, fulfillment of desires, desires, passions, beliefs, norms, and values that individuals possess in their communities. Accountability is built by creating an organizational culture that encourages anyone to be accountable. Every academic civitas should be encouraged to carry out responsibilities according to the position held, so that the organizational culture is strengthened to familiarize the accountability.

3.5 Local Wisdom relations with accountability

According to Sartini (2004) Local wisdom is local ideas that are wise, full of wisdom, good value, embedded and followed by community members. Local wisdom shows the identity of an area that is formed as a cultural advantage of local people as well as geographical condition and become a tradition that is believed to be true. Every local culture of the region there is a sublime value that has actually been practiced in the past in the management and leadership of local community organizations before being touched by outside culture (Randa, 2015). These cultural values in the results of anthropology studies have a tremendous strength in creating accountability for governance and leadership of the community organization.

The research of Randa (2015) states the values of local cultures absorbed in the Catholic Church organization so that the organization of the Catholic Church develops into a Catholic church that cultures in the religious aspects and governance of more transparent, contextual, and accountable organizations. Accountability research on religious non-business organisations (NGO) has been conducted by Randa et al. (2011 and 2013); Anzar and Januarsi (2011); Ningsih (2015). Randa et al. (2013) For example who researched about the dimension of accountability of local government organizations in Toraja, found a simple understanding of accountability by the Community, namely the accountability of output based on the dimensions of facility and infrastructure, education and health services, or its dominant indicators of facility and infrastructure.

Research on local wisdom based accountability like doing by Randa (2011 and 2015); Salle and Paranoan (2015)

become indicate that accountability needs to be built on the foundation of local wisdom values believed by local communities. Randa (2015) finds the local values of South Sulawesi Indonesia which was lifted from the concept of the value of Siri'na Pesse and misa kada dipatuo pantan kada dipomate to give the significance of accountability built in an organization as a whole, so it can be received by all stakeholders. Salle and Paranoan (2015) Examine the manuntingi accountability of the Ammatoa (Kajang) society, giving the meaning of manuntungi accountability, which is upholding kalambusang (honesty), and fulfilling the other three elements, namely Gattang (firmness), Sa'bara ' (patience), and Nappiso'na (Tawakkal).

3.6 Leadership relationships with accountability

Leadership is the process of influencing or exempting leaders by their followers in an effort to achieve organizational objectives (Wikipedia, 2015). Leadership explores how senior leaders adhere to and use organizational values, hints and varying expectations/performance expectations; Focus on students, and stakeholders, students and organisational learning, empowerment and innovation, and in addressing various public/community responsibilities (Sutjiati, 2008). The leadership is one of the employers ' efforts to encourage all academic civitas to consistently run accountability practices.

Moral is the foundation of character building, knowledge mastery, environmental recognition, and social and global relationships. Moral aspects are universal in leadership. An organization or community motivates the highest morality for emitting an accountability of the conduct of a leader (Nugroho, 2013). The relationship of morality and accountability of leadership is complex influenced by culture factors, situations, and conditions. But indeed the relationship is simplified as a linear relationship. The necessary leadership is visionary and able to communicate well in working relationship with tutors, supporting personnel, and the citizen learning is needed conducive communication (Ramatni, 2013). Nurhayati (2014) explains the accountability of imposing some demands on officials, agents as servants of government or public service organizations, including university.

Leadership is one of the key factors of organizational life, including the public sector. Leadership issues make leaders always focused on evaluating the cause of the organization's success or failure. Gibson et al. (2012) defines leadership as the ability to influence a group of

people to jointly achieve the goal. Leadership is 'formal leadership' in the sense that a leader is a person appointed and confirmed to occupy a particular position. Hudges (1992) in Pusparini (2010) say that "government organization are created by the public, for the public, and need to be accountable to it". Public organizations are made public, publicly, and therefore must be accountable to the public. Accountability is important as a form of accountability for position, leadership, and social responsibility.

3.7 Past research

Sutjiati Research (2008) on accountability as an effort to improve the quality of education. The research shows that the accountability of educational institutions needs to be done by all stakeholders from the government, general public, leaders, and workers of educational institutions, lecturers, students, parents, and others. All parties have a role in the educational world so this is as one of form feedback to all stakeholders. Shahzad et al. (2012) Research on organizational culture and its impact on organizational performance, showing that organizational culture has a profound impact on the various organizational processes, employees, and performance. It is also revealed that each individual will allow himself internalized by the values and beliefs adopted by the organization. Culture and spirituality play a role in triggering overall organizational performance.

Randa (2011) on the organizational accountability of the Catholic Church, which is a local cultural value. The study concluded that the meaning of accountability of the church organization was based on three dimensions, namely spiritual accountability, leadership accountability, and financial accountability. Spiritual accountability is done with the form of religious activities, leadership accountability is done to promote the element of service. Accountability Research in the frames of local wisdom is also performed by Salle and Paranoan (2015). The research gives the use of manuntungi accountability that is understood by indigenous Ammatoa (Kajang) as a reflection of daily behavior. The research with a qualitative approach is able to demonstrate that accountability is closely related to local wisdom.

3.8 Research hypothesis

Based on theoretical studies above with the context of SIRC based on Islamic values which consider the system of adopted values as well as norms that are carried out in a better understanding of institutional management, especially

accountability practices. The concept is incorporated in the form of variables such as spirituality, organizational culture, local wisdom, and leadership. These four variables are internal and external factors affecting accountability. This research aims to determine the internalization of these four variables in SIRC, and then what the four variables are know by the SIRC's academic stakeholders. Thus, the research hypothesis was developed as follows:

H1: Spirituality affects the management of SIRC's accountability.

H2: Organizational culture affects SIRC's accountability management.

H3: Local wisdom influences the management of SIRC's accountability.

H4: Leadership affects SIRC's accountability management.

IV.   RESEARCH METHODOLOGY

4.1 Population and sample determination

The population of this research is a lecturer and structural officer at SIRC in South Sulawesi, Indonesia. Lecturers who have structural positions practise the accountability of the management of duties or trustees, both as functional officers and structural officials. In addition, they are required by regulations obliged to conduct good college governance accountability. SIRC is located in the South Sulawesi region including Alauddin State Ismic University of Makassarr, Islmic Institution of Palopo, State Islamic Institution of Bone, and State Islamic Institution of Parepare. The sample selection is done with a nonprobability (not random) using the purposive sampling method. The sample criteria meaning in this study are: 1) maintainers of majors (courses); 2) The managed study program has been accredited; 3) Manager of units or parts; 4) long manage courses or units (sections) at least 2 years.

4.2 Types, Resources, and Data collection

The type of data used in this research is subject data (self-report data) that is the attitude, experience, or characteristics of a person who is the subject of research/respondent (Indriantoro and Supomo, 1999:145). The data source uses primary data. Primary Data is obtained directly from the original source using a structured question list for the purpose of collecting information that matches the respondent's characteristics. Data collection using survey method, which is data obtained by distributing questionnaires

to respondents directly and or through a network of person links.

4.3 Analytical techniques

For the overall testing of the hypothesis, this study used multiple regresion regression analysis. The regression equation Model for 1, 2, 3, and 4 hypothesis testing is demonstrated as follows:

Y= a + β₁ₓ₁ + β₂ₓ₂ + β₃ₓ₃ +β₄ₓ₄ + e

$$Y = a + \beta_{1x1} + \beta_{2x2} + \beta_{3x3} + \beta_{4x4} + e$$

Description:

a   : Constant

X_2 : Organizational culture

$\beta_{1,2,3,4}$: Regression coefficient

X_3 : Local wisdom

Y   : Accountability

X_4 : Leadership

X_1 : Spirituality

e   : Error

As for the Creatteria testing results of the model and the testing of each hypothesis as follows:

a.   Calculated F value $\geq$ table F value or probability $\leq \alpha$ (5%) so that, Ha is accepted (significant), and the opposite condition refuses Ha.

b.   Calculated t value $\geq$ t table or probability $\leq \alpha$ (5%) so that, Ha is accepted (significant), and the opposite condition refuses Ha.

4.4 Operational Definitions

-    Accountability

The accountability of university according to Campbell and Rozsnyai (2002) is the assurance of a unit to its stakeholders that they provide quality education. Accountability is measured by referring by the one Book of Academic manuscript of the TIRE study Program accreditation-PT 2008 and Muawanah Research (2010), which includes leadership (managerial), human resources, and spiritual accountability, using Likert scale strongly disagree (1) until very concur (5).

-    Spirituality

Spirituality is the fulfillment of inner life of meaning and purpose of the work done. Spiritual is not merely a ritual worship but past the boundaries of religious institutions so that it is able to be accepted globally. Spiritual value is measured by the availability of worship facilities and

infrastructure, spiritual to God, and spiritual fellow like the Research Muawanah (2010), using Likert scale strongly disagree (1) until strongly agreed (5)

- Organizational culture

Organizational culture shows certain traits, characteristics, or properties that differentiate an organization with other organisations that contain the values and norms that become operational guidelines. The organizational culture is measured in terms of Schwartz's theory of value, which includes tradition, conformity, and achievement, using Likert scale strongly disagreed (1) until strongly agreed (5).

- Local Wisdom

The local culture of an area has sublime values that are actually practiced in the past by society in the management and leadership of local organizations before outside cultural touched (Randa, 2015). Local wisdom is measured by the value of the Sipakatau', Sipakainge', and Sipakalebbi' management and accountability practices of SIRC. This variables use Likert scale strongly disagree (1) until very concur (5).

- Leadership

Leadership involves the all of member and the personhood of the leader who is wise and dare to take decisions (Randa, 2011). Leaders become one of the determining indicators of achieving organizational objectives. Leadership is measured by visionary, response capacity, alertness, intelligent, and leadership capacity, with the use of Likert scale strongly disagree (1) to Very concur (5).

V. RESULT AND DISCUSSION

5.1 Description of respondents

Samples by 84th people are grouped based on the origin of SIRC respondents shown 1st table. The table explains that most of the research samples are predominantly based on Alauddin State Islamic University by 47 respondents (56.0%), the next rank is derived from Islamic Institution of Palopo by 18 people (21.4%), the respondents came from State Islamic Institution of Parepare by 10 people (11.0%), and respondents derived from State Islamic Institution of Watampone by 9 people (10.7%).

Table.1: Original composition of SIRC

No	SIRC	Total	Persentase (%)
1.	Alauddin SIU of Makassar	47	56.0
2.	II (Islamic Institution) Palopo	18	21.4
3.	SII (State Islamic Institution) Parepare	10	11.9
4.	SII (State Islamic Institution) Watampone	9	10.7
	Total	84	100.0

Source: Processed primary data, 2016

5.2 Variables description

The spirituality variable shows the average number of 42.49 and the middle (median) point of 24.50 (3.5 x 7). The spirituality variable's average value is greater than its middle point value, which is 42.49 > 24.50. The average value of a spirituality variable of 42.49 is closer to the maximum point value of 49.00 compared to a minimum point value of 28.00. Respondents responded to the aspect of spirituality in SIRC becoming an important part of college management.

The organizational culture variable shows an average rate of 38.61 and a middle (median) point of 24.50

(3.5 x 7). The organizational culture variable's average value is greater than its central point value, which is 38.61 > 24.50. Organizational culture variable average value of 38.61 is closer to the maximum point value of 49.00 compared to the minimum point value of 19.00. Respondents responded to organizational culture into an important part that was built to manage the SIRC.

The leadership variable shows the average number of 39.93 and the middle (median) point of 24.50 (3.5 x 7). The average value of the leadership variable is greater than its middle point value, which is 39.93 > 24.50. The average value of a leadership variable of 39.93 is closer to the

maximum point value of 49.00 compared to the minimum point value of 23.00. Respondents responded to leadership as an important part needed to manage the SIRC.

The local wisdom variable indicates an average rate of 51.38 and a middle (median) point of 31.50 (3.5 x 9). The average value of the local wisdom variable is greater than its middle point value, which is 51.38 > 31.50. The average value of the local wisdom variable of 51.38 is closer to the maximum point value of 63.00 compared to the minimum point value of 30.00. Respondents responded to local wisdom implemented well in the management of SIRC.

The accountability variable shows an average rate of 55.54 and a middle (median) point of 35.00 (3.5 x 10). The average accountability variable rate is greater than its middle point value, which is 55.54 > 35.00. The accountability variable average value of 55.54 is closer to the maximum point value of 70.00 compared to the minimum point value of 27.00. Respondents responded to the crucial accountability implemented in the management of SIRC.

The entire variable shows the average value of the 38.61 to 55.54 range greater than the standard deviation value of 4.93 to 10.03. Comparison of average values with standard deviation for spirituality variables 42.49 > 4.93, organizational culture 38.61 > 6.59, leadership 39.93 > 7.29, local wisdom 51.38 > 8.56, and accountability 55.54 > 10.03. All of these variables have a large variation or the lack of a response rate that is sufficiently large than the lowest (very disagreeable/very unimportant) with value its highest value (very concur/very important). The standard and average deviation values of each variable show a positive sign. It indicates that despite the large gap between the highest value and the lowest value, the gap is still in the same direction (positive), so it does not cause any symptoms of serious gaps or variations. The variable descriptions show in the following table.

Tabel.2: Variables Description

Variables	N	Minimum	Maximum	Avarage	Standard of Deviation
Spirituality	84	28.00	49.00	42.4881	4.92717
Organizational Culture	84	19.00	49.00	38.6071	6.59137
Leadership	84	23.00	49.00	39.9286	7.29050
Local Wisdom	84	30.00	63.00	51.3810	8.55866
Accountability	84	27.00	70.00	55.5357	10.02821

Source: Processed primary data, 2016

5.3 Hypothesis Test and discussion

The R square value of the regression model is used to know how large the variable's ability is free (independent) in describing the dependent variables. The magnitude of R square with a value of 0.716, independent variables have a strong effect on the dependent variables. This means that 71.6% of the state Islamic religious college accountability can be explained by the variation of independent variables which is spirituality, organizational culture, leadership, and local wisdom. The remainder amounted to 28.4% (100%- 71.6%) or 0.53292 x 100% = 0.2839 (28.40%) A variation of accountability of the state Islamic religious college cannot be explained by the four independent variables, but described by other variables outside of this research model.

Anova test (F Test) shows an F count value of 49.788 with a significance probability of 0.000. The significant probability value of the test result of the F is smaller than $\alpha = 0.05$ (0.00 < 0.05). This suggests that jointly (simultaneously) the accountability of SIRC is influenced by spirituality, organizational culture, leadership, and local wisdom. Thus, test the individual parameters (t Test) can continue to answer the hypotheses that have been formulated before. Testing the significance of individual parameters (t Test) or the influence of the four variables independent of the

dependent variables with the level of *alpa* or *significance* levels (α = 5%) shown in the following table.

Table.3: Test Result Table

Independent Variable	Simultaneous Influence		R-Square (R²)	Residual (ε)	Individual Influence		
	F Count Table	Prob. (p)			Regression Coefficient (ρ)	t Count value	Prob. (p)
Constant					-4.442	-0,834	0,407
Spirituality	49,788	0,000	0,716	0,5329	0,384	2.162	0,034
Organization culture					0,154	0,827	0,411
Leadership					0,037	0,230	0,819
Local Wisdom					0,705	4,532	0,000

Dependent Variable: Accountability

Source: Processed primary data, 2016

Based on both tables of test results the above model can be presented the regression equation as follows:

$$Y = -4{,}442 + 0{,}384x_1 + 0{,}154x_2 + 0{,}037x_3 + 0{,}705x_4 + 0{,}5329$$

Spirituality shows the calculated value of t > t table value, which is 2.162 > 1.996 with a significance probability of 0.034. The significance probability 0.034 is under α = 0.05 (0.035 > 0.05) with a coefficient of 0.384. The results of this study show that spirituality has a significant positive effect on the accountability of the State Islamic Religious College in South Sulawesi (H₁ accepted). This indicates that accountability organizers, or stakeholders are always backed by a high level of spirituality. Without spirituality over high religious consciousness is not able to encourage the accountability of SIRC in South Sulawesi. SIRC in South Sulawesi is obliged to form the character of faith and piety for its academic, especially the stakeholders to maintain accountability in the management of their respective duties. The results of this study support the research of Milliman et al. (2003) That spirituality in the workplace is consistent with one's core beliefs and organizational values. The research of Randa (2011) finds a dimension of spiritual accountability in church organization, and spirituality is the primary dimension expressed in trust and love for God.

Elfianto's Research (2013) states that Islam sees the mandate as accountability, all of which are deposited to human beings as manadate Khalifatullah fil Ardh.

The variable description for spirituality shows a high mean value of 42.89 and is closer to the maximum value of 49.00. This means that the aspect of spirituality is a prioritized portion of the department's stakeholders to form accountability of SIRC in South Sulawesi Indonesia. The notion that working as a worship, increased faith and piety, soft skills (honesty, fairness, and hard work), religious values of university, and improvement of the welfare of academic civitas, especially the stakeholders became the determining factors of accountability on SIRC in South Sulawesi Indonesia. Thus, the university's leadership can use the element of spirituality as a consideration in determining the position of the stakeholders in the work units within the scope of SIRC in South Sulawesi Indonesia.

The organizational culture has a t count value < t table value, which is 0.827 < 1.996 with a significance probability level of 0.411. The significance probability 0.411 is above α = 0.05 (0.411 > 0.05). Thus, the results of the study showed that the organizational culture did not significantly affect the accountability of the State Islamic Religious College in South Sulawesi Indonesia (H₂ rejected).

The organizational culture influence also shows a positive regression coefficient of 0.154, meaning is the influence of a high organizational culture does not optimally accountability form in the SIRC's environment of South Sulawesi Indonesia. This condition indicates that the Islamic universities are unable to accommodate the religious symbols, values and norms of Islamic universities (organizations/Islamic institutions) in shaping the attitudes and behaviors of academic civitas to organize the accountability of SIRC in South Sulawesi Indonesia.

The standard deviation value for an organizational culture variable of 6.59 is the fourth largest standard deviation from the entire variable. However, the organizational culture variable has the mean (38.60) the lowest among the entire research variables. The indicative, that the organizational culture has a degree of the diversity of virginity that is also still ambiguous among respondents and tendency that the organizational culture is not important compared to spirituality and local wisdom in the implementation of SIRC's accountability in South Sulawesi Indonesia. Thus, the organizational culture does not (yet) become important to get priority as an element of the establishment of SIRC's accountability in South Sulawesi Indonesia.

The leadership has a t count value < t table value, which is 0.230 < 1.996 with a significance probability level of 0.819. The significance probability 0.819 is above $\alpha = 0.05$ ($0.819 > 0.05$). Thus, the results of the study showed that leadership did not significantly affect the accountability of the State Islamic Religious Colleges in South Sulawesi Indonesia (H_3 rejected). Although this hypothesis was rejected, the leadership influence showed a positive regression coefficient of 0.037, meaning that high leadership would strive to enhance the implementation of SIRC's accountability in South Sulawesi Indonesia. This condition indicates that SIRC accommodates the suitability of Islamic universities's vision and mission, leadership capacity, leader responsibility, and leader interaction with academic civitas has not been maximally able to form the accountability of SIRC in South Sulawesi Indonesia.

The standard deviation value for leadership of 7.29 is the third largest standard deviation from the entire variable. Its indicative, leadership did not differ considerably from the organizational culture, which is the high diversity of the respondent's virginity to leadership variables. However, leadership has more power than the organizational culture, as its mean of 39.93 is greater than the organizational culture

mean. Thus, the elements of Leadership not (yet) become important to get priority as an element of the forming of SIRC's accountability in South Sulawesi Indonesia.

Local wisdom has a t count value > t table value, which is $4.532 > 1.996$ with a significance probability level of 0.000. The significance probability 0.000 is below $\alpha = 0.05$ ($0.000 < 0.05$) with a coefficient of 0.705. The results of this research show that local wisdom has a significant positive influence on the accountability of the State Islamic Religious College. In South Sulawesi Indonesia (H_4 accepted). This indicates that the diversity of academic civitas background, upholding mutual respect (rights and responsibilities), the sense of kinship of academic civitas, and the application of local wisdom values in carry out the task of the stakeholder has a maximum contribution to form the accountability of SIRC in South Sulawesi Indonesia. Local wisdom values can form the academic civitas respecting the position and function of each within the organizational structure of Islamic colleges. The results of this study supported the research of Randa (2015) that local cultural values could be absorbed in the organization of the Catholic Church. Resecarch of Salle and Paranoan (2015) found that accountability was built on the values of local wisdom believed by local communities.

Variable descriptions for local wisdom show the highest mean value among independent variables, which is 51.38 and the highest standard of deviation of 8.56 is also among independent variables. This means that even though respondents have a high level of diversity in local wisdom, the statistical number (*mean* high value) shows that local wisdom is a priority scale for Islamic colleges in shaping SIRC's accountability in South Sulawesi Indonesia. The proximity of the mean value to the maximum value (63.00) compared to the minimum value (30.00) also indicates that local wisdom unregulated by Islamic colleges has always been reflected by the stakeholders of the working units in improving its accountability in carry out the trust that has been entrusted to it.

Thus, the aspect of spirituality and local wisdom lubricated the stakeholders, or the academic civitas that carried out additional duties as a structural officer to conduct SIRC's accountability in South Sulawesi Indonesia. It seems that both aspects of spirituality and local wisdom in the SIRC's environment are inseparable to form accountability, because the values of local wisdom are highly compatible with academic civitas spirituality, which is also reflected in daily life or activities to carry out the trust/duty in PTKIN

South Sulawesi. The integration of spirituality with local wisdom is demonstrated by academic Civitas, among other who consider work to be one of worship to God, uphold mutual respect among academic civitas, and the importance of establishing brotherhood among academic civitas.

VI. CONCLUSION

Spirituality has a significant positive effect on SIRC's accountability in South Sulawesi Indonesia. Spirituality involves efforts to discover one's destiny in life, developing a strong relationship between work related to work, and having consistency between one's core beliefs and organizational values, so that can improving organizational accountability. Local wisdom has a significant positive impact on SIRC's accountability in South Sulawesi Indonesia. Research explain that local values of South Sulawesi Indonesia, which are based on the concept of Sipakatau', Sipakainge', and Sipakalebbi' give meaning to the importance of accountability built in an organization as a whole to be accepted by all stakeholders.

The organizational culture has no significant effect on SIRC's accountability in South Sulawesi Indonesia. The high influence of organizational culture does not make a maximum of accountability in the SIRC's environment in South Sulawesi. This indicates that the Islamic colleges have not been able to accommodate the religious symbols, values and norms of SIRC in shaping the attitudes and behaviors of academic civitas. Leadership has no significant effect on SIRC's accountability in South Sulawesi. This condition indicates SIRC in accommodating the suitability of the vision and mission of Islamic college, leadership capacity, responsibility of leaders, and interaction of leaders with the academic civitas have not maximized to form the accountability of SIRC in South Sulawesi Indonesia.

The practice of SIRC's accountability in South Sulawesi has become a strengthening part of the formulation of concepts or accountability theory of the perspective of Islamic College entity. The accountability derived from spirituality and local wisdom becomes a key component of good university governance. Improving the quality of spirituality and behavior of local wisdom of South Sulawesi Indonesia in the individual to the position of the quality standards of SIRC governance in South Sulawesi. The rules that emphasize accountability will help to realize the sustainability of entity management (Islamic Universities and Religious Ministries).

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The Influence of Compassion in Charles Dickens' Selected Novels

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Abstract— The novel shall include different personalities to have a compelling story knot, which shall tighten the reader to read the story and even get touched with it. In Charles Dickens' novels particularly, which usually resembles agony, poverty, and suffering, a compassion side of the society of the novel shall be presented in contrast to suffering. This paper is presenting three common novels by Dickens, A Tale of Two Cities, Oliver Twist and David Copperfield. It deals with the comparison between the personalities which are showing compassion in the novels and the sequential order of the events which are driven by psychology compassion in these three novels. The novel A Tale of Two Cities actions are going in France, during the French revolution, while David Copperfield and Oliver Twist are starting in England. David Copperfield was said to be the autobiography of the novelist Dickens himself, and the compassion is shown in multiple personalities, specifically his aunt, his first love Dora, and her second love Agnes. Whereas compassion, in Oliver Twist, offered by the personalities is starting from the doctor in the orphanage sponsored by the Diocese where her mother has started the story before she is giving birth to Oliver and die. Compassion is shown in different characters even in some criminals. However, the novel A Tale of Two Cities has clearly the main characters like Draney and Lucie who will finally live a happy life due to the compassion of several characters mainly Cartoon. To sum up, compassion is one of the important novel's parts, even in some evil or changing characters. Its psychology is complex to study along with its impact on novel actions.

Keywords—Compassion; suffering; novels; Dickens.

I. INTRODUCTION

This report aims to examine and deconstruct the concept of compassion that has been presented by the well-recognized novelist i.e., Charles Dickens. He has his own style of writing which is also something that has made his work quite unique as well as out of the ordinary. The three texts that have been selected for further analysis include *A Tale of Two Cities*, Oli*ver Twist,* and *David Copperfield.* The reason behind selecting these three texts is the common theme that exists in all of them i.e., compassion.

In addition to that, one of the most crucial aspects that get reflected in most of his writings includes the class and the society that further leads to the amalgamation of compassion in his writings. This report shall cover the literature that is already present on the subject besides the writings of the author and how they relate further to the theme area that has been selected for further analysis.

II. LITERATURE REVIEW

Before examining the works of the author, the basic concepts shall be discussed and deconstructed to have an in-depth analysis of the topic. Compassion is defined as sympathetic pity and concern for the sufferings or misfortunes of others (Singer & Klimecki, 2014). In the psychological terms, the concept of compassion is also close to empathy, and it is also constantly highlighted to understand the issues that the other people are going through (Raab, 2014).

When the same aspect of compassion is examined and analyzed from the standpoint of the novels written by Charles Dickens, it could be implied that the similar notion of compassion is being presented by the author in order for the other people to feel how the people with problems are feeling (Oliver, 2018).

This is also the school of thought has been skillfully portrayed by Karl Marx who highlighted class distribution

in which the rich are becoming richer while the poor are becoming poorer and made this concept part of the capitalism as well as the communism (Jain, 2019; McBride, 2018; Milios & Dimoulis, 2018).

With the indulgence of class distribution and the other prevailing issues in the process, the concept has been rightfully presented by the author thereby allowing the readers to know about the problems that people without the resources tend to face in their lives. It could be resolved by compassion and by understanding their problems in the long run.

The similar issue has been highly talked about in the novels which is further related to the notion of compassion by Dickens. The class distribution, as well as the presentation of the unequal lifestyle of the people, has been one of the major issues of all times in history. It has also been the central theme for most of the writers and novelists that has helped in addressing and identifying the issue in the long run (Storey, Tillotson & Easson, 1981).

Moreover, Block (2000) besides Clark et al. (2017) have also suggested that people tend to look for misery as a theme in the novels to connect with the issues and see the character's way of dealing with the issues in the long run.

As far as the writings of Dickens are concerned, he has been highly focused on presenting the issues of people in the best way possible (Schwab, 2019). In addition to that, he himself has undergone and lived the life of an ordinary worker besides walking alone in the streets of London thereby making him very well aware of the issues that the common people within the society tend to confront (Oliver, 2018).

He has also undergone emotional wounds throughout his life which was something reflected in his writings as well (Frenk & Steveker, 2019). All the life events made it possible for him to connect with people besides showing compassion towards their issues that they had been facing which is also something that could be found in the majority of his writings (Schwab, 2019).

Furthermore, one of the interesting aspects that have been recorded by the academics and researchers about Dickens is the fact that he was seen as a vulgar enthusiast by most of the people in those times. Nonetheless, he was prospecting and looking in the forward direction concerning the area of the societal changes that were approaching (Hamdan & Jalaluddin, 2019). Also, he is seen restraining his compassion then lets it go which is also an intriguing aspect of the novels.

Compassion is presented in his writings as a feeling of hope and a connection that binds all the people together.

For a case in point, he shows a theme that allows the readers to think compassionately of people besides accepting the people from the lower class (Azhari, 2016; Hakim, 2016).

This is something that is also admired as a central theme thereby allowing the readers to make a sense out of their lives and do something for the betterment of the society side by side. However, there have been some gaps to deconstruct the concept of compassion in his writings that shall be further examined and reflected upon in the subsequent section of the report.

III.   PROBLEM STATEMENT

Upon examining the theme areas that exist in the writings of Dickens, there are two significant questions that get raised against the concept of compassion being presented in the novels. One of the primary aspects that emerges in the process is the severity of the extent of compassion that is being presented whether it is common in all the three novels that have been selected for further analysis.

Secondly, the crucial factor that requires a serious level of consideration is the fact that how the concept of compassion could be further decoded in order to make a sense out of the characters that are presented in the selected three novels i.e., *A Tale of Two Cities, Oliver Twist,* and *David Copperfield*. Therefore, to examine these aspects further in the detail, this report shall examine and critically evaluate the different parts of the novels as well as the characters thereby allowing them to deconstruct the notion of compassion in his writings.

IV.   PAPER'S QUESTION

Upon examining the preliminary aspects of the novels that have been presented by Dickens, there were several gaps that had been identified and had been focused on the current research. Therefore, to fill out the gaps besides examining the study further in the detail, the following are some formulated questions that shall be addressed and examined in the process:

- Why is there a common theme of compassion in the selected novels written by Dickens?

- What is the commonness within the concept of compassion being presented in the novels?

- What other factors or aspects could be reflected further into the concept of compassion being shown in the characters and the storyline?

All the above questions shall be focused upon in the novel. The methodology that has been used in this report to

examine the concept of compassion in Dickens' writings further in the detail would be analyzed in the following section.

V.   METHODOLOGY

As far as the use of methodology is concerned, the comparative descriptive method has been used in this report that has assisted further in examining the innate context of compassion in the three selected novels. This methodology also assists in identifying and analyzing the invariance that exists and, in this case, the invariance or the intersections existing amid the three texts have been examined in the detail via this methodology.

In addition, the nature of the research involved examining the concept of compassion which also required the use of the method that would help in identifying the most intricate details of the text. Therefore, this method had been selected for the research.

This methodology also allows the researcher to ascend from the initial level of the case analysis thereby allowing the study to be more of an exploratory in nature. Moreover, the inclusion criteria had also been set out for the study in which the texts that presented the highest content of compassion by the author were selected.

Likewise, the time restrictions were also focused upon which is also one of the major reasons behind selecting the three texts thereby allowing the research to be more focused and well organized besides being descriptive at the same time.

VI.   DISCUSSION

In this section of the report, the overall findings of the study shall be condensed and analyzed in detail. Further discussion on each of the novels would be carried out in the following point followed by a cumulative discussion on the theme area:

6.1 A TALE OF TWO CITIES

"Constant goodness and purity can accomplish much. As the sun makes ice melt, love and compassion bring people together, and often transform them" Albert Schweitzer (Bartleby, 2018). This is the kind of a central idea that has been reflected throughout the text. In this novel, there are a number of areas that reflect the element of compassion in the story thereby allowing the readers to know about it in addition to making a sense out of it.

For a case in point, Lucie has been shown as a compassionate person who shows good behaviour towards the people that are pining for her. Despite the character

who is not being nice to her, she still invites him to the house. She was also presented as an epitomic perfect woman who could be idealized by the readers.

Moreover, it has also been taught to the readers that regardless of how the other person treats you, there is always a need to show compassion for your own peace of mind and good. It is not necessary to fight evil with the evil that would keep spreading if a person does that. In addition, it has also been projected in the novel that love and compassion are the elements that bind people in addition to bringing them together side by side.

Regardless of the fact that there are starvation, treason, and terror, Dickens shows a ray of light with the element of compassion that is the guiding factor allowing all the people to be united. Ultimately, this power helps in eradicating and combating against the prevailing issues of the society.

These are some key areas of compassion that have been presented in the novel which is also somewhat similar to the next novel that shall be examined further in the detail in the subsequent section of the report.

6.2 OLIVER TWIST

Compassion is the root of this text in which the readers are given a sense of compassion by looking at the issues from a broader perspective. They are also persuaded by the author that the issues could be present in people (which in this case was Oliver) however, it ought to be addressed by good use of teaching and convincing power of compassion. Because of that, the issues could be subsided to a much larger extent.

Dickens has also emphasized in this text that the use of compassion could help in eradicating several emotional issues because it helps in addressing the issue on the spiritual level. Many people who cannot afford the material things could afford to bring each other up besides bringing positivity around them which is something that is quite an interesting aspect being identified throughout the novel.

For a case in point, Brister (2016) has also stated that "throughout the narrative of young Oliver Dickens criticizes the care of orphans under the Poor Law. Corruption and carelessness run rampant—the doctor attending Oliver's birth "did such matters by contract," Oliver's first nurse "appropriated the greater part of the weekly stipend to her own use," the local beadle "invariably swore whatever the parish wanted" and does not stand up for the children under his jurisdiction. Through these examples, Dickens conveys to his readers that the union systems in place under the Poor Law are run with the minimum of both expense and compassion".

These are some areas that have been highlighted by the author and are also close to him due to the fact that he has personally undergone and experienced through these issues of society. Therefore, it could be further implied that despite the issues that prevail within a society, the problems could be addressed by indulging in compassionate practices thereby allowing people to be less deprived.

6.3 DAVID COPPERFIELD

Akin to the above-mentioned novels, this novel is also the perfect representation of the miseries and issues that people tend to face in an industrial society. In addition to that, Dickens has also presented the problems that are being confronted by mentally disabled people, orphans, and women in general.

Despite being morally good people, they face a lot of problems because of the debts, restraints, and inhumanity of the labour which ultimately impacts them. The children are also shown as helpless beings who are being manipulated and controlled by the people on the higher authorities which is also something that is being objected by Dickens in the novel in which the character is shown standing against this issue.

Coming back to the theme of compassion which is central to the novel, it has been implied throughout the text that compassion is something that seems to have been missing in the working class and ought to be regained back by standing against the power. This is also something that provides comfort and freedom to the people especially the three kinds of people i.e., mentally disabled people, orphans, and women who need it the most.

Moreover, exploitation, as opposed to pity and compassion, is shown as the major driving force in the working industrial society which is also causing a lot of problems in the process. In this novel, the theme of spirituality has also been linked to compassion in a way that it is presented as the best way to deal with the misery of people who are suffering in the process.

He has also emphasized the element of compassion which is something that people under suffering require the most and are thirsty for kind gestures. Moreover, it is also something that is devoid of the hearts of most people that ought to be regained thereby allowing more people to be saved in the process.

When the key theme area of compassion in all the three novels is examined and compared against each other, it could be stated that Dickens is essentially asking people to be kind to each other and sees it as a countering healing practice of the issues that the society faces.

He also allows readers to believe in all the three novels that even though the material gains are important and helps in easing the livelihood but on the other side of the argument, it is not the sole way of achieving happiness in the long run. There is also an additional aspect of compassion which helps people to find their ways of attaining self-actualization besides allowing them to help the other people around them.

Being part of the suffering and misery himself, Dickens has thought beyond the societal issues and makes the reader reflect their behaviour positively towards other people which sometimes changes the lives of people. The findings of all the three novels shall be further discussed and condensed in the following section:

VII. FINDINGS

As per the analysis of all three novels, there are several aspects that have come out to the front. One of the most integral aspects that could be examined here is the fact that the notion of compassion has been discussed and displayed in all the three novels, however, on the contrary, each novel gives out a different message although compassion is the sole aspect that has been focused upon (Schwab, 2019).

For a case in point, it has been argued in the novels that there is a misery situation in the society particularly caused by the differences in the social classes in which the rich are becoming richer whereas, the poor class of people is becoming poorer with the advancement of time.

To deal with the issues that are caused by the class distribution, the element of compassion acts like water for the thirty people who are hungry to be loved and looked after (Oliver, 2018). This is the central aspect, and it also answers the questions that had been formulated for the research.

Besides, the reason behind focusing primarily on the element of compassion is because of the miseries that Dickens himself had confronted from his early childhood. Moreover, he had also personally seen and confronted all the issues that people from the working class within the industrial society tend to go through and what are the factors that help in rising back to the ground.

These aspects have been discussed and focused upon in the novels thereby allowing the readers to know about the ways to display when it comes to dealing with someone who is undergoing misery. Also, some key factors that have been identified in all three novels include the social injustice being faced by the working class whereas the rich people seem to be unaffected by all of it.

Furthermore, it is also something that has caused a lot of issues in the society which is something that requires a lot of attention. Consequently, it would help in resolving the issues being faced by the people who could live a free and happy life. Further concluding remarks shall be presented in the following section of the paper to condense the overall research findings.

VIII. CONCLUSION

Upon analyzing all the three novels for this research, it could be implied that the central theme of compassion is being shown by Dickens because it seems to be absent in society. It is also something that ought to be inculcated into the minds of people via texts that would eventually allow the readers to think about the problems that most the people face and they do not.

With the indulgence of compassion into the lives of people, the equilibrium in the society could be regained thereby allowing the issues to be countered, and it is also the reason behind emphasizing this aspect by Dickens in the long run.

In addition, the analysis of the texts allows the researcher to reflect upon the issues or the theme areas mainly because of the dimension of the study. Similarly, the research outcomes may have some biases in interpreting the concepts which is something that could be regarded as inevitable however, they are certainly present in the text. It could be concluded that the role of compassion was something that Dickens found as of having paramount importance and it has also been the major reason behind inculcating it into the texts.

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Effectiveness of Differentiated Instruction in Business English: The Lebanese Higher Education

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Abstract— *Mastering both the English language and the skills in business communication in Lebanon is needed for the students to succeed in their careers in this internationalized world. As diversity expands in higher education, the implementation of the traditional one-fits-all method steers students to failure in contrast to differentiated instruction's (DI) successful results. The purpose of this study is to determine the impact of DI in a blended learning environment and the traditional method on the productive proficiency of 180 students (94 in experimental groups and 86 in control groups) in two Lebanese universities having varied experiences and education during a period of three semesters. Mixed methods were utilized to collect and analyze the data. The findings revealed that the implementation of DI in a blended environment enhanced students' English productive skills.*

Keywords— *blended learning, Business English, differentiated instruction, productive skills.*

I. INTRODUCTION

Although there are some differences in cultures, habits, traditions, and distinctive aspects among countries, English in the 21st century possesses universal and prevailing characteristics. It has become the working or the bridge language of our time. Thus, English is used for disparate purposes and considerations: for acquiring and sharing information, for multicultural and international communication, and for conducting business, etc. (Teodorescu, 2013).

According to Sim (2013), Business English is generally unappreciated by researchers, in spite of its importance. It is only recently that its prominence has incited publishers and educators to shed light on the impact that English language proficiency has on students' future careers (Ellis & Johnson, 1994; Frendo, 2005; Sim, 2013).

Students and fresh graduates who have little experience in the business world or are still unemployed acquire Business English communication skills chiefly from books. Hence, their knowledge and skills in Business English especially the productive ones are insufficient and theoretical rather than authentic and practical. Furthermore, these students are unaware of their language needs with regard to real-life communication in the various business contexts.

For students to be proficient and competent in Business English communication, Saqlain et al. (2012) and Teodorescu (2013) state that it is crucial to endorse suitable methodology for teaching Business English.

Researchers convey that the effectiveness of the educational system is encountering major challenges due to the lack of equity and quality of teaching and learning Business English. This situation is leading to gaps in achieving accuracy and fluency of the language productive skills among various groups of students (Brooks-Gunn & Duncan, 1997; Tomlinson, 1999; DeCivita, Pagani, Vitaro & Tremblay, 2004). One of the major factors that hinders efficient and accurate speaking and writing has proven to be the use of the undifferentiated and traditional approach of teaching and learning which does not always help students who have mixed abilities to construct knowledge, satisfy needs, and arouse interests (Tomlinson, 1999; Valiande, 2010). As the aforementioned diversities in higher education increase, the task of teaching a mixed-ability class becomes more difficult, and instructors often struggle to determine their students' varying needs in the classroom (Gregory & Kuzmich, 2004).

In her studies, Tomlinson (1999) found that one way to enhance students' verbal and writing proficiency is by investigating differentiated instruction strategies. She promoted the model of differentiated instructions where

she based many of her ideas on Gardner's (1983, 1993, 2000) theory of multiple intelligences and Vygotsky's (1978) Zone of Proximal Development theory (ZPD). She states that students have different knowledge, learning styles, skills, and learning pace, and that they can effectively learn when instructors adjust to their needs and interests. Anderson (2007) argues that differentiated instruction is used by instructors to change the content, process, or product based on students' interest, readiness, and learning profile.

Nevertheless, the thorough awareness and reflection of the communicative competence (linguistics and non-linguistics) is unlikely to be achieved during the limited time frame of a university semester that ranges between three and a half months to four months and conducted within classroom confinement (Ionel, 2011). Results from various researchers, such as Kenney and Newcombe (2011) and Garrison and Kanuka (2004), have shown that by implementing blended learning which combines face-to-face and online teaching and learning, students' communication competence improved during the semester when they extended their learning outside the limited environment of the classroom.

Thus, blended learning can offer differentiated learning options by differentiating the process and the environment. That is, by integrating face-to-face and online learning, students are allowed to have a certain degree of control over the how, when, and where of their learning.

1.1 Problem Statement

Mastering both the English language and the skills in business communication is needed for native and non-native students to succeed in their careers (Ellis & Johnson, 1994; Frendo, 2005; Sim, 2013). In Lebanon, it is essential for students to study Business English in order to communicate with people from foreign countries and/or with local companies that utilize English as a common language (Shaaban, 2006). Informal inquiry with English instructors in different universities in Lebanon has indicated that though Business English is taught in Lebanese universities, oral and written communication proficiency and accuracy of many of their students are not up to standards when faced with Business English contexts whether inside the classroom or the workplace.

We have taken notice of the problems faced by the majority of students when learning the course. Some of these problems are the irrelevance of materials found in Business English books to some of the students who are not majoring in business, the difficult content and vocabulary found in the books, the discrepancy between the theoretical knowledge (in classroom) and the practical

knowledge (real-life business contexts), insufficient time to adequately practice the acquired knowledge, and the lack of students' motivation to obtain the needed knowledge when their needs are not being met. These observations are also supported by other colleagues who are disappointed by their learners' mediocre accomplishments.

Moreover, and according to informal interviews and questionnaires distributed to students who had taken Business English at different Lebanese universities, it was found that the students' abilities, interests, learning styles, learning profiles, and pragmatic awareness were not taken into consideration even when implementing the recent approaches and methods, such as task-based, communicative language learning, and cooperative approach. It is crucial to mention that the majority of these students are working and thus are engaging in real-life business situations/contexts.

Shaaban (2006), Valiande (2010), and Soprana (2017) state that neglecting students' interests, abilities, and styles while teaching business communication skills is negatively affecting the students' academic achievement, intercultural communication, and future careers. For the aforementioned reasons, the on-growing need for adequate and useful Business English instructions that mirror real-life experience and reflect students' needs along with the extensive practice of these skills should be taken into consideration when planning and teaching the Business English course.

As mentioned earlier, the differentiated instruction approach, which has proved to boost students' verbal and writing proficiency, might remediate to the problems encountered by both instructors and learners of Business English. There exists nonetheless a lack of empirical proof in Lebanon regarding the significance of differentiated instruction in teaching and learning Business English, and how students' experiences with the approach influence both their academic and career achievement. Therefore, a study of this topic is justified and will likely serve the research community as it reduces the current gap in the literature regarding the effectiveness of implementing differentiated instruction in Business English in Lebanon and provides as well instructors with a possible model(s) to teach the course

This article addresses the following research question: *To what extent will differentiated instruction in a blended learning classroom, in Lebanon, contribute to the learners' enhancement of the English oral and written skills for business purposes, in comparison to the traditional one-fits-all method?*

II. LITERATURE REVIEW

In an attempt to answer this question, this article investigates the effectiveness of developing the students' English proficiency in higher education when implementing the strategies of differentiated instruction in a business context. For this purpose, the literature review addresses the fundamental development that Business English has undergone from only memorizing phrases and vocabulary into developing and realizing the skills required to use the learned Business English and to handle any business communication whether written or/and verbal.

2.1 Business English

Frendo (2005) states that "Business English is an umbrella term for a mixture of general everyday English, general business English, and English for Specific Purpose (ESP)" (p. 7).

Due to many developments that Business English had undergone, there is a critical need to modify not only the idea of Business English and the circumstances in which it is educated and learnt nowadays, but also the structure or framework that encompasses its conceptualization, construction, learning and teaching methods, and finally assessment and evaluation (Frendo, 2005; Zhang, 2007).

As stated by Bhatia and Bremner (2012), an extensive perception of the purpose and consideration of the business conventions or processes can be achieved if the person transcends the restraints of the text/context and acknowledges diversified discourses, voices, and actions. All these factors have an essential part in the construction of a definite mode of discourse in the framework of the organization

Therefore, Business Communication Skills or Business English is created to fulfil student's needs in the workplace. Yasuda (2011) emphasizes that, to be a competent business professional, students have to establish an adequate awareness of their genre to identify what is appropriate within the genre. Students should know the communicative occurrences regularly utilized by group of people of a specific community having shared communicative aspirations. This teaching approach is adopted so students are capable of using this understanding when communicating with their audience (Yasuda, 2011).

Salmani Nodoushan (2011) and Yasuda (2011) state that students' awareness should extend to what is viable in Business Communication Skills at the word, sentence, and communication level. It is the instructor's responsibility to structure the lessons to ensure that students incorporate what sentence or/and terminology are utilized in Business Communication Skills and how English is applied and

adapted in conversation. They continue saying that many Business English materials and courses for non-native students presume that they possess the intermediate knowledge of English to count on. But in reality, it is not always the case, so instructors have to provide extra materials for the students who are below the intermediate level or above it, which is not always implemented due to the extensive themes and objectives found in the curriculum that should be covered in a short period of time (Frendo, 2005; Sim, 2013). The students have to be exposed to authentic business communication, such as writing of different business correspondence among various areas of genres, direct teaching of the genre's standards and rules, and ample opportunities for language production.

Thus, students have to be taught the essential language and social conventions. For this reason, business speaking communication and business writing communication will be thoroughly examined in the following section.

According to Frendo (2005), to teach business speaking skills, there are six types of speaking contexts students have to be taught: socializing, small talk, speaking on the phone, presentations, meetings, and negotiations. Usually not all the speaking skills are taught adequately and thoroughly within the limited hours per semester (Nehme, 2013). For the sake of this article, speaking on the phone, job interviews, and presentations are chosen. Though the other forms which are socializing, small talk, and negotiations are not thoroughly addressed and applied, they are still embedded in the chosen types. In addition, there are many written types to be taught in Business English classrooms which are correspondence, contracts, reports, curriculum vitae, and memos, among others.

In accordance to Bagaric and Djigunovic (2007), Bhatia and Bremner (2012), and Frendo (2005), Business English does not only revolve around the language but also around its use in different contexts that mirror real-life situations. For this to be attained, it is crucial to examine the concept of communicative competence that has as its subcomponents the linguistic competence, the discourse competence, and the intercultural competence.

2.2 Communicative Competence

Various methods of dividing the components of communicative competence have been analysed throughout the years, back when instructors were principally concerned in teaching only the components. In general, Business English instructors have to particularly concentrate on three basic components: linguistic, discourse, and intercultural competencies (Frendo, 2005). For this study, the Bachman and Palmer (1996, 2010)

model will be implemented. The reason for implementing this model is that its strategies administer metacognitive principles that plan, achieve, control, and correct the diverse language activities of receiving, interacting, producing, and reflecting (Bagaric & Bremner, 2007).

According to Bachman and Palmer (1996), communicative language ability is affected by the language user's characteristics; such as language ability, affective conception, and contemporary knowledge. The most critical of those is language ability which encompasses two extensive scopes: strategic competence and language knowledge.

To Bachman and Palmer, language knowledge is divided into three essential components organizational knowledge, pragmatic knowledge, and strategic knowledge that complete each other to fulfil communicative language application (Bachman & Palmer, 1996). Bagaric and Djigunovic (2007) have reported that in this model, organizational knowledge is concerned about skills having a power over formal language construction; that is grammar and textual knowledge.

To begin with, grammatical knowledge encompasses various and not separate fields of knowledge including morphology, phonology, semantic, syntax, and graphology (Bachman & Palmer, 1996; Frendo, 2005). These areas permit identification and construction of grammatically accurate production/sentences in addition to the understanding of their suggested and presented content in opposition to memorizing a fixed formation and then reproducing it.

The second component of the organizational knowledge in Bachman & Palmer (1996) is the textual knowledge which allows the understanding and production of written or spoken texts. It includes knowing the protocol of connecting utterances or sentences to form texts (Bachman & Palmer, 1996; Frendo, 2005). In other words, it is knowledge of the rhetorical system, cohesion, or/and conversational organization that consist of ways to initiate, maintain, and conclude conversation. They elaborate by saying it consists of the understanding and the capacity to handle sentence order, taking into account many elements: topic, given/new, cause/effect, natural sequencing, and the capacity of handling and structuring the discourse (coherence, cohesion, organization of themes, rational ordering, register, and style). Furthermore, Grice's (1975) maxims have to be respected either in written or spoken sentences. The four maxims are quality, quantity, relevance, and manner which ensure that the individual's contribution is true, not more than necessary, relevant to

what is being discussed and ordered in a way to avoid ambiguity.

Bachman & Palmer (1996), Frendo (2005), and Ionel (2011) express that pragmatic knowledge, the second main component of language knowledge, indicates the ability to create and explain conversation. It consists of two fields of knowledge (Bachman & Palmer, 1996). The first field is the knowledge of pragmatic usage to articulate adequate language function and to decipher this significant communicative influence of discourse or utterance referred to as functional knowledge. The second field is the knowledge of sociolinguistic system to generate and decipher language utterances that are suitable in a specific context (Bachman & Palmer, 1996).

Finally, strategic knowledge is realized as a collection of metacognitive elements which allow participation of language users to set a goal, to assess communicative schemes, and finally to plan (Bachman & Palmer, 1996; Zhang, 2017). They clarify that goal setting is concerned about determining what the individual will do if he/she wants to use the language or undergoes a test.

The model was modified in 2010 to integrate cognitive strategies (Altun, 2017; Bachman & Palmer, 2010; Frendo, 2005; Zhang, 2017). According to Bachman and Palmer (2010), the central aspects are language ability that constitutes the strategic competence and language knowledge, while the minor aspects consist of affective schemata, topical knowledge, personal characteristics, and cognitive strategies.

For students to succeed in their future careers, they should acquire skills (linguistic and non-linguistic) needed in the business world, regardless of their major; that is why real-life situations should be depicted to the extent possible in the classroom through the implementation of student-centred teaching methodology for teaching Business English a away from the teacher-centred style (Frendo, 2005; Nehme, 2013; Soprana, 2017; Tomlinson, 1999).

2.3 Teaching Methodologies for Business English

Many approaches and methods have been used for English teaching and learning, such as the Direct Method, Grammar Translation Method, and Audio-Lingual Method. Though these methods had some benefits in improving students' language performances, they were unsuccessful in providing students with effective knowledge, skills, and experience to utilize the language for practical use and daily communication (Frendo, 2005; Koosha & Yakhabi, 2013).

There was a shift to adopt and embrace the Communicative Language Teaching (CLT) model because it accentuates

students' communicative competence (Celce-Murcia, Dornyei & Thurrell, 1993; Frendo, 2005; Hymes, 1972; Koosha &Yakhabi, 2013; Teodorescu, 2013).

Communicative competence is the students' competence to accurately convey what they intend to say in the target language and auspiciously attain authentic communication in real-life contexts (Bachman & Palmer, 1996; Frendo, 2005; Lightbown and Spada, 1999; Power, 2003). This is done when students acquire both the grammatical as well as the pragmatic competences of the target language (Bachman & Palmer, 1996, 2010; Frendo, 2005; Hedgcock, 2002). Instructors have used the CLT approach which intends to improve the ability of students to communicate in the target language.

Many theorists such as (Frendo, 2005; Shehadeh, 2005) argue that CLT has two essential forms (weak and strong), and both are implemented in Business English. The weak form of CLT concentrates on "what" is to be learned in which present, practice, and produce (PPP) is a conventional approach emerged from Audiolingualism in the 1950s (Frendo, 2005; Hyde, 2013); then PPP was a part of CLT as a teaching method (Richards & Renandya, 2002; Richards & Rodgers, 2001; Frendo, 2005; Willis, 1990). While the strong form stresses on "how" students can learn. It is argued that learning the language is achieved through negotiating the meaning in authentic communication which is done via tasks in the classroom environment as in role playing. Here, language is learned to fulfil a definite outcome. Unfortunately, the strong form of the CLT is not frequently implemented in the classroom environment due to many reasons, such as the extensive amount of educational curriculum objectives to be achieved at the end of the academic cycle, lack of instructors' awareness and experience to effectively implement the CLT strategies within the confinement of the classroom, and the large number of students which presents a challenge for the instructor in planning and orchestrating his/her communicative classroom (Nehme, 2013; Koosha & Yakhabi, 2013).

Richards & Renandya (2002) explain the main phases of PPP as follows:

2.3.1 Presentation

In this phase, the instructor begins by presenting a definite feature of language such as a language function or/and grammatical structure enclosed in a context with the support of examples like audio, dialogues, role plays, and videos in addition to techniques such as the use of realia and brainstorming.

2.3.2 Practice

In practice, a situation is described by the instructor where students have to practice the indicated pattern either through individual, pair, or group work. Here accuracy of form of the students' work is checked by the instructor.

2.3.3 Production

It is the last stage in which the instructor introduces a task or activity to students who are expected to utilize the practiced form(s). The task can be a case for role play, a subject to write, or any assignment that supposedly requires the learned language model to be used.

According to Carless (2009), PPP is effective because the instructor has a clear and specific role, in addition to the ability to control the lesson's pace. It also emphasizes the instructional aspect of instructors. Many critics (Ellis & Johnson, 1994; Hyde, 2013) have stated that the PPP method emphasizes instructors' actions and does not stress on language meaning or student communication or interaction. Here the instructor is the knower, the student is tabula rasa, and behaviour adjustment through comprehensive and ample practices is the means to learning. The authors continue their argument by indicating that activities are often given at the last phase, and thus students only have the opportunity to analyze and experiment with language at the production final stage.

As diversity escalates in higher education, the one-size-fits all traditional teacher-centred teaching design leads students to failure, not only academically but also professionally. Baumgarlner, Caffarella, & Merriam (2007) argue that students in higher education are more diverse than students at school due to their different and diverse life and educational experiences. Nevertheless, not enough attention is given to the instructional and educational planning to meet this diversity.

This diversity in the classrooms, as Heacox (2012) and Subban (2006) explain, has been a challenge for conscientious instructors, driving them to seek innovative effective teaching methods or/and strategies to cope with this heterogeneity. Active and receptive instructors, according to Standford, Crowe, and Flice (2010), have been implementing differentiation for many years in their classrooms via various forms and patterns. Still, not many instructors have been enthusiastic and ready to implement it, as it needs excessive preparation time and effort (Subban, 2006; Van Casteren et al., 2017).

In Lebanon, the majority of higher educational institutions are still applying the traditional PPP teacher-centred approach because of the comprehensive curriculum demands and the compact educational schedule which do not allow opportunities for students to entirely experience the communicative approach (Nehme, 2013; Shaaban,

2018). Nehme (2013) reports that English learning and teaching, especially teaching grammar, follows the traditional teacher-centred approach which is known as the grammar instruction method. Therefore, students are passive and lack chances in communication and interaction.

2.4 Differentiated Instruction

Differentiated instruction is based on approaches supporting the notion that every person learns or acquires knowledge differently and at a different pace; consequently instructors should examine new approaches and strategies for their instructions to be differentiated in order to meet all student interests and needs in the classroom environment (Heacox, 2012; Subban, 2006; Udell, 2018).

Tomlinson (1999, 2005) and Tomlinson & Imbeau (2010) hypothesize that the application of differentiation in the classroom will be through the modification of curriculum components which are content, process, product, and learning environment. Tomlinson (2005) demonstrates that differentiating content constitutes the educational materials, and how students acquire the taught materials. She proposes that what is given has to stay nearly regular and steady for students with instructors modifying how students acquire the assigned content to attend to students' needs. Some examples of differentiating content would be by giving texts at various reading levels of difficulty, administering texts on audiotape, providing audio/visual presentations, and implementing small group instruction for the purpose of emphasizing content or teaching it again if needed (Tomlinson, 2005). In addition and according to Heacox (2002), the content can be differentiated when the students are given the opportunity to select the subtopic from the main subject or unit, and then each student delivers the information included in his/her selected subtopic.

To acknowledge students' various interests, learning profiles, and readiness levels, process could be differentiated (Tomlinson 1999, 2005). Anderson (2007) asserts that process differentiation is how students reach the point of comprehending and assimilating concepts, skills, or facts. Effective strategies for process differentiation may consist of tiering exercises to different levels of difficulty for developing and increasing each student's learning experience.

Products as asserted by Tomlinson (2005) are the ultimate assessment that permits students to manifest the extent of their perception and how well they display and exhibit the acquired skills and knowledge after considerable pieces of instructions. Differentiating product has to provide students

diversified ways for exhibiting mastery of general learning purposes.

Furthermore, differentiated instruction, theoretically, is established from Vygotsky's (1978) constructivist theory learning perspective where zone of proximal development (ZPD) is a fundamental attribute of the theory. As a consequence of differentiation, students are presented to some extent to a higher expectation that is however suitable to every distinctive students' ZPD. Hence, the theory is beneficial for students of mixed and disparate needs. Additionally, for students to progress academically and professionally, they have to be engaged in constructive interaction and discussion with an educated knowledgeable adult (instructor) and/or competent peer(s) within a classroom community ambiance which is the basis of the sociocultural aspect of Vygotsky's (1978) constructivist theory.

In addition, Tomlinson's differentiated instruction integrates Gardner's (2011) multiple intelligence. Gardner argues that intelligence is not simple but multifaceted. According to Gardner's (2011) nine intelligences, instructors must intently differentiate their pedagogical methods and instructions to correspond to students' intelligence fields in order to afford them with the highest competent learning experiences. Moreover, each student has a distinctive learning style and profile that influences how she/he acquires and assimilates the given information.

It is worth mentioning that acquiring the communicative competence effectively and adequately is unlikely to be attained thoroughly due to the time constraints and the adaptation and implementation of the traditional face-to-face one-fits-all method of teaching and learning. That is why, and through the use of technology, the blended learning model is introduced in this study to engage students in the learning experience and to try to enhance their critical thinking abilities to deepen their learning process (Morgan, 2014).

2.5 Blended Learning

Cleveland-Innes and Cleveland-Innes and Wilton (2018) and Thorne (2003) define blended learning as a normal development or progress of learning. It presents a solution to the difficulties of conforming learning and progress to learners' needs. It provides a chance for integrating the contemporary and technological progress afforded by online learning with the cooperation and participation presented in the appropriate face-to-face traditional learning environment which is promoted and improved by implementing the experience, knowledge, and face-to-face contact of the instructor (Cleveland-Innes and Wilton, 2018).

The theme of blended learning is described by Graham (2006) as merging of face-to-face context which is synchronous and encompasses interaction among individuals with information communication technology context (ICT) which is asynchronous, and where individuals work independently. A great deal of research has proved that implementing blended learning techniques in classes has succeeded in improving students' learning results and outcomes (Cleveland-Innes and Wilton, 2018; Twigg, 2003 a; Dziuban et al., 2006; Lim & Morris, 2009; Northey, Chylinski, & Govind, 2015).

For an improved efficient learning outcome to be achieved in this new era of technological advancement, an essential method has to be designed and implemented to increase the interactions of student to student and student to instructor (Pletka, 2007). Sendal et al. (2008) states that using social networking such as Wikis, blogs, Skype, etc. has been found to be considerably effective in the teaching and learning process. These collaborative tools provide students with the necessary skills to face today's workforce. For this study, Google Classroom and Skype are used as the technological tools in teaching the Business English course in a blended learning context. This method can also prove to be extremely efficient in times of crises, as online teaching had, for example, to be swiftly implemented all over the world recently in light of the novel COVID_19 pandemic.

III. METHODOLOGY

3.1 Research Method

The study is an experimental research in which the researcher manipulates one variable which is the independent variable, controls, and measures the dependent variables in order to establish a cause-effect relationship between them (Creswell, 2011). In this study, the differentiated instruction is considered as the independent variable in which its strategies of differentiating content, process, and product serve students' interest, needs, and learning profiles. The last-mentioned components are considered as the treatment variable conditions manipulated to cause an outcome or a dependent variable which is students' productive skills (written and oral) progress in the present study.

This study seeks to investigate if implementing differentiated instruction in a blended learning environment would deal with the problems faced by non-native English students in higher educational settings. The problems addressed here encompass students' productive skills. The results of the experimental groups are compared with the results of the control groups to examine if any difference is noted when implementing differentiated instruction.

3.2 Research Environment

For this study, 180 students registered for the Business English course participated in the experiment. They were divided into three semesters in two universities; the first is located in Mount Lebanon, and the second is located in Beirut. Cluster sampling was applied in the experiment in which each semester the researcher randomly selected two groups (clusters) out of four groups that were registered for this course. There were two classes in the morning and two classes in the evening, and one class was chosen randomly from each shift by the use of an online random picker (miniwebtool.com).

The students in each semester were divided into two groups: the experimental groups in which the intervention was administered by implementing differentiated instruction and the control groups in which no interference was applied. The teaching and learning process in the latter groups followed the traditional one-fits-all PPP method.

Based on the literature review and the experimental research, this study might infer what will happen if strategies of differentiated instruction in a blended learning environment are implemented.

The ages of the participants ranged from 20-35 years old, and they were of different genders, educational fields, and cultural backgrounds. As a result of these discrepancies, they had varying English proficiencies. Though the universities are in Mount Lebanon and Beirut, the students came from various Lebanese areas and governorates, as it was documented from the registrar files.

Moreover, the processes in experimental research as suggested by Kemmis et al. (2014) are best undergone with co-observers/co-participants to ensure reliable, fair, and valid research. The Business English course for all the groups was taught by the same instructor/researcher and another expert instructor for 13-14 weeks per semester, so the variables of the instructors and course time for each semester are the same for all the groups.

3.3 Research Design

This study employs a mixed research method aiming at triangulating qualitative and quantitative data tools obtained from pretest and posttest, students' grades, and the two instructors' observations to collect the relevant data from the undergraduate students who are taking Business English.

3.3.1 Procedures of the Study

The table below shows the overall procedures that were implemented for teaching Business English for both groups.

Table 1: Procedures of the Study

Control Group One-Fits-All Model in the Classroom	Differentiated Instruction In Blended Learning Environment
Present: The instructor presented the theme or concept, read the text and found the concept embedded in the text, in addition to providing examples using different techniques.	**Differentiation of content:** Introducing the topic and tasks, thus preparing students for the task. Linking various texts and resources (according to interests, levels and learning profiles) and uploading them in Google Classroom to be later checked online.
Practice: The instructor described a situation in which students were to practice the emphasized pattern and checked students' work for accuracy.	**Differentiation of process:** Using of tiered activities, using of independent learning strategies (cooperative or problem-based), with the implementation of appropriate grouping of students depending on the tasks, levels or interests, providing various levels of scaffolding to students, and engaging students in writing business correspondence (emails depending on their grouping) and in oral communication (interviews, phone conversations, and presentations).
Production: The instructor presented a task to students in which they were expected to utilize the form(s) just practiced (role play, writing task, or any task that used the language pattern or vocabulary learned).	**Differentiation of product:** Delivering of the presentation either online, by Skype, or in the classroom and providing students with a variety of assessment choices, for example preparing formal or informal presentations either in groups or as individuals

Appropriate data analysis techniques had to be implemented for analysis. The grades of both groups'

pretests were administered employing the Independent t-Test in SPSS to examine if there was any significant difference among all the participants of the groups. At the end of the semester, the posttest grades of both groups were also admitted using the Independent t-Test in SPSS to investigate which learning and teaching method was more effective and appropriate for the students to achieve the highest learning outcome of the course.

Furthermore, the students' grades of all the groups were entered for a quantitative analysis using the Independent t-Test in the Statistical Package for the Social Science (SPSS) to compare the grades of the experimental groups with the grades of the control group. The goal of grade comparisons was to examine the degree of improvement in the students' oral and written performances in a specific context in English Business communication skills after the introduction of the differentiated instruction using different strategies in a blended learning environment.

IV. RESULTS AND DISCUSSION

4.1 Results

4.1.1 Quantitative Data Analysis

4.1.1.1 Pretest and Posttests

The first quantitative data were the pretest and posttest scores of the control and experimental groups in each semester. SPSS 23 was employed to conduct both descriptive and inferential statistical analysis of students' test scores in which T-test was utilized.

First, the written and oral pretest scores were administered to examine if there was any significant difference between the groups before any intervention was applied. This section investigates separately the aforementioned scores for each semester.

As displayed in Table 2 below, it can be concluded that there was no significant difference between the pretest written scores of both groups as the Sig (2-tailed) was 0.507 for the written and 0.914 for the oral, which is greater than 0.05 for both values.

Table 2: Pretest Written Spring 2018

Pretest Oral Spring 2018

Moving to Fall 2019, it was also proved that there was no significant difference in written and oral pretest scores for the control and experimental groups which are presented in Table 3. The Sig (2-tailed) was 0.0752>0.05 for the written and 0.586>0.05 for the oral pretest indicating that statistically there was no significant difference in the students' oral and written English skills between the groups before the intervention.

Table 3:Pretest Written Fall 2019

Pretest Oral Fall 2019

As for Spring 2019, it was confirmed that there was no significant difference in the students' written skills (Sig (2-tailed) is 0.651>0.05) as well as their oral skills (Sig (2-tailed) is 0.680>0.05) before the experiment as shown in Tables 4 below.

Table 4: Pretest Written Spring 2019

Pretest Oral Spring 2019

Moreover, written and oral posttests were conducted as well at the end of the semester to investigate students' progress levels in their English written and oral skills. The tests were also used to examine if there was any significant difference between both groups in each semester, especially after the intervention on the experimental groups where differentiated instruction in a blended learning environment was implemented.

Regarding Spring 2018, Table 5 shows that Sig (2-tailed) is 0.017<0.05 indicating a significant difference in students' writing skills between the groups. Referring to the table, group statistics show that the mean for the experimental group is 80.79 which is higher than the control group's mean of 75.97.

Table 5: Posttest Written Spring 2018

While analyzing the oral posttests, Table 6 exhibits an apparent difference in students' oral skills with the Sig (2-tailed) being 0.001, which is less than 0.05. Also, the mean in the group statistics shows the considerable discrepancy between the groups' average with the experimental score being 78.52 and the control group score being 71.83.

Table 6: Posttest Oral Spring 2018

Group Statistics

Posttest Oral		N	Mean	Std. Deviation	Std. Error Mean
Posttest Oral	Control Group	29	71.83	7.973	1.481
	Experimental Group	33	78.52	6.820	1.187

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Posttest Oral	Equal variances assumed	.545	.463	-3.560	60	.001	-6.688	1.879	-10.445	-2.930
	Equal variances not assumed			-3.524	55.502	.001	-6.688	1.898	-10.490	-2.885

For the Fall semester 2019, there was significance difference between both in the written and oral posttests for the two groups. In regards to the writing skills in Table 7, the Sig (2-tailed) is 0.03 which is less than 0.05, and the Sig (2-tailed) in Table 8 for the oral posttests is 0.000 which is also less than 0 .05, indicating that the difference between the groups' means are not presumed to be due to chance but presumed to be probably due to the manipulation administered by implementing the differentiated instruction in a blended environment.

Table 7: Posttest Written Fall 2019

Group Statistics

Posttest Written		N	Mean	Std. Deviation	Std. Error Mean
Posttest Written	Control Group	33	78.24	9.000	1.567
	Experimental Group	35	84.23	7.145	1.208

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Posttest Written	Equal variances assumed	1.771	.188	-3.045	66	.003	-5.986	1.965	-9.909	-2.063
	Equal variances not assumed			-3.029	61.847	.004	-5.986	1.976	-9.942	-2.030

What accentuated the aforementioned hypothesis was the recurrent significant difference recorded in the Spring

Table 8: Posttest Oral Fall 2019

Group Statistics

Posttest Oral		N	Mean	Std. Deviation	Std. Error Mean
Posttest Oral	Control Group	33	72.18	9.399	1.636
	Experimental Group	35	82.94	7.121	1.204

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Posttest Oral	Equal variances assumed	3.895	.384	-5.341	66	.000	-10.761	2.015	-14.784	-6.738
	Equal variances not assumed			-5.299	59.502	.000	-10.761	2.031	-14.825	-6.698

semester of 2019 in another university in which the Sig (2-tailed) is 0.002 < 0.05 for the written posttests (Table 9) and 0.000 < 0.05 for the oral posttests (Table 10).

Table 9: Posttest Written Spring 2019

Group Statistics

Posttest Written		N	Mean	Std. Deviation	Std. Error Mean
Posttest Written	Control Group	24	78.54	8.516	1.739
	Experimental Group	26	86.42	6.414	1.258

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Posttest Written	Equal variances assumed	2.975	.091	-3.244	48	.002	-6.881	2.122	-11.147	-2.616
	Equal variances not assumed			-3.207	42.837	.003	-6.881	2.146	-11.210	-2.553

Table 10: Posttest Oral Spring 2019

Group Statistics

Posttest Oral		N	Mean	Std. Deviation	Std. Error Mean
Posttest Oral	Control Group	24	74.08	7.889	1.570
	Experimental Group	26	82.23	7.010	1.375

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Posttest Oral	Equal variances assumed	.117	.734	-3.919	48	.000	-8.147	2.078	-12.327	-3.968
	Equal variances not assumed			-3.905	46.597	.000	-8.147	2.087	-12.348	-3.949

Further quantitative analysis besides the pretests and posttests was accomplished by analyzing the semester's grades.

4.1.1.2 Test Grades

The students had four tests: Test 1, Midterm exam, Test 2, and Final exam. On the one hand, the Midterm and Final exams were the same for both groups in each semester abiding by the university's policy of having common exams for the same course. The exams tested the knowledge acquired regarding the themes learned and the communicative competence or language knowledge attained. Following Bachman and Palmer' framework of communicative competence (1996), language knowledge was divided into organizational knowledge and pragmatic knowledge

On the other hand, Test 1 and Test 2 differed in both groups in which the experimental groups were subjected to differentiated strategies in blended learning environment. While using the blended learning, students were exposed to various instructional materials suitable for their levels, interests, and styles. To continue with the idea of differentiated strategies in a blended environment, students were exposed to face-to-face and online communication mirroring real-life business interactions that occur in the business world. This strategy was employed using the acquired learned materials for the purpose of using English

outside the confinement of the classroom whether in oral and/or written discourse.

For this section, the scores of each test were administered in the Independent Sample Test in which Leven's Test for Equality of Variances in SPSS was utilized to examine the existence of significant difference. As displayed in the table11 below regarding the Sig (2-tailed) and the tests' averages and after analyzing the acquired data of each test for the three semesters, it can be deduced that there is a significant difference in the students' oral and written performances of the experimental groups in comparison to the students' oral and written performances in the control groups.

Table 11: Test Averages of Spring 2018

Tests/Exams	Control Group Average	Experimental Group Average	Sig (2-tailed)
Test 1	71.00	75.18	0.045<0.05
Midterm	72.03	79.00	0.002<0.05
Test 2	73.55	80.76	0.001<0.05
Final	73.03	81.85	0.000<0.05

Test Averages of Fall 2019

Tests/Exams	Control Group Average	Experimental Group Average	Sig (2-tailed)
Test 1	70.42	75.17	0.047<0.05
Midterm	71.24	78.11	0.004<0.05
Test 2	74.42	81.23	0.002<0.05
Final	72.55	82.26	0.000<0.05

Test Averages of Spring 2019

Tests/Exams	Control Group Average	Experimental Group Average	Sig (2-tailed)
Test 1	70.21	75.65	0.039<0.05
Midterm	72.00	79.12	0.004<0.05
Test 2	75.29	84.23	0.000<0.05
Final	74.46	83.62	0.000<0.05

After examining the test averages, it could be deduced that all the groups were improving, but the improvement of the experimental group students was consequential when correlated with the students' averages in the control group.

This result may indicate that the method and/or strategy used for teaching the course, which in this case was differentiated instruction in a blended environment, was beneficial for acquiring and practicing the given materials in comparison to the one-fits-all PPP method implemented in the control group.

Besides quantitative analysis, the qualitative observational field notes were also used in regard to investigating the students' level of improvement in the productive skills when the strategies of differentiated instruction in a blended environment were implemented.

4.1.2 Qualitative Data Analysis

4.1.2.1 Observation: Field Notes

For the analysis and comparison to be reliable and valid between the control and experimental groups, only the Midterms and Finals exams were examined as they were similar for both groups.

According to Bachman and Palmer's framework (1996) of communicative competence, language knowledge is divided into three components: organizational knowledge, pragmatic knowledge, and strategic knowledge.

As a reminder, the organizational knowledge is divided into grammatical knowledge and textual knowledge. The data obtained from the exams were manually decoded regarding the components of the organizational knowledge focusing on vocabulary, syntax, morphology, semantic, cohesion, coherence, in addition to phonology that was taken from the final oral test which was the job interview.

After coding and categorizing the components to be examined, the disruptions of these components were investigated for each student in both groups in each semester. To further clarify the process, when a student made one or many mistakes in one of the components, it was considered a disruption. Each component has rules and guidelines to be abided by, and if not, it is considered as breaking the component's rules. This was accomplished to detect students' acquired productive skills based on the learning and teaching method/strategy applied.

First, the disruptions or breakdown of students' organizational knowledge in the Midterm exam per semester are presented in the tables below:

Table 12: Disruptions of Organizational Components of Spring 2018 Midterm

Groups	Lexicon (Vocabulary)	Syntax/Morphology	Cohesion	Coherence
Control	18	20	20	17
Experimental	13	11	11	10

Table 13: Disruptions of Organizational Components of Fall 2019 Midterm

Groups	Lexicon Vocabulary	Syntax/Morphology	Cohesion	Coherence
Control	21	24	23	19
Experimental	13	10	12	10

Table 14: Disruptions of Organizational Components of Spring 2019 Midterm

Groups	Lexicon Vocabulary	Syntax/Morphology	Cohesion	Coherence
Control	16	16	18	14
Experimental	11	9	9	8

Analyzing these tables, it can be inferred that there were disruptions of organizational knowledge which included the grammatical and textual components in both groups. Nevertheless, the total number of disruptions was higher in the control groups than those found in the experimental groups. It may indicate that the means by which the learning materials or contents were given to the experimental groups was more effective than the control group.

Furthermore, the same components were examined for any disruptions in the Final exams for the groups at the end of each semester and are displayed below:

Table 15: Disruptions of Organizational Components of Spring 2018 Final

Groups	Lexicon (Vocabulary)	Syntax/Morphology	Cohesion	Coherence
Control	13	14	14	12
Experimental	4	4	4	3

Table 16: Disruptions of Organizational Components of Fall 2019 Final

Groups	Lexicon Vocabulary	Syntax/Morphology	Cohesion	Coherence
Control	16	17	16	12
Experimental	5	4	5	3

Table 17: Disruptions of Organizational Components of Spring 2019 Final

Groups	Lexicon Vocabulary	Syntax/Morphology	Cohesion	Coherence
Control	12	11	13	10
Experimental	3	3	3	2

The tables demonstrate that students in the experimental groups in the three semesters showed a significant awareness and improvement in using the organizational knowledge in their written Final exams compared to the students' slight progress in the control groups. Moreover, it can be deduced that there was an apparent influential improvement of the students' written skills in the experimental groups when compared to their Midterm written performances.

Proceeding to the analysis of the oral skills, qualitative data of the job interview conducted at the end of the semester was analyzed. The observed students' performances were distributed among the values ranging from *very weak, weak, adequate, good,* and *excellent* as introduced in the tables below:

Table 18: Job Interview Spring 2018

Value	Control Group	Experimental Group
Very Weak	3	0
Weak	8	1
Adequate	10	8
Good	7	18
Excellent	1	6

Table 19: Job Interview Fall 2019

Value	Control Group	Experimental Group
Very Weak	7	0
Weak	6	0
Adequate	13	9
Good	6	20
Excellent	1	6

Table 20: Job Interview Spring 2019

Value	Control Group	Experimental Group
Very Weak	4	0
Weak	5	0
Adequate	11	6
Good	3	14
Excellent	1	6

As illustrated in these tables, the students' performances in the control groups varied, shifting more to the *adequate/average* level. It also showed that there were many students whose values were *very weak* and *weak* with a few *good* and *excellent* values in the oral productive skills. Whereas, most students in the experimental groups shifted more to the *good* rating value, and while the rest were divided into either *adequate* or *excellent*. Even in the range of *excellent*, the number of students in the experimental group was considerably higher than the number of students of the control groups.

Through observing the written field notes regarding the analyzed codes, students in the experimental groups had compelling oral performance. They revealed raised awareness regarding the use of appropriate terms which

were syntactically correct. In addition, their ideas were precise, clear, and coherent; even the succession of the ideas was smooth and intelligible and supported with corroborative details for clarification. Also, their verbal and nonverbal skills were exceptional, for their confidence was high which affected their prosodic features. To further explain the last point, they held appropriate eye contact in conjunction with appropriate gestures. In addition, their prosody was efficient as they maintained clear voice and articulation with vocal varieties used to show interest and enthusiasm concerning questions. Their body language and facial expressions showed their confidence and comfort when they were interviewed.

4.2 Discussion

The mixed method was utilized by analyzing the collected data quantitatively and qualitatively to strengthen and validate the findings. Quantitative tools such as pretests/posttests and students' grades were used in addition to the qualitative observational field notes to investigate and answer the research question: *To what extent will differentiated instruction in a blended learning classroom contribute to the learners' enhancement of the English oral and written skills for business purposes in comparison to the traditional one-fits-all method?*

After analyzing and connecting the various findings from the quantitative and qualitative tools, it was revealed that the strategies implemented in the experimental groups using the differentiated instructions in a blended learning environment were immensely effective and useful in developing and improving students' productive skills. Their oral and written performances developed and increased through the tasks and tests/exams. Their results were juxtaposed with the results of the control groups' students who were subjected to the one-fits-all PPP method of teaching and learning. There was a significant discrepancy between the two groups in each semester. Though many students in the control groups had improved, their progress and the level of language mastery were insignificant and inadequate to face the current demands of English proficiency and accuracy in the workplace. They still made mistakes pertaining to grammar such as incorrect verb tense, subject/verb agreement, question formation, etc. Furthermore, and although they had learned the suitable words and expressions used in the different registers, they failed to competently use them when needed, In contrast, they used wrong lexis and even colloquial expressions translated from their Arabic mother language.

V. CONCLUSION AND RECOMMENDATIONS

A fundamental factor of the study was to find out if there was any relationship between students' achievements and the use of differentiated instruction in blended environment. It was accomplished by comparing qualitatively and quantitatively the results and performances of the experimental groups, exposed to differentiated instructions, with those of the control groups, who followed the traditional PPP one-fits-all mode. The findings of the study provided many explanations and clarifications about the effect of utilizing differentiated instruction in a blended environment.

Concerning the research question, the findings of the quantitative tools affirmed the notion that using differentiated strategies which take into consideration students' needs and interests increased their achievement in all English skills especially the productive ones (writing and speaking) which are the components investigated in this study. As analyzed previously, there was consequential difference between the control groups and the experimental groups as the Sig (2-tailed) was less than 0.05 in all the tests, and the experimental groups in all the semesters acquired higher grades than the control groups.

Furthermore, the findings of the qualitative data analysis strengthened the quantitative results. The anecdotal notes affirmed the significant improvement and awareness of the experimental groups' organizational knowledge (grammatical knowledge and textual knowledge) adopted by Bachman & Palmer (1996), compared to the slight progress registered in the control groups. The results of the observation supported that employing differentiated mixed strategies appropriately dealt with students' various needs, styles, and levels, which eventually increased their achievements.

For this reason, Lebanese universities ought to regularly appraise their pedagogical methods and strategies to cope with students' needs, technological advancements, and Lebanese and international business markets' requirements. Businesses are struggling with students/graduates who are saturated with theoretical knowledge but lack communicative, technological, and social skills. Extensive exposure to authentic materials and real-life practices in using the target language must be included in Lebanese universities' language curricula for the purpose of fulfilling the students' various needs and expectations. To achieve this, it is recommended that universities in Lebanon cooperate with the Ministry of Higher Education to reconsider universities' curricula and implement pedagogical methods and procedures that adhere and conform to the demands of the workplace environment with English as an international language. Students will hence increase their chances to be fully equipped with the fundamental competence to communicate fluently and accurately in different contexts.

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Theme and Thematic Progression in Narrative Texts of Indonesian EFL Learners

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Abstract— This study aims to analyze and describe the Thematic progression patterns and types of Theme in students' narrative texts of Indonesian EFL Learners. This study employs a descriptive-qualitative research design. The data were obtained from a collection of students' texts. This study uses the theory of Thematic progression: Bloor and Bloor (2004), and the theory of types of Theme developed by Halliday (1994), Gerot & Wignell (1994), Halliday et al. (2004). The finding shows a dominant use of Constant pattern in narrative texts indicates that the students are able to create a focus on specific participants as this is one of the linguistics features of narrative texts. The use of Linear pattern indicates that the students have achieved the ability to create cohesion of the texts by introducing the new information by taking a Rheme to become Theme of the upcoming clause. In terms of types of Theme, the high number of Topical Themes in students' text may indicate that the students are able to lead the reader to focus on participants (characters) of the story. The use of Interpersonal Themes, which dominantly used by middle and low achievers, indicate that high achievers tend to be complex lexically (written language), while middle and low achievers tend to use complex grammatically (spoken language). The dominant use of Textual Theme indicates that the students are able to create complex clause and to connect the clause which helps them to create a cohesive and coherent text.

Keywords— systemic functional linguistic, textual metafunction, theme, thematic progression, narrative texts.

I. INTRODUCTION

Study in Theme and Thematic progression in students' texts is important to evaluate coherence in a writing. Coherence is a kind of relationship between ideas in a text which helps the text to hang together. It also deals with ideas that arrange clearly and logically. Halliday et al. (2004) stated that a text is said to have global coherence if the text hangs together as a whole which is referred to as "discourse flow". Therefore, if a text is coherent, the reader can understand easily the main points of the text. According to Halliday & Hasan (2014) a text is coherent if two conditions are fulfilled, first, a text must be consistent with a context in which it is created, second, a text must be connected by cohesive devices. In other words, it suggests that coherence can be built if it is relevant to context, and if there is a connection between ideas in a text.

To create a coherent text some common problems in writing may arise, especially when students are asked to write a good composition, their writing may be good in grammar, but poor in text structure and disorganize in logic, that makes the whole texts lack unity. As grammar

(as well as other systems in language) contributes to the coherent flow of information in a text (Jones & Lock, 2010), it might lead teachers to pay more attention to grammatical mistakes. This might make the students to think correct grammar is the essential factor in writing, thus the students are paying too much attention to grammar rather than the order of organization, and fail to create more coherent writing.

Some studies have been conducted to examine coherence in students' writing by analyzing the use of Theme and Rheme. Study in Theme and Thematic Progression in learner English focus on how appropiate use of Theme and Thematic progression to improve coherence in learners output, mainly learners of English writing, by analyzing their problem in the use of Theme and Thematic progression. This is in line with Halliday and Matthiessen (2004) state that one way to evaluate the students' writing skills in creating the text is analyzing Thematic progression based on the Theme system of Systemic Functional Linguistic. Some studies stated that one of the major problems for the students' writing is in the logical order of

the text content and the coherent layout of textual structure. This is supported by Wei (2010) argued that students' English writing was lack of coherence due to the inappropriate thematic choice and thematic progression. Furthermore, Zhang (2004) found that Theme in students' writing was confusing because they were not connected to preceding Theme, and as a result, Themes did not help develop the writing.

This study aims to analyze and describe the realization of Thematic progression and the use of Theme types in students' Narrative texts. Therefore, findings of this study can be useful to examine problems in students' text and it also applies to improve students' writing skills.

II. LITERATURE REVIEW

2.1 Systemic Functional Linguistic

Bloor et al., (2004) state that for Systemic Functional Linguistics (SFL), a language as a 'system of meanings', it follows semantic (concerned with meaning) and functional (concerned with how the language is used). That is to say that when people use language, precisely they construct meaning. Besides, Thompson, (2013) also states that SFL is essentially equated with function, and that describing language from this view appears to seem to be a much less workable task than describing the structures. According to Halliday, SFL is a theory that examines language as a system in terms of functions. This theory introduces the three metafunctions of meaning, they are experiental or ideational meaning, interpersonal, and textual meaning.

2.2 Textual Metafunction

Textual metafunction concerns Theme and Rheme. The Theme highlights a certain piece of information within a clause as being more important than others, which provides the "point of departure" for the message (Halliday, 1994). Besides, Deterding & Poedjosoedarmo (2001) mention that "textual meaning is expressed by thematic structure (the identity of theme, what we are talking about, and Rheme, what we are saying about it)."

The following is the table shows about Theme and Rheme

Theme	Rheme
1. The duke	has given my aunt that teapot.
2. My aunt	has been given that teapot by the duke.
3. That teapot	the duke has given to me.

(Halliday et al., 2004)

2.2.1 Types of Theme

According to Halliday (1994); Halliday et al., (2004) types of Theme can be categorized into three categories, they are Ideational theme, Textual theme and Interpersonal theme.

There are two types of Ideational theme; unmarked theme and marked theme. The unmarked theme in the English clause is usually started with the subject. The marked theme is a non-typical theme that is characterized by other than subjects such as complement, adjunct, or predicator. The following is an example:

My sister	talked to me yesterday.
Theme (unmarked theme)	**Rheme**
Ideational Theme	

Last month	my sister talked to me.
Theme (Marked theme)	**Rheme**
Ideational Theme	

The Interpersonal theme relate to the relationship either between the speaker and his addresses or between the speaker and its message. In addition, Gerot & Wignell (1994) state that the Interpersonal theme occurs before the topical theme. The Interpersonal theme can be Modal Adjunct, Vocative, Finite, or WH-elements.

Perhaps	we	can wait until next week
Modal Adjunct	Topical	
Interpersonal	Ideational	Rheme
Theme		

(Gerot & Wignell, 1994)

The Textual theme helps to structure the text and develops connection to other clauses (Halliday, 1994), it realized by conjuctive adjunct, e.g and, however; conjunction, e.g before, after, how, which, and continuative". Textual theme is categorized into continuative, conjunction, and conjunctive adjunct.

Anyway,	Then	They	could not finish their job
Continuative	Conjunctive Adjunct	Topical	
Theme			Rheme

2.2 Thematic Progression

Thematic progression is the way the themes are linked together to form a text. According to Eggins (2004), Thematic progression is the flow of information between sequential themes and rhemes. Analyzing the flow of information is considered important because an analysis of how these themes progress and collaborate with rheme is essential to see the organization of a text. In this case, Bloor et al. (2004) have proposed several Thematic patterns that are commonly found in texts. They are Constant theme pattern, Linear theme pattern, Split Rheme pattern and Derived themes

2.2.1 Constant theme Pattern

The Constant theme pattern shows that the topic of the first clause is introduced in the first theme, and then becomes the second, the third and the fourth theme of each clause as represented below.

Clause 1. Theme A + Rheme A

Clause 2. Theme A + Rheme B

Clause 3. Theme A + Rheme C

Noam Chomsky, an author of Aspects of the Theory of Syntax, revolutionized linguistics. **He** also happens to be well known for his political views. In fact, **he** is better-known to laymen for his political view. (Sujatna, 2013)

2.2.2 Linear theme pattern

The Linear theme pattern shows that the rheme of each clause becomes the theme of the next clause as represented below.

Clause 1. Theme A + Rheme B

Clause 2. Theme B + Rheme C

Clause 3. Theme C + Rheme C

The museum is located in the center of town near **the square**. **This square** is a common destination for **tourist buses**. **The buses**, all belonging to the Island Tour Bus. (Sujatna, 2013)

2.2.3 Split Rheme pattern

This type occurs when the rheme of a clause has two or more components, each rheme is taken as the theme of the next clause as represented below.

Clause 1. Theme A + [Rheme B + Rheme C]

Clause 2. Theme B + Rheme

Clause 3. Theme C + Rheme

The only other considerable region of dense population in the world lies in Japan. This country shows a remarkable fusion of **both densely populated rural and**

urban communities. Japanese **peasant farmers**, who constitute 45 percent of the total population, practice a typical monsoon Asian subsistence economy, whereas the **millions of people living in vast industrial cities** such as Tokyo and Osaka have much in common with counterparts in Europe and North America."

(Bloor et al., 2004)

2.2.4 Derived Theme

The Derived theme occurs when the theme of a clause is not stated explicitly in the theme – rheme of the previous clauses by the form, but it relates in meaning to the theme or rheme of the previous clause as represented below.

Hyper-theme
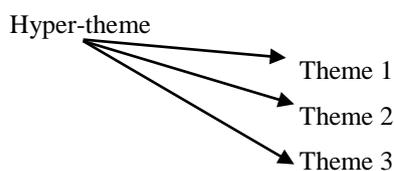
The rat-like rodents include hamsters, lemmings, voles and gerbils, as well as rats and mice. **The black rat** is found in buildings, sewers and rubbish yards, but has been largely replaced by the bigger, more aggressive, brown rat. **Voles** are mouse-like rodents that live in the grassland of Europe and Asia; **water voles**, or water rats, build complex tunnels along river banks. **The house mouse** often lives inside buildings and is a serious pest because it eats stored food. **The field mouse**, on the other hand, very rarely comes near human dwellings. (Bloor et al., 2004)

III. METHODOLOGY

This study is designed as a qualitative and descriptive research method since the primary purpose of this study is to analyze and describe the types of Theme and Thematic progression in students' narrative texts, a descriptive qualitative method was considered appropriate (Creswell, 2009). The descriptive method is method research that attempts to describe and interpret the objects under reality. Moreover, Keizer (2015) argues that all linguistics research is first and foremost based on observation and description.

The data of the study were taken from the sixth grade of International Elementary School in Bandung. The data is nine students' narrative texts which were intentionally selected based on teacher's suggestion, these data represent low, middle, and high achievement category based on school's writing rubic score.

The steps in analyzing the data: first the identification of Thematic progression, followed by the

identification of types of Theme. In analyzing the Thematic progression, the researcher focused on the trends of Thematic progression to see how the low, middle and high achievers elaborate and relate each clause in Theme Rheme structure to develop a narrative text

Next, the identification of types of Theme is conducted, the text also divided into some stages of narrative, by breaking down the texts into numbered clauses, text orientation, complication, and resolution. Then the types of Theme were identified based on the theory of Halliday (1994), Gerot & Wignell (1994), and Halliday et al., (2004) in terms of Topical, Interpersonal, or Textual theme. The identification of types of Theme would describe how the students organize the idea textually.

in students' narrative texts. The findings concerning the types of Thematic progression are presented in Table 1.

The table above describes that only two types of Thematic progression (Constant and Linear) are used in Students' narrative texts. Based on the table above, the Constant patterns is the most frequent Thematic progression used. It occurs 80 times or equal to 63% of the total. The high number of Constant pattern in students' narrative texts indicates that the students tend to represent the continuing information by focusing on the Theme of the text in the preceding clause. This trend shows us how elementary students are able to maintain the focus of the story by repeating the Theme in the next clause. In terms of students' text category, Constant theme pattern is mostly found both in the middle achiever for 25 times and low achiever for 25 times, then followed by high achievers' for 30 times.

Besides the Constant Theme, another Thematic progression which occurs in students' narrative writing is the Linear pattern. The Linear pattern is mostly found in the low achievers' texts for 18 times, then followed by high achievers' for 17, and the middle achievers' 11. The high frequency of Linear pattern implicitly indicates that the students have achieved the ability to create cohesion of the texts by introducing the new information by taking a Rheme to become Theme of the upcoming clause. In terms of students' text category, the Linear pattern is mostly found in the low achievers' texts for 18 times, then followed by high achievers' for 17, and the middle a

IV. RESULT AND DISCUSSION

There are nine texts which were purposively analyzed in this study. These texts were categorized into

three levels of achievement: low, middle, and high achievement. Each category consists of three texts. This

section is to answer a part of research questions about type of Thematic progression and the type of Theme applied in students' narrative texts. The findings concerning the types of Thematic progression are presented in Table 1.

Table.1: The Thematic progression realization

Types of Thematic Progression	Students' Text Category							
	Low		Middle		High		Total	
	F	%	F	%	F	%	F	%
Constant	25	58	25	69	30	64	80	63
Linear	18	42	11	31	17	36	46	37
Split Rheme	0	0	0	0	0	0	0	0
Derived	0	0	0	0	0	0	0	0
Total	43	100	36	100	47	100	126	100

then followed by high achievers' for 17, and the middle achievers' 11.

The absence of the Split rheme pattern and Derived theme pattern in students' narrative texts show that the students of elementary school rarely tend to compose a complex text, however they are able to create a well-organized and understandable texts through Constant and Linear patterns. The dominant use of Constant pattern in narrative texts also means that the students are able to create focus on specific participants as this is one of the linguistics features of narrative text.

This section is to answer a part of research question about types of Theme realized in students' narrative texts, which is represented in Table 2.

The three types of Theme (Topical, Interpersonal, and Textual Themes) are used in students' narrative texts. Based on Table 2, the Topical Theme is the most frequent Theme used. It occurs 412 times or 69% of the total. This Topical Theme is divided into two parts, they are the marked Themes which occur 30 times or 5%, and the unmarked Theme which occur 392 times or 64%. The finding of the high number of Topical Themes in students' texts may indicate that the students are able to lead the reader to focus to participants (characters) of the story. As one of linguistic features of narrative text is to focus on specific and usually individualized participants, thus it may be the cause of the dominant number of Topical Theme occurrences in students' narrative texts.

Table.2:The use of Theme in the students' texts

Types of Theme		Students' Text Category							
		Low		Middle		High		Total	
		F	%	F	%	F	%	F	%
Topical	Marked	8	4	16	6	6	3,75	30	5
	Unmarked	141	72	137	53	114	71	392	64
Interpersonal		13	7	14	5	3	2	30	5
Textual		34	17	90	35	37	23	161	26
Total		196	100	257	100	160	100	613	100

Meanwhile, the Interpersonal theme is the least type of Theme found in students' text. The number of Interpersonal Themes in the total of students' texts are 30 or equal to 5%. This theme mostly found in spoken text, which is in the dialogue of the story, as Interpersonal Theme commonly happens in the conversation (Eggin, 2004). The use of Interpersonal Theme is highly occured in middle achievers for 14 times, followed by low achievers for 13 times, and high achievers for 3 times. These numbers show that high achievers tend to use dialogue less than middle and low achievers, these also indicate that high achievers, tend to be complex lexically (written language), while middle and low achievers tend to be complex grammatically (spoken language).

On the other hand, the Textual Theme occurs 161 times or equal to 26% of the total. The use of Textual Theme is highly occured in middle achievers for 90 times or 35%, followed by high achievers for 37 times or 23%, and low achievers for 34 times or 17%. The dominant use of Textual Theme indicates that the students are able to create complex clause and to connect the clause which helps them to create a cohesive and coherent text

To conclude, the Topical Themes are the most frequent that occur in students' narrative texts of all levels (69%), followed by Textual Themes (26%). Meanwhile, the Interpersonal Themes are the least used in the narrative text (5%). This result supports the research that conducted by Safitri (2013), about Theme system in the narrative text whose finding showed that there were three types of Theme used by the students, they are Topical, Textual and Interpersonal, and it stated that Topical Theme was the most frequently used.

V. CONCLUSION

The finding showed that Thematic progression and types of Theme support one of the linguistic features of narrative text. In terms of Thematic progression, the dominant use of Constant pattern in narrative text indicates that the students are able to create focus on specific participants as this is one of the linguistics features of the narrative texts. The use of Linear patterns indicates that the students have achieved the ability to create cohesion of the texts by introducing the new information by taking a Rheme to become Theme of the upcoming clause. In terms of types of Theme, the high number of Topical Themes in students' texts may indicate that the students are able to lead the reader to focus on participant (characters) of the story. The use of Interpersonal, which dominantly used by middle and low indicate that high achievers tend to be complex lexically (written language), while middle and low achievers tend to be complex grammatically (spoken language). The dominant use of Textual Theme indicates that the students are able to create complex clause and to connect the clause which helps them to create a cohesive and coherent text. Further research in Theme and Thematic progression for elementary school students can be applied in other genres such as in recount text, procedural text, or expository text.

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Literature and Culture During and After the Covid-19: A Thought

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Abstract— The endeavour of the present paper is to trace the outlook of literature, and, also of the human culture, during and after the Covid-19 pandemic. Has literature lost its value and utility in the current troubled situation? Has Covid-19 announced the death-knell of literature and literary culture, in a country where they were fast receding; at least for quite a considerable period now? Or, should literature rather rise up to the occasion, and, try to evolve in a new form and manner to the human society; provide us with a new message, and shower us with new hope and new light amid the general gloom? If it does, then what can be the desired form/s? Is the concept of the 'alienating self' something new in literature and human culture, or, has it already been introduced to us through several literary texts? What are the possible advantages and drawbacks of self-alienation in society and human culture? How should the publication industry/publication market survive in such a critical time? If social distancing is the new norm and form of cultural (or, non-cultural) negotiations in an already distanced society, then, should literature try to focus on that in the present scenario? But how?

Keywords— literature, alienation, social distancing, regional, cocoon, self-protective, other etc.

I. INTRODUCTION

The objective of the present paper is to take a look at the nature and features of what we know as literature or literary activity during, or, after the Covid-19 scenario. If a literary artist is an integral part of the society he is born into, or, if literature is abody/product of the social exchanges, and negotiations of various sorts among itsdifferent characters, then what should literature look like in the present situation when social distancing, or shunning/banning the social becomes the new norm? Can literature or literary activities thrive in such a situation at all, or, should it be completely discarded as a mere luxury? Can we but say that the Covid-19 has heralded in the birth of a completely new era, or, has caused a rupture from the earlier, normalised social set-up? Is it that such alienation/isolation and the lack of communication between humans have been something new, or, uncommon, and, there has not been ample reflection of it in literatures/literary works of the pre-Covid period? Is it that we already somewhere became distanced from each other, whether inside home/family, or, outside home/family, and, the Covid-19 is a just continuation, an extreme effect of the same, although in an unexpected way?

II. ANALYTICAL DISCUSSION

But even if we became socially and mentally distanced earlier, at least we still had the luxury of venturing out at our liberty, and, mixing up with people of various sections and classes, which is crucial for composing any literary work. But since that is stopped, what should be the form of a literary work now? Should we now, like the Romantic poets of English literature, drown ourselves with essential thought/speculation on nature, or, some objects of nature,in order to forget the surrounding reality, which is only full of the 'weariness, the fever, and the fret', and, where men can only'sit and hear each other groan'? Should we, like Wordsworth, look at Nature as the inspiring/encouraging deity in such troubled time like this:

If this

Be but a vain belief, yet, oh! How oft—

In darkness and amid the many shapes

Of joyless daylight; when the fretful stir

Unprofitable, and the fever of the world,

Have hung upon the beatings of my heart—

How oft, in spirit, have I turned to thee,

O sylvan Wye! thou wanderer through the woods,

How often has my spirit turned to thee! (76)

Or, should we rather, pin our all hopes on the mighty west wind, or the western wind, as Shelley has done in his 'Ode to the West Wind', to deliver us from the current troubled times, when the number of the Corona-infected patients is increasing in our country as well as in the whole world, and, every day we are touching new records, with numerous deaths being registered on a single day:

……...; I would ne'er have striven

As thus with thee in prayer in my sore need.

Oh, lift me as a wave, a leaf, a cloud!

I fall upon the thorns of life! I bleed!

A heavy weight of hours has chained, and bowed

One too like thee: tameless, and swift, and proud. (99)

Is it possible for us to say triumphantly in today's scenario(by keeping our all faith essentially on the west wind) that, if 'Winter comes, can Spring be far behind?' Or, is this rather too much of an escapist way to fly away from the present problems that Corona virus poses to us? Is poetry the only sustainable form of literature now, or, should it be so; keeping in mind the polyphony or the dialogic interaction of characters between different caste, class, race, religion, ethnicity, and gender being an impossibility in present scenario?If that is so, then what mode/s of poetry should fit the bill? Can drama be another productive form in the Covid-19 situation? Is novel completely unsuitable in the present situation?Should literature/s now essentially aim atcontaining and spreading the optimistic maxims (that ultimately one day or other Corona virus will be ultimately removed from the human society, and, everything will be normal)? But, would that not be too much of an idealistic comment, considering the current situation that we are in, with literature becoming a vehicle of remote possibility? Or, should literature/literary work rather try to grapple with the present situation as it is and try to uphold that? For, after all there is really nothing to panic. We just need to be aware. We just need to remain conscious. And, if we remain alert, if we remain vigilant, if we follow the government guidelines on a regular basis, then obviously we can protect ourselves as also our family; with no questions arising as to why we cannot consider the present situation as normal. Perhaps, this corona-normal would be our new normal. Yes, our daily lifestyle would have to undergo a sea-change for that. We need to avoid all addas, unnecessary gatherings, social functions; would have to be extra cautious regarding our daily hygiene,about the daily cleansing/cleaning and washing; which we were used to do otherwise. Yes, probably earlier, we were too

much dependent on our maids or domestic helps for doing our daily chores (like sweeping and cleaning the floor, washing our clothes, or cooking etc) which we would not be from now on. In other words, we would be more self-dependent/self-reliant now because of the Corona phobia, which is good. Also, leaving aside the good-bad question, this aspect of self-dependence and self-maintenance/self-sustenance would and should continue to affect the literature/s composed during and after the Covid-19 period, for quite some time; whether in a direct or in an indirect measure. But the question is if we can maintain our personal daily hygiene, then there is no question as to why we have to be unnecessarily phobic about the whole situation and why literature cannot thrive in such a situation. Rather in absence of the voluminous, page after page written literature, which seems to be quite a luxury now, we can have now placards, posters, banners of different sorts exhibiting different kinds of signs, symbols, word-diagrams, picture-diagrams, illustrations; which can serve as our new texts containing various public instructions. Why cannot they be the basis of literature now? The veritable indispensables that they are, they should be carried with us all the time, imprinted in our memory, and, also displayed outside to build up a general public awareness, and hence, in need of constant circulation and percolation. Why cannot we have a new literary language in the present situation? Why can't we script a new literary plot where we can have words like 'sanitization', 'mask', 'avoid', 'distance' as our familiar everyday terms? Why cannot a new form of literature evolve where we can have a husband asking his wife, whether she has packed the bottle of the sanitizer, along with other essential stuffs into his bag; or, the wife reminding her husband to avoid crowded buses (which is advisable even in normal situation, but becomes imperative in the present condition)? Why cannot we have a college-going youth asking a question to a familiar face in his own locality, while riding on his own bi-cycle: "Hello sir, where is your mask"? Why cannot we have a middle-aged son asking his retired (approximately 65 years) dad to not go outside for purchasing paan from the nearby paan-shop, and, himself going instead? Also, another important factor that surfaces hereis that, during such Covid-infected phase there can be a sudden upsurge of practicing the regional/local/one's own literatures by the litterateurs or the non-litterateurs alike (over the global literatures),in various possible ways (by reading the classics and the masterpieces in abundance may be, or, by composing/trying to compose something, if the mood so permits; thereby contributing to its enrichment)which is quite obvious and understandable as well. For, it is but the

natural tendency of all of us to talk in our own language, or, read something in that, or, express ourselves according to that socio-cultural-linguistic form, and, explore the unexplored avenues in it, if possible, because it is the language which is close to our heart, and it is the language with which we can find an instant attachment/attuning, more so in such troubled time like this. In a multilingual and multicultural country like ours, this growth of regional literatures can usher in a new era. Because, people in such crisis time tend to become least bothered about the global situation, and, focuses more on the country~state~own locality~home surrounding, and, because of remaining confined at home talk mostly to his own family members, in his own mother-tongue apart from the rare going outs (that too for mere necessities like buying groceries, baby-foods, vegetables etc), or, working officially from home. So, home, and talking mostly in one's own mother-tongue become the obvious choice in such time.And, the promotion of the regional/local/topical is definitely an encouraging thing for any socio-linguistic background. But the important question is why cannot we rejoice at the unmasking of a new mode of literature which deals with the masked identities/faces roaming here and there; in markets, coffee-shops, in offices and restaurants, and, in general, outside; and, trying hard to get/go back to their protected homes as early as possible? Why cannot a new literature emanate out of this typical conflict between the inside home and the outside world, where the home is the veritable cocoon, the protective shelter vis-à-vis the Corona infected/affected outside world, the veritable other. Thus this new literature/s portrays the typical self-other binary/binarization which is prominent otherwise, but is now being carried to its extremity in the current situation. Also, this is the first time that we can experience that the names (Mr.'X', 'Y', or 'Z') becoming irrelevant; religious-caste-gender identities becoming more and more vague, and, blurred, and, we are only getting reduced to certain 'masked' identity/identities. How should literature deal with these nameless, religionless, casteless, sexless (as it were) numerous 'masked' identities? Or, should literature rather focus more on this self-cocooned, self-protective, self-concerned, selfish individual, afraid to venture into the outside world, and wanting to sit more on the comfortable couch of the home safety; resulting in the birth ofsome sort of 'cave literature', or, 'room literature'/ 'home literature' generated by such 'self-protected' individuals? If that is so, then how would this 'cave literature'/ 'room literature' look like? What would be its forms and features? Should this mode of doing literature be encouraged by discouraging the various literatures that exhibit/manifest the dual tension of people having to go out and needing to come back amid the Corona pandemic? What sort of possibilities should the literature/s composed during, or, after the Covid-period direct us towards?Is it possible to include in these literatures the numerous sacrifices and selfless acts of the doctors and the police personnel in some way? Can it reflect the hue and cry of the beleaguered humanity? Can it attach a universal, cosmic touch by relating to the sufferings, agonies, and, miseries of the innumerable common people, the various private sector workers (who are losing jobs on an everyday basis), the daily labourers, and, most importantly, the migrant workers, who are the worst victims of the Covid-19 pandemic? Can it reflect the stifled cry of the child, playing with the blanket of her dead mother at Muzaffarpur railway station on 25th of May, 2020? Or, should it ignore it/brush it aside, considering the much-needed emphasis on self-protection, and, self-preservation which are crucial in such time? But, can it simply overlook the fact that the self exists only in relation to the other? Can it relate to the tragedy of the sixteen migrant workers, who were killed by an empty freight train in Maharashtra's Aurangabad district, while sleeping on the railway track on the 9th of May, 2020? Has literature got the ability to provide a human touch/humanistic touch to the death of 118 migrant workers during phase-III of the lockdown, or, to the deaths of the migrant workers happening everyday? Should literature instruct us to look at the troubled humanity, and the people in crisis from a moralistic, conscientious, humanistic viewpoint; needing to be reached at, or, be provided assistance for; or, should it rather teach us to view the migrant workers in an essentially sceptical way, as persons who are the sure harbingers of destruction for us, the apparently 'non-Coronated' people? So, should it help to foster this distance between the self and the other? Should literature reflect the phobia of the 'other', on the extra caring self, or,the home-cocooned/'shelfed' self?Should it sow the seeds of this lack of faith/trust and scepticism between humans; or, is it something not uncommon in literature:

The Sea of Faith

Was once, too, at the full, and round earth's shore

Lay like the folds of a bright girdle furl'd.

But now I only hear

Its melancholy, long, withdrawing roar,

Retreating, to the breath

Of the night wind, down the vast edges drear

And naked shingles of the world. (461)

Can it prevent human beings from turning into animals, or, even worse than that, as it happened in the Palakkad district of Kerala on 27th of May, when a pregnant elephant got killed after being fed by humans on pineapples laden with firecrackers/explosives? Does literature during, or, after the Covid-19, have to say that the world is essentially a bad place, and there is no love, no peace, or, certainty as has already been said by the Victorian poet Matthew Arnold already:

……..! for the world, which seems

To lie before us like a land of dreams,

So various, so beautiful, so new,

Hath really neither joy, nor love, nor light,

Nor certitude, nor peace, nor help for pain;

And we are here as on a darkling plain (461)

If the objective of literature during and after the Covid-19 is to promote and foster a certain type of self-obsessed, self-cocooned literature/s, then, is it something new? Can we attribute it only to the recent Covid pandemic? Aren't we introduced to it already by plays like *Room* by Harold Pinter where a wife (Rose) is expressing her apprehensions to her husband (Bert) about the residents residing at the basement of their building, because it is risky, troublesome, and, definitely not cosy:

I've never seen who it is. Who is it? Who lives down there? I'll have to ask. I mean, you might as well know, Bert. But whoever it is, it can't be too cosy. (8)

Or, elsewhere we find Rose expressing the same paranoia about the 'basement other':

Those walls would have finished you off. I don't know who lives down there now. Whoever it is, they're taking a big chance. Maybe they're foreigners. (9)

So, in view of the present scare of the 'basement other' we find Rose preferring the self-contained, self-preserving isolating comfort of her own room:

If they ever ask you, Bert, I'm quite happy where I am. We're quiet, we're all right. You're happy up here. It's not far up either, when you come in from outside. And we're not bothered. And nobody bothers us. (10)

Should this above statement of Rose be tagline of literature and culture in current times? Should the literature of the present times further promote this very notion of 'do not bother/do not disturb'? But if this notion is being carried to an extreme form, then it can have other discomforts as well. As, too much Corona-fear is making us sit at home to protect ourselves, this fear, when being carried to an extreme form, can result in the weakening of the self, and, division with one's near and dear ones (family members), by generating a general melancholic ill-temper, as happens in case of Jimmy Porter in *Look Back inAnger*(though Jimmy's case is different, and, he is mentioned only as a stray literary reference); who is disillusioned with everything possible in society and vents out his angry vituperations at his wife Alison, who has to bear with Jimmy's sour temper:

immy: I told you- pusillanimous. Do you know what it means?

Cliff shakes his head.

Neither did I really. All this time, I have been married to this woman, this monument to non-attachment, and suddenly I discover that there is actually a word that sums her up. Not just an adjective in the English language to describe her with—it's her name! Pusillanimous! It sounds like some fleshy Roman matron, doesn't it? The Lady Pusillanimous seen here with her husband Sextus, on their way to the Games. (16)

And, also we can have the exhaustion of Alison:

Alison: I don't think I want anything more to do with love. Any more. I can't take it on. (24)

III. CONCLUSION

So, too much of self-cocooning has got other demerits as well. Too much self-protection, self-absorption by social exclusion can result in a mental imbalance, a petulance, breeding of an ill-temper, and, mental depression (leading even to suicidal tendencies, as the suicide of Bollywood actor Sushant Singh Rajput proves a point; notwithstanding the fact that it is still disputed whether it is a murder or a suicide, and, we are only going by the official report) which is definitely not good. Should literature be able to deal with this other side/aspect of self-cocooning then, and the potential danger of making the selfish more selfish, or, should it rather, for fear of this, teach us more to go out/reach out to the other (which is also dangerous in such times); as is also discussed earlier? Also, what should be the new form of culture in such a socially distanced era? Would it have to undergo the same analytical change as

literature? Regarding culture, things stand more problematic; especially in a multi-lingual, multi-regional country like India, which thrives on essential diversity, and cultural plurality/multiplicity, with no homogenous codification being possible. What can be the fruitful/effective way of observing the various cultural festivals/programmes across several cultures? How to observe the various big pujas (like Durgapuja in Bengali culture, Ganesh puja in Maharashtra etc) in such a time when we have to maintain social distancing compulsorily? Should the government take the stern decision to stop them for the time being? But would that not hurt thesentiments of the religious-minded, and, festival-oriented people of India? And, obviously, we cannot leave everything on law and administration. The role of self-alertness and self-consciousness become crucial in such cases more than the actual police here. What should be the policy in place? The same also applies in case of marriage functions and other joyous festivals where we always can have the possibility of huge crowd. Is there an alternative possible way to observe them?

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Customers' Satisfaction on Campus Related Delivery Services

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Abstract— *Transactions between service providers and service seekers often end-up with various facial expressions which can be subjected to assessment and evaluation in the form of satisfaction feedback and be interpreted whether they are contented or claiming for more upon completing such. A satisfied customer will treasure the good experience and continually avail the products and services from an institution if the set criteria are met. Thus, the better services provided the higher probability for a company to stay in the service sector. This study focused in determining the degree of satisfaction on campus related delivery services provided to its customers. Results of the study showed that recipients of services are mostly female students in their adolescent stage who availed the top services from the offices of student services, registrar, library, and agriculture and college dean. The service units that received at par degree of satisfaction include planning, supply, registrar, medical, agriculture, student services, public relations, publications and information, library, research, physical plant facilities, gender-development and management-information system. The customers are very highly satisfied on the staff attitude of the campus and that their expectations along end result, convenience, timeliness and access often exceed their expectations. This implies that the campus related delivery service providers are customer-focused since they are able to provide and satisfy the needed and expected services as well as products stipulated in their respective units which are contributory to the attainment of the campus goal.*

Keywords— *campus, customers, related delivery services, satisfaction, Philippines.*

I. INTRODUCTION

Today's industry and market scenario is full of competition, in fact; academic service institutions are never exempted in this situation. With competition, an improved and a more developed products and enhanced service quality are looked forward. From this standpoint, customers will be considered as the real winners since they will serve as one of the determining factors if the business will succeed or not (Biesok&Wyrod-Wrobel, 2011). Higher education institutions (HEIs) oftentimes entertain queries from individuals or group of individuals like students, parents, alumni, community and stakeholders. Said individuals are categorized as customers and usually they demand answers with prescribed time and other measuring indicators for them to feel happy and satisfied upon completion of the requested service or product from a particular service unit (Weerasinghe, *et.al.* 2017).Conducting a study on customer feedback is an avenue in order to identify and determine

one's strengths and weaknesses that may serve as a benchmark in understanding the areas that may need an intervention so as to serve better the service-seekers.

State Universities and Colleges (SUCs) play a vital role in providing quality educational services on various academic aspects of teaching-learning to achieve its intended vision, mission, goals and program objectives. According to Majeed et.al. as cited by Saif (2014) it is how business organizations operationalize its philosophy and how it addresses the demands of its administration by bringing about the desired change that may promote significant impact to the people that it serves. They also stated that in the case of SUCs, quality may refer to the set of core values, strategic goals, characteristics, variables, attributes and dimensions that gear towards the attainment of expected activities and services that they should perform in order to satisfy their respective customers. On the other hand, Randall (2002) mentioned that quality in educational system are related to set of terms

and conditions that are readily available to meet the pre-set standards by the institution for its beneficiaries like the students, parents, regulatory bodies, community folks, alumni, and among others. In the words of Abu Nabah (2004), the term quality refers to work performance approach wherein the concept of "methoquality" (Saif, 2014) is the essence, thus; promotes the presence of academic (instruction) and non-academic (non-instruction) aspects. Highlighting the non-academic aspects where most of the organizations experience short falls as revealed by research results is the so-called services along facilities (Sapri, et.al., 2009). Being a service-delivery institution nowadays is not as easy as we want it to be because of the several number of SUCs aiming to give the best quality of educational service to guarantee that their existence is really essential. Therefore, competition is unavoidable and it is the name of the game. With competition, customers will have the opportunity to select the best institution that can provide them the best quality of service that they need in order to become globally competitive in the ever and fast changing need of the 21st century. Likewise, competition will continuously require the service delivery institutions to improve and provide the services that will meet the quality standards of SUCs in terms of its manpower (people), moment (time), materials (facilities/equipment) and methods (process) (Chandra et.al., 2018). It is then important to understand the who, what, when, where, what and how can an institution satisfy the services delivered to its customers. Understanding customers' satisfaction will be useful for SUCs to be able to identify their strengths, weaknesses, opportunities and threats (Rudge, 2014), hence; such study.

II.   OBJECTIVES OF THE STUDY

This study described the performance on related delivery services of Pangasinan State University-Infanta Campus for the 1st Semester of School Year 2018-2019. Specifically, it described the profile of the respondents from all service units in the campus, campus units where most of the customers availed services, degree of satisfaction of customers from various campus delivery service units, and; the overall degree of satisfaction of customers along timeliness, access, convenience, staff attitude as well as end result.

III.   RELATED STUDIES

Services in SUCs

Services received from SUCs are diverse, they come in many forms and on the same manner they are common in terms of their primary objectives that is (i.e.) to provide in-depth knowledge, seek academic development, educate students, and coordinate to development demands (local, national, and international) for them to be able to cater the core services in instruction, research, extension and production, hence; substantial infrastructures are of high demand. Sophisticated and fully-equipped buildings are of great significance (Sapri et.al., 2009).

Student Satisfaction

Satisfaction is defined as anything that provides a person the state of being able to experience the feeling of completeness from the service or product received. This in turn means that expectations are satisfied by the performance delivered by a certain service area and or service delivery provider. It is cyclical in nature since whatever experience one is exposed to tendency is to embrace the experience and provide the same experience to others if not addressed appropriately. Other researchers believed that satisfaction encompasses issues of students' perception and experiences while earning their pre-service education. According to Hom as cited in the study of Hasan et.al. (2008), studies on most student satisfaction focused on the perspective of customer, researchers faced a problem of creating a standard definition for "student satisfaction" so a customer satisfaction theory was selected and modified in explaining the meaning of student satisfaction. With the current phenomena/scenario of higher education marketplace, William as cited by Hasa et.al. (2008) specified that the student have become "customer" because of the considerations that they are fee payers who can reasonably demand therefore their views should be heard and acted upon.

Determinants and Backgrounds of Consumers' Satisfaction

In the world of competition, service delivery organizations need to be kept abreast on recent trends on the determinants and backgrounds of consumers' satisfaction. Consumers are also known as the customers, however; vary in terms of category. In educational environment the customers are the students, parents, alumni and stakeholders who have set of expectations from service delivery areas (instruction, research, extension, production) and providers (teachers, registrar, accountant, librarians, student services and the

like). It is then imperative for every organization to give enough attention and focus on these specified determinants since one's satisfaction is geared towards the perceived services handed to them (Farahmandian et.al., 2013). The quality of services received by the customers may come in many forms and on the same manner based significantly on the perception of the receiver. If one will be able to provide the requested service on time, the customer may become fully satisfied, while others are after the availability of the service or materials needed. On the other hand, others may prefer the characteristics of the service providers over the other determinants. Most of the researches conducted now is on customer satisfaction due to its necessity which means that dissatisfaction may tend for the customers to withdraw their loyalty from the organization and look for an alternative or for them to transfer to better kind of environment. Worst is for them not to encourage other people to patronize one's product or services that may cause bankruptcy or discontinuity of the organizations' operation which will mean a big frustration on the part of those who are in the academic sector.

Dimensions of Perceived Service Quality

According to Soutar and McNeil as cited by Farahmandian et.al. (2013), service quality based on the perception of the customers like the students come in two kinds namely: the academic and the non-academic. Some of the cited studies by Farahmandian et.al (2013) includes library facilities, level of curriculum, leisure facilities, computing facilities, availability of academic personnel and quality of teaching (Athiyaman), likewise; with the 14 dimensions which are the library facilities, travel agency, housing services, occupation services, university bookshop, advisory services, health services, financial assistance, and involvement of students in course contents, work expertise and computing facilities (Hill). One interesting result that was indicated in the study was on the relationship of the student satisfaction on the services receives from the counseling staff, faculty and classes (Hammed and Amjad) wherein the study intensely recommends that the failure and success of students in every higher educational institution is related to the level of satisfaction and dissatisfaction, because of the perception from the customers (students) that higher educational quality brings higher learning chances as claimed by Aldridge and Rowley (Farahmandian et.al. 2013).

IV.   THEORETICAL MODEL

The study considered"degree of customers' satisfaction" as the dependent variable in relation to the five perceived service quality factors (timeliness, access, convenience, staff attitude, end result) as independent variables.

V.   METHODOLOGY

The quantitative research method and descriptive research design were used in this study wherein the main instrument was the university questionnaire framed to be administered to all service units in the campus known as the "customer satisfaction survey" which are requested to be filled up by the customers after availing services or products. Convenience sampling was utilized wherein a total of 172 respondents was identified. The survey composed of three (3) parts: Part I on Profile of the respondents (department visited, age, sex and client category) while Part II includes the indicators on timeliness, access, convenience, staff attitude and end result, and; Part III asked for the recommendations or suggestions from the customers to improve the quality of the services. The results of the study were analyzed with the use of an appropriate statistical tool such as frequency counts, percentage, weighted mean and rank. The computed weighted mean was interpreted using a mean range scale with verbal description as: 4.50-5.00 - Very Highly Satisfied (VHS); 3.50-4.49 - Highly Satisfied (HS); 2.50-3.49 –Satisfied (S); 1.50-2.49 - Less Satisfied (LeS), and: 1.00-1.49 - Least Satisfied (LeaS).

VI.   RESULTS AND DISCUSSION

Profile of Respondents

There are more than 50% of the respondents are female compared to male with 44.8 percent. It can be associated to the higher number of female enrollees over males. However, Philippine population-wise and to date, data reveals that males is composed 50.1% of the country's total population while 44.9% are females (https://countrymeters.info/en/Philippines) while in terms of customers' category, the bulk are categorized as students with 78.5%, followed by alumni (7.6 percent), faculty (5.2 percent), non-teaching (4.7 percent), community (2.8 percent) and supplier with 1.2 percent. This indicates that the campus service-seekers are those who are regularly attending the school days and are the direct beneficiaries of services and products since the study is conducted in an academic-institution whose expected main

respondents are students, teaching and non-teaching staff who are known as the primary customers because based from Pereira and Da Silva's (2003) study, customers may come in 3 forms (primary, secondary and tertiary). On the other hand, the age range of the respondents availing the campus related delivery services in from 15 to 20 which is identified as under the "adolescence" development stage of life wherein it is described as the "period of storm and stress" (Sharma, n.d.). On the other hand, the service unit most availed by the respondents are student services (9.9 percent), registrar (8.7 percent) and library (7.6 percent). This is in conformity with the student basic service need which is on the attainment of

emotional stability since they are in their adolescent stage facing complex dogmas (Bindu, 2016).Further, the least availed are chemistry laboratory, planning and practice teaching. This may imply that these service units are not within the immediate needs of the customers because practice teaching is often offered at the second semester and it entails less participation on their side.

Degree of Satisfaction

The degree of satisfaction on campus related delivery services of various units is shown in table 1.

Table 1. Degree of Satisfaction from Service Units

Service Units	Weighted Mean	Verbal Description
Planning	5	Very Highly Satisfied
Supply	4.83	Very Highly Satisfied
Registrar	4.77	Very Highly Satisfied
Medical	4.77	Very Highly Satisfied
Agriculture Dept.	4.76	Very Highly Satisfied
Student Services	4.68	Very Highly Satisfied
PRPIO	4.66	Very Highly Satisfied
Library	4.63	Very Highly Satisfied
Research	4.55	Very Highly Satisfied
Physical Plant & Facilities	4.54	Very Highly Satisfied
GAD	4.52	Very Highly Satisfied
MIS	4.51	Very Highly Satisfied
Admin	4.44	Very Satisfied
College Dean	4.22	Very Satisfied
Extension	4.14	Very Satisfied
Food Laboratory	4.14	Very Satisfied
Cultural	4.08	Very Satisfied
Sports	4.06	Very Satisfied
Education Dept.	4.01	Very Satisfied
Chemistry Lab	3.78	Very Satisfied
Practice Teaching	3.66	Very Satisfied
Overall Weighted Mean	**4.45**	**Very Satisfied**

The campus gained an overall mean of 4.45 which means that the customers are "very satisfied" with the kind and quality of service that they received across the service units. Further, they are "very highly satisfied" on the services from planning, supply, registrar, medical, agriculture department, student services, PRPIO, library, research, physical & plant facilities, GAD and MIS while they are "very satisfied" along the services received from admin, college dean,

extension, food laboratory, cultural, sports, education department, chemistry laboratory and practice teaching. This implies that the campus related delivery services are able to meet satisfactorily the demands of their respective clients.

Table presents the respondents' degree of satisfaction along selected indicators (timeliness, access, convenience, staff attitude and end result.

Table 2. Degree of Respondents Satisfaction along Selected Indicators

Indicators	Mean	Verbal Description	Rank
Staff Convenience	**4.50**	**Very Highly Satisfied**	**1**
a. The staff providers were courteous and polite in providing the requested service.	4.48		
b. The staff providers are friendly to the clients.	4.52		
End Result	**4.40**	**Highly Satisfied**	**2**
a. The requested output on the services availed were complete.	4.37		
b. The requested output on the services availed were of standard quality.	4.44		
Convenience	**4.39**	**Highly Satisfied**	**3**
a. The services requested were obtained with minimum inconvenience.	4.34		
b. The services were made available with ease and comfort.	4.44		
Timeliness	**4.38**	**Highly Satisfied**	**4**
a. The services provided by the office were delivered within the minimum waiting time.	4.37		
b. The services provided by the office were quick.	4.40		
Access	**4.36**	**Highly Satisfied**	**5**
a. The services requested were made available as per request.	4.34		
b. The services needed from the staff were readily available.	4.38		

Among the five selected indicators included in the campus related delivery services, results reveal that the customers are very highly satisfied on the staff attitude with 4.50 weighted mean wherein they are described as courteous, polite and friendly in providing the requested service. Likewise, the customers are very satisfied on end result (services are complete and of standard quality), convenience (services are obtained with minimum inconvenience and availing such is with ease and comfort), timeliness (services are delivered within minimum waiting time and are quickly delivered) and access (services requested are available and the staff are readily available).

VII.   CONCLUSION AND RECOMMENDATIONS

PSU-Infanta campus respondents are females, dominated by students in their adolescence stage who usually avail the student services, registrar and library services. The service units that top on the degree of customers' satisfaction are planning, medical and registrar. Along the campus related service delivery indicators, the staff attitude is highly appreciated by the customers. Sustain the degree of satisfaction of the indicators that excellently met the customers' standards and on the same manner strengthen the delivery service of the campus units that satisfactorily met the customers' expectations. Continuous study is recommended by using a customized questionnaire applicable to every service unit so as to have a more objective result on the services availed by the customers.

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Correlation of Blood Lead Level with Blood Pressure Women of Childbearing Age in the Coastal Areas of North Semarang, Indonesia

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Abstract— *The prevalence of non-communicable diseases has increased based on the results of the Basic Health Research (RISKESDAS) 2018 compared to the Basic Health Research (RISKESDAS) 2013. Hypertension was included in the top 10 diseases at the Bandarharjo community health center from 2016 to 2018. The purpose of this study was to determine the correlation of blood lead level with blood pressure women of childbearing age in the Coastal areas of the North Semarang, Indonesia. Sample 66 respondent were all women of childbearing age in that area. The research was analytic observational with cross-sectional design. This study was conducted in the Sub-District of North Semarang. The result showed there was correlation between blood lead level with diastolic blood pressure, and there was correlation between BMI with systolic blood pressure and with diastolic blood pressure There were no correlation between blood lead level with systolic blood pressure, and no correlation between age with systolic and diastolic blood pressure, no correlation between sodium consumption with systolic and diastolic blood pressure.*

Keywords— *blood lead level, blood pressure, women of childbearing age.*

I. INTRODUCTION

Basic Health Research Data (RISKESDAS) 2018 explains the prevalence of hypertension increase from 25.8% in 2013 to 34.1% in 2018.[1] Risk factors in hypertension are genetic factors, age, obesity, stress, high intake of sodium, exposure heavy metal etc. Environmental factors as the risk factor of hypertension such as exposure of heavy metal. Lead as a heavy metal exposure contributes to increased activity of angiotensin-converting enzyme (ACE) in the pathogenesis of hypertension.[2] Lead intoxication illustrates one of the environmental cases in the world.[3] In 2016, lead resulted in 540,000 deaths worldwide.[3] Women are more vulnerable to the immunotoxin effects of lead.[4]

Lead causes increased production of reactive oxygen species (ROS). In relation to health, ROS functions with the implications of several diseases such as cancer, cardiovascular disease (including hypertension), neurological diseases.[5] Based on the above background, hypertension entered into the top 10 diseases so the authors wanted to carry out this study to see the correlation of blood lead level with blood pressure in women of childbearing age in the coastal area of North Semarang.

II. METHODS

This research is an analytic observational using cross-sectional method. The sample in this study consisted of 66 women of childbearing age. The sampling technique used is purposive sampling. The data collected in this study include Semarang City Health Profile in 2018 about hypertension cases and the top 10 diseases in Bandarharjo Health Center hypertension cases. The independent variable in this study were the lead blood level, while the dependent variable blood pressure.

III. RESULTS

Table 1. Respondent Characteristic

Variable	f	Min	Max	*Mean*	SD
Age (years)	66	15	55	29.42	8.4
Sistolik (mmHg)	66	81	162	115.14	13.9
Diastolic (mmHg)	66	62	98	77.73	8.6
Blood lead	66	45.5	99.7	75.9	12.7

level (µg/dl)					4
BMI	66	14.6	36.6	24.23	4.37
Sodium consumption (mg/day)	66	256	1485.5	538.6	212.3

Table 1 shows, the age of respondent mean 29.42 years; Blood lead level mean 75.9 µg/dl. The standard of Blood lead level for adults from ACGIH 2017 was 20 µg/dl, but for pregnancy woman from CDC 2010 and AOEC 2007 was 5 µg/dl. BMI mean 24.23 and sodium consumption mean 538.6 mg.

Table 2. The Categories of Respondent Characteristic

Characteristic	n	%
Systolic blood pressure		
Normal	43	65.2
Pre-hypertension	19	28.8
Stage 1 hypertension	3	4.5
Stage 2 hypertension	1	1.5
Diastolic blood pressure		
Normal	40	60.6
Pre-hypertension	20	30.3
Stage 1 hypertension	6	6
Blood lead level		
30-50 µg/dl	1	1.5
50-100 µg/dl	69	98.5
BMI		
Thin	2	3
Normal	37	56.1
Over weight	15	22.7
Obesity	12	18.2

Table 2. shows that women of childbearing age with normal systolic blood pressure (65.2%), and with normal diastolic blood pressure (60.6%). Respondents with blood lead levels 50-100 µg/dl was 98.5%. Most of respondents did not have a history of hypertension (66.7%). Most of respondent normal in BMI (56.1%).

Table 3. Bivariate Analysis of Independent Variable with Dependent Variable Systolic Blood Pressure Using the Spearman Rank Correlation Test

Dependent Variable	Dependent Variable	p	Explanation
Systolic Blood Pressure	Blood Lead level	0.496	No correlation
	Age	0.194	No correlation
	Sodium consumption	1.000	No correlation
	BMI	0.024	Correlation

There was correlation between blood lead level with systolic blood pressure

Table 4. Bivariate Analysis of Independent Variable with Dependent Variable Diastolic Blood Pressure Using the Spearman Rank Correlation Test

Dependent Variable	Dependent Variable	p	Explanation
Diastolic Blood Pressure	Blood Lead level	0.037	Correlation
	Age	0.099	No correlation
	Sodium consumption	1.000	No correlation
	BMI	0.016	Correlation

There were correlation between blood lead level with diastolic blood pressure and between BMI with diastolic blood pressure.

IV. DISCUSSION

Correlation of Lead Blood Level with Blood Pressure

Most of respondents have highest blood lead levels (50-100 µg/dl), there were 98.5% respondents, and the mean of blood lead level was 75.9 µg/dl. Respondent with normal Systolic blood pressure 65.2%, and normal diastolic blood pressure 60.6%. Based on the Spearman rank correlation test results with significance value of 0.496 (> 0.05) meaning that there was no correlation between blood lead level with systolic blood pressure.

There was no correlation between blood lead level with systolic blood pressure (p=0.496, p >0.05) because the lead have no effect to increase the systolic blood pressure. Measurement of lead content in seawater is 0.466 ppm which seawater consists of biota such as fish. There are several types of fish in seawater and the possibility of

fish consumed by the local population contains lead because the results of seawater measurements are above the threshold value res, and there were high blood lead levels in the most of respondent. The effects of high blood lead levels do not affect blood pressure. Because the metabolic process of lead in the blood in each person is different.

Based on the Spearman rank correlation test results obtained significance value of 0.037 (<0.05) means that was correlation between diastolic blood pressure with lead blood level. There was correlation because lead exposure interferes with the work of nitric oxide (NO) which functions to widen the arteries and regulate blood pressure. As a result, the pulmonary vein becomes narrow in diameter, causing an increase in pressure when blood enters the heart during relaxation in the diastolic phase which then triggers an increase in blood pressure in the diastolic phase.[6]

Correlation Between Age and Blood Pressure

In this study, that the age of most respondents 29.42 years. Based on the Spearman rank correlation test results obtained a significance value of 0.194 (> 0.05) meaning that there was no correlation between age and systolic blood pressure. There was no correlation between age and diastolic blood pressure, the significance value 0.099 (> 0.05).

However, age is susceptible to an increase in high blood pressure at the age of > 45 years. Because at this age the elasticity of the arteries begins to decrease, becoming more susceptible to high blood pressure.

Correlation of Sodium Consumption with Blood Pressure

In the study, that most respondents consume enough sodium (95.5%), p-value = 1,000 (> 0.05) meaning that there was no correlation between sodium consumption with blood pressure. One of the factors that can affect blood pressure is high sodium intake. There was no correlation between sodium intake with systolic or diastolic blood pressure is possible because most of all respondents (95.5%) consume enough sodium.

Correlation of Body Mass Index (BMI) with Blood Pressure

In the study, that the most BMI of respondents were normal (56.1%). Spearman rank correlation test results obtained a significance value of 0.024 (<0.05) means that there is a correlation between BMI with systolic blood pressure. It also obtained a significance value of 0.016 (<0.05) meaning that there was correlatiom between BMI with diastolic blood pressure.

There was a correlation between BMI with blood pressure is possible because of more respondents have normal categories of BMI (74.2%) and more normal blood pressure respondents (56.1%). An increase in blood pressure is in line with an increase in BMI. The normal BMI categories reflects the condition of healthy blood vessels without fat and cholesterol buildup so there is no increase in blood pressure

V. CONCLUSION

This study concludes that: 1) There was correlation between blood lead levels with diastolic blood pressure; there was correlation between BMI with systolic blood pressure;and there was correlation between BMI with diastolic blood pressure. 2) There was no correlation between blood lead levels with systolic blood pressure, no correlation between age with systolic and diastolic blood pressure; no correlation between consumption of sodium with systolic and diastolic blood pressure.

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Research on differential game model of vertical cooperation of dual-channel low-carbon supply chain

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Abstract—Direct channels for manufacturers have become the norm. For the study of double sales channels, single manufacturer, reducing emissions and single retailer promotion coordination problems, to emissions reductions as state variables, assume that the market demand by reduction, as well as the influence and promotion efforts to build a single manufacturer and single retailer of three kinds of differential game model, to investigate the condition of double channels involved in cooperation and the influence of various parameters on the members of the decision. It is found that under certain conditions, cost-sharing contracts can improve the profits of each member and the system. With the increase of the ratio of manufacturer to retailer's promotion cost, the improvement effect of the contract on the profit of the two members changed significantly. High retailers' low carbon advertising cost and discount rate factor will reduce the improvement effect of cost-sharing contract.

Keywords—Differential game; Low-carbon supply chain ; Dual channel ; Emission reduction promotion cooperation.

I.   INTRODUCTION

The greenhouse effect is the main reason for the frequent occurrence of global climate change and extreme weather, and the carbon emission from human economic activities is the main source of the greenhouse effect [1]. At the Copenhagen conference, the Chinese government made a clear commitment: by 2020, China's carbon dioxide emissions per unit of GDP will be reduced by 40-50% compared with 2005 [2].At present, the government has formulated a series of low-carbon policies such as tax, subsidy and carbon trading, manufacturers have carried out many emission reduction actions, such as ecological research and development, energy conservation etc, and retailers have launched low-carbon price discount, low-carbon label, low-carbon consumption rebate and other guiding activities, which have accelerated the implementation of the low-carbon concept [3]. However,

Galanz press spokesman Ji-lie Lu, pointed out in an online interview with China economic net that the real driving force behind the low-carbon concept of the 12th five-year plan is consumers. Namely the implementation of low-carbon concept, low-carbon products consumption scale is the key. How to achieve the concept of low-carbon environmental protection popular? The key is to segment consumer demand market and study how manufacturers and retailers cooperate under the guidance of government policies.

With the development of the Internet and the popularity of e-commerce, manufacturers have opened direct channels. Considering that the product emission reduction is affected by the manufacturer's emission reduction efforts, the multi-cycle continuous production has dynamic changes, and the business operation is often cross-cycle rather than single-cycle. Therefore, from a

long-term and dynamic perspective, it is of great significance to study the low-carbon promotion cooperation between the upstream and downstream of the supply chain in the context of dual-channel sales.

II. LITERATURE REVIEW

In terms of dual-channel pricing, most scholars focus on the channel structure of supply chain and analyze the conditions for opening direct selling channels and supply chain coordination contracts. Chianget al. [6] believe that the opening of direct sales channels can increase their own demand and profits, making retailers lower prices. Dumrongsiri et al. [7] believe that increasing direct sales channels can improve the overall benefits of dual channels, while improving the service quality of retailers can increase the common interests of channel members. Chen et al[8]. proposed a dual-channel supply chain that could be coordinated by two-part pricing or revenue-sharing contracts. Shi-hui Yang [9] studied the two-channel low-carbon supply chain game led by manufacturers, solved the optimal solution under different channel structures, and proposed that the cost-sharing contract + revenue-sharing contract could realize supply chain coordination.

In terms of low-carbon supply chain cooperation, carbon emissions are mostly taken as the state variable to analyze the coordination between upstream and downstream.Wei-dong Huang[10] studied the collaborative technological innovation of low-carbon supply chain by using the game theory of differential game, and compared the collaborative technological innovation decisions of enterprises under different cooperation modes. From the perspective of goodwill decline,Qin-peng Wang [11] compared three cooperative strategies led by R, namely, manufacturers, energy conservation and emission reduction, and retailers, low-carbon promotion supply chain. Dao-zhi Zhao [12] took carbon emission decline as the state variable and studied the problem of joint emission reduction and low-carbon publicity cooperation in upstream and downstream of R competitive low-carbon supply chain from a dynamic perspective.

In terms of upstream and downstream advertising

cooperation in the supply chain, most scholars take the brand image as the state variable to explore the influence of the evolution of brand image on the interests of members of the supply chain. JØrgensenetc [13-18] from the perspective of long-term ads and short-term, through the brand image construction of state variables, manufacturers use the advertising to build goodwill and retailer promotion of dynamic game, degree students Fu Qiang [19] consider the retailer promotion has a negative effect on manufacturer brand reputation, build a game model of single manufacturer + retailers, contrast different cooperative game case members advertising decisions; He[20] constructed a differential game model of single manufacturer + double retailers, and compared the problem of medium advertising cooperation between upstream and downstream enterprises under two conditions: manufacturer sharing and non-sharing of advertising costs. Zhi-yongZhang[21] studied the advertising cooperation and coordination strategy between manufacturers and retailers under dual channels from a dynamic perspective. Da-mingYou [22] compared supply chain feedback balancing strategies under different decisions by taking low-carbon products and goodwill as state variables in terms of ecological r&d, promotion and pricing of low-carbon supply chains.

Most of the above studies unilaterally studied dual-channel structure, upstream and downstream differential game of supply chain, advertising cooperation and low-carbon supply chain coordination, but few research achievements were made on low-carbon dual-channel supply chain and upstream and downstream collaborative emission reduction cooperation. Based on this, based on the research of Chun-qiu Xu[23], this paper expands online direct selling and traditional sales channels, discusses the dynamic cooperation between the upstream and downstream enterprises of low-carbon supply chain, and analyzes the establishment conditions of cost-sharing contracts and the optimization effect of contracts on members' profits, so as to assist enterprises to select and formulate contracts according to the actual situation.

III. PROBLEM DESCRIPTION AND BASIC ASSUMPTIONS

3.1 Problem description

In order to realize the innovation of emission reduction and low-carbon promotion of dual-channel sales supply chain, this paper takes the secondary supply chain led by manufacturers as the research object, that is, manufacturers call on retailers to build a low-carbon cooperation center, manufacturers are responsible for promoting ecological research and development, low-carbon certification, energy-saving manufacturing, and build an online direct selling platform for online sales. Retailers are responsible for designing and implementing promotion plans for low-carbon products, such as price discounts, low-carbon labels, and rebates for low-carbon consumption. To encourage retailers to participate in collaborative innovation of emissions-reduction technologies, manufacturers will share a percentage of the retailers' r&d costs. This paper focuses on discussing the effect of contract formation conditions and contract parameters on the coordination optimization effect.

3.2 Definition of parameters

$J_i^j, Q_i^j, V_i^j, E_i^j, i = m, r, sc; j = C, N, F$ is the optimal profit, the optimal order quantity, the optimal value and the members' efforts under different decision-making environments, where m, r, sc refers to the manufacturer, the retailer and the supply chain respectively, and C, N, F refers to the three decision-making situations of centralized decision-making, no-cost-sharing master-slave game and cost-sharing master-slave game respectively. I_m is manufacturer's investment in emission reduction; I_r is low carbon promotion cost for retailers; $E_m(t)$ is manufacturer's efforts to reduce emissions; $E_r(t)$ is retailers' low-carbon promotion efforts; $\eta_m, \eta_r > 0$ is the cost coefficient of manufacturer's emission reduction efforts and the cost coefficient of retailer's low-carbon promotion; $X(t)$ is system emission reduction state variable; γ, θ is influence coefficient of manufacturer's emission reduction efforts on emission reduction performance and emission reduction self-attenuation factor; $S(t)$ is manufacturer's subsidy coefficient for low-carbon promotion of retailers; α is the number of basic consumers, $\delta, 1 - \delta$ is the proportion of direct selling and physical stores; $\beta_r, \beta_d > 0$ is the influence factors of system emission reduction performance on dual-channel demand; $\rho > 0$ is discount rate; $\lambda, k > 0$ refers to the unit product revenue of the manufacturer's traditional channel and the retailer's retail channel respectively, and is constant; μ is impact factors on demand for retailer promotional effort level.

3.3 model assumptions

- In order to reduce emissions, manufacturers need to upgrade production technology, machinery and equipment, apply for low-carbon certification, etc. The investment of manufacturers I_m is related to their efforts $E_m(t)$, assuming that $I_m = 0.5\eta_m E_m^2$. The cost of promoting low-carbon advertising for retailers I_r is related to their efforts $E_r(t)$, assuming that $I_r = 0.5\eta_r E_r^2$.

- Manufacturer's emission reduction efforts affect carbon emission reduction, and the emission reduction dynamic changes. System emission reduction performance is $X(t) = \gamma E_m(t) - \theta X(t)$. (1)

- In order to stimulate retailers' low-carbon publicity, the manufacturer shall give partial compensation to the retailers' low-carbon publicity investment, and the compensation ratio is $S(t)$, and $0 < S(t) < 1$.

- The market demand is composed of direct selling and retail, assumed that $Q_d(t) = \delta\alpha + \beta_d X(t)$, $Q_r(t) = (1 - \delta)\alpha + \beta_r X(t) + \mu E_r(t)$. Because the promotion publicity in the promotion process of retailers will increase consumers' awareness of low-carbon consumption, $\beta_r > \beta_d$.

- Assume the manufacturer's profit margin per unit product in direct selling and traditional channels, retailer's profit margin per unit product is $\lambda > 0$, and $k > 1$.

- Suppose that $\rho > 0$, risk neutral, both members make rational decisions, and the goal is to maximize their own profits.

IV. ANALYSIS ON THE COOPERATION MODEL OF EMISSION REDUCTION AND PROMOTION OF DUAL-CHANNEL LOW-CARBON SUPPLY CHAIN

4.1 Centralized decision model(C)

In actual operation, it is difficult to have a central decision maker whose goal is to maximize the overall benefit of the supply chain, but the centralized decision model is the ultimate goal of contract design. Centralized decision making:

$$\max_{E_m(t), E_r(t)} J_{sc}^C = \int_0^\infty e^{-\rho t} \{Q_d^C + k Q_r^C + \lambda Q_r^C - I_m(E_m(t)) - I_r(E_r(t))\} dt$$

（3）

Refer to the solution of the optimal control problem [13], and assume that the parameters in the model are constants independent of time. In addition, for the convenience of writing, the time will not be listed below. The solution result is shown in proposition 1

Proposition 1:Equilibrium result of differential game under centralized decision:

$$E_m^C = \frac{V_{sc}^{C'}(X)\gamma}{\eta_m} = \frac{[\beta_d + \beta_r(k+\lambda)]\gamma}{(\rho+\theta)\eta_m}, E_r^C = \frac{(k+\lambda)\mu}{\eta_r}$$

（4）

Optimal trajectory of system emission reduction performance：

$$X(t)^C = \{X_0 - \frac{[\beta_d + \beta_r(k+\lambda)]\gamma^2}{(\rho+\theta)\theta\eta_m}\}e^{-\theta t} + \frac{[\beta_d + \beta_r(k+\lambda)]\gamma^2}{(\rho+\theta)\theta\eta_m}$$

（5）

System profit optimal value function:

$$J_{sc}^C(X,t) = e^{-\rho t}(a_1^C X + b_1^C) \quad , \text{ In which:}$$

$$a_1^C = \frac{\beta_d + \beta_r(k+\lambda)}{\rho+\theta}, b_1^C = \frac{\delta\alpha + (k+\lambda)(1-\delta)\alpha}{\rho} + \frac{(k+\lambda)^2\mu^2}{2\rho\eta_r} + \frac{[\beta_d + \beta_r(k+\lambda)]^2\gamma^2}{2\rho\eta_m(\rho+\theta)^2}$$

（6）

4.2 Stackelberg game model without cost sharing(N)

The manufacturer is the leading party, and the game order is as follows: firstly, the manufacturer determines E_m; then, the retailer determines E_r. Both parties make decisions:

$$\max_{E_m} J_m^N = \int_0^\infty e^{-\rho t}\{Q_d^N + \lambda Q_r^N - I_m(E_m)\}dt \quad ;$$

（7）

$$\max_{E_r} J_r^N = \int_0^\infty e^{-\rho t}\{k Q_r^N - I_r(E_r)\}dt \quad （8）$$

Proposition 2:

equilibrium result of differential game without cost sharing:

$$E_m^N = \frac{(\beta_d + k\beta_r)\gamma}{(\rho+\theta)\eta_m}, E_r^N = \frac{\lambda\mu}{\eta_r} \quad （9）$$

Optimal trajectory of system emission reduction performance：

$$X(t)^N = \{X_0 - \frac{(\beta_d + k\beta_r)\gamma^2}{\theta(\rho+\theta)\eta_m}\}e^{-\theta t} + \frac{(\beta_d + k\beta_r)\gamma^2}{\theta(\rho+\theta)\eta_m}$$

（10）

System profit optimal value function:
$$J_m^N(X,t) = e^{-\rho t}(a_3^N X + b_3^N), J_r^N(X,t) = e^{-\rho t}(a_4^N X + b_4^N),$$

$$a_3^N = \frac{\beta_d + k\beta_r}{\rho+\theta}, b_3^N = \frac{\delta\alpha + k(1-\delta)\alpha}{\rho} + \frac{\lambda k\mu^2}{\rho\eta_r} + \frac{(\beta_d + k\beta_r)^2\gamma^2}{2\rho\eta_m(\rho+\theta)^2}, a_4^N = \frac{\lambda\beta_r}{\rho+\theta}, b_4^N = \frac{d\lambda(E_r^{F-N})\alpha}{dS\rho} + \frac{\lambda^2\mu^2}{2\rho\eta_r} + \frac{(\beta_d + k\beta_r)\lambda\beta_r\gamma^2}{\eta_m\rho(\rho+\theta)^2}$$

（11）

4.3 Stackelberg game model with cost sharing(F)

Manufacturers play a leading role in the cooperation between emission reduction and low-carbon promotion. In order to encourage retailers to promote low-carbon

promotion, manufacturers give retailers a certain proportion of subsidies. From a long-term and dynamic perspective, the game between the two is Stackelberg differential game, which is represented by F. The game process is as follows: first, the manufacturer decides the degree of emission reduction efforts E_m^F and the proportion of retailers' low-carbon promotion costs S ;Retailers then decide how hard to promote low-carbon products E_r^F . The decision of both parties is:

$$\max_{E_m, S} J_m^F = \int_0^\infty e^{-\rho t}\{Q_d^F + k Q_r^F - I_m(E_m) - S I_r(E_r)\}dt \quad （12）$$

$$\max_{E_r} J_r^F = \int_0^\infty e^{-\rho t}\{\lambda Q_r^F - (1-S)I_r(E_r)\}dt \quad （13）$$

Proposition 3:

Equilibrium result of differential game under cost sharing:
$$E_m^F = \frac{(\beta_d + \lambda\beta_r)\gamma}{(\rho+\theta)\eta_m}, E_r^F = \frac{\lambda\mu}{(1-S)\eta_r} \quad （14）$$

Optimal track of system emission reduction performance:

$$X(t)^F = \{X_0 - \frac{(\beta_d + \lambda\beta_r)\gamma^2}{\theta(\rho+\theta)\eta_m}\}e^{-\theta t} + \frac{(\beta_d + \lambda\beta_r)\gamma^2}{\theta(\rho+\theta)\eta_m}$$

（15）

The optimal value function of system profit is:
$$J_m^F(X,t) = e^{-\rho t}(a_5^F X + b_5^F), J_r^N(X,t) = e^{-\rho t}(a_6^F X + b_6^F),$$

$$a_5^F = \frac{\beta_d + k\beta_r}{\rho+\theta}, b_5^F = \frac{\delta\alpha + (1-\delta)k\alpha}{\rho} + \frac{k\lambda\mu^2}{\rho(1-S)\eta_r} - \frac{S\lambda^2\mu^2}{2\rho(1-S)^2\eta_r} + \frac{(\beta_d + k\beta_r)^2\gamma^2}{2\eta_m\rho(\rho+\theta)^2}$$

$$a_6^F = \frac{\lambda\beta_r}{\rho+\theta}, b_6^F = \frac{\lambda(1-\delta)\alpha}{\rho} + \frac{\lambda^2\mu^2}{2\rho(1-S)\eta_r} + \frac{\lambda\beta_r(\beta_d + k\beta_r)\gamma^2}{\rho\eta_m(\rho+\theta)^2}$$

（16）

Because $S = \frac{2-\lambda}{1+\lambda} > 0, 1-S = \frac{2\lambda-1}{1+\lambda}, 0.5 < \lambda < 2$

（17）

Explanation: formula (17) $0.5 < \lambda < 2$ is the establishment condition of S , that is, the establishment condition of S is that the retailer's marginal revenue of traditional channel should not be less than half of the manufacturer's marginal revenue of direct selling channel, and should not be more than 2 times of the marginal revenue of direct selling channel.

4.4 Comparison of the three models

4.4.1 Comparison of emission reduction efforts

Corollary 1: $0 < E_m^N = E_m^F < E_m^C$, $E_r^C > E_r^N, E_r^F > E_r^N$,

Proof: $E_m^C - E_m^F = \frac{\lambda\beta_r\gamma}{(\rho+\theta)\eta_m} > 0, E_m^F - E_m^N = 0$

$E_r^C - E_r^N = \frac{k\mu}{\eta_r} > 0, E_r^F - E_r^N = \frac{S\lambda\mu}{(1-S)\eta_r} > 0, \frac{d E_r^{F-N}}{dS} = \frac{\lambda\mu}{(1-S)\eta_r} + \frac{S\lambda\mu}{(1-S)^2\eta_r} > 0$

Description:

- under centralized decision-making, manufacturers and retailers have the highest emission reduction efforts.

- After the introduction of cost-sharing contract, the level of retailers' promotional efforts increased, and the rate of improvement of retailers' promotional efforts was positively correlated with manufacturers' cost-sharing ratio.

4.4.2 Comparison of member benefits and member incentive effect before and after the introduction of cost contract

$$V_m^F(X) - V_m^N(X) = \frac{S\lambda\mu^2(2k - \lambda - 2kS)}{2\rho(1-S)^2\eta_r} ,$$

$$V_r^F(X) - V_r^N(X) = \frac{S\lambda^2\mu^2}{2\rho(1-S)\eta_r} > 0 ,$$

$$V_m^{F-N}(X) - V_r^{F-N}(X) = \frac{S\lambda\mu^2}{2\rho(1-S)^2\eta_r}[2k - 2\lambda - (2k-\lambda)S] ,$$

$$V_{sc}^C(X) - V_{sc}^F(X) = \frac{\mu^2}{2\rho\eta_r}\frac{(k^2-k^2S+\lambda^2)}{(1-S)^2} + \frac{\lambda^2\beta_r^2}{2\rho\eta_m(\rho+\theta)^2} > 0$$

Description:

- Regardless of the cost-sharing factor, the contract can increase the retailer's profits. When $S < (2k-\lambda)/2k$, the manufacturer's profit was higher than its profit without cost sharing, which was the manufacturer's participation constraint and also the condition of establishing the cost sharing contract.

- When $(2k-2\lambda)/(2k-\lambda) < S < (2k-\lambda)/2k$, the improvement effect of the contract on the retailer is greater than that of the manufacturer; When $(2k-2\lambda)/(2k-\lambda) < S < (2k-\lambda)/2k$, the improvement effect on the manufacturer is greater than that on the retailer. At this point, the manufacturer should use the cost-sharing contract to encourage the retailer to promote low-carbon.

- Cost sharing contract effect on the improvement of the each member's profits are Influenced by the low carbon publicity cost coefficient of retailers η_r, the proportion of manufacturers to bear the retailer's low carbon advertising costs η_m, the manufacturers and retailers channel marginal revenue k, λ, the demand impact factor μ and discount rate ρ of retailers' promotion effort level. The influence relationship of some parameters will be analyzed in the example

- The optimal profit of supply chain system under centralized decision is better than that without cost sharing and contract coordination. The retailer takes the initiative to participate in the contract, and the manufacturer takes part in the contract on the condition that the profit after the cooperation is better than the profit without cost sharing. As for the distribution of system incremental profit, it depends on the negotiation ability of both sides.

V.   ANALYSIS OF EXAMPLES

The above theoretical analysis draws general conclusions. In order to more specifically demonstrate the impact of cost-sharing contracts on members, specific examples are given below. Assumptions:

$$\eta_m = 5, \eta_r = 4, \rho = 0.9, \gamma = 2, \theta = 1, \beta_r = 3, \beta_d = 2, \mu = 2, \delta = 0.4, \alpha = 5, k = 2, \lambda = 1.5, X_0 = 0$$

5.1 Comparison of improvement effect of cost-sharing coefficient s on member and system profit

Fig.1 System profit comparison of Cost-sharing and centralized decision-making
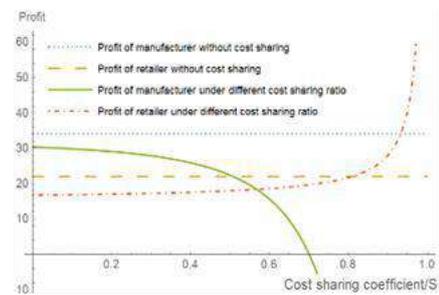
Fig.2 The influence of S to profit of Supply chain member

- Figure 1 shows that the system profit is the largest under centralized decision-making, followed by the cost-sharing system, and the system profit without cost-sharing is the smallest

- Figure 2 shows that the profit of retailers under cost sharing is higher than that without cost sharing, and the profit improvement effect increases with the increase of cost sharing ratio. When $S < (2k-\lambda)/2k = 0.73$, manufacturers' profit under cost sharing is higher than that without cost sharing. When $S > 0.73$, manufacturers' profit drops sharply and is lower than that without cost sharing.

Fig.3 Cost-sharing comparison of Supply chain member（S=0.3）

Fig.4 Cost-sharing comparison of Supply chain member（S=0.6）

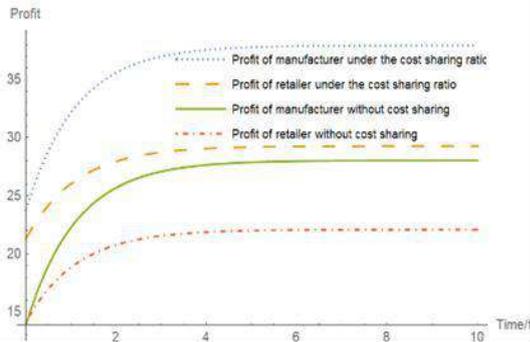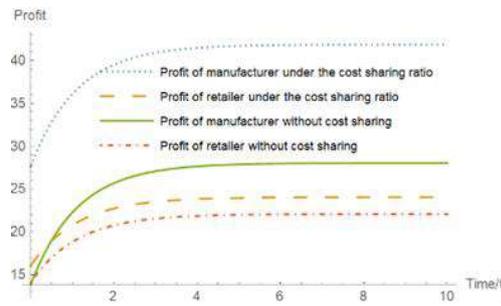Figure 3,4 shows that cost-sharing improved profits for both manufacturers and retailers. However, different cost-sharing ratios have different effects on the improvement of members' profits, which can be proved by the vertical distance between the two members' profits before and after the cost-sharing. As shown in figure 3, $S = 0.3$ is taken to verify that when $(2k - 2\lambda)/(2k - \lambda) = 0.4 < S < 0.73 = (2k - \lambda)/2k$ is used, the cost-sharing contract has a better effect on the improvement of manufacturer's profit than on the improvement of retailer's profit. Fig4 shows that $S = 0.6$ is taken to verify that when $(2k - 2\lambda)/(2k - \lambda) = 0.4 < S < 0.73 = (2k - \lambda)/2k$, cost-sharing contracts improve retailers' profits better than manufacturers'.

5.2 The effect of parameters η_r, β, μ on the improvement effect of cost-sharing contracts
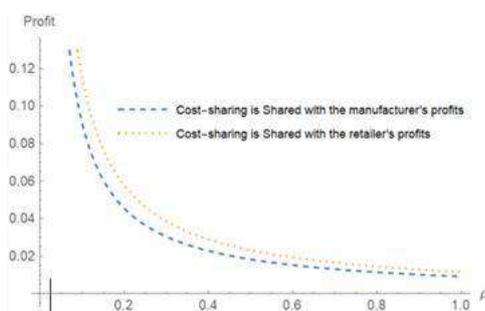

Fig.5 The influence of ρ to improve the effect of cost sharing contract

Fig.6 The influence of μ to improve the effect of cost sharing contract
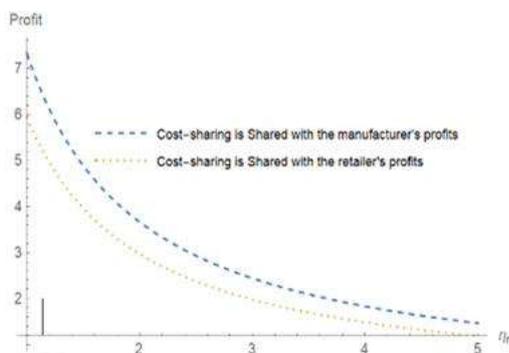

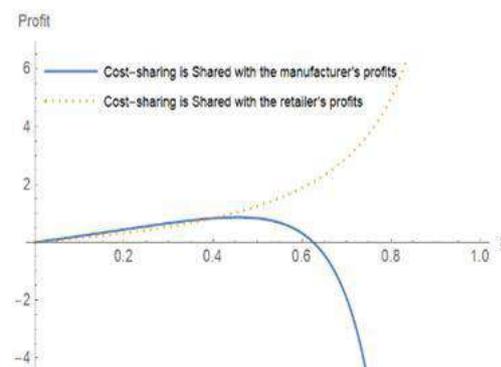Fig.7 The influence of η_r to improve the effect of cost sharing contract

Fig.8 The influence of S to improve the effect of cost sharing contract

● In figure 5-7 $S = 0.3$, the three figures are verified

again: when $S < (2k - 2\lambda)/(2k - \lambda) = 0.4$, the contract has a better effect on the manufacturer's profit improvement;

- Figure 5 shows that the improvement effect of cost-sharing contracts on members' profits is negatively correlated with the discount rate ρ. However, the effect on the profit improvement effect of the two members is synchronous, so the parameters ρ are not sensitive to the signing of the contract between the two parties.

- Figure 6 shows that with the increase of consumers' sensitivity to retailers' low-carbon promotion μ, the cost-sharing contract has a more obvious effect on the improvement of members' profits. The more sensitive consumers are to low-carbon promotion, the greater the difference in profit improvement between the two members, and the greater the incentive for manufacturers to increase subsidies to retailers.

- Figure 7 shows that the improvement effect of cost-sharing contract on members' profits decreases with the increase of retailers' low-carbon publicity cost coefficient η_r. The higher the cost coefficient of retailers' low-carbon publicity efforts, the less obvious the incentive effect of manufacturers. Therefore, manufacturers need to take the issue of low-carbon publicity costs into comprehensive consideration when making decisions.

- Figure 8 shows that: when $S < (2k - 2\lambda)/(2k - \lambda) = 0.4$, the contract has a better effect on the improvement of manufacturer's profit, but a smaller effect on both sides. When $(2k - 2\lambda)/(2k - \lambda) = 0.4 < S < 0.73 = S < (2k - \lambda)/2k$, the contract improves the retailer's profit better;When $S < (2k - 2\lambda)/2k = 0.73$, manufacturers withdraw from the low-carbon publicity cooperation. Therefore, when retailers make decisions, they need to take into account the leading role of manufacturers and the demarcation point of cost-sharing ratio.

VI. CONCLUSION

From the perspective of long-term dynamic joint emission reduction and low-carbon publicity between manufacturers and retailers, this paper constructs three differential game models under the dual-channel sales platform. The following conclusions can be obtained through the solution of the model:

- Retailers' active participation in emission reduction promotion cooperation, $S < (2k - \lambda)/2k$ is a prerequisite for manufacturers to sign cost-sharing contracts.

- When the cost-sharing ratio is small and in a range $S \in (0, (2k - 2\lambda)/(2k - \lambda)]$, the effect of the contract on the improvement of the manufacturer's profit is better than that of the retailer's profit, and the

manufacturer has the incentive to increase the cost subsidy ratio. When the cost-sharing ratio is further increased to the range $S \in [(2k - 2\lambda)/(2k - \lambda), (2k - \lambda)/2k]$, the cost-sharing contract improves the retailer's profit better than the manufacturer's profit, but the manufacturer's profit is still higher than the profit without cost-sharing, so the manufacturer still signs the contract voluntarily. When $S \in [(2k - \lambda)/2k, 1]$, the manufacturer's profit was lower than the profit without cost sharing, so the manufacturer withdrew from the low-carbon publicity cooperation.

- The improvement effect of cost-sharing contract on members' profits is positively correlated with the impact factor of retailers' promotion efforts on demand μ, negatively correlated with the low carbon publicity cost coefficient η_r and discount rate ρ, and η_r, μ are the sensitive parameter signed by both parties.

It emphasized under double sales channels, low carbon cost sharing agreement between supply chain members to improve members of the supply chain profit, the influence of model does not consider the government subsidies, such as carbon trading policy, bidirectional free-riding environmental regulations affect members reduction decision, and the state of this contract fails to reach the centralized decision-making, the further research direction.

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