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Contents

THE PSYCHOMETRIC PROPERTIES FOR THE ARABIC VERSION OF THE QUESTIONNAIRE OF ADOLESCENTS' NEGATIVE ORIENTATION OF SOCIAL

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Abstract

Due to the lack of an Arabic version of the questionnaires concerning the negative orientation of social problem solving, the study mainly aimed to validate an Arabic version of NEGORI; a questionnaire for measuring the negative orientation of social problems among adolescents. The Arabic version of NEGORI was administered to a sample of (49) adolescents whose ages (12, 15, and 18) years old in Palestine. The researchers used the following for validation; for validity, Pearson Correlation Coefficient and Structure Validity were used. For reliability, Cronbach's Alpha, Split Half Method, and KMO and Bartlett's Test were used. The study found that the Arabic version of NEGORI was proper, and all of the psychometric properties (validity and reliability) were high. It was revealed that Pearson Correlation Coefficient was high in all items. Structure Validity showed high values in each factor. Cronbach's alpha for the whole items was (.924), a very high value, and Cronbach's alpha for the whole factors was (.903). Split Half Method revealed (.861) for the first part and (.844) for the second part - (both of the values were high). Spearman-Brown Coefficient was (.951). Guttman Split-Half Coefficient was (.947). Finally, the KMO and Bartlett's Test was (.699) – which is an acceptable value. In conclusion, the psychometric properties for NEGORI were high and suitable.

Keywords: Adolescents, Negative Orientation, Psychometric Properties, Social Problems

1. Introduction

The nature of human beings is inveterately social as a big part of their brain is occupied by the aspects of interpersonal interaction and the understanding of other people (Brothers, 1999). Many studies concentrating on the aspects of the development of social brain and upholding up the indication from social psychology tell that adolescence, the period of corporeal, mental and social alteration between childhood and adulthood, is a significant and critical stage in social development (ibid). Adolescence is a stage of social interaction; including self-consciousness of the increased significance of peer relationships (Steinberg & Morris, 2001; Abu Rezeq & Abu Taha, 2018a). In the field of adolescence research, there is an agreement that the end of childhood is the initial point for adolescence (Ruby & Decety, 2004). However, it is found that there are various points of view about the end of adolescence due to major cultural differences as there is no certain consensus among scholars on determining the adolescence years. There is almost an agreement that it is the period that begins from the age of thirteen and ends at the age of twenty-one, as this period is

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characterized by dynamic changes in terms of physical, emotional and social aspects (Almofadda, 1991). In addition, adolescents are sociable and sensitive to the quality of the relations with their peers (Steinberg & Morris, 2001; Brown et al., 2004; Abu Taha & Abu Rezeq, 2018). At this stage, adolescents begin to re-evaluate their relationships with others, and initiate a move towards changing their interests; they tend to deal with analytical and abstract thinking and become less dependent on adults' explanations for their problems. They actually begin to rely on their own interpretations and methods of dealing with their problems (Al-Muhareb & Al-Na'im, 2003). Adolescence is a period of biological evolution in the brain (Casey, et al., 2008), during which adaptation begins to change in adulthood (Blakemore, et al., 2010), and shifts in their social bonds (Collins & Laursen, 2004). Such important changes might create some challenges and increase depressive symptoms during the specific stage of development (Copeland, et al., 2009).

Al-Muhareb and Al-Naeem (2003) pointed out that adolescence in all parts of the world can be characterized by general characteristics as follows: (1) Adolescents' problems are very similar and connected to the environment around them, (2) adolescents living in urban areas have more problems than their peers in rural areas, (3) boys tend to be less obedient than girls, (4) adolescents' problems increase with age. However, for the healthy development of adolescents, (Zarb, 2014) considered that the successful development in adolescents' life is linked to some factors such as: (a) adolescents' independence from their parents, (b) adolescences' consistency with psychological changes and the physiology that occur to them during that transitional stage, (c) adolescence' developing to the systems of values and identity, (d) adolescences' establishment to effective relationships with their peers, and (e) their preparation for professional life.

Adolescents are part of the society; therefore, they have various problems including social ones that occur during the communications of interpersonal daily life, and thus they need effective solutions in order to deal with them (D'Zurilla, Nezu, & Maydeu-Olivares, 2002; Heppner et al., 2004; Nezu, 2004). These problems could have a disagreement with a person or colleague, or having daily negative discussions with teachers or friends. However, in order to cope with these problems, it depends on a certain number of aspects showing people's beliefs and attitudes towards their ability to find solutions to these problems; an attitude called *problem orientation* (ibid). Accordingly, social problem-solving skills reflect the process by which individuals produce, select, and accomplish solutions to personal problems that occur in their daily life (D'Zurilla, Nezu, & Maydeu-Olivares, 2004; Nezu, 2004). A social problem could be any situation that occurs in life and requires a response in order to have a correct adaptive treatment. However, there may not be an immediate effective response available to individuals facing this situation due to the presence of many obstacles (D'Zurilla et al., 2004). Therefore, social problem solving is the cognitive-emotional behavioral process used by individuals to find solutions to the social problems they encounter in their social environment. Thus, solving social problems is an essential aspect of managing one's emotions and well-being (D'Zurilla et al., 2004; Siu & Shek, 2009, Aburezeq & Kasik, 2021b). In addition, social problem solving is a procedure followed by individuals who seek to discover and apply coping methods to deal with a wide range of troubling problems that arise in daily life (D'Zurilla & Nezu, 2007).

However, the nature of social problem solving is that it has many appropriate solutions and addressing effective solutions that depend mainly on the individual's characteristics as well as certain environmental factors during the problem-solving stage (D'Zurilla & Nezu, 1999). Consequently, the characteristics of social problem should be identified for a better solution as it: (1) is tangible and thus it can be seen by individuals, (2) can develop to include the whole society, (3) is relative; it means that it differs in every society; (4) increases among

a highly dense population, (5) arises from interpersonal relations and have nothing to do with nature; (6) exists as long as people remain on this planet (El-Nabawi, 1997). The ability to successfully deal with social problems is demonstrated through appropriate socialization by family, community, school and media. All of these means can work collaboratively to positively guide individuals' behavior to deal with their everyday problems. Still, appropriate socialization is the primary method for making individuals adapt to others in social contexts as some of the reasons that hinder the progress of the individual are their lack of a sound social problem solution (El-Ghosain, 2008). In addition, children who are isolated from their friends during the early years of primary school and cannot make friends are at risk of developing behavioral problems during childhood and later during adolescence. Therefore, this makes proper handling of social problems very essential from the very early stages of a person's life (Dodge et al., 2003).

The issue of the negative orientation of social problem is always measured by the Social Problem Solving – Revised (SPSI-R) by (D'Zurilla et al., 2002), which is a comprehensive measurement to investigate the orientations and styles towards solving the social problem.

Having reviewed the Palestinian library in particular and the Arabic library concerning the Arabic questionnaires of measuring the negative orientation of the social problem, the researchers did not find any. Therefore, this study translated and validated the Arabic version of the NEGORI (Kasik et al., 2018) to help researchers in the field of psychology, sociology and educational psychology to properly measure the negative orientation of their social problems.

1.1 Questions of the Study

The study addresses these two questions:

1. What is the reliability of the Arabic version of NEGORI?

2. What is the validity of the Arabic version of NEGORI?

1.2 Significance of the Study

There is no Arabic version or instrument for measuring the negative orientation of the social problem. Therefore, the study is offering a reliable Arabic translation for NEGORI. The Arabic version of NEGORI could be used together with the SPSI-R for a better understanding of adolescents' overall orientation towards their social problems.

2. Literature Review of Related Instruments

2.1 The emergence of solving social problems skills

It was found that D'Zurilla & Goldfried had published in 1971 a review of the theory and related research associated with real problem solving, later called *social problem solving*, which is associated with many academic fields such as education, creativity, and experimental psychology, abnormal behavior and industry. The review revealed that behavior-directed psychologists proposed a rigorous problem-solving model consisting of two different components; the first is the general tendency (referred to as *problem orientation*), and the second is *problem-solving skills*. Dealing with the problem orientation is well defined as a metacognitive process that acts as a motivational function; this means that a more positive public attitude leads to a higher probability of dealing with a difficult problem in a social context. This process has been categorized as involving a set of well-established cognitive-emotional schemas that show an individual's general awareness and assessment of problems in daily life as well as their ability to solve them; (i.e. self-efficacy beliefs, challenge assessments, or expectations of positive outcomes) (Nezu et al., 2012).

2.2 The Measurements of Social Problem Solving

In order for people to be able to use the appropriate pattern when they encounter social-problems, they definitely need appropriate measurements. Therefore, after reviewing a number of studies, it was reached a conclusion that (SPSI-R), which was devised by (D'Zurilla et al., 2002), was the most widely used measurement for assessing problem-solving skills among individuals of different ages, especially adolescents (Aburezeq & Kasik, 2021a). Besides, the Negative Problem Solving Orientation Questionnaire (NEGORI), by (Kasik et al., 2018) focused on just one aspect in the SPSI-R; which is the negative orientation, and then Kasik and his colleagues developed the negative orientation items in SPSI-R into a 21-item questionnaire addressing only the negative orientation. The following is a presentation to the SPSI-R, then NEGORI.

2.3 First: Social Problem-Solving Inventory-Revised (SPSI-R)

It is one of the most prominent tools for measuring social problems. This developed scale contains (25) items distributed into two dimensions; the first is the dimensions of orientations towards the problem (i.e. *positive problem orientation* (*PPO)* and the second is *negative problem orientation (NPO)*. The other dimension is the styles for solving the problem which has (i.e. Rational Problem Solving (RPS), Impulsive Problem Solving (IPS), and Avoidant Problem Solving (APS) (D'Zurilla et al., 2002).

The successful application of social problem solving requires both an adaptive approach and basic skills to generate effective and practical solutions for problem-solving (Romano et al., 2019). Problem orientation can be defined as a set of relatively unchanging cognitive-emotional schemas that show the individuals' general attitudes, beliefs, emotional reactions to everyday problems, and the person's ability to successfully manage such problems (Nezu et al., 2012).

2.3.1   Positive Problem Orientation

It includes the elements of constructive problem solving such as self-efficacy, the expectation of positive results, and the appraisal of the problem as a challenge and which they take time and efforts to be resolved (D'Zurilla et al., 2003; D'Zurilla & Maydeu-Olivares, 1995; D'Zurilla et al., 2002; Jaffee & D'Zurilla, 2003). In the PPO, individuals tend to evaluate their problems as challenges. They have an optimistic view telling that problems can be solved. They strongly believe in their self-efficacy to manage problems and have a basic idea that successful coping with problems requires effort and time, taking into account the negative emotions as an essential part of the overall problem-solving process (Nezu, 2004).

In this regard, (Nezu et al., 2012) explained that the PPO must be reinforced through training towards the problem. They added, based on clinical trials, there are some barriers to adopt a positive approach to the problem (i.e. individuals' beliefs that they suffer from poor self-efficacy, individuals' negative thinking, and individuals' negative feelings that can be found in adopting a strong negative attitude towards the problem. In the same vein, Ciarrochi et al. (2009) reported that adolescents with high levels of PPO had high levels of emotion and improved quality of family and school life.

2.3.2   Negative Problem Orientation

It has a group of dysfunctional cognitive-emotional schemas (e.g., low self-efficacy and the anticipation of negative results), and problems are considered as threats (D'Zurilla et al., 2003; D'Zurilla & Maydeu-Olivares, 1995; D'Zurilla et al., 2002; Jaffee & D'Zurilla, 2003). There are some characteristics of how individuals view the problem in a negative way as follows: They perceive problems as threats, and they expect that problems will not be

solved. They have doubts about their ability to successfully solve the problem, they become frustrated when dealing with problems, and they experience negative emotions when dealing with those problems (Nezu et al., 2012).

Addressing the correct orientation to the problem is very important because it affects the individual's motivation and ability to participate in focused attempts to make the problem solvable (Nezu, 2004; Nezu & Perri, 1989). In the same respect, Nezu et al. (2012) showed that no particular tendency (*positive or negative*) can be associated with individuals across all life problems, but it varies based on the changing situations (i.e. a positive attitude can be associated when addressing work problems or achievement problems. However, a negative attitude can be found when dealing with personal problems such as parenting issues.

Ciarrochi et al. (2009) advised adolescents to think positively about any problem they encounter so that they can solve it. Yet, some teenagers also experience an increased negative trend related to bad effect. Khiari and Khiari (2020) added that some individuals postpone the problem instead of finishing it. D'Zurilla and colleagues (D'Zurilla, et al., 2004) emphasized that some adolescents possess strategies that enable them to solve these problems. In response to the adolescents" inability to maintain a positive attitude towards the problem, they may engage in bad actions (i.e. bullying, crime, or even failing in their academic year). Hence, their social problems must be properly identified in order to provide a proper diagnosis of these problems.

2.3.3   *Rationale Problem Solving*

It is a constructive problem-solving method characterized by the rational, deliberate, and systematic application of effective problem-solving skills. The problems are considered as a task that needs to be methodologically resolved (D'Zurilla et al., 2003; D'Zurilla & Maydeu-Olivares, 1995; D'Zurilla et al., 2002; Jaffee & D'Zurilla, 2003). Nezu et al., (2012) showed that RPS is the productive approach to deal with stressful problems because this style uses the appropriate and systematic application of a set of skills as follows:

a. Identifying and clarifying the problem,
b. Clarifying the obstacles that hinder individuals from achieving their goals;
c. Creating alternative strategies and solutions to address and overcome obstacles,
d. Making decisions based on an understanding of the consequences of various alternatives that have been addressed to overcome the problem,
e. Implementing and verifying solutions by following up on pre-established plans.

In this regard, Jonassen (2002) considered that solving social problems is a cognitive activity in daily life and that all people need to learn how to solve their social problems by themselves, and in order to successfully deal with social problems, some strategies and skills should be possessed (Aburezeq, & Abu Taha, 2018b). For this, Elias and Tobias (1996) suggested eight strategies for coping with social problems as follows: (1) noticing the feelings signs, (2) recognizing problems, (3) setting and choosing goals, (4) finding alternative solutions, (5) anticipating potential consequences, (6) selecting the best solution, (7) scheduling difficulties and initiating a final examination of difficulties, (8) noting what happened and using the information for future decision-making.

In this regard, Nezu (et al., 2012) mentioned some advantages obtained by the persons who effectively apply problem-solving strategies as follows:

a. They can recognize a stressful life event as a problem to be solved.
b. They believe that they are able to deal successfully with the problem.
c. They can describe the problem well and set realistic goals to be achieved.
d. They can generate options or alternative solutions to the problem.

e. They have the ability to choose the most effective solution, have the ability to implement the solution effectively.

f. They reasonably monitor and evaluate results.

2.3.4 Impulsive Problem Solving

It is a set of narrow, impulsive, hurried, incomplete, and careless attempts to solve problems (D'Zurilla et al., 2003; D'Zurilla & Maydeu-Olivares, 1995; D'Zurilla et al., 2002; Jaffee & D'Zurilla, 2003). It is an approach followed by some individuals who solve problems while engaging in thoughtless or careless attempts to solve their problems. These attempts can be described as hasty, narrow and partial. It has been found that individuals who adopt this approach to problems typically think only of a few alternative solutions, and they often choose, without thinking, the first idea coming to their mind. Moreover, this type of person often adopts a reckless/apathy approach that allows rapid, inaccurate, and arbitrary alternative decisions and consequences, as well as inappropriate and careless observing to the outcome of the solution (Nezu et al., 2012).

2.3.5 Avoidance Problem Solving

It is a dysfunctional pattern to solve the problem and is characterized by procrastination, passivity, dependency, inaction. The problem solver attempts to shift the responsibility of his/her problem to others (D'Zurilla et al., 2003; D'Zurilla & Maydeu-Olivares, 1995; D'Zurilla et al., 2002; Jaffee & D'Zurilla, 2003).

2.4 Negative problem Orientation (NPO)

Eskin (2013) explained the meaning of possessing a negative orientation as individuals think that the current problem is impossible to be solved, and they think that nothing can be done to solve it. Therefore, the possibility of ineffective problem-solving rises. Nezu et al. (2004) also added that family socialization affects the orientation of problem, especially the negative orientation, which is commonly well-defined by an individuals' mother's negative orientation and her behaviour in problem-solving. Furthermore, it was indicated that the possession of negative orientation during childhood and then later in adolescence may affect the thinking during long-term that is related to (i.e. academic-professional success, the quality of social networks, desperateness, anxiety and despair) (Eskin, 2013).

Thinking positively or negatively towards the problem solving is determined in the orientation phase, (D'Zurilla & Nezu, 2007), and the decisive matter which direction to take is individual's self-efficacy; "one's belief in his/her ability to attain a certain level of achievement and this influences such events that bear an impact on others' lives" (Bandura, 1994, p. 71). In relation to social problems, Frauenknecht and Black (2010) thought that self-efficacy is the individuals' confirmation of their objectives and personal possibilities concerning a social problem. Maydeu-Olivares and D'Zurilla (1996) declared that there are three dimensions of negative orientation and five dimensions of positive orientation. As for the negative orientation, they suggested: Low level of frustration tolerance, negative self-efficacy, and a pessimistic approach to the problem). As for the positive orientation, they proposed: Considering the problem as a challenge; expecting positive outcomes; having positive self-efficacy; having positive thoughts related to the efforts exerted towards the solution and seeking the solution is not avoided. It is evidenced that NPO is followed by IPS or APS than PPO among adolescents. In addition, it is found that NPO is rarely connected to RPS, or PPO. However, NPO is in connection to IPS or APS (Chang & Sanna 2001).

Based on the results of the related research, i.e. cross-sectional, longitudinal, comparative and reviews) in the previous years (2009-2021), the following results concerning SPS-I and negative orientations were revealed: The NPO of social problems is typical among

10 and 11 years old, while PPO decreases. NPO is connected with avoidance. It was reported that some of the boys were observed to have a negative orientation that is combined with a high degree of rationality. NPO does not have a usual negative connection to PPO. However, NPO is followed by few positive outcomes. Therefore, NPO is always not dysfunctional. It is not always that NPO is followed by avoidance (Aburezeq & Kasisk, 2021a, Aburezeq & Kasisk 2021b; Aburezeq & Kasisk 2021c, Nguyen, Tran, & Nguyen 2020; Kasik et al., 2016; Kasik & Guti, 2015).

2.5 Reviewing some related measurements of social problem solving

Among the measurements, it is found that questionnaires are suitable measures to comprehensively set an overview concerning social problem-solving. Accordingly, one section of the questionnaire focuses on measuring a complete process of problem-solving (i.e. orientation), while the other part focuses to measure sub-process (i.e. avoidance or impulsive styles) (D'Zurilla & Maydeu-Olivares; 1995; D'Zurilla et al., 2004).

The following is a review for some related measurements, which are internationally recognized by the community of researchers.

First: Social Problem-Solving Inventory–Revised (SPSI–R, D'Zurilla et al., 2002)

In SPSI–R, negative orientation items are expressed by emotional thoughts, while positive orientation primarily is expressed by a cognitive/beliefs approach for solving social problems. Negative orientation is formed by feelings and thoughts (i.e. fears, uncertainty, and idleness) that are related to the problem and the process of decision-making.

Second: Social Problem-Solving Inventory for Adolescents (SPSI–A, Frauenknecht & Black, 2010)

In SPSI–A, problem orientation is presented by three sub factors: Cognition, emotions and behaviour). The items that bear negative contents express a feeling of distress during the overall phases of the process of solving problems.

Third: The Negative Problem Orientation Questionnaire (NPOQ)

NPOQ was originally issued in French: Gosselin, Ladouceur & Pelletier (2005); and was validated in English version by: Robichaud & Dugas, 2005). It is one of the most prominent questionnaires which measures negative problem orientation using elements of negative orientation such as (detected threat, lack of self-efficacy, negative consequences).

Recently, Gál et al. (2021) used NEGORI in her study entitled "Social Problem-Solving, Life Satisfaction and Well-Being among High School and University Students" which was published in the International Journal of School & Educational.

3. Methodology
In this section, the researchers reviewed the English version of NEGORI, its reliability, the socio-demographic factors of the participants.

3.1 The original instrument: The original development and psychometric properties of NEGORI (Kasik et al., 2018) – appendix (1).

The instrument was developed in two data collections during the development of the questionnaire; one in 2016 and the other in 2017 ($N_{2016}=952$, $N_{2017}=835$) among 12-, 15- and 18-year-olds. The final version was composed of (21) items which are distributed under five factors; fending off the problem, negative consequences, negative self-efficacy, positive consequences, Habit/pattern, and waiting. They are detailed as follows:

(1) *Fending off the problem*: It includes (4) items as follows: item no. 4: *I did not cause the problem*. Item no. 8: *it is usually not my fault*. Item no. 11: *The other person has caused the problem*. Item no. 16: *I am not the cause of the problem*.

(2) *Negative consequences*: It includes (4) items) as follows: item no. 6: *I am afraid that my attempt might go wrong*. Item no. 9: *I am afraid that it might end badly*. Item no. 15: *if it cannot be solved, it will become worse for me*. Item no. 19: *I am afraid that something bad might come out of it*.

(3) *Negative self-efficacy*: It includes (4) items as follows: Item no. 1: *I am sure I cannot solve the problem*. Item 3: *I am awkward, so I cannot solve the problem*. Item no. 5: *I do not trust that I can solve the problem*. Item no. 18: *I am unable to solve my problems*.

(4) *Positive consequences*: It includes (3) items as follows: Item no. 2: n*ot solving them keeps me calm*. Item no. 10: *This way I avoid becoming agitated*. Item no. 17: *this way I will not become sad*.

(5) *Habit, pattern*: It includes (3) items as follows: item no. 12: *My friends usually do not solve theirs either*. Item no. 14: *This is how we react to such a situation at home*. Item no. 20: *My teachers do not deal with problems either*.

(6) *Waiting*: It includes (3) items as follows: item no. 7: *I am waiting for our problem to solve by itself*. Item no. 13: *it solves itself anyway*. Item no. 21: *It will get solved somehow*.

The questionnaire has five responses to each of the items as follows:

(0) = Absolutely not true about me
(1) = A little true about me
(2) = Somewhat true about me
(3) = True about me
(4) = Absolutely true about me

3.2 The following is the psychometric properties of the original questionnaire of NEGORI

Table 1.

The high reliability of the original questionnaire

Factor/NEGORI	Number of items	Cronbach-α			
		Whole sample	12-year-olds	15-year-olds	18-year-olds
Fending off the problem	4	.85	.80	.84	.89
Negative consequences	4	.86	.84	.88	.85
Negative self-efficacy	4	.84	.87	.85	.78
Positive consequences	3	.68	.69	.70	.71
Habit, pattern	3	.69	.66	.69	.70
Waiting	3	.77	.71	.79	.78
NEGORI	*21*	*.78*	*.88*	*.90*	*.88*
KMO		.90	.88	.89	.87
Bartlett	6	7026.8	2015.28	2615.01	2683.53
df		210	210	210	210
p		.00	.00	.00	.00
Variance (%)		57.66	68.11	70.84	65.22

Adopted from (Kasik, et al., 2018)

The table of psychometric properties showed that the whole reliability of NEGORI is (.78) which is a high value. In addition, the KMO was (.90) – a very high value. These values made it very reliable to be used.

3.3 The Psychometric Properties of NEGORI

For the psychometric properties of the new study, we used (Translation and Back Translation of the questionnaire, participants' distribution based on their social variables, validity by Pearson Correlation Coefficient and Structure Validity, reliability by Cronbach's Alpha, Split Half Method, and KMO and Bartlett's Test) are used (Assaf & Aburezeq, 2018).

3.4 Translation and Back Translation of NEGORI

The items of the questionnaire were originally collected and written in the Hungarian language, and then they were translated into English. In this research, the questionnaire items were translated from English into Arabic by two specialist translators in order to be distributed to Arab students – Palestinians. Then, back translation was conducted by a third translator to make sure of the matching of translation between the Arabic version of the questionnaire and the English one.

3.5 Participants

Forty-nine adolescent students were drawn from the schools of KhanYounis City in Palestine. Their ages ranged from 12, 15 and 18. They were requested to respond to the online questionnaire, which was sent to them by Google Forms by the cooperation of their class teachers and their school counsellors. Gender, age, family composition, father's education, and mother's education as socio-demographic variables were also used. The following tables illustrate the distribution of the participants:

Table 2.
Participants' Gender

Gender	No.	Percent
Male	24	48.0
Female	25	50.0
Total	49	98.0

As the above table shows, there are 24 males and 25 females. This indicates a good distribution for both genders as they are nearly equal.

Table 3.
Participant's Age

Age	No.	Percent
12 years old	14	28.0
15 years old	23	46.0
18 years old	12	24.0
Total	49	98.0

The above table shows there is a good distribution to the participants' age; 14 participants are 12 years old, 23 participants are 15 years old, and 12 participants are 18 years old.

Table 4.

Participants' Family Composition

Family composition	No.	Percent
Mother, father, and one child.	3	6.0
Mother, father, and more than one child.	45	90.0
Grandparents and grandsons only.	1	2.0
Total	49	98.0

As the above table shows, the majority of respondents report that their family is composed of (mother, father and more than one child). It can be said that this is the nature of the composition of the Palestinian families. However, just one adolescent lives with his grandparents, while three live with a family that has a mother, a father and one child.

Table 5.

Participants' Father Education

Father's education	Frequency	Percent
Elementary school	3	6.0
Preparatory school	19	38.0
Secondary School	20	40.0
University degree	6	12.0
Postgraduate degree	1	2.0
Total	49	98.0

The table shows that (40%) of the respondent have fathers whose education is secondary school. (38%) of the respondents' father' education is a preparatory school. Just (2%) adolescents report that their father has a level of postgraduate degree; against (12%) of them report that their father has a university degree.

Table 6.

Participants' Mother Education

Mother's education	Frequency	Percent
Elementary School	3	6.0
Preparatory School	12	24.0
Secondary School	28	56.0
University degree	6	12.0
Postgraduate degree	0	0
Total	49	98.0

The table reports that (56%) of the respondents' mothers' education is secondary school. (24%) of the mothers has preparatory school. No adolescents report that their mother has a level of postgraduate; while (12%) has university degree; against (6%) mothers have elementary school.

4. Results of the Study

To answer the first question "*What is the validity of the Arabic version of NEGORI?*", Pearson Correlation Coefficient and Structure Validity were used as follows:

4.1 First: Validity of Internal consistency

Table 7.

Pearson Correlation Coefficient for each item of the Arabic version of NEGORI with its factor/group

No.	Factors of NEGORI	Items	Correlation	Sig
1.	Fending off the problem	NEGORI item 4	.768**	0.01
2.		NEGORI item 8	.709**	0.01
3.		NEGORI item 11	.788**	0.01
4.		NEGORI item 16	.777**	0.01
5.	Negative Consequences	NEGORI item 6	.720**	0.01
6.		NEGORI item 9	.805**	0.01
7.		NEGORI item 15	.740**	0.01
8.		NEGORI item 19	.825**	0.01
9.	Negative Self-Efficacy	NEGORI item 1	.527**	0.01
10.		NEGORI item 3	.744**	0.01
11.		NEGORI item 5	.754**	0.01
12.		NEGORI item 18	.651*	0.05
13.	Positive consequences	NEGORI item 2	.706**	0.01
14.		NEGORI item 10	.764**	0.01
15.		NEGORI item 17	.791**	0.01
16.	Habit, pattern	NEGORI item 12	.795**	0.01
17.		NEGORI item 14	.777**	0.01
18.		NEGORI item 20	.869**	0.01
19.	Waiting	NEGORI item 7	.741**	0.01
20.		NEGORI item 13	.861**	0.01
21.		NEGORI item 21	.792**	0.01

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table (7) shows that all of the items of NEGORI are correlated to the factors/groups that they affiliated to. This means that the Arabic version of NEGORI had a very strong internal insistency.

4.2 Second: Structure Validity

Table 8.

Pearson Correlation Coefficient for each factor/group of Arabic version of NEGORI with the whole items

Factor	Correlation	Sig
Fending off the problem	.887**	0.01
Negative Consequences	.870**	0.01
Negative Self-Efficacy	.846**	0.01
Positive consequences	.808**	0.01
Habit, pattern	.773**	0.01
Waiting	.785**	0.01

Table (8) shows that all of the factors/groups of the Arabic version of NEGORI reveal high correlation coefficient – all of them are correlated.

The Answer to the Second Question

To answer the second question "*What is the reliability of the Arabic version of NEGORI*?" Cronbach's Alpha, Split Half Method, and KMO and Bartlett's Test were used as follows:

Table 9.

Cronbach's Alpha for the whole items Arabic version of NEGORI

Reliability Statistics	
Cronbach's Alpha	N of Items
.924	21

The table shows that the overall reliability of the items of the Arabic version of NEGORI is (.924), which means very high reliability.

Table 10.

Cronbach's Alpha for the whole factors/groups of Arabic version of NEGORI

Reliability Statistics	
Cronbach's Alpha	N of Items
.903	6

The table shows that the six domains of the Arabic version of NEGORI are very high as the overall reliability of the domain report (.903).

Table 11.

Cronbach's Alpha for the whole factors/groups of the Arabic version of NEGORI – if item deleted

Item-Total Statistics	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Correct Item-Total Correlation	Cronbach's Alpha if Item Deleted
Fending off	25.5918	151.122	.812	.876
Negative Consequences	25.4286	148.875	.779	.884
Negative Self Efficacy	25.5918	171.622	.776	.881
Positive Consequences	27.6122	183.492	.738	.889
Pattern/Habit	27.3469	182.523	.685	.894
Waiting	27.5102	183.213	.705	.892

The table above displays that the Cronbach's alpha for each factor of the Arabic version of NEGORI is high - we can say that the factors are reliable.

Table 12.

Cronbach's Alpha for each item of NEGORI

Item-Total Statistics	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
NEGORIQ1	29.98	225.312	.454	.923
NEGORIQ2	30.29	223.292	.536	.922
NEGORIQ3	30.20	220.082	.638	.920
NEGORIQ4	30.31	219.967	.481	.923
NEGORIQ5	30.33	216.224	.627	.920
NEGORIQ6	30.37	214.904	.700	.918
NEGORIQ7	30.53	216.588	.649	.919
NEGORIQ8	30.33	214.183	.709	.918
NEGORIQ9	30.31	211.717	.707	.918
NEGORIQ10	30.55	217.211	.680	.919
NEGORIQ11	30.24	214.564	.711	.918
NEGORIQ12	30.31	221.759	.589	.921
NEGORIQ13	30.43	221.750	.523	.922
NEGORIQ14	30.29	221.208	.492	.923
NEGORIQ15	29.94	218.600	.507	.923
NEGORIQ16	30.16	215.473	.626	.920
NEGORIQ17	30.41	221.080	.481	.923
NEGORIQ18	30.53	227.254	.345	.925
NEGORIQ19	30.27	215.532	.594	.921
NEGORIQ20	30.39	216.617	.671	.919
NEGORIQ21	30.18	222.320	.562	.921

This is a very important table as it showed that nearly all of the items of the Arabic version of NEGORI (if deleted) will be above (0.90), which is a very high value.

Table 13.

The Reliability Statistics by Split Half Method for the Arabic version of NEGORI

Reliability Statistics			
Cronbach's Alpha	Part 1	Value	.861
		N of Items	11[a]
	Part 2	Value	.844
		N of Items	10[b]
	Total N of Items		21
Correlation Between Forms			.906
Spearman-Brown Coefficient	Equal Length		.951
	Unequal Length		.951
Guttman Split-Half Coefficient			.947

a. The items are: NEGORIQ1, NEGORIQ3, NEGORIQ5, NEGORIQ7, NEGORIQ9, NEGORIQ11, NEGORIQ13, NEGORIQ15, NEGORIQ17, NEGORIQ19, NEGORIQ21.

b. The items are: NEGORIQ21, NEGORIQ2, NEGORIQ4, NEGORIQ6, NEGORIQ8, NEGORIQ10, NEGORIQ12, NEGORIQ14, NEGORIQ16, NEGORIQ18, NEGORIQ20.

The split-half method demonstrates that the first part of the Arabic version of NEGORI gets a value of (.861), while the second part gets a value of (.844), which means a high validity. Spearman-Brown Coefficient is (.951), while Guttman Split-Half Coefficient is (.947) – very high values.

Table 14.

The KMO and Bartlett's Test for the Arabic version of NEGORI

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.699
Bartlett's Test of Sphericity	Approx. Chi-Square	684.877
	df	210
	Sig.	.000

The table shows that the KMO result is (.699), which is relatively good result. It is known that above .6 in KMO is acceptable.

5. Discussion

The initial English version of NEGORI was first composed of 40 statements. However, after the process of arbitration and psychometric properties, just 21 items/statements had reliability indexes in all three age groups (12-, 15- and 18-year-olds). NEGORI presents the NPO factor of SPSI–R in a wide range. NEGORI presented six factors. First, fending off the problem (i.e. *'it's not my fault, therefore I do not have to do anything'*), which is considered a part of negative responsibility, and the lack of good interpretation of the problematic circumstances. Second, Negative consequences (i.e. *'I am afraid that my attempt might go wrong'*), which is a way of fearing to solve the problem lest the occurrence of bad consequences. Third, negative self-efficacy (i.e. *'I am sure I cannot solve the problem'*), which contains statements that express little belief in the solution as believed that the solution is something pointless. In this factor, there is little assessment for the consequences. Fourth, positive consequences (i.e. *'not solving them keeps me calm'*) is viewed as something positive due to the absence of dealing with the problem. Fifth, Habit/pattern (i.e. *'my friends usually do not solve theirs either'*) which is problem-solving style based on patterns – an imitation of a model person as a friend or a teacher. Sixth, waiting (i.e. *'I am waiting for our problem to solve itself'*); a kind of adjournment/deferment for the solving of the problem. It is worth mentioning that the Negative orientation factor of SPSI–R has a positive connection with all NEGORI factors at almost all ages (e.g. Robichaud & Dugas, 2005).

6. Conclusion

The study mainly aimed to validate an Arabic version of NEGORI, a questionnaire for measuring the NPO for social problems among adolescents. This study/validation came as a response to the paucity of Arabic questionnaires on NPO – the researchers did not find an Arabic version for NPO.

The Arabic version of NEGORI was administered to a sample of (49) adolescents whose ages (12, 15, and 18) years old from Khanyounis Governorate in the Gaza Strip in Palestine. The age of the group, which is varied at the beginning of the adolescence age (12) years old, the middle of adolescence stage (15) years old, and the end of the adolescence age (18) years old, made the study properly addressing the Arabic version of NEGORI for adolescents. The other factors that made the Arabic version of NEGORI proper to be implemented were that all of the psychometric properties (validity and reliability) were high; Pearson Correlation Coefficient was high in all of the items, Structure Validity showed high

values in each factor. Cronbach's alpha for the whole items was (.924), a very high value. Cronbach's alpha for the whole groups was (.903). Split Half Method revealed (.861) for the first part and (.844) for the second part (both of the two values were high). Spearman-Brown Coefficient was (.951), a high value. Guttman Split-Half Coefficient was (.947). Finally, the KMO and Bartlett's Test was (.699) – a good value.

To sum up, the Arabic version of NEGORI was reported to be very valid to be used, after checking the proper psychometric properties, in the field of social problem solving, especially, the NPO among adolescents.

7. Suggestions for Future Studies

The researchers recommend that Arab researchers should use the Arabic version of NEGORI to examine the NPO among different groups. The researchers evenly recommend the Arab Researchers conduct studies using the Arabic version of NEGORI together with another instrument such as interviews to deeply study the reasons of the NPO among adolescents. Besides, the researchers recommended the necessity for conducting studies in a wider range in Palestine using the Arabic version of NEGORI, so that their orientation towards the problem could be revealed. Then, it could be addressed by proper coping strategies.

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Appendix (1)

The English Version of NEGORI (Kasik et al., 2018)

	I do not solve my peer related problems because…	0	1	2	3	4
1.	I am sure I cannot solve the problem.	0	1	2	3	4
2.	not solving them keeps me calm.	0	1	2	3	4
3.	I am awkward, so I cannot solve the problem.	0	1	2	3	4
4.	I did not cause the problem.	0	1	2	3	4
5.	I do not trust that I can solve the problem.	0	1	2	3	4
6.	I am afraid that my attempt might go wrong.	0	1	2	3	4
7.	I am waiting for our problem to solve itself.	0	1	2	3	4
8.	it is usually not my fault.	0	1	2	3	4
9.	I am afraid that it might end badly.	0	1	2	3	4
10.	this way I avoid becoming agitated.	0	1	2	3	4
11.	the other person has caused the problem.	0	1	2	3	4
12.	my friends usually do not solve theirs either.	0	1	2	3	4
13.	it solves itself anyway.	0	1	2	3	4
14.	this is how we react to such a situation at home.	0	1	2	3	4
15.	if it cannot be solved, it will become worse for me.	0	1	2	3	4
16.	I am not the cause of the problem.	0	1	2	3	4
17.	this way I will not become sad.	0	1	2	3	4
18.	I am unable to solve my problems.	0	1	2	3	4
19.	I am afraid that something bad might come out of it.	0	1	2	3	4
20.	my teachers do not deal with problems either.	0	1	2	3	4
21.	it will get solved somehow.	0	1	2	3	4

	لا أستطيع حل المشكلات المرتبطة بالأقران	0	1	2	3	4
1.	لأني لست متأكداً بأني قادر على حلها.	0	1	2	3	4
2.	لأن عدم حلها يجعلني هادئاً.	0	1	2	3	4
3.	لأني أشعر بالحرج، وبالتالي لا أستطيع حلها.	0	1	2	3	4
4.	لأني لم اتسبب في تلك المشكلات.	0	1	2	3	4
5.	لأني لست واثقاً بأني قادر على حلها.	0	1	2	3	4
6.	لأني خائفاً بأن تفشل المساعي التي أقوم بها لحلها.	0	1	2	3	4
7.	لأني أنتظر من المشكلات أن تحل نفسها بنفسها.	0	1	2	3	4
8.	لأنها لست خطأئي.	0	1	2	3	4
9.	لأني أتخوف أن تنتهي بشكل سيء.	0	1	2	3	4
10.	لأنه بهذه الطريقة اتجنب أن أكون منفعل.	0	1	2	3	4
11.	لأن الشخص الآخر هو من تسبب في المشكلة.	0	1	2	3	4
12.	لأن أصدقائي لا يستطيعون حل مشاكلهم أيضاً.	0	1	2	3	4
13.	لأنها تحل نفسها بنفسها على أية حال.	0	1	2	3	4
14.	لأننا نتعامل بهذه الطريقة في البيت.	0	1	2	3	4
15.	لأنه لو لم يتم حلها، ستصبح أسوأ بالنسبة لي.	0	1	2	3	4
16.	لأني لست المسبب للمشكلات.	0	1	2	3	4
17.	لأنه بهذه الطريقة لن أكون حزيناً.	0	1	2	3	4
18.	لأنني غير قادر على حل مشكلاتي.	0	1	2	3	4
19.	لأني أخاف أن يُنتج شيئاً سيئاً منها.	0	1	2	3	4
20.	لأن معلميني لا يتعاملون مع المشكلات أيضاً.	0	1	2	3	4
21.	لأنه سوف يتم حلها بطريقة ما.	0	1	2	3	4

APPLICATION OF POLITENESS PRINCIPLES IN THE STUDY OF ALIYU KAMAL'S LIFE AFRESH

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Abstract

This paper examines aspects of politeness principles in the novel titled *Life Afresh* written by northern Nigerian novelist, Aliyu Kamal. Behind series of utterances said or any expression uttered lies a motive or force that depicts the extent to which the participants involved in the talk exchange revere or defame one another. The reverence or otherwise may be about an object or a person being talked about that can either be in presence or absentia. Therefore, this paper attempts to explicate utterances among or between characters of this novel based on the application of politeness principles. These principles applied have different concepts like face saving acts, face threatening acts, deixis, and Leech's politeness maxims (1983) that all form the target analysis of the novel. Qualitative approach with pragmatic content analysis has been the guiding tool in the identification of the utterances analysed from the novel. The dissection has revealed that the novelist employs some instances of expressions extractable from the novel to show levels of interaction that connect the characters in the novel. This can be extended to incorporate social contact existing in the novelist's environment. It has also been found that language as an instrument can serve as a way to cultivate harmony, love, friendship, empathy, and even apathy and their like among interlocutors.

Keywords: politeness principles, revere, defame, face saving acts, face threatening acts.

1. Introduction

This work investigates Aliyu Kamal's *Life Afresh* with the aim of bringing forth or to light the pragmatic entrails of the novel. The study therefore acknowledges politeness principles as the basic theoretical tool serving as guide in the explication of the novel. Interpretation of the utterances culled from the novel in relation to the theory selected for the study turns out significantly convenient. This is not unconnected with the fact that pragmatic research paradigm is and seems to remain multifaceted accommodating many aspects of language and meaning. Its multifariousness makes it cover deep scrutiny pertaining language use and the emotional effects such use of language evolves. Principles of politeness are deeply studied in pragmatics. Pragmatics has received different definitions but which show only subtlety in the target concept. Leech and Short (1981, p. 290) define pragmatics as "the investigation into that aspect of meaning which is derived not from the formal properties of words, but from the way in which the utterances are used and how they relate to the context in

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which they are uttered." This gives us the idea that the wordy constituent of an utterance is not the concern of pragmatics in terms of meaning digging. The chief concern is the intended meaning the speaker wants to communicate, whether actually said by the words or implied. Lawan (2018, p. 31) opines that "pragmatics deals with the specific meaning of actual utterances of language use, that is, with the meaning conveyed by a linguistic expression in a particular context of speech." Lawan's view on pragmatics is not much different from that of Leech and Short (1981). It is fathomable here that summation of different linguistic and even paralinguistic entities of language use forms central aspects of pragmatics. To Allot (2010, p. 158), pragmatics is "primarily concerned with what is communicated or what is meant overall, rather than what sentences mean, hence the focus on the proposition expressed by the speaker on a particular occasion." The thrust of Allot's definition is the meaning carried by the proposition expressed in an utterance. As a result, even if utterance carries words that have no parity between the function and the form, the intended message of the utterance will prevail whether similar to or different from the form and/or function. Therefore, even language use in irony and the like, though sounds conventional, implies the meaning intended not possibly derived from the words that make up the sentence.

Concerning the theoretical aspects pragmatics can cover, Cruse (2006, p.136) reports that "…..there is a fair measure of agreement that the following belong to pragmatics: politeness phenomena, reference and deixis, implicatures, and speech acts." As a result, the main concern or purpose of this paper study is politeness phenomena, where deixis, as a linguistic entity that helps in showing politeness or otherwise forms part of the analysis. The inclusion of deixis in the analysis as identified from the novel helps denote the converging relevance and interconnection of language and politeness as expressed via the use of language. Politeness principles are shouldered with the task of discerning the extent to which face is saved, threatened and whether the maxims of politeness as proposed by Leech are followed or not in the analysis.

However, Fraser (1990, p. 220) states that "a positive evaluation (politeness) arises when action is in congruence with the norm, a negative evaluation (impoliteness=rudeness) when action is to the contrary." This means politeness is culture bound. What is polite in culture A may be impolite in culture B. Fraser's view is in line with Lakoff's (1973) quoted in Culpeper (1994, p. 350) asserting that "politeness can be defined as a means of minimizing confrontation in discourse." Culpeper (1994, p. 350) then adds "impoliteness is the use of strategies that are designed to have the opposite effect—that of social disruption." Utterances made in literary works turn out with either positive or negative effect on the speaker, hearer, or the person spoken about (whether present at the speech event or not). What are inclusively implied in this definition are face-threatening and face-saving acts or strategies that motivate or demotivate effective communication. Mey (2001) argues that in English people tend to use indirect commands and requests because they are often seen gentler and more polite than the direct ones. It is the reason some speakers start their requests saying Will you…? Would you……? Can you…..? Mey informs us of the synergy existing between forms of utterances and how polite or impolite such utterances appear as a result of the form. This is also undoubtedly an aspect in speech act theory. That is to say the directness or otherwise of an utterance is tied to the level of its politeness or impoliteness. In Nigerian cultures, deictic expressions sometimes appear as an instance of politeness. Wives don't usually mention their husbands' names, children, too, don't quite often mention their fathers' names, etc. In the novel studied, which depicts northern Nigerian culture build-up, elements of deictic expressions with the intention of showing respect or politeness are pinpointed and explained.

Another central aspect to the politeness theory is face, which Deep (2013, p. 7) defines as "the socially acted projection of one's self-esteem." Being the façade in human beings and usually the indicative of the both internal and external emotions, face then theoretically

appears to be a term used to denote the affiliations human beings have in acts, whether ostensive or expressive. Politeness principles are interconnected with different pragmatic theories, as Wu (2019, p. 974) opines that "speakers often violate the principle of cooperation out of politeness. It is out of consideration of politeness that people choose different pragmatic strategies to obey or violate CP." This states that whether obeyed or violated, the CP contributes in implying and inferring politely or impolitely the message between the interlocutors in the talk exchange. It is also extractable from this that politeness leads to the exhibition of utterances where the ideology or subtext behind the production of such utterance becomes manifest. In a situation where English serves a second language function and there are literary writers in that speech community, in terms of politeness portrayal, the works of the literary writers may depict linguistic elements of pragma-linguistic transfer. Kasper (1992, p. 209) underscores that "pragma-linguistic transfer shall designate the process whereby the illocutionary force or politeness value assigned to particular linguistic material in L1 influences learners' perceptions and production of form-function mappings in L2." This states the linguistic transition taking place pragmatically between L1 and L2 and to which elements of speech act theory (illocutionary force) and politeness theory (politeness value, (which is concern of this study)) are the basic elements that usually come to surface in the course of utterance production, spoken or written.

2. Literature Review

Bhandare (2015) studies six plays, three of Girish Karnad and three of Mahesh Elkunchwar, applying speech act theory, politeness principles and Grice's maxims. The study presents the suitability of the application of pragmatic theories in the study of literary works. Superb use of English language by the playwrights, accentuated with flavours of Indian cultures projects their linguistic background and the flow of their L1 into their L2. Bhandare (2015) pragmatically dissects the plays linking them with English and Indian cultures. Maharani (2017) applies Leech's maxims of politeness in the study of the main character in *Secret Forgiven.* His findings reveal explicit employment of the maxims relative to the character's role and in the character's interaction with the other characters. The findings further propel the 'culture-boundness' of politeness and that it entails power and solidarity. Isaac (2015) conducts a pragmatic survey of Nigerian expression of politeness in actual speech situations. The results of the survey show that Nigerian ways of expressing politeness are in tandem with politeness strategies as generally postulated by scholars in the field of pragmatics.

3. Politeness Principles

Various techniques are employed in conversation, whether spoken or written. These techniques or strategies that purposefully tend to minimize damage and maximize esteem are studied in the theory of politeness principle as postulated by Goffman and developed by Penelope and Levinson. These linguists and researchers came up with different concepts that made a part in politeness theory. The basic concepts of politeness theory are face, (positive/negative), face threatening act, face saving act, politeness maxims, etc. These concepts have been identified and explicated in this paper. Cruse (2006, p. 131) reports that "politeness is a matter of minimizing the negative effects of what one says on the feelings of others and maximizing the positive effects (known as negative politeness and positive politeness respectively). Politeness can also be either speaker oriented or hearer oriented." Politeness is inherent in many cultures around the world and usually studied in pragmatic investigations. Concepts of negative and positive face are core to the politeness principles. While the positive does away with social disruption, the negative strengthens it. Goffman is the linguist to whom politeness theory is first likened, followed by investigation and modifications of the sociolinguists Penelope Brown and Stephen Levinson, who used

Goffman's face theory as a foundation for explaining human interactions that revolve around being polite (Redmond, 2015).

Pragmatic use of language conveys several cultural and linguistic implications. The motive behind the use of indirect speech act, for example, is politeness (Leech, 1983). Being polite means guarding and maintaining someone's self-image or esteem without doing anything that will make the person lose their face. The way politeness is managed in Nigeria or northern Nigeria, where the novel being studied in this research is set, is different from the way politeness is managed or maintained, say, in United States of America or even southern part of the country. Redmond (2015, p. 4) opines that "politeness theory has been criticized for not really being as universally applicable as claimed because of limited validity in non-western cultures." This stresses the opinion that since different societies have different languages and cultures or even religions that determine their ways of life, politeness should be developed within the culture, not outside the culture.

In pragmatic scrutiny, politeness and its other related elements are investigated despite the difference of cultures and languages of the theory developers and that of the other parts of the world. *Life Afresh* is a Nigerian novel written in English, a language not originally Nigerian, but through which Nigerian cultures are superbly presented in recurring manner both in words and actions. For the purpose of this study, politeness maxims as proposed by Leech (1983) form part of the analysis of this research work.

3.1 Politeness Maxims

Leech (1983) proposed six maxims of politeness based on cost-benefit scale. The maxims measure polite flow of communication and study the implication of where politeness or otherwise is minimized or maximized. Leech is always recognized among the leading contributors in this field. For the purpose of this research, the maxims proposed by Leech which have been explored in the study, are explained below:

3.1.1 Tact Maxim

As the name suggests, tact maxim identifies the speaker as being tactful and polite in his/her address of the listener or hearer. The listener gets the speaker meaning as an attempt to show respect and carries no harsh impositions. Tact maxim minimizes cost to other and maximizes benefit to other.

3.1.2 Generosity Maxim

Speakers tend to be generous by trying to maximize benefit to other and minimize it to self. It denotes act of the speaker in raising other above self. This entails showing of deference between interlocutors in order to maintain the image of others, sometimes by an act of self-imposition (negative face). This may involve some sort of negative face from the side of the generosity giver.

3.1.3 Approbation Maxim

This maxim states elements of politeness by means of praise and compliment, whether the person is present or absent at the setting of the praise. The dispraise of the person is minimized and his/her praise is maximized. This maxim of politeness is available in literary works where characters are conscious of status and appreciate any act of humanity they receive. Sometimes, the praise may come in appreciation of looks (eg. beauty) or some natural endowment (eg. talent).

3.1.4 Modesty Maxim

In this maxim of politeness, an interlocutor tries to moderate praise showered to them. A person minimizes praise of self and maximizes dispraise of self. An interlocutor tends to be intermediate in accepting dispraise or rejecting praise. As a result, it involves act of negative face and self-deprecation.

3.1.5 Agreement Maxim

It is expected in this maxim that the listener agrees with the speaker's proposition. It minimizes disagreement and maximizes agreement between the interlocutors. In conversational interaction between characters in literary work expressions that indicate absolute commitment and support to the propositions said occur and seem to provide connection and cancellation of attitudes like arrogance, anathema, etc. in the interaction.

3.1.6 Sympathy Maxim

By way of utterance, this maxim decreases malevolence and increases mutuality and empathy. Sympathy maxim minimizes antipathy and maximizes sympathy between or among interlocutors. It creates sense of humane approach or say, generosity by being concern with the interlocutor's situation. This is realized from the wordings of the interlocutors and the ostensive acts that show such emotional feelings.

4. Notion of Face

According to Bhandare (2015, p. 70) "it is necessary for the speakers to cooperate with conversational partners in maintaining their public image or 'face' as it is referred to in pragmatics." In conversation or dialogue, interlocutors tend to save their dignity, reputation and integrity, and not inflict or disfigure a conversational partner's image. The concept of face is central in the politeness principles. Brown and Levinson (2010, p. 61) define face as "something that is emotionally invested, and that can be lost, maintained or enhanced, and must be constantly attended to in interaction." When a person's face is maintained, saved or enhanced, it is an instance of face saving act or positive politeness. When these are threatened, it is an instance of face threatening act. The façade in human beings and through which the mien of an individual becomes manifest is the face. Therefore, the notion of face is considered an indicator of all internal feelings or emotions that can be touched by words or acts of speech. As a result, it needs absolute attention in a politely controlled conversational interaction. In an interaction where the interlocutors act indifferent to the status of each other or one another, a face becomes liable to be threatened. Thorat (2002, p. 15) views that "some kind of commonality and fellow-feelingness among the communicators is necessary to keep the ball rolling." This implies that the success of communication is dependent upon how communicators attempt to avoid antagonistic or hostile terms and adopt the culture-bound polite manner in expressing all acts of speech. Bhandare (2015, p. 11) reports that "sociolinguistically, language has four fold functions in human interactions. They are informative—i.e exchange of information; expressive, it is expressions of feelings, attitudes, etc; directive which means getting things done by ordering or requesting people; and phatic or social function aiming at establishing and maintaining social or interpersonal relations." To arrive at the perfect realisations of the aforementioned established function of language, politeness principles or specifically face seems as important as the content of the message to be delivered in the act of speech or communication.

4.1 Face Saving Acts

Face saving acts entail speaker's act of complimenting, blessing, praising, etc, directed to the hearer or listener or even someone in absentia. It creates a good rapport between the speaker and the hearer or even the third person mentioned with the act of saving

his/her face. This implies positive face. Although face saving and face threatening acts are universal, positive and negative faces are culture bound. Brown and Levinson (2010) incorporated the idea of positive and negative face in the notion of face as developed by Goffman. Therefore, positive face states individual's wish to be respected, admired, praised, appreciated and treated well by other people in acts and words. In this paper, instances of face saving acts have been identified. The instances show how the characters act in deference to those who are older than they are. In some instances however, a young educated or rich person receives honour from an older person mainly in terms of power and solidarity (which may entail positive and negative face) or as a form of cadging which is rampant in the setting of the novel, and which the novelist tries to portray in some instances.

Any individual needs freedom of action and to which they normally adhere to maintain class. We can say that the constitution of Nigeria has some instances that indicate face saving acts. This is the rights it has given to all individuals or citizens to practice religion of their choice without destabilizing the peaceful atmosphere of the nation. Languages also have been given rights to exist and be practiced by their speakers especially in informal settings (if the language is not English). This is to save the people and the language—an instance that can be seen as a face saving act.

4.2 Face Threatening Acts

Face threatening act may affect the positive or negative face of either the speaker or the hearer. It challenges or impugns the wants or interests of the hearer and usually imposes some cost on either the hearer or the speaker. It may involve acts of cursing, insulting, arguing, etc. It is more inclined to negative face as face saving act is to positive face. Lakoff (1973) has given three broad principles of politeness:

1. Don't impose.
2. Make the addressee feel comfortable, and
3. Give options.

This prescribes how face saving act can be maintained in a communication. Face threatening act signifies any act of speech that can inflict a sort of discomfort in the person spoken to or being spoken about. If a person imposes his/her communiqué collaborator on a certain thing the collaborator needs options, the face of the person is said to be threatened. Brown and Levinson, quoted in Bhandare (2015, pp. 11-12) have given a schema of face threatening acts as:

"Do the act on-record. It means do without attempting to hide what we are doing. It has three sub-types. They are (a) baldly, without redress, (b) with positive politeness redress, (c) with negative politeness redress. Do the act off-record. It denotes to pretend to hide what we are doing, and don't do the act at all.'' Bhandare (2015, p. 12), in his attempt to explain Brown's and Levinson's assertion above, gives the illustration below: "…if a person parks his own car in front of his neighbour's gate, the neighbor can perform a FTA as follows;

Don't park your car in front of our gate anymore.
A bald FTA
Dear friend, I know you have a beautiful car but how about you could park it across the road.
An FTA with positive politeness
I am sorry to say, but why don't you park your car in front of your own house.
An FTA with negative politeness
Are you sure your car is all right in front of our house?
An off-record or indirect FTA

This implies that level of negative or positive politeness can be structured based on the tone and manner of the utterance. This usually takes place when the relationship between the interlocutors is made part of the considerable aspects in the speech event. It indirectly also relates the act with which speakers express themselves and the effect of such expression whether defeated or meekly complied to.

Although imposition is an instance of face threatening act, not all the time imposition in the form of request, offer, demand or order turns out threatening to the face of the addressee. For instance, when a student's name is called to come forward and receive an award, the student benefits from the imposition of the call. Therefore, contextually it is not an instance of face threatening act but of a face saving act as it fills the beneficiary with admiration and feeling of nobility, incorruptibility and a sort of excellence, accolade or encomium the award has come with. Accepting what something is as it is can be part of politeness. Saying 'yes' to where a context of 'no' or vice versa means a lie connotes lack of politeness and discipline.

5. Deixis

Deixis is an intrinsic concept in pragmatics. Pragmatics studies meaning in relation to context. Therefore, deixis is that aspect of pragmatics that helps identify meanings in relation to speech event, time and manner, or mood an act is expressed. It is therefore an aspect of study in the field of politeness. Clark (2006, pp. 366-7) reports that "speakers perform what they say in a particular time, place, and manner, constituting the right moment, for the right duration, originating from and directed to the right location, at the right amplitude; with the right gestures. They display their signals to others in order to designate such things as the speaker, addressee, time, place and context of their signals." Deictic expressions ease cooperation achievement in speech as they pinpoint event to perfect orientation in terms of person, place and time. Deictic expressions abound not only in normal daily conversation but also in literary texts. Deictic expressions fall into four categories (Bhandare, 2015).

5.1 Person Deixis

These are identified by the personal pronouns: first, second and third persons who may not be present at the moment or setting of the speech act. "Person deictics", according to Cruse (2006, pp. 126-7) "designates the basic roles in a speech event, namely the speaker, (first person), the person(s) spoken to (second person(s)) and the person or persons who are neither speaker nor addressee (third person)." This can be explained clearly. While 'I' refers to the first person in subjective form, with 'me' as its objective form, and the plural for 'I' is 'we' and that of 'me' is 'us'; 'you' refers to the second person(s) irrespective of number and gender in both subjective and objective forms, 'he', 'she', and 'it' refer to the third person singular in subjective form with 'him', 'her', and 'it' as their objective forms. The plural form of the last category just mentioned above in subjective form is 'they' and 'them' is the relevant objective form. A reader or listener, unbeknown of the context, cannot decipher the meanings suggested by the personal deictic expressions. This is because lack of shared knowledge between the speaker and the hearer may make the deixis seem hypothetical and indefinite. This can bring in issues pertaining politeness because the person referred to by the person pronoun mentioned may be perceived by the listener or reader as with higher or lower esteem than they really or actually are.

5.2 Spatial Deixis

Spatial deixis makes relative location of people or things easily identified. Adverbs of place 'here' and 'there' are used to denote place near to or far from the speaker. Demonstratives like this, that, (and their plural forms: these and those) are used to point at person(s) or thing(s) close to or far from the speaker. Cruse (2006, p. 166) provides that "spatial deictics indicate location in space relative to the speaker. The most basic spatial

deictics are the adverbs here and there. These can be glossed 'place near to the speaker and 'place not near to the speaker.'' These deictic expressions can be identified in literary works. As such, the relevance of their identification to the subject under study is proverbial. All places mentioned in a literary work can be pragmatically identified as 'here' or 'there' depending on where the speaker's relative location is. Places can be desecrated or profaned the same way homage can be paid to them.

5.3 Temporal Deixis

This category indicates time of an action that is active, ostensive or expressive, whether polite or impolite. Cruse (2006, p. 179) opines that "temporal deictics indicate the timing of an event relative to the time of speaking. The only 'pure' English deictics (those which give no other information) are now, which designates a time period overlapping with time of speaking, and then, which basically means 'not now' and can point either into the future or past." This means temporal deictic expressions involve such expressions that localize the time of an event. Words such as now (proximal form) and then (distal form) are used to specifically localize time an utterance is made. Nouns denoting time such as: next week, last time, yesterday, today, etc, are also listed in the temporal deictic category. It is also viewed that the past marker (ed) inflected overtly to regular verbs and covertly to irregular verbs also indicates time of an action, and therefore form part of temporal deixis (Yule, 2010).

5.4 Social Deixis

Social deixis entails use of honorifics while addressing respectful people or people with royal bloodline. Culture plays a very important role in honouring people older than the other interlocutor in a speech event. Different cultures have distinguished ways of showing respect or deference. It can be argued that social deixis is related to power and solidarity. It may relate to old age or elated official status. Social deictic expressions may encompass all the other types mentioned but goes beyond that as it tends to generalize the dignity of the person being honored in the society. People in professions like teaching and preaching usually receive social deixis in the society they live. Sometimes, a brave work from nobody can make 'the-nobody' somebody and even be counted among those highly recognised. This also connotes social deixis. In such a situation, the face of the persons receiving the honour is saved.

6. Methodology

Researchers use different instruments in gathering information or data on their research topics. This work is not exempted from using instrument appropriate to its nature and method of data collection. Therefore, this research acknowledges two sources: primary and secondary. The primary source is the literary text selected for the study, a novel by Aliyu Kamal. Careful perusal of the primary source has made the researchers conversant with all the pragmatic aspects available in the text. The secondary sources are books, journals, articles and relevant papers or conferences sourced from different libraries and websites. The secondary sources, though relevant to this present study, exude different approaches from which this paper has seen a gap to fill.

The data obtained from primary and secondary sources were gathered, read, reviewed, examined, and ascertained for authenticity, reliability, validity, originality, accuracy and relevance to the research. While following all the processes mentioned, note-taking also served an important tool. Each piece of data obtained was carefully read and all relevant and major points jotted down with their sources acknowledged. The work adopts pragmatic content analysis of a text, which makes it qualitative. Abawi (2008) argues that a researcher using qualitative method seeks a deeper truth and judiciously studies the research subject (text) for understanding from multiple perspectives. Such a research is context-bound; and tends to cover and discover patterns of the principles that coalesce to facilitate in the digging of a phenomenon of interest within the research field.

7. Data Analysis: Politeness Maxims as Identified in the Novel

Politeness maxims are concepts this research pays attention to in the analysis of politeness principles. The maxims, as identified in the novel, are:

7.1.1 Tact Maxim

Audi: Have you woken the children?

Dijengala: Shouldn't they sleep until 6? (p. 45)

Both the interlocutors above have employed mutual tact maxim as each turns out to show some politeness for the other in the conversation. Audi wants to tell his wife to wake up Maqbul and Iqbal after his return from Subh prayer. So, he tactfully uses interrogative sentence that carries no much force as that of the imperative. Dijengala too tactfully replies in the same manner but revealing the subtext or pretext behind her not waking the children up then. Indirectness is seen as an instance of showing politeness among interlocutors or characters in a literary work.

Jummai: You should wean him. (p. 67)

Jummai visits Dijengala whom she finds breastfeeding her son, Quraishy. After playing and throwing him up, Jummai advises her sister to wean Quraishy because she feels Quraishy is now enough to start eating solid food. Jummai's utterance signifies instance of tact maxim. She minimizes the cost of tedious breastfeeding to her sister and the benefit to Quraishy. She doesn't criticize her sister but politely advises her to wean him.

7.1.2 Generosity Maxim

Instances of generosity maxim include:

Dijengala: You know how to farm. (p. 76)

Dijengala is being generous to minimize benefit to herself and maximize it by offering the meal to Bala who has visited them. An act of offering the food is an act of generosity. The form of the expression above indicates an instance of transliteration of Hausa adage. It is said to someone who meets his/her host eating food or just ready to start. The locutionary act of the utterance indicates that the addressee knows the act of planting, growing and producing farm produce for food or consumption.

Maiyari: I left, too, on empty stomach. I got two pieces of waina dumpling though (sic). The narrator adds "she keeps one and gives him the other." (p.256)

Despite the state of famishedment and point of emaciation Maiyari is, she is generous enough to give one of the waina dumpling dough she has got from a neighbour's house to her husband, Jadda. The act of giving the waina to him is narrated to us by the omniscient narrator and not quoted as part of Miayri's own words. Here Maiyari minimizes the benefit of having the two waina dumplings and maximizes to herself the cost of having one at the expense of being generous to her husband. The word 'waina' is a Hausa word inserted by the author possibly to fill a gap originated from cultural foods the two languages have in difference. Waina designates a type of food prepared with millet after being ground into liquid and fried in oil. It is either eaten with sugar, soup or pepper powder.

Audi: Let me give you a lift. (p. 272)

Audi meets his uncle loitering in the street. After they exchange greeting, Audi tries to be generous and save his uncle from moving under the scorching sun by stating the above utterance. It is an instance of generosity maxim because Audi minimizes the benefit to himself and maximizes it to his uncle. In short, the utter beneficiary in this interaction is Jadda; to whom generosity has been directed and who accepts it despite no specific place to go in mind.

Being kind, as Audi seems to be to his uncle in the just quoted example, is an example of generosity maxim.

7.1.3 Approbation Maxim

Examples of approbation maxims in *Life Afresh* are:

Audi: CityLights has shown signs of improving over the weekend. I heard that they are carrying out some urgent repairs. (p. 127)

As he returns from class, Audi is astonished to have found their (he and Mati share the office) office fan whirling, producing breezing whir as powered by the electricity. Sitting down and keeping his bag, Audi praises the company responsible for electricity distribution in the town that is CityLights. Audi's utterance is an example of approbation maxim because he is pleased to see the presence of light and even showers his appreciation of the ongoing improvements in the electricity company.

Dijengala: Men are better tailors. It is also the fashion. (p. 113)

In the utterance above, Dijengala praises the skills and weaving dexterity of men tailors comparing them with the women counterpart a notch below them. This makes her utterance an instance of approbation maxim. She also views that clothes sewn by the men tailors are the epoch women wear commonly.

Bala: You have taken a firm grip of the ground. (p. 75)

Bala's utterance directed to Audi is an example of approbation maxim which the reader perceives through the illocutionary act of the utterance. Bala praises the healthy looks and condition of his friend which is discernable from his mien. It shows a well-nourished body and reveals the inner or hidden happy life a person runs. It is an instance of northern Nigerian English expression derived from Hausa idiom. When somebody is told this sentence, they are then admired by the person who utters it in terms of health, affluence, integrity, etc. This meaning of the sentence is indirect. The direct one, as the constituents suggest, is that the addressee has firmly grasped sand his/her hand. The first interpretation given is the intention of the speaker.

Audi: You have cleaned the lettuce very well, Dije. (p. 12)

Audi lauds his wife's act of washing the lettuce he eats to the extent of leaving no single grain of sand or stone stuck in it. It denotes an approbation maxim. Even the dimunitive form of her name (Dije) which he uses here appeals to an act of endearing in which approbation maxim is a particle.

7.1.4 Modesty Maxim

Examples of modesty maxim from the text include:

Audi: "No", says the chosen one self-deprecatingly. "Anybody can do it." (p. 245)

When the head of Audi's department appoints him the seminar coordinator and praises him for having a paper ready to present (an act of approbation maxim), the chosen and praised one tries to moderate the head's hails of praise and self-deprecatingly views that such an act which the head feels deserves praise can be done by other colleagues of Audi's; a clear instance of modesty maxim.

Audi: "No", Audi laughs self-deprecatingly. "It's nothing." (p. 226)

Audi is the most reluctantly admired lecturer in the department and least easily deprecated of because of his commitment to academic papers. When Audi finishes his first novel, the head of department congratulates him and appreciates Audi's effort of going ahead of the literature teachers and writes a novel, Audi replies to the head's exaltation by using the above quoted utterance. Audi minimizes the praise showered to him by the head, asserting that his effort to have written a novel is nothing to write home about, and sounds not up to the mark of receiving praises. Therefore, those who have not written a novel among Audi's colleagues don't deserve dispraise.

Bala: "I didn't know I had religious backing, Audi!" says his friend cheerfully, "not to keep quiet". (p. 79)

Bala minimizes the praises inundated to him by his friend in the above utterance and feigns ignorance about a hadith that supports his view of not keeping quiet while eating. It is an instance of modesty maxim. It happens when Bala visits Audi and both start having a delicious meal that serves to make Bala ravel and make gibberish. Without showing religious erudite knowledge of meal rules, Bala views that eating food time is a time of joy and conviviality that requires no muteness. Audi supports the idea with a hadith. Bala then shows his ignorance of religiously prophetic backing to minimize praise of himself and steer away his host's potential view of stamping him as having religious knowledge.

7.1.5 Agreement Maxim

Some instances of agreement maxim in *Life Afresh* include:

Audi: I mean they still stage his oeuvre the year round and watch it on CD too, but they don't practice what he preaches. (p. 181)

Audi agrees with the view that they (Westerners) stage his (Shakespeare's) oeuvre non-stop, but he does not agree with the Westerners really applying the lessons in the works of Shakespeare into practice. Audi minimizes the disagreement by giving credit to the part of the view and maximizes agreement by not subscribing to the part of the view. This is an instance of agreement maxim.

Audi:…after all, the Nigerian literature teacher isn't the reading type.

Mati: Not the literature teacher, but teachers of English in general. (p. 187)

It is deducible from the above dialogue between Audi and Mati that Mati uses agreement maxim in his utterance. Mati believes that not only literature teachers like himself don't read as they should, but also teachers of linguistics like Audi. By such utterance, Mati partly agrees with Audi and disagrees with him partially as well.

Hansai's Father: yes, that is true. But you forget that she is as hare-brained as he is. (p. 153)

Hansai's father posits with what his wife says about their daughter's love with a young man he disapproves of. The man disqualifies Danluwai as hare-brained too and likens his light-headedness to that of his daughter's. This is a clear instance of agreement maxim by Hansai's father as he seems to accept some part of his wife's assertions and discards some.

7.1.6 Sympathy Maxim

Sympathy maxims as used in the novel include;

Audi's Mother: I will not persuade you to marry her, nor will I dissuade you not to marry her. (p.258)

When Audi is trying to overcome pushes, insinuations and instigations to love Uwani from all angles, he complains to his mother who also narrates what Audi's uncle has told her about the same issue. The mother then sympathetically gives a patch of relief, if not panacea or nostrum, by making the above utterance. Her words have been out of her mouth by a deep motherly sympathy. It is an example of sympathy maxim.

Jummai: You do it the old way. That is why. (p. 70)

Dijengala is a 'dashi-collection bee'. That is she the treasure of a stockfel. As it is according to the tradition, any treasurer receives a certain percentage as part of his/her duty for banking the money with hm/her. In her dialogue with her sister, Dijengala receives the above utterance with which a patch of sympathy is directed to her. Jummai sympathises with her sister who, in return of her keeping the money, earns nothing from the stockfel members except who wishes to be generous. This sympathy has been initiated by Dijengala who complains to her sister that despite her effort in safely keeping the money and managing the 'dashi' peacefully, no one pays her anything.

Dijengala: You cheeky boy! I am only trying to be helpful. Do you want some water? (p. 64)

Dijengala's first contact with her errand boy happens like in a drama. She calls the boy to offer him some leftover. Before the boy collects the food, another beggar from behind him quickly collects the food and takes more than half in a blink to his mouth. The sudden drama threw some soup in her would-be errand boy's eyes. In her attempt to help him, Dijengala utters the sentence quoted above. Although from her tone and mood, she can be judged angry, Dijengala acts sympathetically to assist the boy wash the piquant soup out of his eyes. This is also an example of sympathy maxim.

7.2. *Notion of Face*

This brings to surface the analysis of face saving acts and face threatening acts in this paper.

7.2.1. *Face Saving Acts*

The face saving act instances, as explicated in the novel, are:

Audi: You have cleaned the lettuce very well, Dije. (p. 12)

In the utterance above, Audi saves his wife's face by complimenting how clean she has washed the lettuce or salad he is eating and has not crunched any grains of sand. The compliment expressively makes Dijengala feel honoured and revered. Her image of being recognized as a good wife is saved. It can be likened to her positive face.

Mati: I agree with you being critical of culture and the danger of one's wholeheartedly accepting it. (p.60)

By agreeing with Audi, Mati reciprocates Audi's view and politely saves Audi's face. This act of reciprocating with a person's view makes 'the reciprocated or agreed person' secured and respected.

HOD: "Aha," the head expostulated. "I've chosen the best man for the job." (p. 245)

This act of reverie makes Audi's head hang high above other heads. The head of department, after appointing Audi as the Departmental Seminar Coordinator and noticing that Audi has already had a paper to present, showers such an act of praise and saves Audi's public image. It makes Audi have a feeling of importance.

7.2.2. *Face Threatening Acts*

The instances of face threatening acts in the novel are:

Danluwai: You moronic ignoramus!

Hansai: You dim-witted congenital idiot!

Danluwai: You bone-headed greenhorn!

Hansai: You certified pinhead!

Danluwai: You precious fool!

Hansai: You perfect fool! (p.155-156)

Hansai and Danluwai, like wordsmiths, shower curses and insults to each other using strings of abusive words. The dialogic exchange of insults denotes an instance of face threatening act, whereby the interlocutors (Danluwai and Hansai) threaten each other's public image. They show indifference to the public image of each other whether threatened or downgraded.

Audi: "You see Hajiya" says Audi turning to his mother, "what I said about Jadda preying on people. How can such a person have any respect in my eyes? He defrauds me even as he hatches a scheme to tear my household apart." (p. 261)

Audi's utterance explicitly shows face threatening act to Jadda (in absentia) who is not present at the moment ad place of the utterance. Audi suspects Jadda of plotting to tear his

family apart after cheating him, an act Audi views deserves disrespect to the plotter. Audi obviously makes an utterance that shows a threat to Jadda's face even though he is absent.

"Where is my leftover food, Uwani?"

"What food Buba?" she asks nonchalantly. "Did you ask me to keep it for you?"

"I had always had leftover food before you came to this house."

"You could have seen it if any has been left over."

"But it always has", says the errand-boy sounding angry.

"Look Buba, nobody gave me any leftover to give you. If you have any kept for you, go and ask the wife of the house. It has nothing to do with me. I am here to work—and so are you." (p. 108)

A careful perusal of the dialogic exchange between two house-helps (a boy, Buba and a lady, Uwani) altercating or facing off over leftover in the house of their master will reveal acts or instances of face threatening. Deep below their utterances, lie strings of disregard and looking down on each other. The bone of contention is the leftover Buba always benefited from before Uwani's appointment in the house. In the utterance, the noun phrase 'the wife of the house' is typical Hausa ways of referring to a married woman when a speaker doesn't want to mention her name and to show politeness. It is therefore a clear instance of Nigerian English. Uwani here shows face threatening act to Buba but face saving acts to Dijengala in absentia.

7.3. Deixis

The deictic expressions identified under this heading are categorized into: personal, spatial, temporal and social deixis.

7.3.1. Personal Deixis

Personal deixis abound in the text. Those identified in the utterances of the characters are:

Dijengala: That little will do. He doesn't like his alala bare. (p. 110)

Dijengala speaks to Uwani about the quantity of alayyaho (spinach) to use in the lunch she prepares. She states the sustainability of the amount just in hand as the person referred to as "He" in the utterance doesn't like the meal being prepared plain. Dijengala uses the personal deixis "He" to refer to her husband. In northern Nigeria, where the novel is set, it is impolite for wives to call their husband's names plain. Dijengala is being polite by using the personal deixis "He" to mean Audi. The word 'alala' as used here is a Hausa word to designate a type of meal prepared with crushed and ground beans, usually cooked in tins or small white polythene. Although wives sometimes mention their husbands' names, it is not out of impoliteness, but politely for emphasis. For example;

"Audi didn't let me," says Dijengala, giving Quraishy the breast. "You know how he is" (p. 67)

Jummai interrogates Dijengala the reason behind her not attending a particular wedding gathering, to emphasise that she is not on herself when it comes to issues like that, Dijengala mentions the name of the person responsible for the permission of outing.

Audi: "Didn't he tell you?"

Shehu: "Tell me what?"

Audi: "Why he came." (p.87)

In the above dialogic exchange between Audi and Shehu, a mention of personal deixis is pervasive such as: he (Lallan), you (Shehu), me (Shehu) and another he (Lallan). The meaning associated with these deictic expressions is contextual and restricted around the interlocutors and a mentioning of a third person. This pragmatic concept reveals interpretation

relevant to the context. The prerequisite to understand the speech situation is to follow the story line. It is the most used among the deictic expressions identified in the novel. Lallan is an elderly person whose daughter Audi loves. As a result, mention of his name obviously is impolite by the would-be son-in-law and his friend is impolite.

7.3.2. Spatial Deixis

Spatial deixis in the novel under study include:

Dijengala: It is there on the table with your coffee, sugar and milk. (p. 45)

Dijengala gives the perfect orientation of the place her husband's radio has been kept. The "It" she uses in the beginning of the sentence refers to the radio. The word 'there' in the utterance is the spatial deixis as it denotes relative place of an object, in this context, a radio. The mentioning of other items like the coffee, sugar and milk also helps locate the radio. It means identification of one of them signifies identification of all of them. The politeness related to this utterance is Dijengala's care and concern towards all her husband wants and sets them ready before he comes back home. The place for keeping all the husband wants is 'there' as mentioned in the above sentence.

Audi: "You still here?" he asks." Hasn't your father returned?" (p. 54)

On his visit to his mother as his wont every morning, Audi meets some children playing outside the house. Among them is his nephew, Abo's son. Audi then makes the above interrogative sentence within which lies our example of spatial deixis "here". Abo's husband has gone to Lagos in search of better life, leaving his wife and children with their grandmother. 'Here' in Audi's question refers to his mother's house where the abandoned wife and children find solace and refuge.

Audi: My house is not far from here; she can walk. (p.90)

Audi's dialogue with Uwani's father, Lallan, reveals Audi's acceptance of Uwani's appointment in his house as house-help. Uwani used to work in somebody's house before the person's abrupt transfer to Adamawa which left her without the menial job many despise. In her former place of work, Uwani used to spend the night. She had a room spoken for her. In her new place of work however, Uwani doesn't have to spend her nights. Audi speaks from the immediate place the dialogue takes place that Uwani can walk as his house is very close from the speech event. The spatial deixis in the example is 'here'.

Audi: "Let me take you to your grandmother" says their father; "you'll find something to eat there." (p. 284)

When Dijengala has deserted her matrimonial home because Audi is trying to get Uwani married to him, she has left no cooked food for the children. Audi speaks to Maqbul and Iqbal whom he meets at the top point of emaciation. Audi's expression, the adverb of place 'there' means Audi's mother's house, where he intends to take his two children in the hope of finding something to quench their burning hunger.

7.3.3. Temporal Deixis

The temporal deixis identified in the novel include:

Audi's Mother: Yes, it will. You bought enough last month. (p.57)

In response to Audi's question whether the food in the house would last to the end of the month, Audi's mother answers using the above utterance in which lies our example of temporal deixis 'last month' which denotes the previous time of buying the food stuff after which no purchase has been done. It is a noun phrase denoting time, formed by the adjective 'last' and the nominal head word 'month'.

Uwani: "It is now one," says the girl. "I pray at two." (p.112)

After lunch is ready, Dijengala gives option politely to Uwani either to pray, and eat the food later or vice-versa. In response to Dijengala, Uwani mentions the above utterance. In it, three words 'now', 'one' and 'two' indicating time are our examples of temporal deixis.

While 'now' mentions the immediate time with no specification of the hour, 'one' specifies the hour, meaning 1:00 pm, two means 2:00pm. The temporal deixis in the utterance indicates times Dijengala and Uwani pray their Zuhr prayer. While Dijengala sees it convenient to pray at one, Uwani sees it better to pray at two. The ideology behind this is difference in prayer time of some sects to which the interlocutors belong.

Lallan: The last time I came here you had just been served fura porridge. (p. 176)

Lallan tells Alhaji Yaro the above expression. It carries the temporal deixis 'the last time' that portrays Lallan's previous visit to Alhaji Yaro's house identified by the spatial deixis 'here' in the expression. The word 'fura' is from Hausa language meaning a type of soft food made by molding millet dough and served in milk. Its insertion here in the expression also serves to locate the type of English used in the novel and identifies the novel's setting.

Asabe: "I've always suspected you of chauvinism", says Asabe to loud cheers when questions are asked from the audience, "but today you confirmed it to me loud and clear that you are a male chauvinist." (p. 250)

The word 'today' in Asabe's expression is an example of temporal deixis. It marks the end of Asabe's suspect of chauvinism directed to Audi (you—personal deixis in the utterance) and the start of clear chauvinism connected to him at the moment.

7.3.4. Social Deixis

Examples of social deixis in the text include:

Shuke: "I have no other option but to take it, Maigida" says Shuke agitatedly. (p. 179)

The word 'Maigida' is an example of social deixis borrowed from Hausa language, thrown to Alhaji Yaro, who is a very rich person and infamously respected. Shuke feels imposed on to accept Alhaji yaro's fifty-fifty deal of his gratuity. The near synonym to 'maigida' is the English word 'sir'.

Jadda: "At the end of the tether, Yallabai" says Jadda with a slight bow. (p. 225)

Honorific word in Jadda's expression above and which is our instance of social deixis is 'Yallabai', a Hausa word employed here and accompanied with an act of 'slight bow' to show culture of respecting people who are educated or rich even if the one giving the solidarity is older than the receiver of the power. As seen here, Jadda is Audi's uncle yet bows to him politely and calls him Yallabai. It can be argued that Jadda does it as a form of cadging and that the word is usually said to police men in northern Nigeria. With all that it can be defended that most of the sycophants surrounding politicians and royal people do it for self-benefit and that saying 'yallabai' to a person connotes a sort of solidarity in the power the person holds.

8. Conclusion

It is clear from the analysis that some aspects of politeness principles appear more than the others. The analysis therefore has paid attention to the recurrence of each of the aspects looked into. Even the maxims explicated stress some differences commensurate with sentence types and the emotional appeals the sentences project. The writer has Hausa language as first, and English as the second. As a result, seldom use of Hausa words and idioms or proverbs are available in the texts. A reader without Hausa background cannot fathom the meaning attached to the Hausa words, idioms or proverbs as used. Therefore in the analysis, explanations have been rendered of such inimitable style of the novelist. It is deducible from the analysis that politeness principles form part of cultural in-build of the novelist's environment. It is also understandable that language is the medium used to convey not only expressive, but also emotional attachments that are of high and great influence or impact in human interactions.

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LANGUAGE USE IN CONDOLENCES AMONG YORÙBÁ OF SOUTHWEST NIGERIA

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Abstract

Condolence messages published in the Nigerian national dailies and reasons for the different greetings that were not considered in the previous studies are addressed in this paper. The data for this study included data drawn from the Holy Bible, the Holy Quran, the Nigerian national dailies, books written by some Yoruba authors, the WhatsApp social media, participant observation and tape recording of many events of language use in some homes of people who have at one time or the other suffered bereavement. The findings show that some condolences require elocution, patience, circumlocution, allusive analogies and allusive anecdotes; some attract merry-making and some are mere rhetoric. The import of the paper is that while some condolences are memories tinged with sadness others are either rhetoric or an invitation to wining and dining.

1. Introduction

Turnbull (2010, p.301) defines condolence as "sympathy that one feels for somebody when a person in that person's family or the person the family knows well has died". With reference to condolence among the Yorùbá of Southwest Nigeria, a number of research studies have been carried out. The available studies include Daramola and Jeje (1975), Adeoye (1979), Amoko (1994) and Bello (2002). Daramola and Jeje (1975) and Adeoye (1979) discuss the different types of death as well as the different types of burials. Amoko (1994) examines people's attitude towards death, the concept of life after death and sympathy conveyance modes. He also looks at bereavement as a major social change in the family system as well as its stages of occurrence. Bello (2002) highlights the various ethnographies of communication involved in the language of condolence and avers that the expression of sympathy is a social phenomenon. She argues further that, although the expressions found in Yorùbá condolence are culturally based, they are also linguistically and socially rooted. According to her, certain social variables can serve as bases for different interpretations of utterances in condolences. However, none of them have worked on language use in condolences published in the Nigerian dailies. None also have worked on the reasons for the different greeting forms in relation to the different categories of deaths. These two areas that

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have not been considered in the existing studies will be our focal points in our present research work.

1.1 Disasters or Causes of Condolence

Turnbull (2010, p.413) defines a disaster as "an unexpected event, such as a very bad accident, a flood or a fire that kills a lot of people or causes a lot of damage". Disasters are global phenomena and several cases of such have been reported and some of such cases have resulted to deaths or loss of persons and property (Palmer & Colton, 1965). It has been argued that disasters are either natural or man-made. Natural disasters occur all over the world and lots have been reported about them on the television, radio, and national dallies throughout the world. The disasters range from earthquake, typhoon, cyclone and tsunami to mention a few. For example, in January 12, 2010, there was a report of earthquake in Haiti which claimed the lives of 200,000 people with 2 million homeless while 3 million were in need of aids (see https//en.wikipedia.org/wiki/2010). India was not left out in 2008 as cyclone hit the North Indian Ocean where official figures showed that 84,500 people died and 53,800 people were missing (see https//en.wikipedia.org/wiki/2008). Earlier, a similar case had been reported in the country in December 26, 2004, where an estimated number of 200,000 to 310,000 people along the shores of Indonesia, Sri Lanka, South India and Thailand lost their lives (BBC News 25 January, 2005). Tohoku earthquake and Tsunami in 2011 were yet another disastrous events where 15,894 people were reported dead with 6,152 injured and 2,562 people missing. In the same event, no fewer than 127,000 buildings collapsed completely while over 272,000 buildings were half destroyed (National Police Agency of Japan, 2017). In Nigeria, one can vividly recall the Ògùnpa flood in 1980 and 1981 where several people lost their lives and property worth millions of naira were destroyed. In recent times, floods in Benue, Kogi, Adamawa and Rivers have claimed several lives and property as well (This Day, September 10, 2017).

Some other categories of disasters are human- made disasters. The human-made disasters are as a result of discord, disagreement and clashes of interest and a staggering number of people have been killed. For example, between 1914 and 1918, during the First World War, 20 million deaths were recorded while 21 million people were injured (Smith, 2000; Watson, 2004). Between 1939 and 1945, during the Second World War also, over 50 million people were reportedly killed while a reasonable number of people were injured (Overy, 1995; Collier, 2003). We can also recall that civil wars have been reported in many countries of the world which include Nigeria, Liberia, Democratic Republic of Congo, Angola, Rwanda, Sudan and Somalia to mention but a few (Dùnmóyè, 2010; Okotie, 2010). The wars had claimed several lives and some countries and human beings have not recovered from their losses till date (Ọbásanjọ́, 1999; Siollun, 2009; Alabi-Isama, 2013). Attacks that have been unleashed by herdsmen on Nigerians where several lives have been lost have continually been a source of concern to the living not only in the states where such killings have occurred, but in other parts of Nigeria and outside Nigeria (see Premium Times, January 12, 2018). Another menace that has claimed the lives of so many people is traceable to road, air and sea accidents. For example, the information in the Table below was obtained from the search engine of the Federal Road Safety Corps (FRSC) of Nigeria to confirm that a reasonable number of people have been killed through road accidents along Lagos-Ibadan Expressway alone in Nigeria between 2010 and 2013.

1. ỌJỌ́TA-MÒWÉ-SÀGÁMÙ-ÒGÈRÈ-OLÚYỌ̀LÉ-ÌBÀDÀN CORRIDOR

Year	Fatal	Serious	Minor	Total Cases	Killed	Injured	Total Casualty	Not Injured	Persons Involved	Average Traffic Volume/Per Hour	Traffic Count Point/Route
2010	185	510	122	798	330	2,898	3,228	3,548	6,505	6,435	MOSOGAR/SPL-BEN
2011	251	472	154	884	556	3,149	3,701	4,684	8,060	7,867	MOSOGAR/SPL-BEN
2012	388	630	253	1,222	1,053	2,809	3,762	5,227	8,429	8,145	MOSOGAR/SPL-BEN
2013	356	572	161	1,085	769	3,103	3,872	5,127	8,563	9,257	MOSOGAR/SPL-BEN
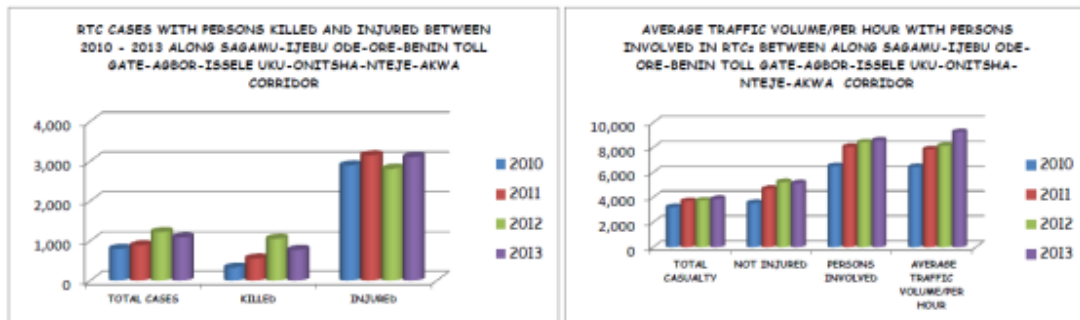
Some other causes of death include fire outbreaks, collapsed buildings, assassinations, stealing, political crises, terrorism, kidnapping, famine and illnesses. In fact, there have been cases where children would die and their parents would still be alive. This is the reason why the Yorùbá people say, "Ọmọ ò láyọ̀ lé, ẹniọmọ́ sin ló bímọ." (A child is not an indispensable legacy; only a parent that is survived by a child is worthy of being referred to as a parent/owner of a child). It can be observed that deaths are of different categories and different members of a family can be targets. There have been situations where some say "Ẹní kàn ló mọ̀" (He who knows it feels it) or "Ta ló mẹni tó kàn?" (Who knows the next victim(s)?). In fact, in view of the calamities and different types of illnesses that are prevalent or common in the world today as well as from time immemorial, it is plausible to say that the days of sorrow are more than the days of joy. This fact is, in fact, corroborated in the scripture which says, "Making the best use of your time, because the days are evil" (see Ephesians 5:16). However, instances of deaths of relations have been and are still the bases for different categories of condolences. The question that is addressed in this paper is: how are condolences handled among the Yorùbá people and in the Nigerian National dailies?

2. Some Previous Studies

One area of interest to our present study on condolences among the Yorùbá of Southwest Nigeria is culture. Some of the researchers that have worked on culture include Adetugbo (1967), Bock (1968, p.212-213), Bauman and Sherzer (1975 p.95) and Andarh (1982 p.4 -5). For example, Bock (1968 p.212-.213) argues that culture is a set of inter-related, partially arbitrary expectations, understandings, beliefs or agreements shared by the members of some social groups which can be shown to influence (or to have influenced) the behaviour of some members of that group. For Bauman and Sherzer (1975 p.95), the verbal aspect of culture is concerned with the cultural rules by which the social use and non-use of a language is organized. According to Andarh (1982 p.4–5) also, culture embraces all the material and non-material expressions of a people as well as the process with which the expressions are communicated. The author submits further that culture has to do with all the social, ethical, intellectual, scientific, artistic and technological expressions and processes of a

people usually ethnically and/or nationally or supra-nationally related and usually living in a geographically contiguous area. According to the writer, culture will involve what they pass on to their successors and how they are passed on. We can say that, one of such things that has to do with culture and which is passed on from one generation to another is language use in condolences when a person is bereaved.

Furthermore, Insel (1976) sees bereavement as the interplay between experiencing of death and the meaning of the relationship with the deceased which determines, in most cases, the outcome of bereavement. Carr (1982) claims that bereavement is characterized by loss which goes beyond the death of a significant person. Carr (ibid) argues further that people may be bereaved by other losses which include status, role, separation and amputation. Amọ́kọ (1994 p.23) too submits that response to bereavement can be culturally or individually defined and that cultural response to bereavement has to do with mourning while grief is the individual response to it. So, to Amọ́kọ (ibid) as well as other researchers on bereavements, grief and mourning can be said to be in the domains of bereavement. In this research work, we are interested in the verbal aspect of culture with reference to language use in condolences among the Yorùbá of Southwest Nigeria. Although, Bello (2002 p.406) defines condolence as a form of greeting that transcends the usual primary levels of the general greeting types, existing studies which include Daramola and Jeje (1975), Adeoye (1979), Amọ́kọ (1994) and Bello (2002) have only focused on verbal aspect of language use in condolences in relation to loss of relatives and not on language use in condolences published in the Nigerian National dailies among the Yorùbá of Southwest Nigeria. The sociolinguistics of some condolences published in the Nigerian national dailies is considered in this paper.

In addition, two issues raised in the studies that are of interest to the present work include news breaking and discussion concerning the dead. Amoko (1994 p.20-21) reports that in most cases, elderly people are engaged in breaking the news of death because of their maturity and life experience in the society and that the news is not broken suddenly as this may be disastrous on the health of the survivor(s). He argues also that people are always cautious about breaking news of death and the method adopted may depend on the prevailing circumstances in the home of the bereaved. According to Amoko (ibid), news breaking is accompanied by crying and wailing in most cases. Two questions which Amoko (ibid) should address are: are the elderly people male or female? Is it true that, in many cases, the elderly that are engaged in news breaking weep? In this paper, we will argue that the elderly people that engage in news breaking are the male ones and these elderly people are not given to emotions when they do the job of news breaking. The Yorùbá people say, "Ojú tó tirókunkò lè rọ̀sà kó wá bà á lẹ̀rù" meaning that such elderly people must have experienced several of such bereavements and therefore cannot be moved when the death of any kind occurs at least in the presence of the bereaved. So, what they do is that they ensure that they try their best possible to calm the bereaved during news breaking.

Similarly, Bello's (ibid) position that the Yorùbá do not talk bad of the dead, even if the dead had lived a wicked life, may be deemed as incorrect. This is because, in some cases, sentences like "Ìgbà tí ò kú, kí ló gbé ṣe?" (What was his worth during his life time?), "Àkú túnkú ẹ̀ lọ́nà ọ̀run" (To hell with him), "A dúpẹ́, àlàáfíà yíò jọbabáyìí tí ò sí mọ́" (It is well, his/her death will now bring peace to the neighbourhood) are made use of when some deaths occur though not in the house of the departed. However, two questions that are not addressed in any of the previous studies which will be considered in this present research are: (i) how do elderly male people report a bereavement to the family of the bereaved? and (ii) do the sympathizers, during visits, tell stories and if yes, what are the contents of the stories?

Cultural influence or cultural assimilation which results from cultural contact is also of interest to our present research work on language use in condolences. Some studies argue that some Yorùbá personal names that exhibit Yorùbá cultural heritage are now being modified to reflect the Christian cultural heritage and that such modifications are products of the outcome of the contact between the Yorùbá culture and Western or European culture (see Ìkọ̀tún and Aládésanmí, 2012 p.5; Ìkọ̀tún, 2013 p.59). For example, Ìkọ̀tún (2013 p.59) discues new trends in Yorùbá personal names among Yorùbá Christians and argues that the new trends are as a result of the influence of the western culture or civilization or the European churches and that name modification or name change, from the available evidence, is inevitable when there is acculturation (see also Ajíbóyè, 2009). According to the researchers, some Yorùbá Christians delete the noun phrases (NPs) of their tradition-based surnames and retain the verb phrases (VPs) as surnames because the NPs show reference to Yorùbá deities and that some Yorùbá Christians replace the tradition-based surnames with new derivations that have Christian connotations. We agree with Ajíbóyè (2009) and Ìkọ̀tún (2013) that, with time, personal names that now serve as a mark of identity may no longer remain so because most Christian parents give such first names as Testimony, Favour, Blessings, Mercy, Goodness and All-is-well to their children while some surnames like Joshua, Enoch and Noah are preferred to Tradition-based surnames like "Ògúnwálé" (The God of Iron has come home) and "Ṣàngóbíyìí" (The God of Thunder has given birth to this). Therefore, personal names like 'Testimony Joshua', 'Goodness Enoch' and 'All-is-well Noah' which are products of acculturation are common nowadays among some Yorùbá children of today. In our present research of language use in condolences, we will confirm whether there are instances where language use is a product of acculturation.

3. Data Collection

The data for this study were drawn from two sources. While one of the sources was formal the other was informal. The formal data comprised information drawn from the Holy Bible, the Holy Quran, the Nigerian National dailies, books written by Okediji and Okediji (1970) and Adeoye (1979) and the WhatsApp social media. We drew information from the Holy Bible and the Holy Quran because very many of the Yorùbá people are either Muslims or Christians and the two books talk about condolences. We consulted Okediji and Okediji (1970) and Adeoye (1979) because their books discussed Yorùbá traditions and customs. Information from the Nigerian national dailies was considered because condolences by some very important personalities to the families of highly prominent people whose relations have died and have served their countries or Nigeria in one way or the other are contained in such national dailies. WhatsApp data were considered necessary because various social issues including condolences that touch human lives are often discussed in the social media. The other data that were informal comprised participant observation and tape recording of many events of language use in some homes of people who have at one time or the other suffered bereavement in the Yorùbá speaking areas of Nigeria. The recording was done without the knowledge of the people around because this method is believed to guarantee natural language use that is important or essential for sociolinguistic studies of this nature.

4. Findings

Among the Yoruba people, death or occurrence of death falls into different categories: infant mortality, sudden death, death among juveniles, death among the youth and death through old age. Of all these, death attributable to old age is the only one that does not require much stress to announce. Others require a lot of patience, circumlocution and allusive analogies to break. In a situation where the deceased, especially, a youth or a middle aged person, sojourns outside his or her parents' locality, the male elders in the community or the denominational affiliations of the deceased will confer on how they will undertake the

arduous task of breaking the sad news to the immediate family of the deceased. The Yorùbá people say, "Ìbànújẹ́ nikọmọ tojú òbí ẹ̀ rọ̀run" (It is deep sorrow for the parent to survive his/her child). Upon arrival in the house of the bereaved family, a representative who is gifted with the power of elocution will be selected to break the news and, in doing so, he is not just expected to go straight to announcing the demise of their beloved one. Rather, he will use allusions, engage in series of circumlocution and allusive anecdotes to drive home his message pointing to the fact that death is inevitable.

Such allusions may include, among others, "Babalawo á kú,..." (Death is no respecter of age, status or creed) and "A ò rí irú èyí rí, ..."(There is no new thing under the sky). Since the announcement of bereavement is always a bitter pill, especially deaths that have claimed young and promising ones as the members of the family of the bereaved are likely to receive the news with deep sadness, sympathizers sitting around the bereaved family always ensure that they muster the last drop of their energy to hold the bereaved from collapse from the shock. After breaking the news of the passage of the deceased, sympathizers will take turns to pray for the repose of the soul of the departed, This is after a lot of inquiries that led to the death of the deceased had been made. The prayers which are not formal or organized in nature are meant, on the one hand, to pacify the bereaved and identify with them in this time of sorrow, and, on the other, to wish the deceased a peaceful repose. Such prayers like: "Ẹ́ kú ìsẹ̀hìndè, Ẹ kú ará fẹ́rakù, Ẹ kú àmú mọ́ra, Ọlọ́run kò ní ṣé ní tẹ̀lé –ǹ –tẹ̀lé, Ọlọ́run yóò bá wadáwọ́ ibidúró, etc." are offered to the bereaved family. The prayers "Ẹ́ kú ìsẹ̀hìndè", "Ẹ kú ará fẹ́rakù" and "Ẹ kú àmú mọ́ra" are the greeting formulaic, expressed to commiserate with the family of the deceased. The prayers "Ọlọ́run kò ní ṣé ní tẹ̀lé –ǹ –tẹ̀lé" and "Ọlọ́run yóò bá wadáwọ́ ibidúró" mean may the Lord prevent further occurrence of this unfortunate incident. Other forms of prayers which may be regarded as formal and organized are those which involve selected elders who are either Christians, Muslims or traditional worshippers. These are respected members in the community where bereavement has taken place.

In Yorùbá land, occurrence of death, especially that of under-aged as already discussed above, is usually received with sadness as death is seen as the cessation of life. To corroborate this fact, a poem culled from a WhatsApp group graphically captures the attitudinal behaviour of some sympathizers with reference to the deceased. The poem is hereby reproduced below:

> …When I'm dead…
>
> Your tears will flow
>
> But I won't know…
>
> Cry for me now instead!
>
> You will send flowers…   5
>
> But I won't see…
>
> Send them now instead
>
> You'll say words of praise…
>
> But I won't hear…
>
> Praise me now instead!   10
>
> You'll forget my faults,…
>
> But I won't know…
>
> Forget them now, instead!

You'll miss me then,…

But I won't feel…   15

Miss me now, instead!

You'll wish….

You could have spent more time with me,…

Spend it now instead!

You'll wish…   20

You could have spent all your money on me…

Spend now instead!

When you hear I'm gone, you'll find your way to my house to pay condolence but we haven't even spoken in years…

Please look for me now!...   25

However, this poem is mostly concerned with the death of the under-aged. During sympathizers' visits to the house of the bereaved, story-telling in the form of anecdotes and allusions is a common occurrence. The story-telling is meant to attenuate the effect of the painful shock. In this manner, cases of accidents or disasters that have claimed several lives would be told to pacify the bereaved and let the bereaved realize the fact that life is full of vicissitudes or that life is not a bed of roses. An example of such story-telling is shown below. But, our readers are enjoined to note the information in lines 17, 18, 19, 20, 21 and 24.

Sympathizer A: Èrú bà mí nígbà tí mogbọ́ ohun tó sẹlẹ̀.

Sympathizer B: Báwanáà se gbọ́ níyen. Mo ti ẹ̀ sẹ̀sẹ̀toko dé nígbà tí mogbọ́ ìròyìnláabi ọ̀hún.

The Bereaved :Ìwòyí àná ni wọ́n ránṣẹ́ o.

Sympathizer   A: Kí   ló   fakú   ẹ̀?   Ṣó   ṣàìsànni? 5

The Bereaved : Ó sọ pé orí ń fọ́un lásánni o, nígbà tí wọ́n sì fi má a gbe dé hospital wọ́n láwọnòṣìṣẹ́ wà níyanṣẹ́ lódì. Nígbà tí wọ́n fi má a gbekúrò lọ sí taládáni, ẹpa ò bóró mọ́.

Sympathizer B: Ọ̀rọ̀ ìyanṣẹ́ lódì ọ̀ṣìṣẹ́ nàìjíríà yìí tojú súni. Eléyìí wà níyanṣẹ́ lódì, tọ̀húnwà níyanṣẹ́ lódì.10

Sympathizer C: Ohuntí wọ́n ní kókòóbó awọnìjọba ọ̀húnbọ̀ wọn ò bọ̀ ọ́.

Sympathizer D: Ọ̀pọ̀ ilé ìwòsànìjọba ọ̀húnnikò sí oògùn.

Sympathizer E: Táraàwọn tó wà níjọba ò bá dá ìlú Òyìnbó ni wọ́n ń lọ ní tiwọn. Wọn ò bìkítà nípaàwọn mẹ̀kúnù.

The   Bereaved: Ori   fífọ́   lásán   mà   ni   o. 15

Sympathizer F: Ọ̀rọ̀ ikú ọdeòní seniní kàyéfì. Àdúgbò ibití mò ń gbé, ìwòyí ọ̀sẹ̀ tó kọjá nìẹnì kansùntí kò jí mọ́. Béè àwontí wọ́n jọ wà ní àdúgbò wọnní wọ́n ri tó ń bá ẹnì kan sọ̀rọ̀ lánàá. Wíwọlé tó wọlé àárọ̀ ọjọ́ kejì òkú ẹ̀ ni wọ́n gbé jáde.

Sympathizer G: Séyẹn lẹ́ rí. Ìwòyí ìjẹ́ta, ìjàm̀bá ọkọ̀ kansẹlẹ̀ lọ́nà Àkúrẹ́.20
            Ọmọ ìyá méjì ló parẹ́ síbẹ̀.

Sympathizer H: Ẹ jọ̀ọ́ níbolàwọnòbí àwọnọmọ wọ̀nyẹnti má a bẹ̀rẹ̀?

Sympathizer I: Mo kà á nínú ìwé ìròyìnkan.Gẹ́gẹ́ bí ohuntí àwọnoníròyìn
            sọ wọ́n ní àwọnméjì ọ̀húnní àwọnòbí wọn bí.

Sympathizer J: Ṣé kì í sìsòrońlá nìyí?   25

Sympathizer C: Wọ́n á mọ́kàn ni. Kí lèèyàn lè ṣesỌ́lọ́run tó rí gbogbo ẹ̀…

TRANSLATION

Sympathizer A: I was utterly shocked when I heard of what has happened

Sympathizer B: It was in the same manner that the sad news came to us. I
            have just arrived from farm when the unfortunate news
            was broken to me.

The Bereaved: It was around this time yesterday that the sad message was
            conveyed.

Sympathizer A: What could have been responsible for his/her (untimely)
            death? Was he/she indisposed before?

The Bereaved: He/ She only complained of a slight headache. But, by the
            time he/she was taken to the hospital, it was discovered
            that the medical personnel had gone on strike. It was
            already too late by the time he/she arrived a private
            hospital.

Sympathizer B: The incessant cases of strike actions by the civil servants
            in Nigeria have now become worrisome. Every sector of
            the civil service is now on gale of work cessation.

Sympathizer C: Government has (unfortunately) neglected what it should
            be doing.

Sympathizer D:Most of government's hospitals lack drugs in their
            pharmacy.

Sympathizer E: Whenever those in top positions in the government are ill,
            they know how to seek medical care abroad. Those in
            government are irresponsive to the yearnings of the
            mases.

The bereaved: It was mere headache

Sympathizer F: The menacing manner by which death strikes these days
            beats one's imagination in my neighbourhood, only last
            week did a neighbour sleep at night, but was dead the
            following day. Reports even had it that shortly before he
            retired to bed the previous night, he was heard discussing
            with another neighbour. But unfortunately his dead body
            was discovered the following morning.

Sympathizer G: As if that was not enough just two days ago, two siblings from the same parents lost their lives as a result of a ghastly accident along Akure high way

Sympathizer H: You (pl), please, from where will the parents of the dead siblings start?

Sympathizer I: From a daily newspaper, it was reported that the two victims were the only children of the parent.

Sympathizer J: Is this not a terrible problem?

Sympathizer C: They just have to take heart. What can anyone do to the Omniscient God?

In some closely – knit societies, bereavement is seen as a shared commitment in which sense that a bereavement to one is regarded as a bereavement to all. This feeling is often felt in a communal society. In this way, it is believed that it is not only the immediate family of the deceased that feels the brunt of the pain, but others that are remotely connected to the deceased family too feel the scourge. So, prayers are often offered one to another everywhere members of the community in which bereavement takes place meet. For the death of under – aged youths, prayers such as "Ọlọ́run á bá wadáwọ́ ibidúró" (God will put an end to this type of calamity), "A ò ní rí irú ẹ̀ mọ́" (May such an unfortunate incident never occur again), "Ọjọ́ á jìnà síra" (We that are still alive will live long) are usually offered and are meant to strengthen the family members of the deceased as well as the sympathizers. The form the prayers take especially among the Christian clergy is also shown below:

Pastor: Ẹ pẹ̀lẹ́. Gẹ́gẹ́ bí onígbàgbọ́, ẹ má bọkàn jẹ́.Olúwa ló fúnni, Olúwa ló gbà á.Ká má bọkàn jẹ́.Olúwa á tù yínnínú.

The bereaved: Ẹ ṣeun. Ẹ ò ní firú ẹ̀ gbà o.

Pastor: Ẹ jẹ́ á gbàdúrà. Ní orúkọ Jésù, OlúwaỌlọ́run, a dúpẹ́ fúnirú àkókó bí èyí nítorí wí pé ẹ sọ pé nínú ohungbogboká má a dúpẹ́. A gbàdúrà fúnìdílé yìi kí ẹ bá watù wọ́n nínú. Kí ẹ bá wafòpínsírú àjálù báyìí nínú ìdílé yìi àtiláàrinìjọ Ọlọ́run lápapọ̀…

TRANSLATION

Pastor: Accepting condolences. As a Christian, I charged you to take heart. It is the Lord that giveth; it is He that taketh. We should take heart. May the Lord comfort you.

The Bereaved: Thank you. May this unfortunate incident never be your portion.

Pastor: Let us pray. In Jesus name, the heavenly God, we thank you for this moment as you hare said in your words that in everything, we should give thanks. We pray for the family (of the deceased) that you comfort them and put an end to this type of calamity in the family, and the church in general…

The introductory section of that of the Muslim clergy is: Ina lilahiwainailehirajihuna (We are from you (God)) and we will return to you (God)).

But, the death of the elderly ones, especially those whose children are well-to-do in the society, is often received with less pain. Such expressions as, 'with gratitude to God for a life well–spent, the family of… announces the glorious exit of …', always greets the announcement of the death of an elderly person in the society. This implies that announcement of the demise of that category of the persons mentioned above is not often shrouded in secrecy. It is the transition of a monarch only that usually calls for meetings among the Ọba – in – Council or the chiefs in the domain of the deceased monarch. To honour the departed monarch, an official announcement, through the beating of the gong, may be made to the town people through the town crier a few days after the demise of the monarch. In some cases, major markets may be officially closed down or a curfew imposed to allow the priests to perform libations for the smooth passage of the dead monarch. It is important to state that the death of the elderly ones is usually greeted with light merriment pending the official announcement of the official burial and outing ceremonies of the departed soul. The information in the concluding remarks of a WhatsApp write-up titled 'investors in deaths' reproduced below shows the financial involvement of the burial and the outing ceremonies of the aged people especially among the Yorùbá of Southwest Nigeria.

> …Yes. That is what so many people are, mostly in this part of the world. Sad.But very real and very wrong. The other day a patient was brought to the hospital, a 59 year old, very pale with fast breathing. Urgent tests and scan showed severe anemia and massive pleural effusion. The man needed blood ASAP with chest tube for drainage of the effusion. He was brought by his son and his brother. So when they found out that a pint of blood costs N8,000 they requested for discharge. No money to get blood was the reason. Two days later, he died. A month later, a "befitting" burial was conducted, hundreds of thousands of Naira spent. This scenario plays out regularly in our hospitals. Investors in death! Your mother or brother is sick and you live in Lagos, UK or America. If you are nice you send a paltry sum. Few days later, they call you he/she is more serious. You are busy. A week later they tell you it's getting worse, you can't get off duty. Then they call you he/she is dead and you enter the next available flight home to arrange for the burial. Investors in death! Your mum/dad never drove a car all their lives (despite the fact that you can afford one) and then they die and they ride in Hummer ambulance to their burial. Investors in death! Your aged parents live in ramshackle house with no amenities. Then they die and like a witch's trick a grand house erupts in 3 months. Investors in death! Note that everything you do at burial you do for yourself. You kill cows? The dead does not partake in it. Souvenirs? They don't take one to judgement seat. All the dancers, asoebi and cooling vans, they don't notice. All is for your personal glory. What is a befitting burial without a befitting life? It is better to give someone a chicken in life than to bring a cow to their burial. I think we invest too much in death. Sometimes, the living lose their source of livelihood for burials. All is vanity. This is one thing our people need to change!

So, during condolence visits, prayers for the departed old persons are meant to ask God to supply the family members of the deceased with the wherewithal to entertain guests at the burial and outing ceremonies of their departed one. Some of the prayers include " Ọlọ́run á pèsè" (The Lord will provide), Àsírí á bò"/"Owó tẹ ó ná kò ní wọ́n yín" (You shall not lack), "Ẹ̀yìnòkú á dára" (There shall be goodness after the burial) and "Ọmọ rere á gbẹ̀yìngbogbowa" (We will be survived by good/prosperous children).

Data drawn from some dailies and periodicals also showed that some condolence messages are products of acculturation and are mere rhetoric; they hardly reflect the depth of the minds of the senders. For instance, as indicated in the poem above, when the deceased was alive, little or no attention was paid to him or her. But, shortly after his or her demise,

sympathizers would start singing praises about the deceased. Such praises as 'we miss you', 'we love you, but God loves more', 'I wish I could have spent more time with him or her' and other praises would be rendered. In fact, during the demise of Chief Mrs HID Awolowo, some sympathizers who visited her house in her home town said the followings (see also The Nation of September 21, 2015 p.6 -7):

> Mama HID Awolowo was a "heroine" and a "great mother" who would be "missed by Nigerians." She was a "nationalist and shining example of womanhood." Just yesterday, we heard of Mama's departure, all of us were looking forward to her centenary celebration on this earth, but the celebration was fast forwarded. Human can plan but God will act, we lost a heroine of our nation, a great mother, a devout Christian, a nationalist and shining example of womanhood.

> Some people would say there are political and biological political children of Awo and Mama, but to us, we wish she had lived on and on, but death is the end of living. Should we mourn her death? I had a feeling of loss, it happened ultimately, but I felt a sense of relief later because it will become a celestial re-union of the Mama and her husband, Papa Obafemi Awolowo because they stood with each other.

>> A princess has died. This woman undoubtedly, is the matriarch of the Yoruba race. She epitomized commitment, womanhood and virtue. She lived an exemplary life. Chief Akande charged the children MrsOmotolaOyediran and DrTokunboAwolowo-Dosunmu, to ensure that the attraction that makes people to always converge on the Ikenne home of the Awolowosaresustained.

But, the question is: while the deceased was alive, was she accorded the attention due to the wife of a nationalist? Did any of the sympathizers pay a visit to the woman when she was alive? In some parts of the Yorùbá sub-ethnic groups, relations of the deceased lavishly spend money on their departed ones even when they found it difficult to visit and spend money and time while the dead were still alive.

Another instance of the insincerity on the part of some mourners is that of the condolence message sent by President Buhari to the family of the late Matriarch of the Awolowo dynasty, Chief Mrs HID Awolowo who passed on at the ripe age of 99 on September 21, 2015 (see p.1, p. 5-6 of The Nigerian Tribune of September 21, 2015). In the condolence message sent to the Awolowo family, the president remarked that:

> …Therefore, having reached a ripe age, we only can celebrate and thank God for her life, we are not supposed to mourn. However, we know death, no matter how old you are, is a thing of sorrow not of joy because nobody would want to lose a loved one. We have this to say that Mama had lived a fulfilled life. Mama fulfilled the saying that 'behind a successful man, there is a successful, strong, courageous and bold woman', I think mama was that. Mama lived an exemplary life for the Yoruba people and Nigeria. Our regret in government is that Mama did not live long enough to see the transformation that this country will undergo with the active participation of her son-in-law, with the active participation of granddaughter, so, this is something that saddens us." Chief Awolowo died at 99 (see Footnote [4]).

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[4]Chief Mrs HID Awolowo was the wife of one of the foremost nationalists, chief Awolowo who fought for the freedom of the Nigeria Republic. He was also the first Premier of the old Western Region during whose tenure witnessed the establishment of the first television in Africa and the first stadium in Africa. It was also during his tenure as Premier that the popular Free Education Policy was introduced in the Western Region. Chief

From the excerpt above, especially from "Our regret in government" in line 8, one would think that six years after the demise of the Awolowo matriarch (2015 – 2021), there would have been a remarkable turn-around for the nation's social, political and economic situations. But, paradoxically or conversely, since her demise, the country has been witnessing worsening socio-economic problems. For instance, the nation is deeply enmeshed in mounting foreign debts while it has been facing worsening insecurity situations master-minded by the Fulani herdsmen and the Boko Haram insurgents. Similarly, never has Nigeria witnessed soaring costs of goods and services. The Table below depicts the tragedy that has befallen the economy of the country, and which should have saddened Mama HID Awolowo (as she was fondly called) had she been alive today.

Average exchange range between Nigerian naira and selected African and European currencies									
S/n	Year	Benin Republic	South Africa (Rand)	Ghana	Egypt	Morocco	US Dollar	Euros	Pounds Sterling
	2015	1 XOF = N 0.33	1 rand = N 15.58	1 cedi = N 53	1 pound = N 25	1 Dirham = N 20	1 USD = N 198	1 EUR = N 220	1 GBP = N 302
	2016	1 XOF = N 0.43	1 rand = N 17.76	1 cedi = N 73	1 pound = N27	1 Dirham = N 26	1 USD = N 256	1 EUR = N 285	1 GBP = N 345
	2017	1 XOF = N 0.58	1 rand = N 25.091	1 cedi = N 79	1 pound = N 18	1 Dirham = N 34	1 USD = N 334	1 EUR = N 378	1 GBP = N 431
	2018	1 XOF = N 0.65	1 rand = N 27.45	1 cedi = N 75	1 pound = N 20	1 Dirham = N 38	1 USD = N 361	1 EUR = N 427	1 GBP = N 482
	2019	1 XOF = N 0.52	1 rand = N 24.95	1 cedi = N 68	1 pound = N 21	1 Dirham = N 37	1 USD = N 360	1 EUR = N 403	1 GBP = N 460
	2020	1 XOF = N 0.66	1 rand = N 23.20	1 cedi = N 67	1 pound = N 24	1 Dirham = N 40	1 USD = N 380	1 EUR = N 434	1 GBP = N 488
	2021	1 XOF = N 0.73	1 rand = N 30.65	1 cedi = N 71	1 pound = N 26	1 Dirham = N 46	1 USD = N 413	1 EUR = N 505	1 GBP = N 586

Source: https://www.exchangerates.org.uk/

The essence of the information in the Table above is to show that under the present administration that claimed to "make Naira equal in value to dollar" before it assumed power in 2015, the Naira value has been unbecomingly and unseemly decreasing in value since 2015 when it assumed power (see Vanguard News of March 23, 2015, TheCable of March 23, 2015). Even as at 31/7/2021, the Naira value was unbelievably #508.00 to $1.00 in the black market. So, as it has been shown above, between 2015 when the present government in Nigeria assumed power and now, the economic, social and political situations have been precarious and they are at variance with the transformation the president promised in 2015. In

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Mrs HID Awolowo later became the grand mother-in-law to the Vice President of Nigeria, Prof.YemiOṣinbajo (SAN).

fact, the present hash, disturbing and discouraging socio-economic and socio-political situations in Nigeria also remind us of the Punch opinion in 2016, a year after the present administration came into power. The opinion of the tabloid was titled, "Buhari: Still waiting for the real change". Part of the Sunday Punch Editorial is reproduced below:

> …However, while he inherited a disarticulated economy, Buhari has exacerbated our misfortune with his legendary prevarication and studious vagueness. The lack of a concise, proactive economy strategy, even till now, is glaring. Manufacturers are short of forex to import raw materials, leading to the closure of factories and job losses after the naira fell precipitously to the dollar over the past year. On Wednesday, S1 exchanged for N350 in the parallel market. Trade is contracting and local producers are closing down due to the harsh business climate. The latest report by the National Bureau of statistics is so gloomy. Another negative growth rate in Q2 2016 means that the economy has entered into a recession, Buhari should make a quick start on reform. Curbing corruption is essential, but rebuilding the economy is equally critical... (see Sunday Punch of May 29, 2016 p. 16).

In addition, a summary of another review of Buhari's performance after a year in office which was titled: "First Anniversary: Economy bleeds as Buhari dawdles" is presented below:

> With no clear policy direction, critical sectors of the Nigerian economy such as power, oil and gas, manufacturing and transportation appear worse off at the end of the first year of the President Mohammadu Buhari administration (see Sunday Punch of May 29, 2016 p. 54).

We can therefore say that the position of the Holy book that "the righteous are taken away before the time of calamity" (Isaiah 57:1) is fulfilled with the death of Chief Mrs Awolowo in September 2015 barely four months after the inauguration of the Buhari administration. However, are there condolences for other losses such as property, status and separation/divorce? The answer to this question can be the focus of another paper.

5. Conclusion

We have examined condolence messages published in the Nigerian national dailies and reasons for the different greetings that were not considered in the previous studies. The data for this study included data drawn from the Holy Bible, the Holy Quran, the Nigerian national dailies, books written by some Yoruba authors, the WhatsApp social media, participant observation and tape recording of many events of language use in some homes of people who have at one time or the other suffered bereavement. We have argued that the elderly people that engage in news breaking are the male ones and these elderly people are not given to emotions when they do the job of news breaking. We have shown also that some condolences require elocution, patience, circumlocution, allusive analogies and allusive anecdotes; some attract merry-making and some are mere or empty rhetoric. The import of the paper is that while some condolences are memories tinged with sadness others are either rhetoric or an invitation to wining and dining.

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VOWEL REDUCTION IN THE ENGLISH OF EDUCATED EDO (NIGERIAN) ENGLISH SPEAKERS

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Abstract

Educated Edo English (EEE) is a sub-group of Nigerian English (NigE), one of the 'new Englishes'. Phonological studies on NigE rhythm have been on the major ethnic (Hausa, Igbo, Yoruba) and a few minority group (Isoko, Urhobo, Eka, Ibibio) while studies on EEE vowel reduction is rare. The aim of this study is to find out whether or not EEE speakers vowel reduction conform to earlier description of other NigE varieties. A Briton served as the Native Baseline while two (100 males and 100 females) hundred university undergraduates, who speak Edo as their mother tongue served as participants. Twenty English words with suffixes [-ic, -y, -ial, ian,-ion] served as instrument. Each participant produced the test items into a PC Speech Filing System (SFS). This was subjected to auditory, acoustic and statistical analyses, complemented with Rhythm Ratio (RR), and metrical grid which accounts for rhythmic alternation in Standard English. Overall, EEE speakers had 103 (2.60%) instances of appropriate use out of 4000 expected correct use. Males' performance was 50 (1.30%) while females had 53 (1.30%). Rhythm Ratio shows NB vowel duration as (74.1RR/72.9RR) for tilting towards stress-timing and EEE speakers as (7.49RR/10.49RR), tilting towards syllable-timing. Metrical grids revealed proliferation of strong vowels by EEE speakers. This re-affirms results from earlier researches that NE, of which EEE is a sub-variety, is not stress-timed but syllable-timed.

Keywords: Educated Edo English Speakers, Nigerian English rhythm, Vowel reduction, Standard English, Rhythm Ratio

1. Introduction

Nigeria is known for its linguistic diversity as over 522 living languages, including English have been attested as spoken across the country (Akindele, 2019, 2020). Contact of these local languages with the English language has brought about the term 'Nigerian English' (NigE). Several linguists (Jowitt, 1991; Udofot,2003; Akinjobi, 2006; Adesanya, 2021) have established that NigE differs systematically from Standard English (SE) especially in the area of phonology. NigE itself has been observed to have sub-varieties reflecting its multilingual environment. Some of these sub-varieties are Yoruba, Igbo and Hausa Englishes, which constitute the three major languages in Nigeria, have been vigorously researched while others

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especially vowel reduction of Educated Edo English Speakers - a minority group, have been scarcely investigated. Also, unlike, earlier studies, the study adopt Rhythm Ratio (RR) acoustic measures, due to its acoustic values to account for a more tenable result for EEE rhythm. Meanwhile, in SE, the addition of certain suffixes to root words brings about a shift in stress to another syllable due to the change in vowel quality and duration. Earlier linguists (Eka, 1993; Akinjobi, 2006; Akinjobi & Akindele, 2016) have observed that this phonological phenomenon is minimally used in NigE rhythm. The fact that over 522 living languages (Akindele, 2018) have been attested as spoken in Nigeria including English makes this study relevant. Existing studies on NigE rhythm have been on the major ethnic (Hausa, Igbo and Yoruba) group, and a few minority group (Ibibio, Eka). Findings from the major ethnic group and a few minority group researched cannot be used to generalise for NE rhythm, Therefore, the fact that over 250 ethnic groups have been attested for Nigeria (Akindele, 2020) makes this study relevant. Therefore, more phonological investigations from other sub-varieties need to be researched in order to make concrete claim for NigE. Furthermore, investigations from other minority group like Edo English speakers in Nigeria will allow linguists to explore areas of convergence and divergence. This study, therefore, becomes relevant because it will help to contribute to the current debate on the need for the standardisation and codification of NigE among 'world Englishes. Using a geo-tribal approach therefore, the investigation sets to find out whether or not Educated Edo English speakers vowel reduction pattern conform to earlier description of other NE varieties. The following research objectives guided the study:

1. does Educated Edo English Speakers reduce vowels appropriately or not in English words whose syllable(s)/vowels require reduction as a consequence of additional suffixes?

2. is there any significant difference(s) in vowel reduction pattern of Educated Edo bilingual males and females?

3. to what extent does Educated Edo-English Speakers vowel duration conforms to earlier description of other NE varieties, using Rhythm Ratio acoustic measures?

2. Literature Review

2.1 Edo Geographical and Historical Location

Edo is an Edoid language that belongs to Eastern Kwa which is part of the putative Western Benue-Congo (NBC) group (Elugbe, 1989; Williamson and Blench, 2000; Yuka and Omoregbe, 2011). Igboanusi and Peter (2005) listed Edo among Nigeria's important minority languages. Edo speaking people are found in the centre of a large language group in Edo state. To the North are the Igbirra, Esako and Igala people while to the edge of the coastal swamp forest in the south are their neighbours who speak Ijo and Itsekiri. Their other boundaries are with the Yorubas to the west and the Igbo to the East. Edo people are around Oredo, Aho, Usen, Igbueben, Iguobazuwa town, among others. Other neighbouring towns are Irua, Ekpoma, Auchi, Agbor, Uromi, Agenebode, and others. Neighbouring dialects spoken in Edo State include Ishan, Esako, Igara, Owan, Afenmai and several others (Agheyisi, 1986). Relatedly, Schaefer (2011) comments that there are two primary subgroups within Edo, which consists of 25 languages while Elugbe (1989), Schaefer, Egbokhare and Lewis (2011) are of the opinion that 20 or so

Edoid languages characterize Bendel, an area roughly 120 miles wide and 180 miles long stretching from the Atlantic in the South to 'Afemai Hills' in the north. Overleaf, is the map of Edo State, showing the major ethnic towns: However, the target population for this investigation are those who speak and acquire Edo (Bini) language as their mother tongue and Edo English speakers relate specifically to the group.

Figure1. Map of Edo State

2.2 Vowel Reduction in Nigerian English

The phonological condition for implementing vowel reduction varies across languages and it is related to language typology (stress-timed, syllable-timed) and to language specific constraints (Roca, 1999; Ravid & Schlesinger, 2007). Several scholars have based the rhythm class of languages on syllable complexity and vowel reduction (Dasher, & Bolinger, 1982; Dauer, 1983; Alexender & Yanhong, 2010). According to these scholars, stress-timed languages are those that allow vowel reduction and syllable complexity, while syllable-timed languages permit neither. Roach (2000) observes that the most frequently occurring vowel in Standard English is the /ə/. The term vowel reduction refers to two parameters: duration and quality. Reduced vowels have been reported to have shorter duration and/or more centralized formants than non-reduced ones (Nord 1986, Van Bergen 1993, Moon and Lindblom 1994). Carr (1999:116) views vowel reduction as reduction in the length of a vowel, usually accompanied by a change in its quality. Simo-Bobda (1995:255) claims NE speakers do not reduce vowels in unstressed syllable positions and that this accounts for why words such as: *pastor, status, statement* and *tribal* are produced as *past[ɔ]r, stat[u]s, statem[ɜ]nt* and *trib[a]l* respectively. Relatedly, Jowitt (1991:75) claims that SE /ə/ which naturally occurs in unstressed syllables does not occur in many Nigerian Mother Tongues (MTs). As such, he explains that Hausa English [ə] also features even in stressed syllable positions which make it significantly different from SE /ə/. Gibbon and Gut (2001) used10 sentences read by each speaker of Ibibio, Anyi and Ega of Nigerian English, and a British English speaker as the control to show that SE rhythm differs significantly from NE. Meanwhile, it was observed that the restricted no of participants

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(one ethnic group each) are not representative enough to represent NigE rhythm. In the opinion of Akinjobi (2006), a major deviation from SBE usage for Yoruba speakers of English is in the realization of vowels and syllables which occur in unstressed positions in SE. That is, a shift in stress is not necessitated by reduction in vowel of the syllable from which stress is shifted

However, it has been observed that existing phonological investigations on vowel reduction in NE have been on the major ethnic groups (Hausa, Yoruba, Igbo) and a few minority group (Ibibio, Eka etc) but studies on Edo English vowel reduction which is also a minority group have been scarcely investigated. Gibbon and Gut (2001) proposed Rhythm Ratio (RR) as an improvement an acoustic measurement to support the traditional classification of rhythm classes. Rhythm Ratio does not calculate absolute differences in length between adjacent units unlike the PVI but computes their ratio. This model was adopted for this study because it provides a tenable statistical and acoustic result in confirming whether there is any significant variation in vowel reduction of Educated Edo English Speakers' and SE, and the implication for Nigerian English rhythm description.

3. Methodology and Theoretical Framework

A Briton who lives in London served as the native baseline while 200 hundred (100 males and 100 females) Educated Edo English Speakers (university undergraduates), who speak Edo as their mother tongue were purposively sampled for this investigation. The choice of participants was based on the conviction that as university undergraduates they must have attained relative proficiency in spoken and written English. Participants were also assumed to meet variety 3 criteria of Banjo (1991). The research instrument consists of 20 English root words with suffixes. The participants were made to produce the test items into a digitalised Speech Filing System (SFS) computerised speech laboratory installed on *Hp* computer laptop. The participants' production was later played back and analysed through auditory means and converted to statistical form. Metrical grid, a tenet of metrical phonology developed by Liberman and Prince (1977) as an alternative approach to Chomsky and Halle's generative phonology was used as the theoretical framework (Cruttenden, 1986:30). Metrical grid was adopted as the theoretical framework for this investigation because of its inherent advantages. Metrical grid helps in the easy identification of prominent syllables and account for rhythmic alternation between strong and weak syllables as determined by the vowel quality and duration. Furthermore, the durational difference between strong and weak vowels was adequately tracked and cropped for analysis. Durational difference was captured and further converted to Gibbon and Gut (2001) Rhythm Ratio statistical value of 0-100 (the lesser the value to 0, the more syllable–timed and the closer the value to 100, the more stress-timed). The highest duration was adopted as the norm for Educated Edo English vowel reduction pattern. Below is Rhythm Ratio acoustic model:

$$RR = 100 \sum_{k\,=\,1}^{m\,-\,i} \frac{di}{dj} / (m - 1)$$

Figure 2. Rhythm Ratio (RR) ,

Sources (Gibbon and Gut, 2001; Akinjobi & Akindele, 2016)

Key:

RR = Rhythm Ratio

100 = Factor

£ - Greek letter = Summation

di = Duration of syllables with reduced vowels

dj = Duration of syllables with strong vowels

m= Maximum no of syllables in items

Analysis
Table 1.

EEES Performance in Vowel Reduction on English Stems with Suffixes

S/N	Stems/ Stems with suffixes	Expected SE Vowel Change	Vowel Quality	Realised EEES Variants	Vowel Quality	Potential Score	Actual Score	%
1	Atom/ˈætəm/ - atomic/əˈtɔmik	æ – ə	strong/weak	æ –æ	strong- strong	200	0	0
2	Telegraph/ˈteləgræf/ - telegraphic/tələlˈgræfik/	e- ə	strong/weak	e- i	strong- strong	200	0	0
3	drama/drɑmə/ - dramatic/drəmætik/	æ-ə	strong/weak	æ –æ	strong- strong	200	13	0
4	eradicate /irædikeit/ - eradication/irædikeiʃən	æ- æ	strong/weak	æ – æ	strong- strong	200	0	0
5	photograph /fəʊtəgrɑːf/ - photography/fətɔgrəfi/	Əʊ- ə	strong/weak	o- o	strong- strong	200	8	0
6	rusticate /rstikeit - rustication/rəstikeiʃn/	ʌ- ə	strong/weak	ɔ - ɔ	strong- strong	200	0	0
7	phonetic/fənetik/ - phonetician/fəunətiʃən/	əʊ-ə	strong/weak	o-o	strong- strong	200	0	0
8	'angel /eindʒəl/ – angelic/ændʒelik/	ei-e	strong/weak	æ/ei-æ	strong- strong	200	11	5.5
9	commerce/kɔmɜːs/ - commercial/kəmɜːsəl/	ɔ- ə	strong/weak	ɔ- ɔ	strong- strong	200	7	3.5
10	restore /ristɔː/- restoration/restəreiʃən/	i- e	strong/weak	i-i	strong- strong	200	12	6
11	comedy /kɔmədi/ - comedian/kɵmiːdiən/	ɔ- ə	strong/weak	ɔ -ɔ	strong- strong	200	0	0
12	demonstrate/demənstreit/demonstration/demənstreiʃən/	e- ə	strong/weak	ɔ - ɔ	strong- strong	200	0	0
13	grammar/græmə/ - grammarian/grəmeəriən/	æ –ə	strong/weak	æ-æ	strong- strong	200	11	5.5
14	strategy/strætegI/ - strategic/strətegik/	æ- ə	strong/weak	æ-æ	strong- strong	200	11	5/5
15	infertile /infɜːtail/- infertility/infətiləti/	ɜː - ə	strong/weak	e-e	strong- strong	200	10	5
16	Canada/kæn əd ə /- Canadian kəneidiən/	æ – ə	strong/weak	æ- æ	strong- strong	200	0	0
17	cleric/klerik/- clerical/klerikəl/	e- ə	strong/weak	e-e	strong- strong	200	0	0
18	geographydʒiꞏɒgræfi/ geographical /dʒiəgrꞏæfikəl /	ɒ-æ	strong/weak	eu-eu	strong- strong	200	0	0
19	Colony/kɒləni/ - colonial/kəlꞏəuniə/	ɔ-əu	strong/weak	ɔ-o	strong- strong	200	10	5
20	economy/ikɔnəmI/- economical/ekənɔmikəl/	ɔ-ə	strong/weak	ɔ-ɔ	strong- strong	200	10	5
	TOTAL					**4000**	**103**	**2.60%**

Table 1 show that EEES reduced vowels appropriately on the suffixes added to stems at one hundred and three instances of appropriate use (2.6%) out of four thousand expected instances of appropriate use. Figure. 3 below further represents EEES performance in vowel reduction on English stems with suffixes.
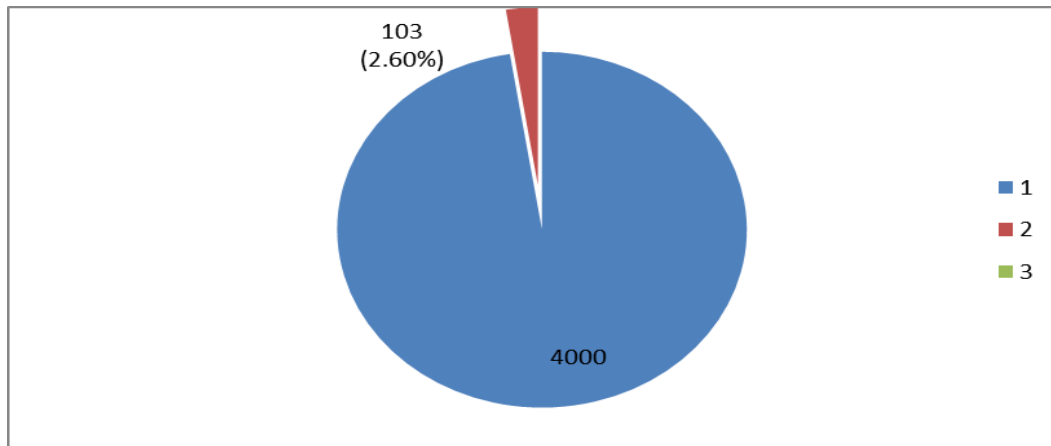

Figure 3. EEES Performance in Vowel Reduction on English Stems with Suffixes

Table 2.

EEES Performance in Vowel Reduction on English Stems with Suffixes by Sex

S/N	Stems/ Stems with suffixes	Expected SE Vowel change	Vowel Quality	Realised EEES Variants	Vowel quality	Potential Score		Actual Score		%	
						M	F	M	F	M	F
1	atom/ˈætəm/ - atomic/əˈtɔmik	æ – ə	strong/weak	æ –æ	strong-strong	100	100	0	0	0	0
2	telegraph/ˈteləgræf/ - telegraphic/teləlˈgræfik/	e- ə	strong/weak	e- i	strong-strong	100	100	0	0	0	0
3	drama/dræmə/ dramatic/drəmætik/	æ-ə	strong/weak	æ –æ	strong-strong	100	100	7	6	3.5	3
4	eradicate /irædikeit/ - eradication/irædikeiʃən	æ- æ	strong/weak	æ – æ	strong-strong	100	100	0	0	0	0
5	photograph /fəʊtəgra:f/ - photography/fətɔgrəfi/	Əʊ- ə	strong/weak	o- o	strong-strong	100	100	4	4	2	2
6	rusticate /rʌstikeit - rustication/rəstikeiʃn/	ʌ- ə	strong/weak	ɔ - ɔ	strong-strong	100	100	0	0	0	0
7	phonetic/fənetik/ - phonetician/fəunətiʃən/	əʊ-ə	strong/weak	o-o	strong-strong	100	100	0	0	0	0
8	'angel /eindʒəl/ – angelic/ænʤelik/	ei-e	strong/weak	æ/ei-æ	strong-strong	100	100	5	6	2.5	3
9	commerce/kɔmɜ:s/ - commercial/kəmɜ:səl/	ɔ- ə	strong/weak	ɔ- ɔ	strong-strong	100	100	3	4	1.5	2
10	restore /ristɔ:/- restoration/restəreiʃən/	i- e	strong/weak	i-i	strong-strong	100	100	6	6	3	3
11	comedy /kɔmədi/ - comedian/kəmi:diən/	ɔ- ə	strong/weak	ɔ- ɔ	strong-strong	100	100	0	0	0	0
12	demonstrate/demənstreit/- demonstration/demənstreiʃən/	e- ə	strong/weak	ɔ - ɔ	strong-strong	100	100	0	0	0	0
13	grammar/græmə/ - grammarian/grəmeəriən/	æ –ə	strong/weak	æ-æ	strong-strong	100	100	5	6	2.5	3
14	strategy/strætegI/ - strategic/strətegik/	æ- ə	strong/weak	æ-æ	strong-strong	100	100	5	6	2.5	3
15	infertile /infɜ:tail/- infertility/infətiləti/	ɜ: - ə	strong/weak	e-e	strong-strong	100	100	5	5	2.5	2.5
16	Canada/kæn əd ə /- Canadian kəneidiən/	æ – ə	strong/weak	æ- æ	strong-strong	100	100	0	0	0	0
17	cleric/klerik/]-clerical/klerikəl/	e- ə	strong/weak	e-e	strong-strong	100	100	0	0	0	0
18	geographydʒiuɒgræfi/ geographical /giəgræfikəl /	ɒ-æ	strong/weak	eu-eu	strong-strong	100	100	0	0	0	0
19	Colony/kɒləni/ - colonial/kəl əuniə/	ɔ-əu	strong/weak	ɔ-o	strong-strong	100	100	5	5	2.5	2.5
20	economy/IkɔnəmI/- economical/ekənɔmikəl/	ɔ-ə	strong/weak	ɔ-ɔ	strong-strong	100	100	5	5	2.5	2.5
	TOTAL					**2000**	**2000**	**50**	**53**	**1.30**	**1.30**

Table 2 represents the sex performance of EEES males and females. Male participants had 50 (1.30%) appropriate use of vowel reduction while the females had 53 (1.30%) out of 2000 expected use respectively. Overleaf is EEES performance scatter by sex:
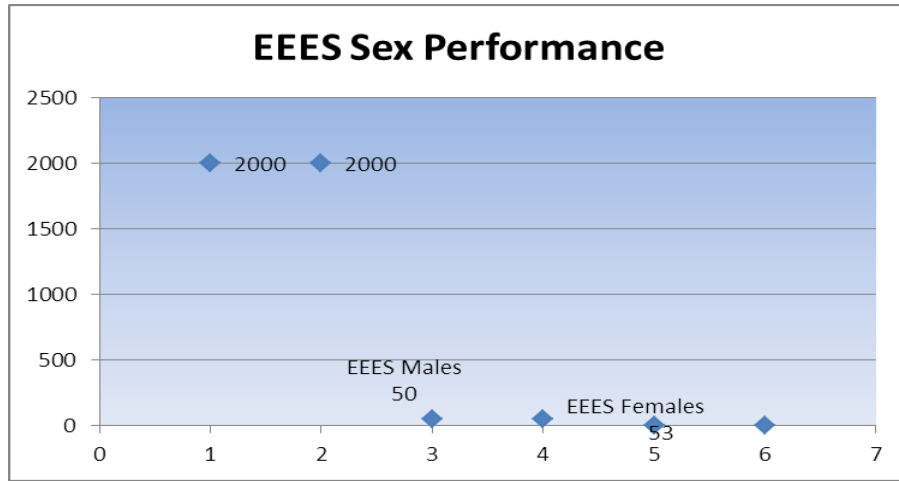

Figure 4. EEES Performance Scatter in Vowel Reduction on English Stems with Suffixes by Sex

Table 3.
Rhythm Ratio for NB and EEES vowel duration in milliseconds for
telegraph/ˈteləgræf/-telegraphic/tələlˈgræfik/

telegraph/ˈteləgræf/ -telegraphic/tələlˈgræfik/				
	Strong Vowel	**Reduced Vowel**	**Vowel Duration Difference**	**RR Value**
Native Baseline	**182.8**	**102.3**	**80.5**	**74.1**
EEES 1	0.948	0.945	0.003	0.022
EEES 2	0.963	0.942	0.021	0.018
EEES 3	0.929	0.918	0.011	0.009
EEES 4	0.925	0.911	0.014	0.012
EEES 5	0.919	0.916	0.003	0.003
EEES 6	0.982	0.974	0.008	0.007
EEES 7	0.967	0.964	0.003	0.003
EEES 8	0.978	0.976	0.002	0.002
EEES 9	0.989	0.979	0.010	0.009
EEES 10	0.953	0.950	0.003	0.003
EEES 11	0.918	0.915	0.003	0.022
EEES 1 2	0.953	0.942	0.011	0.018
EEES 13	0.939	0.918	0.021	0.009
EEES 14	0.929	0.921	0.008	0.012
EEES 1 5	0.920	0.916	0.004	0.003
EEES 1 6	0.952	0.950	0.002	0.007
EEES 1 7	0.967	0.964	0.003	0.003
EEES 1 8	0.968	0.966	0.002	0.002
EEES 1 9	0.988	0.979	0.009	0.009
EEES 20	0.969	0.966	0.003	0.009
Total	**19.05**	**18.91**	**0.144**	**10.49**

Table 3 shows the acoustic measures of 20 sampled EEES and one NB duration of strong and reduced vowels on grammar-grammarian, measured in milliseconds. Participants' durational difference was captured and further converted to RR value. There was a significant difference between NB duration of 74.1RR tilting towards stress-timing, and EEES speakers (10.49RR) titling towards syllable-timing.

Table 4.

Rhythm Ratio (RR) for EEES and NB Rhythm Ratio for NB and EEES vowel duration in milliseconds for   grammar/ˈɡræmə/ - grammarian/ɡrəˈmeəriən

grammar/ˈɡræmə/ - grammarian/ɡrəˈmeəriən/				
	Strong Vowel	**Reduced Vowel**	**Vowel Duration Difference**	**RR Value**
Native Baseline	**176.8**	**107.1**	**69.7**	**72.9**
EEES 1	0.548	0.545	0.003	0.22
EEES 2	0.546	0.542	0.004	0.29
EEES 3	0.569	0.568	0.001	0.07
EEES 4	0.545	0.541	0.004	0.29
EEES 5	0.549	0.546	0.003	0.22
EEES 6	0.552	0.539	0.013	0.96
EEES 7	0.557	0.534	0.023	1.68
EEES 8	0.565	0.548	0.017	1.25
EEES 9	0.562	0.557	0.005	0.37
EEES 10	0.550	0.546	0.004	0.29
EEES 1 1	0.588	0.585	0.003	0.22
EEES 12	0.566	0.562	0.004	0.29
EEES 13	0.599	0.598	0.001	0.07
EEES 14	0.555	0.549	0.006	0.44
EEES 15	0.549	0.546	0.003	0.22
EEES 16	0.542	0.539	0.003	0.22
EEES 17	0.547	0.544	0.003	0.22
EEES 1 8	0.515	0.508	0.007	0.52
EEES 19	0.552	0.550	0.002	0.15
EEES 20	0.551	0.549	0.002	0.15
Total	**11.11**	**11.0**	**0.111**	**7.49**

Table 4 shows the duration of the strong and reduced vowels of EEES and the NB in milliseconds. Participants' total duration for syllables with strong vowels was 11.11 while the reduced vowel was 11.0. Durational difference was (0.111). Rhythm Ratio total value further shows (7.49) for EEES showing insignificant difference for vowel duration and tilting towards syllable-timing. Native Baseline's duration showed significant difference for strong and reduced vowels at 72.9RR, tilting towards stress-timing.

Table 5: Native baseline and Educated Edo English Speakers Metrical Grids:

	3		4		
	1	2	1	2	3
Native Baseline	Grammar – grammarian				
	/græmə/ - /græməriən				

	3		3	4	5
	1	2	1	2	3
EEES	grammar - grammarian				
	/græmæ/ - /græmeirian/				

	3		4		
	1	2	1	2	3
NB	atom		atomic		
	/ˈætətm/ -		/əˈtɔmik/		

	3		3	4
	1	2	1	2
	atom -		atomic	
EEES	/ætɔm/-		/ætɔmɪk/	

	3			5			
	1	2	3	1	2	3	4
NB	Photograph -			photography			
	/ˈfəʊtəgrəf/			/fəˈtɒgrəfɪ/			

	3	4	5		4	5	6	7
	1	2	3		1	2	3	4
EEES	photograph -				photography			
	/fəʊtəugrəf/				/fəʊtəugræfɪ/			

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Metrical grids of Native Baseline and Educated Edo English Speakers over leaf show clear distinction between EEES and NB vowel reduction. The grids of the NB show that English vowel reduction rule was observed but for EEES, all the grids of all syllables were made prominent where vowel reduction was expected. The non-distinction in EEES vowel reduction pattern has strong effect on comprehension in SE English where two strong syllables never co-occur.

4. Findings and Discussions

1. Educated Edo English Speakers do not reduce vowels in English words whose syllable(s)/vowels require reduction as a consequence of additional suffixes. Statistical analysis of participants revealed an overall performance of 103 (2.60%), out of 4000 expected appropriate use. This further re- confirms the fact that vowel reduction as confirmed in other ethnic groups earlier investigated is not attested in Edo English.

2. Vowel reduction pattern of Educated Edo bilingual males and females do not show any significant difference. Educated English speakers males had 50 (1.30) appropriate use while the females had 53 appropriate use (1.30) out of 2000 instances of correct use expected respectively. For gender distinction in language use, some linguists have commented that men speeches are economical and casual than women who are considered to be more careful and explicit. This has resulted in the idea of associating women's speeches with correctness, formality and prestige but insignificant difference was noticed in this study between males and females participants duration.

3. Using Ratio Rhythm acoustic measures, Educated Edo English Speakers' vowel reduction duration further confirms earlier description of other NE varieties. The durational difference in strong and reduced vowels for NB and EEES was significant. EEES sampled revealed a difference of 10.49 RR while the NB duration measured 74.1 RR value for /ˈteləgræf/-telegraphic/tələlˈgræfik. For, /ˈgræmə/-/grəˈmeəriən/, EEES had 7.49RR, tilting towards syllable-timing while NB duration (72.9RR), which shows clear distinction between strong and educed vowels, and tilting towards stress-timing rhythm. The performance of EEES further displayed the non-use of reduced vowels form as expected in SE rhythm.

5. Conclusions

Statistical, acoustic and metrical results for vowel reduction in EEE and SE in this study support the predictions of Gibbon and Gut (2001). Educated Edo English Speakers' vowel reduction pattern reflects the absence of a durational distinction between strong and reduced vowels while NB's vowel reduction reveals significant distinction in durational values between strong and reduced vowels. Also, EEES results suggest that an absence of duration in vowel reduction plays a significant role in the impression of syllable-timing. This study confirms the claims of Akinjobi (2006). It confirms further the tendency for the convergent of Nigerian English to be syllable timed, since this has been confirmed by previous studies on major languages and now another minority group of Nigerian English. Educated Edo English therefore can be conveniently described as a variety of the new Englishes.

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THE EFFECTS OF FILM ADAPTATIONS ON THE EGAGEMENT OF ENGLISH AS A FOREIGN LANGUAGE STUDENTS WITH ENGLISH LITERARY TEXTS: THE ATTITUDE OF TEACHERS AND STUDENTS

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Abstract

The Rapid global technological development has affected all facets of life; the educational arena is no exception. ICT, above all has undoubtedly paved its way into the field of teaching and learning of foreign language in general and literature in particular. In the Algerian context, learning English literature is bewildering to many English as Foreign Language students due to the various linguistic and cultural barriers it may include. Providing the fact that English literature has made significant comeback into Algerian classrooms, it becomes a necessity for the teachers to devise creative and innovative lessons in order to urge students' engagement in English literary texts by using new technologies and materials. Although, their impact on EFL classrooms has been widely acknowledged, less is known about students' and teachers' perceptions of the relation between film adaptations and students' interest towards English literary texts. For this purpose, this study isan initial attempt to probe into the students' and teachers' attitudes towards the effectiveness of using film adaptations as an educational tool in promoting third year students 'interest in English literary texts at the Department of English, University of Sétif 2. To this end, a mix-method approach is used with the help of two different research instruments, namely, a questionnaire which was handed to 80 third year students. In addition, a face to face interview which was conducted with four English teachers to complement students' testimony from the point of view of an educational professional with EFL teaching experience. The findings have revealed that the targeted learners and teachers hold positive attitudes towards the integration of film adaptations in learning and teaching English literary texts. This led to open the door to further research attempts and initiatives in the realm of literature teaching and learning.

Keywords: *English Literary Texts, Film Adaptations, ICT, Literature, Technology.*

1. Introduction

   The learning of a foreign language is undoubtedly regarded as a cognitively challenging undertaking that a person may experience in their lifetime. In the Algerian context, most students have studied EFL for seven years prior to their enrolment into university. Even so, most of them suffer from a linguistic deficiency i.e. they are incompetent in using the language. In fact, one of the several and multifaceted reasons which enter into play to explain such a failure may be that too much attention has been devoted to the mastery of grammar and vocabulary only. That is, it isnot only the new lexicon and grammatical rules that make a learner alien to a language but rather the ability of learners to master the four skills Listening, Speaking, Reading, and Writing). On this, Mohan (1986) asserts that the mastery of discrete language skills such as reading and speaking is seen as the key to successful learning.

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Nonetheless, reading is given little or no attention in the Algerian Universities despite its paramount importance which is accredited by different educationalists and researchers. Alderson defines Reading as "an enjoyable, intense, private activity, from which much pleasure can be derived, and in which one can become, totally absorbed (2000, p.28)." In other words, reading literary texts, for example, can be regarded as a pleasant, fruitful adventure through which any serious and committed reader grasps rich and infinite knowledge. In similar vein, reading literary texts urges learners to develop a sharp awareness in relation to the social, political, or historical events which construct the background to a particular literary text (Lazar, 1993).That is, reading literary texts is regarded as a recommended tool which enables learners to achieve to some degree a proficiency in both language and life based on their prior sensitivity to the distinct elements from which a literary text is composed.

In general, EFL students undeniably consider reading FL literature challenging and intimidating which remains inaccessible for a myriad of reasons, remarkably, the learners' linguistic deficiency in understanding the literary texts, the difficult and complicated nature of the texts which can be full of unfamiliar and unusual words and most importantly the nature of materials used for introducing literary texts. In fact, reading in many of the Algerian EFL classes is regarded as dull, traditional and unstimulating since many students have been exposed to different media and technology resources, from audio to printed materials, thus they lack the motivation for learning in conventional way.

Recently, many language instructors, material designers, and scholars have been interested in investigating the usefulness of a variety of strategies and methods that can be effectively applied in the EFL reading classes to facilitate the students' learning of foreign literature and increase their interest in reading literary texts. Margan's (2009) asserts that the "days of teaching literature based on the literary text alone are coming to an end". Hence, the use of film adaptations is perceived as one of the important materials of such a type. A number of studies have revealed that films can become an integral part of the curriculum due to their major effect on the development of the basic language skills of Reading, Writing, Listening, and Speaking (Baratta & Jones, 2008; Ismaili, 2013; Rokni & Ataee, 2014; Yaseen & Shakir, 2015). This is based on the fact that films provide exposures to real language used in authentic settings and the culture in which the FL is spoken. They also have found that films catch the learners' interest and it can positively affect their motivation to learn (Kusumarasdyati, 2004; Luo, 2004). In fact, using English talking films, particularly the films adapted from novels, in the English language classroom is one of the methods that can have a positive impact on students' learning experience as for such films are usually regarded as media that draw students' attention and present language in a more natural way plus that they enclose audio and visual components that may lead to motivation. Even more important is the fact that films present visual context aids which help students understand and improve their reading skills. In reality, film viewing has been hailed an effective activity on the grounds that literature-based movies can make corresponding literary works easier to read (Rushing, 1996), offering insights into the literary texts that might be denied to the readers(Hill, 1986) and, in turn, improving students' motivation (Carter & Long, 1991). Despite all the above mentioned, very little works examined the perceptions of EFL teachers and students towards the integration of movies adaptations in their classrooms as a tool to improve students' reading. It should also be noted that there are no studies conducted in the cultural context of Algeria. Therefore, the current study aims at investigating the perceptions of Algerian EFL teachers and students towards integration of such materials into their classrooms as a pedagogical tool to improve students' reading interests and engagement.

2. Literature Review

Albeit there are many studies conducted regarding using the movie in ELT classes or reading literary texts, very few studies were conducted on examining students' perceptions of the use of films adaptation for raising students' reading interest.

Numerous sources have explained motivation in different ways; it can be defined as the underlying behaviour which is characterised by willingness and choice (Guayet al., 2010). It is also explained as the attribute that moves people to do or to not do something (Gredler et al., 2004). While several models have been developed to describe motivation and its components, motivation is often classified as intrinsic and extrinsic. The former is what is animated by personal enjoyment, interest, or pleasure, engaging in an activity because it is enjoyable and satisfying to do. The latter, however, is managed by reinforcement contingencies to achieve some instrumental result, such as earning a reward or avoiding a punishment. According to educators intrinsic motivation is more desirable and results in better learning outcomes than extrinsic motivation does (Deci et al., 1999). In other words, intrinsic motivation urges people to do things because they find them enjoyable, interesting, and exciting. In contrast, extrinsic motivation comes from external sources such as being compensated or avoiding a punishment.

As a term, Reading, refers to the process of learning information from a written or printed text, and relating it to what one already knows to construct a meaning from the text as a whole (Eskey, 2002). Following similar line of thought, Baudoin et al. (1994) try to proffer a more comprehensive description of reading as they assert that reading is a complex activity that involves both word recognition, the process of perceiving how written symbols correspond tone's spoken language; and comprehension, the process of making sense of words, sentences and connected paragraphs (Baudoin et al., 1994).

Actually, it is deemed that reading is vital for the mastery of a FL to the extent that some educators relate the ability to read as prerequisite for autonomous learning (Celce-Murcia et al., 1995). Undeniably, literary texts are used as a vehicle to illustrate language use, and introduce the cultural background of the studied text. To put it differently,

Students can gain aa treasure of authentic context to learn the language thanks to the cultural aspects of literary texts, which allow readers to travel from the lines in the paper their own minds fetching for meanings and explanations to the read ideas, leading to critical thinking. Furthermore, literature, in Longman Dictionary of Contemporary English, which refers to books, plays, poems and so on that people think are important and good (2003), is considered rich and enjoyable input that could well stimulate students to develop their life long reading habit. In similar vein, Langer (1997, p.607) points out that reading literature can open "horizons of possibility, allowing students to question, interpret, connect, and explore".

It may seem true that the components of motivation overlap with those of literature reading since literature offers a bountiful and varied contribution. However, FL instruction bears more complicated relationship to literature than that of second or first language instruction, where countless immediate instructional obstacles get in the way. Arguments against the use of literature in EFL classrooms hold that intrinsic hindrances lie ahead for alone EFL students to read literary works, such as linguistic intricacies of the target language, especially lexical and semantic barriers, unfamiliarity with or remoteness of the cultural background (Taglieber et al., 1988; Lazar, 1993), lack of an overview of Western literature, failure to comprehend overall meaning and an insensitivity to literary works (Hsieh, 2003). Another objection to using literature is that learners' low level of English competence might fail them to generate valid interpretations of a complex text particularly which involve the use of some rhetorical and literary devices, such as complex metaphors, which students might

find difficult to unravel. There also maybe a case where the learners, who do not read literature in their own language, or whose language has a literature very distinct from literature in English, remain mystified by the formal properties of the literary texts. Without any interpretations of the texts' meanings, learners become demotivated and frustrated in dealing with such texts (Lazar, 1994).

Accordingly, to overcome such issue which has gripped the attention of both fledgling and experienced researchers, instructors and educationists, there has been an urgent call for introducing novel, original and up todate materials (film adaptations in this research) that keep pace with the fulgurous development of technology. Obviously, several publications have appeared in recent years documenting the merits of the film in general and film adaptation in particular at all levels. Herron and Hanley (1992) believe that using such materials in the EFL classroom offers background information that activates prior knowledge, which is essential in stimulating the four skills activities in the classroom. Moreover, scholars have defined visualization as the ability to build mental pictures or images while reading. It is evident that students' own visualisations, when reading the script, would greatly depend upon their prior knowledge and engagement with the topic (Keene & Zimmerman, 1997). This provides firm grounds for the idea that English teachers should be more creative, motivating, and backup their courses by the use of movies in their classes. Furthermore, it is argued that helping students gain visualisation skills is an important way to foster greater comprehension when reading. This is supported by Keene & Simmerman (1997) who opine that this approach allows students to become more engaged in their reading and use their images to draw conclusions, create interpretations of the text, and recall details and elements from the text. In this frame of mind, it is proven by Luo's (2004) study which examined the influence of DVD films on students' reading comprehension. Nine films were incorporated into the class curriculum and used during the whole school year. The DVDs were the main materials of the course, supported by the additional, specially designed activities. Instructional activities included story-telling, picture description and open-ended questions for group discussion on topics retrieved from the films. The researcher incorporated caption- on and caption-off activities in order to practice student's reading skill. The final results of the statistical analyses indicated that student's reading skill "did improve" through the instruction of using DVD films in a motivating learning environment with "lower level of anxiety" after a whole school year. By the same token, Hibbing and Rankin-Erickson (2003) point out that Movies offer a wonderful opportunity for students to gain background understanding to combine with their own understanding about a story or concept. Hence, they suggest using a Watch-Read-Watch-Read (W-R-W-R) method in which students will build some background to the text, make predictions, watch part of the movie, then read more of the text, confirm understandings, make more predictions, then watch more of the movie, and continue reading the text.

As a final point, Gambrell and Jawits (1993) put forward the idea that when reading a text, movie features can help students connect to new information they may not have had a background in and adapt their new thoughts, images, and feelings to the text at hand.

All things considered, most of the research in this field has been conducted in Western countries where English is a first language, whereas only a few researches have been conducted in countries where English is a second or foreign language. Consequently, more studies are needed to enrich this less explored area of investigation, particularly in the Algerian context. To this end, a methodological part is to be introducing subsequently in order to examine the suggested research hypothesis.

3. Methodology

This research revolves around the basic assumption that the Algerian university learners of English and their teachers hold positive attitudes towards using film adaptation in promoting their reading motivation (Rahmoun, 2018). To test the validity of this assumption, a mix-method approach has been conducted, in which both quantitative and qualitative data are simultaneously collected through the inevitable reliance on a questionnaire and a face-to-face interview.

The questionnaire is used as the search instrument in order to collect quantitative data from students to check the hypotheses. In fact, the questionnaire is a widely used as are search tool that provides a relatively quick and efficient way of obtaining a large amount of information from a large sample of students contrasting other research tools. Besides, a questionnaire has its main function as measurement tool (Oppenheim, 1992).The questionnaire was administered to a sample of 80 third year students randomly selected from the parent population at Sétif-2 University. It is made up of twelve closed, open-ended, and open questions. It was handed in the classroom and the answers were picked up by the researcher on the spot. The reason laid behind the choice of this particular sample is that Third year students are expected to be more acquainted and knowledgeable about such matters.

The interview is another research tool that was needed in this this study. It was carried out to investigate whether the teachers hold positive attitudes towards using film adaptations in promoting learners' reading interest. That is, whether they think that the use of such material is a good pedagogical strategy to attain the aforementioned aim.

The interview was conducted with four teachers of English in the language laboratory at the University of Sétif 2.It consists of 18 open questions, and teachers were asked to give explanations and clarifications. For the interview, each teacher took about 20 minutes. During the interview, both the interviewer and the respondents had the opportunity to ask for further information or clarification in order to ensure a full understanding and clear description. The interviews were taped recorded and then transcribed.

4. Results

A. Results of Teachers Interview

As it mentioned formerly, one of the research tool is the teachers' interview which is used to elicit qualitative data about the subject matter. The interview's questions disjointedly yielded what follows:

Q.1: Teachers' profile which seeks information about teachers' qualification and English teaching experience; as a result two teachers hold a magister degree in sociolinguistics and literature. They teach literature at the university since 2015. The third informant holds a magister degree in British and American civilization. He started teaching at university since 2008. As for the fourth interviewee, he is assistant lecturer holding a PhD degree in sociolinguistics and he has been teaching research methodology since 2004. Beside the aforesaid information, three of the informants interviewed are undertaking a doctoral research.

Qs 2 and 3: Literature teaching objectives and the literary elements taught in literature course. Q.2 which is intended to identify the general objectives behind the teaching of literature, the four informants provided somewhat same answers. They respectively mentioned that the main objective is to improve the students' English language use and

usage and to gain a literary and cultural background and knowledge of the foreign different authors and literary streams, in addition to make them like reading literature. Q.3 aims at getting into the main elements highlighted by teachers while teaching literature, the four teachers asserted that the focus is on the content and the form of a given literary work i.e. the themes and the ideas the author conveys in addition to the stylistic aspect of the text; also on the understanding of the overall story embedded in a novel, play or short story including the understanding of the plot and students empathy toward the characters; and finally on the beauty of a language i.e. figures of speech and the writer's style. Q.4: Students' attitude towards literature and literary texts and the reasons underlying such attitudes. All the four respondents agree on the fact that literature and literary texts are still at the centre of interest of some students while (56 %) of them hold negative attitudes towards them due to various reasons such as facing some difficulties in dealing with the complexity of the literary text particularly at a language level, being not prone to read literary texts or simply because liking literature or disliking it is just a matter of taste. Q.5: Students' difficulties in reading literature. The core aim of this question is to unveil the difficulties students encounter while reading literary texts. 100% of the respondents (N=04) affirmed that the main difficulty is in terms of understanding the language used in such literary genre due to the complex and unfamiliar language or the lack of cultural knowledge. Another difficulty that obstructs students learning is being not bookish. Q.6: application of film adaptations in literature classroom. At this stage of investigation, the interviewer inquiries about the teachers' use of film adaptations in their courses. Consequently, the application of such material varied from one respondent to another. It is rarely used as thecae of the first two teachers. As for the other two teachers, it is reported that they used them once. This mainly due to, according to them, they mentioned the time constraint as one of this reasons. In addition, to the shortage in materials or the logistic requirements and the appropriate environment that facilitate their use or simply because it is not set in the overall syllabus.

Qs.7, 8 & 9: Film adaptation suitability in literature classroom and merits of such material. The focal point addressed by Q.7 is the teachers' perspective regarding the suitability of film adaptations for students. In fact, the four teachers came to a consensus by answering positively this question explaining that films are useful in linking the traits of the characters with their body and behaviour in the movie; they stimulate students to the course and to reading as to keep pace with technology and respect this digital generation which prefer the screen rather than the book. Furthermore, when asked about students' reaction to the film projection, the four of them share a very positive students' reaction to the use of film adaptation. The informants asserted that their students were extremely satisfied, excited and motivated. On Q.8, all of the respondents reaffirmed the fact that students nature of being not enough bookish is a reason behind their lack of interest and motivation. They asserted that films adaptation is indeed a solution to overcome such a problem. They endorsed their answers by stressing the fact that such materials urge the students to read the original version in order to find out the differences between the two versions and motivate them to attend the lectures. In Q.9, the 04 respondents regard the merits of film adaptations. They responded positively by agreeing on the fact that film adaptations can help students in overcoming a number of problems such as in creating suitable learning context on the ground that they can break the routine and boredom of the old-fashioned and traditional way of teaching literature and introducing   literary   texts   ushering   students   to   a   more   relaxing andenjoyablesettinginadditiontocaptivatingtheirinterest.Moreover, they are useful in overcoming students' difficulties in the understanding of the literary texts as everything in the book is portrayed clearly and concretely by the film. Furthermore, it is mentioned that

films can support students' recall of the content thanks to the visual scenes; they provide a support for the students' own understanding of the story by opening doors to other ways on understanding and provide them with the necessary knowledge about the era where in the target work emerged. Qs 10 to 12: Teachers' method of using of film adaptations. Q.10 aims at probing into the appropriate phase to project the film which elicits interesting and divergent answers. Three respondents said they prefer using films after explaining and discussing the book for a number of reasons notably, this result in a better understanding in terms of details, to avoid students' reliance on the film adaptations at the expense of the book itself. As for the fourth teacher, he said he preferred using it before discussing literary text. Yet, some information about the era, the context and the writer before watching the movie must be introduced. On Q.11, three out of four informants asserted that it is better to use them during the scheduled session and not in extra sessions. On Q.12, teachers are inquired about the best use of the works of literature adapted to films either to use them integrally or segmentally. Three teachers favour the use of the integral film for an entire understanding rather than using solely chosen passages. This is not the case with teacher one who views using a chosen passage(s) as a better way to deal with the time constraint and to go straightforward to the passages or scenes that are interesting and useful for the analysis instead of wasting time with useless details that are often included in film adaptations. Following the same line of questioning, question 13 aims at obtaining teachers' criteria in selecting the film adaptation. All respondents come into agreement that the key criteria are as follows: the usefulness of the passages to the analysis of the literary work, the faithfulness of the adaptation and respecting the novel to be introduced in the syllabus.Q.14:Teachers'perspectiveregardingthedisadvantages of film adaptation. According to the respondents, the use of such a means may be at the expense of reading the original version of the literacy work as this may lead to a reliance of students on the film merely. Furthermore, three of them agreed with the fact that film adaptation may bias students' understanding of the story; whereas one teacher asserted that the benefits of films such as representing the characters and settings visually get the upper hand on the issue of the bias. Moreover, he believes that literary text is open to different interpretation and film adaptation is one of them, therefore the differences between the two versions is not problematic. Q.15: Teachers' attitudes towards using Film adaptation relevance to the literary text reading motivation. In this respect, the four informants responded positively that film adaptations are an interesting tool that may overcome the students' lack of interest in reading, can motivate them to read more by offering an enjoyable and attracting setting for reading and complement their understanding of a given literary text. However, they stated the overriding importance to read the book and to see its filmed version.

Q.16: Without dissent, all teachers responded positively to this question. They added that students' appreciation of literary text can be improved due to the qualities of films being source of motivation and interest. In Q.17, there was an agreement on the behalf of all teachers vis-à-vis the introduction of film adaptation in literature syllabus. On Q.18, the four teachers were requested to add their own comments, remarks and suggestions regarding the topic of the present research, they restated their belief that film adaptations are very utile and beneficial for a better understanding and appreciation of literary works and for promoting students reading interest as well. In accordance with a variety of suggestions notably, they insisted on using faithful adaptations, respect the native culture by omitting the inappropriate and useless scenes that may cause cultural choc, take into account learners' differences in selection of films, and make studentsawareofthefactfilmadaptationsaremerelyeducationalaidstofacilitateandencourage the learning process.

B. Results of Students Questionnaire

The following are the findings obtained from probing into the students' questionnaire. The questions disjointedly ensued in what follows: Q.1 to Q.3: Student's motivation and attitudes. The first question revolves around the students' motivation towards learning English which revealed that (44%) students learn English for academic purposes; whereas (37 %) respondents asserted that they chose learning English because they like this language. Besides, the minority choice is held by five (19%) students who fancy communicating with this language, in addition to learning English to become a teacher. Q. 2 aims at eliciting students' attitudes towards using technology in English classes, (96 %) of students considered the use of technology in classes as a useful tool that helps them improve their level of English. Q.3, probes into students' attitudes towards literature and literary texts. (63%) of the informants said they dislike literature, the remaining choices were shared out by thirty (30) students standing for a mitigated minority, (09 or 11 %) abstained; while (21 or 26%) said they like literature. As for the second part of this question, which probe into justifying their choices, the informants declared various reasons saying that they are not prone to read, they lack the necessary linguistic and cultural aspects to understand literature, and find literature lectures not interesting because of the way it is taught and how literary texts are introduced. Q.**4** aims at gauging into students' attitudes towards literature course in general and the reading course in particular. At this stage of the investigation, as it is shown in table 1, (56%) of the informants considered literature and reading course as boring and old fashioned. Conversely, (30%) respondents said they consider the literature class as interesting. The remaining (12 or (15%) students look at literature course as an enjoyable.

Table 1.
Students' Attitudes towards Literature and the Reading Course

Options	Frequency	Percentage
Boring and old fashioned	45	56%
Interesting	23	30%
enjoyable	12	15 %

In Q.5, the focal aim is to query about the students' main difficulties in learning literature and while dealing with literary texts. (81%) of the informants admitted that their main problem is in comprehending the language used in literary texts. (13 %) respondents said they had difficulties in understanding the global story of the work as a choice and only (6 %) said they faced difficulties in imagining the events of the story. The main purpose of Q.6 is to elicit information about the extent to which the informants are prone to read books especially literary works. (61 %) asserted that they read no books; against (17 %) respondents claimed that they read one book per month. In addition, only (2 %) respondents said that they usually read two books a month. To explain such a refraining from reading, various reasons were provided. The answers that were given by their majority (77 students)are the lack of interest and time for reading, difficulties in understanding and hating the reading process. In Q.7, students' were asked about their learning styles.(95 %) of the respondents turned out to be audio-visual learners affirmed that they prefer learning by both seeing and hearing. In Q.8, informants were asked to mention whether they have already experienced a projection of a film adaptation during

their studies. As illustrated in table 2 (15 %) of the informants said they attended such projection once, except 13 % of the respondents (said they had such an experience twice. As for the (50 or 63 %) remaining informants, they said that never watched a film adaptation of the literary course they usually attend.

Table 2.
Students' Familiarity with Film Adaptation

Options	Frequency	Percentage
Once	20	15 %
Twice	10	13%
Never	50	63 %

Qs 9 to 11: The advantages of film adaptation in literature course. Q.9 tried to probe into learners' attitudes towards studying literature with film adaptations. 100% of the respondents positively replied on this question. Q.10 aims at probing into learners' attitudes towards using film adaptations as a motivator to read literary texts and know more about the English literature and culture. As depicted in table 3, (94 %) of the respondents said they consider film adaptations as motivating tools to promote their reading interests and to grasp more knowledge about the literature and culture. They justified their choice saying that such materials make them curious to know the events which are not shown in the movie and push them to look for the hard copy of the work. (6 %) consider such films as not much motivating.

Table 3.
Students' Attitudes Using Film Adaptations as a Motivator to Read Literary Texts

Options	Frequency	Percentage
Motivating	75	94 %
Not motivating	5	6 %

On Q.11, (98 %) of the respondents answered positively stating that film adaptations facilitate their understanding of literary texts. The reasons are epitomized by the fact that the characters' actions, images of the setting and spoken dialogues provide them with contexts to understand the plot events and things that they do not understand from the written words. On Q.12, students were asked whether they fancy learning literature and reading via film adaptations. From table 4, one can say that (99 %) of the respondents strongly agreed on this matter. They supported their choice by saying that film adaptations are motivating, exciting and interesting materials compared to reading books which is considered as boring and beyond their linguistic competence. They added that such materials help them in imagining the events, clarifying the ambiguous points of the story of a given novel or play and memorising it. Furthermore, they affirmed that adaptation aids them in acquiring cultural knowledge. The remaining (1 %) were neutral.

Table 4.

Students' Attitudes Using Film Adaptations Understand Literary Texts

Options	Frequency	Percentage
Strongly Agree	79	99 %
Neutral	1	1 %

On Q.13, the respondents were asked to suggest recommendations and give suggestions and personal point of view vis-à-vis film adaptations and their reading interests. (97 %) of the justifications were confirming their benefits for them. They said they believe that such a material can enhance the teaching of literature in general and novels reading in particular. Moreover, they considered that films facilitate the understanding process, motivate them, raise their interest and lead them to have a positive attitude toward literature. In fact, these respondents in favour of the use of films mentioned in their answers that such materials are appropriate for them demanding their use in the literature courses on a regular basis.

5. Discussion

The collected data, from the students' questionnaire divulged via the quality of the answers that the respondents were interested in the research topic as they tried to answer objectively all the questions and justify their answers. The main information showed that the majority (81 %)of the informants encountered difficulties in learning literature mainly in understanding the overall story of the literary work which result in a general discontentment, demotivation and lack of interest to read (Erlina et al., 2018). In addition, the questionnaire discloses that the informants happened to be audio-visual learners as they appreciated the teachers' reliance on authentic materials, namely films adaptation which are not which are not frequently available. Furthermore, participants positively perceive film adaptations and assert that such authentic materials make learning more interesting and facilitate their understanding of literary texts thus literary appreciation and interest. In the end, nearly all the informants (100 %) stressed the importance of integrating such materials for literature study particularly when introducing reading materials.

The findings revealed from this interview, in its turn, demonstrated that the informants demonstrate a considerable acceptability toward a potential larger use of film adaptations in literature classes in general and introducing literary texts in particular; they recognized the several merits of such an authentic material being a motivating and involving suitable means to best meet students' learning style, needs and preferences, a source of cultural enrichment and able to create an opting learning environment. Moreover, film adaptations from the respondents' perspective are key tools in overcoming many obstacles that may obstruct learners' learning or appreciation and interest in literary texts notably they help in a better understanding of the literary texts mainly to comprehend literary text's elements such as characters, plot and themes. This is due to the concrete visuality of setting, scenes and actors themselves. On the other hand of the fence, the four teachers expressed different concerns about the use of such material; they explained that the overused can be at the expense of the reading material which will engender a full reliance on the visual version merely rather than the written one which is the most important. Also, they explained that the changes and modification may lead students to suffer literary bias which later overlooked since as the major benefits is to expose them to real and vivant images of lines being read. Albeit all the disadvantages of the use of film adaptations, the informants acknowledged to ascertain extent

their suitability in the literature class in general and reading literary texts in particular. Furthermore, all teachers agreed that film adaptation can help in rising student's literary appreciation and help to a great extent in raising students' interest in reading. Accordingly, the result obtained from interview showed that totality of the informants call for a lager use of such means in the near future in the literature syllabus. Additionally, they advanced some recommendations such as using film adaptations for all genres and insisting on the fact that they must be used as an instructional aid hand in hand with the text. In brief, the interview served to put into evidence different opinions and views that are serving the overall purpose of this research.

6. Conclusion

Based on the data obtained from the questionnaire and the interview, it is concluded that the research hypothesis is to some extent confirmed as students and teachers actually hold positive attitudes about the usefulness and the effectiveness of film adaptation in raising learners' reading interest. Furthermore, the results also show that teachers and students are aware of the benefits of such authentic material, not merely the affective aspects (motivation, interest) but also the cognitive aspects (comprehension, critical thinking). Furthermore, they endorse its integration in their classes given that they furnish a more practical and interesting teaching/ learning context. In addition, the data obtained show that students enjoy learning in general and reading literary texts in particular with film adaptation which motivate them to learn and read more in target language. In fact, this research is only a first stepping stone towards acceptably understanding, and having more insight into the students' and teachers' perceptions of using film adaptation in promoting students' reading interest. Further follow up studies and recommendations for future research should be a welcome addition so as to furnish the field of foreign language teaching and learning with novel insights and suggestions for the sake of helping learners promote both their learning of literature and their reading interest. Under the light of the foregoing reported results, the author suggests that in order to test the impact of using film adaptations to improve learners' reading interest, it is recommended to tackle that this research with the help of an experimental design. In which the controlled and experimental groups are to be used. At first, a written discourse completion task whose purpose is to test the learners' reading interest for both groups. Then, only the experimental group will watch film adaptation for a period of time along with reading the book. At the end both groups will take the test again. Depending on the results, the researcher is apt to state confidently that the use of such materials has an impact on learners' reading interest or not.

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DECIPHRING THE EFFECTIVE RELATIONHIP BETWEEN EMOTIONAL INTELLIGENCE AND WILLINGNESS TO COMMUNICATE IN AN ENGLISH AS A FOREIGN LANGUAGE CLASS

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Abstract

The present study anchored its investigation into students' verbal communication and emotional aspect. Expressly, the major aim was to establish the potential relationship between Willingness to Communicate (WTC) and Emotional Intelligence (EI) among 45 Third year EFL learners, at Biskra University, who were engaged in the study through convenience sampling. Methodologically, a quantitative approach with an explanatory sequential design was adopted. In order to gather the necessary data, two data collection instruments were employed, namely, the Instructional Willingness to Communicate test (IWTC), and a Schutte Self-Report Emotional Intelligence Test (SEEIT). After obtaining the raw data, IBM SPSS software version 28 was used to process the scores into interpretable forms. The statistical results of the correlation analysis indicated that there is a moderate positive relationship between EI and WTC. In all respects, the findings of the current inquiry can encourage syllabus designers and EFL teachers to consider the effectiveness of EI in mediating classroom communication impediments. Thus, it is a call for the integration of EI skills and abilities in the foreign language teaching program and classroom activities of Oral expression course in particular.

Keywords: Emotional intelligence, EI-based activities, foreign language teaching, Oral Expression students, willingness to communicate

1. Introduction

With the growing tendency towards focusing on learners' differences in teaching, language learners are no longer neglected in learning but unique and exceptional, especially in the way they perceive their learning process. One cannot deny the fact that the wide range of learners' differences ultimately influences the learning outcomes. Despite the complexity of the issue, the probability of success can be higher when teachers embrace these differences and use them to learners' advantage. However, learners do not only differ in the ways they deal with learning, but also in their emotions during the learning process in general.

In the Algerian English as a Foreign Language (EFL) context, the focal interest in learning is gaining more knowledge about language structure and use. Authentic communication is marginalized in EFL pedagogy and the emotional aspect, as well as affective factors, are not being familiarized in educational settings. In spite their importance in shaping the overall language learning progress, they are still not given much attention.

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In other words, emotions have long been regarded as irrational factors. Students are generally evaluated based on mathematical and linguistic intelligences. However, EI is increasingly playing a pivotal role in learning, and academic intelligence is no longer considered as the only contributing factor to success, day to day adaptability, and problem-solving. According to the available literature, EI is defined as the ability to understand and manage one's emotions, to understand and form healthy relationships with others. It is rendering intentions to actions, accessing and managing emotions to support thoughts. Most importantly, embracing one's emotions can help him/her cope with difficulties, develop a positive attitude, initiate and take part in different communicative settings.

This problem has been aggravated mainly with the arranged Oral Expression sessions in the curriculum at the university level (which primarily address practicing speaking). That is, these sessions are mostly based on free chosen topics resulting in mere presentations. The latter hinder the involvement of students on regular basis in classroom interactions, as presentations are most often a group work within a limited period, once in a whole semester. Needless to mention that not all students get proper parts to discuss while presenting nor were they given the chance to practice the language outside the classroom. The same goes for EFL teachers who struggle with classes of mixed abilities guided by no syllabus, working towards the same goal of instruction despite students' levels and individual differences.

As a result, the lack of discussion in these assigned sessions turned them to passive listening settings. If the basis is mere recitation of what has been prepared to be presented, teachers are indeed obliged to ignore students' emotional side and individual differences. Students, as a result, would not be eager to engage or initiate any classroom discussions which will, eventually, lead them to experience communication apprehension. Despite all of this, the major problem is that even when students are offered opportunities to communicate, not all of them would speak up and discuss what they think; they would only remain silent. Therefore, learner's unwillingness to communicate poses a major problem in language learning classrooms.

Therefore, this research seeks to answer the following research questions:

RQ1: What is the EI level of Third Year EFL learners?

RQ2: To what extent are Third Year EFL learners willing to communicate?

RQ3: Is there any significant relationship between Third Year EFL learners' EI and WTC?

Based on the abovementioned research questions, we propose the following research hypotheses:

RH1: Third Year EFL learners at Biskra University have average to high levels of EQ.

RH2: Third Year EFL learners are not willing to communicate inside the classrooms.

Concerning the third research question, we assume the null hypothesis:

H $_0$: There is a no significant relationship between Third Year EFL learners' EI and WTC.

The general aim of this study is to determine the relationship between EI and WTC in the Algerian EFL context. More specifically, this research work aims to: (a) Spotlight the concepts of EI and WTC by introducing them to both students and teachers; b) Determine Third Year EFL students' EI level; (d) Ascertain how much Third Year EFL students are willing to communicate in language learning classrooms; and (e) Establish the relationship between Third Year EFL learners' EI and their WTC.

2. Literature Review

2.1 Emotional Intelligence

EI is a relatively new concept in the field of psychology and education. Like intelligence, EI has been perceived differently in different domains by various researchers. Thus, different definitions, models, measures have been established. Moreover, the most prominent researchers who laid the foundations for EI are Salovey and Mayer, Goleman, and Bar-On.

Bar-On (1997) has coined the term Emotional Quotient (henceforth EQ). He considered it a parallel term to Intelligence Quotient (IQ). Bar-On (1997) defines EI as "an array of non-cognitive capabilities, competencies and skills that influences one's ability to succeed in coping with environmental demands and pressures" (p. 14, as cited in Mayer et al., 2000). Bar-On attempted to identify the skills and abilities that aid people in coping with everyday environmental demands, believing that the higher the level of EI, the more successful an individual is. After 17 years of research, Bar-On could finally develop the very first scientifically validated measure of EI (EQ-i); after experimenting on thousands of people around the globe (Maree & Eiselen, 2004, as cited in, Bencke, 2006).

2.1.1 Models of emotional intelligence

Researchers, initially, have perceived the nature of EI from different perspectives. As the concept of EI is controversial; it was not clear whether to qualify it as an ability or trait. Thus, many models have been developed in order to specify and explain the different skills and abilities encompassing EI. The works pertaining to this area have been split into three main categories: Ability, trait, or ability-trait mixed model EI. According to the *Encyclopedia of Applied Psychology* (Spielberger, 2004), there are three major models of EI:

- The Mayer-Salovey ability model which defines this construct as the ability to perceive, understand, manage and use emotions to facilitate thinking.
- The Goleman mixed model which views it as an assortment of emotional and social competencies that contribute to managerial performance and leadership.
- The Bar-On mixed model which describes EI as an array of interrelated emotional and social competencies, skills and behaviours that impact intelligent behaviour.

2.1.2 Studies related to emotional intelligence

With the publication of the groundbreaking book by Daniel Goleman (1995) "Emotional Intelligence: Why It Can Matter More Than IQ", the concept of "intelligence" has been redefined. The author addressed the fact that many people seem to be academically brilliant, possessing high Intelligence Quotient (IQ) levels but fail to succeed in different aspects of life. Thus, the notion of IQ determines that success has been reconsidered by shifting the focus to emotions and how they can limit or improve a person's mastery of skills and decision making. Hence, ever since Emotional Quotient (EQ) has been introduced, many studies have spotlighted EI over the years obtaining valuable findings.

The potential relationship between negative emotions and EI has been examined in multiple contexts, particularly in Applied Linguistics. Thus, Li (2020) explored the influence of trait emotional intelligence (TEI) on academic achievement and its correlation with foreign language enjoyment (FLE). For data collection, composite questionnaires were administered to 1307 Chinese second-year senior high school students. The questionnaire included a section for demographic information followed by a 10-point question for perceived achievement and two well-established psychometric scales for measuring TEI and FLE. An English test was used to evaluate students' actual English achievement. The findings

demonstrated that students' TEI has a significant correlation with positive emotions and can predict learning achievement. Meanwhile, most of the participants had moderate to high EI scores and one-third of them have shown little or no enjoyment in English language learning.

Adopting a mixed-methods approach, Resnik and Dewaele (2020) examined Trait Emotional Intelligence (TEI) positive and negative emotions of 768 secondary and tertiary level students in German language L1 and English language LX. After opting for snowball and convenience sampling techniques to access participants who lived in Austria, Germany, Switzerland, and South Tirol in Italy, the respondents were asked to answer an online questionnaire through a web survey application termed as "Lime Survey". The findings demonstrated that high levels of TEI were significantly linked to more enjoyment and less anxiety in both L1 and LX classes. Therefore, this study stressed teachers' awareness towards students' emotions for the ultimate goal of enhancing overall academic performance.

In order to explore the correlation between EI and motivation, Niroomand et al., (2014) conducted a study on 59 participants majoring in English teaching at an Iranian University. After explaining the objectives, both questionnaires of the Schutte Self-Report Emotional Intelligence Test (SSEIT) and the Motivated Strategies for Learning (MSL) were administered to participants in two separate sessions. The findings revealed that all components of motivation correlated positively and significantly with Iranian EFL students' EI subscales. It was also indicated that students who have significant control over themselves and their learning tend to be self-motivated and have higher degrees of management over their emotions. Based on the results, it was concluded that both EI and motivation play a pivotal role in expanding EFL learners' linguistic knowledge and in facilitating the process of language learning.

Despite the fact that EI is a new concept of research, the body of literature arrived at interesting findings. These numerous studies reflect the importance of EI and provide a great deal of data necessary to improve students' engagement in the course of learning and education as a whole. However, deep investigations need to be conducted to explore the outcomes of implementing EI programs within schools' curricula; not just EI relation with different variables.

2.2 Willingness to Communicate

WTC has been the subject of various research studies since the 1980s. Hence, McCroskey and Baer (1985) first introduced WTC as a concept to explain how individual traits affect L1 communication. In the 1990s, after the concept of WTC was extended from the L1 communication domain to the L2 acquisition domain, it was incorporated into L2 education (Lee & Drajati, 2020).

Based on McCroskey and Baer (1985) study, WTC has its roots in the works of Burgoon (1976) on unwillingness to communicate, Mortensen et al., (1977) on predispositions towards verbal behavior, and McCroskey and Richmond (1982) on shyness. Therefore, WTC emerged as a trait-like conceptualization that refers to an individual's inclination or apprehension towards communication (McCroskey & Baer, 1985). Later, MacIntyre et al., (1998) defined WTC in the L2 as "A readiness to enter into discourse at a particular time with a specific person or persons, using a L2" (p. 547).

For Bernales (2016), WTC does not inherently require actual acts of communication, as long as students intend to communicate and are willing to act on that desire. He states that WTC could, therefore, reside in learners who simply raise their hands to engage within the lesson, irrespective of whether they say anything loudly. Nevertheless, as claimed by Heidari (2019), the common concept of WTC emphasizes learners' participation in any way and in any manner. Even if this was not the intention of the scholars who defined the notion of

WTC, such an inference is probable and plausible. It is a commonly-occurring issue that learners may encounter with no specific purpose in mind.

2.2.1 MacIntyre, Clément, Dörnyei, and Noels's (1998) pyramid model of WTC

L2 WTC studies have been largely based on MacIntyre et al.'s (1998) model (six-layered pyramid), which is composed of dynamic, situation-specific (the top three categories) and stable, trait-like variables (the bottom three layers). The former variables tend to be dynamic and inconsistent, usually they are contingent on specific communicative contexts; whereas the latter often signify stable, trait-like variables that influence L2 WTC behaviours that are consistent across time and space.

Layer I is concerned with Communication Behavior which, in turn, incorporates L2 use, the latter is described as "the result of a complex system of interrelated variables" (MacIntyre et al., 1998, p. 547). As for Behavioral Intention (Layer II), it comprises the concept of WTC which is defined as "a readiness to enter into discourse at a particular time with a specific person or persons, using a L2" (MacIntyre et al., 1998, p.547). Layer III is related to Situated Antecedents which comprises two tendencies; the desire to communicate with a specific person and the state of communicative self-confidence. The former is a product of inter-individual and intergroup motivations.

Motivational Propensities (Layer IV) are concerned mainly with three clusters that seem to be of major significance namely: inter-individual motivation, intergroup motivation, and L2 confidence. Layer V (the Affective and Cognitive Context) deals with variables that are somewhat distant from the specific scope of language learning and communication. It is concerned with intergroup attitudes, social situation and communicative competence. The societal and individual context (Layer VI) involves mainly intergroup climate and personality. Principally, societal context involves intergroup climate. The latter is presented in relation to two fundamental aspects related to the community's structural characteristics and their perceptual and affective correlates.
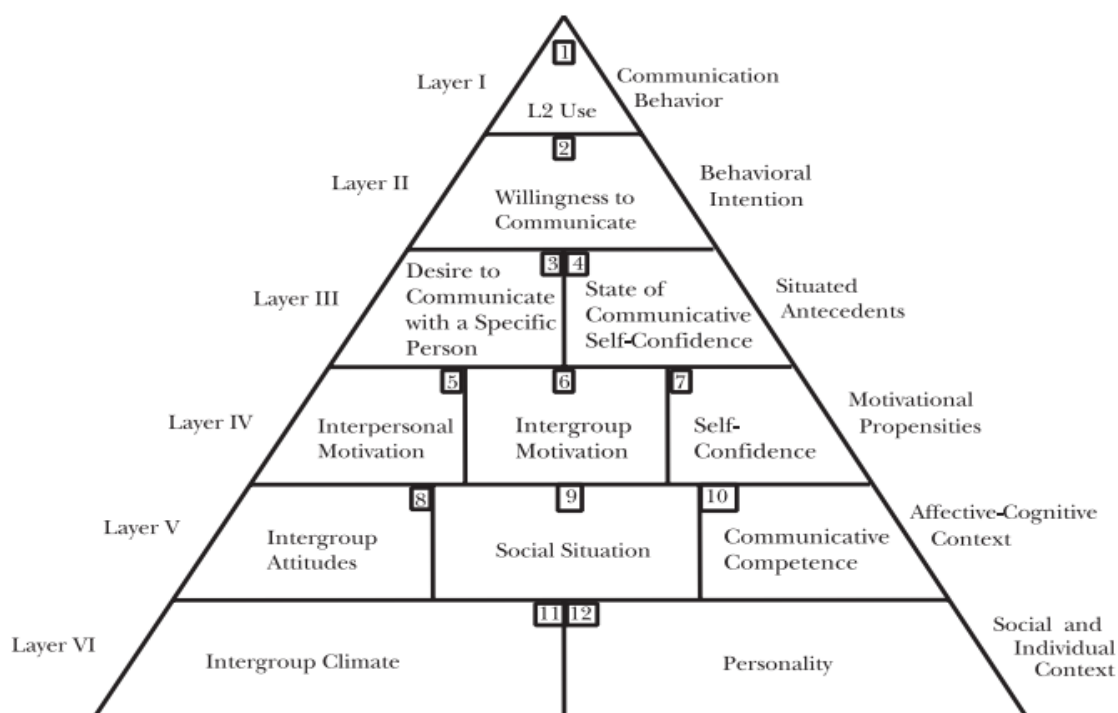

Figure 2. 1: Heuristic Model of Variables Influencing WTC

(Source: MacIntyre et al., 1998, p. 547)

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Note. Reprinted from "Conceptualizing willingness to a L2: Communicate in confidence model situational", by P. D. MacIntyre, Z. Dörnyei, R. Clément, & K. A. Noels, 1998, *The Modern Language Journal, 82(4), 545–562, p. 547.*

2.2.2 Studies related to WTC in L2 and EFL context

Numerous studies have associated WTC with different variables adopting different approaches. In a study analyzing the Power of Openness to Experience, Extraversion, L2 Self-confidence, Classroom Environment in predicting L2 Willingness to Communicate (WTC), a sample of 234 EFL undergraduate university students was randomly selected to answer a questionnaire consisting of demographic information, L2 WTC, affective factors (perceived communicative competence (PCC), L2 speaking anxiety), personality factors (openness to experience, extraversion), and situational variable (English classroom environment). To analyze the data, both Pearson's Correlation and Regression analyses were run. The results indicated that the most substantial predictors for L2 WTC were PCC and L2 speaking anxiety.

In another study, where the focal interest was individual differences in the Chinese EFL context, Zhang et al., (2020) compared L1 WTC and L2 WTC by examining their link with Big-Five personality dimensions (extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience). The researchers opted for an experience sampling method (ESM) to assess how 103 university students think, feel, and behave shortly and repeatedly within a four-month semester. The findings indicated that L2 WTC correlates best with openness to experience, unlike L1 WTC that was related to extraversion and talkativeness.

Adopting a qualitative approach, Alenezi (2020) carried out a research on 30 EFL undergraduate students' perception of the factors affecting in-class WTC. The data were collected through in-depth semi-structured interviews developed by the researcher. After audio recording and transcribing the data manually, the analysis was done using Thematic Content Analysis. The findings demonstrated that the lack of confidence is the number one factor influencing in-class WTC along with Perceived Communicative Competence and Communicative Anxiety, respectively.

From another perspective, 500 EFL learners answered the twenty-item WTC scale, a revised version of Gardner's Multiple Intelligences (MI) and a biodata questionnaire to obtain demographic information about students. For data analysis, the Pearson formula was run to calculate the correlation between MI and WTC. The results revealed that MI factors (Linguistic, interpersonal and musical intelligences) can determine students' WTC. Both MI and WTC were affected by gender. Mohammadzadeh and Jafarigohar (2012) implied several suggestions among which the development of EI can be achieved by underscoring the awareness of gender differences in educational settings.

3. Methodology

3.1 Context

In this study, the researchers adopted a quantitative approach due to the nature of their study. Specifically, they attempted to reveal students' EI level along with the degree to which they are willing to communicate mostly in the instructional context. The correlational nature of this non-experimental investigation entails using both quantitative measures. Thus, the explanatory sequential design was chosen. Accordingly, we intended to measure both students' EI and WTC through two self-report tests. Hence, the use of quantitative data collection methods enriched the interpretation of the results and contributed at drawing logical conclusions.

3.2 Participants

Third year EFL students of the academic year 2020/2021 at Biskra University comprised the population of this study. This population had been chosen for the reason that the third-year students are expected to be aware of their psychological constructs and the factors influencing their WTC along the three years of their engagement in Oral Expression sessions. The sample encompassed 45 students engaged in the study through convenience sampling technique.

4. Results

4.1 Results of the Instructional Willingness to Communicate Test (IWTC)

In order to determine the extent to which Third year students are willing to communicate in different situations, the IWTC test has been employed. The scores of all elements have been summed and displayed in Table 4.1.

Table 1.
Participants' IWTC Total Scores

Participant Number	Total IWTC Score
1	86
2	84
3	108
4	99
5	97
6	62
7	109
8	120
9	122
10	95
11	88
12	105
13	110
14	77
15	74
16	105
17	108
18	123
19	91
20	110
21	128
22	107
23	92
24	135
25	87
26	93
27	64
28	82
29	115
30	110
31	100
32	126

33	78
34	119
35	107
36	92
37	108
38	120
39	97
40	120
41	100
42	96
43	135
44	106
45	84

As it is indicated in Table 4.1, there is a significant variation in scores. In this respect, Descriptive statistics were calculated to determine the average IWTC score and the widespread of data from the mean. The results demonstrated a statistically low standard deviation with a value of SD=17.47 comparing to the mean (X= 101.64). Table 4.2 presents the calculated data:

Table 2.

General Descriptive Statistics of IWTC

	N	Min	Max	X	SD
IWTC	45	62	135	101.64	17.47

Based on the obtained data, the results were fairly equal in value as 51% of participants were willing to communicate while 49% of them displayed resistance and less inclination towards communication. Thus, it can be concluded that Third year EFL students are willing to communicate.

Respectively, the 27 items have been reordered and classified into six categories in accordance with the major factors of the test. The detailed descriptive data of each item are represented in Table 4.3. Subsequently, it is evident that these statistics did not provide us with the reasons behind the responses; however, further elaboration and interpretation of the results will be discussed.

Table 3.

Descriptive Statistics of IWTC Items

Factor	Items	Mean	SD
Communicative Self-confidence	speak even if other students laugh at your language mistakes	3.51	1.44
	speak even if you know your classmates are better than you at speaking English	4.09	1.08
	give a presentation in front of your classmates	4.11	1.19
	speak even if your language mistakes are frequently corrected by the teacher	4.04	1.09
	talk in group-work language-learning activities	4.09	1.00
Integrative Orientation	have a group discussion about the marriage tradition in English cultures	3.24	1.37
	talk about the lifestyle of English people in a whole-class discussion	3.67	1.22
	talk to your classmates about the history of English countries	2.80	1.31
	discuss cultural differences between English and Algerian people in a group	4.07	1.16
	talk to your teacher about English literature	3.29	1.50
Situational Context of L2 Use	speak more when a discussion is related to your own personal experiences	4.11	1.13
	speak more when you are in the class of the same language teacher over several terms	4.02	1.14
	find opportunities to speak no matter how crowded the classroom is	2.96	1.45
	speak even if you are seated at the back of the classroom	3.93	1.23
Topical Enticement	talk to your classmates about movies and series	4.20	1.01
	talk about great artists you know in a group discussion	3.60	1.42
	talk to your classmates about computer games	3.09	1.50
	talk about your favorite sport in a whole-class discussion	3.38	1.40
Learning Responsibility	ask your classmate about the correct pronunciation of a word	4.04	1.24
	ask another student to explain a grammatical point to you	4.11	1.23
	ask your teacher to repeat what he or she has just said if you did not understand it	3.09	1.50
	raise your hand to ask or answer questions	4.07	1.21
Off-instruction Communication	talk to your classmates outside of the classroom	4.20	0.99
	talk to the student sitting next to you before the teacher enters the classroom	3.93	1.12
	talk to your classmates when the teacher leaves the classroom for a few moments	4.07	0.91
	talk with your classmates about your weekends	2.84	1.43
	talk to strange students from other classrooms	3.42	1.34

As exhibited in the table above, the first factor of IWTC is communicative self-confidence. It includes items 7, 16, 14, 21, and 6, respectively. Students demonstrated high self-confidence when giving presentations in front of their classmates (M= 4.11). The high mean value, relevant to this item in particular, might be recurrent due to the fact that the Third-year students got familiar with the idea of presentations throughout their three years (on average) experience. Presentations are an indispensable part of EFL learning, i.e., students seem to have developed their high self-confidence as this activity is a part of the evaluation and frequently considered as an obligation by many teachers.

Thus, this familiarity resulted in students being more comfortable and confident when presenting. Resting upon the reported data, participants also displayed high confidence in group-work language learning activities (M= 4.09). The preference for group-work activities is rooted in the fact that students would feel less intimidated sharing different ideas, expanding their perspectives, and learning in a cooperative environment. Additionally, students had less self-confidence when it comes to speaking even if the teacher frequently corrects their language-related mistakes. Hence, teachers' feedback plays an important role in the students' engagement, as it has to be constructive and less frequent. Likewise, students seek comfort and motivation from the attitudes of their friends and classmates, learning in a rather supportive environment. Consequently, teachers need to reinforce students' self-confidence by frequently implying that mistakes are an indication of progress, as they are an integral part of the learning process.
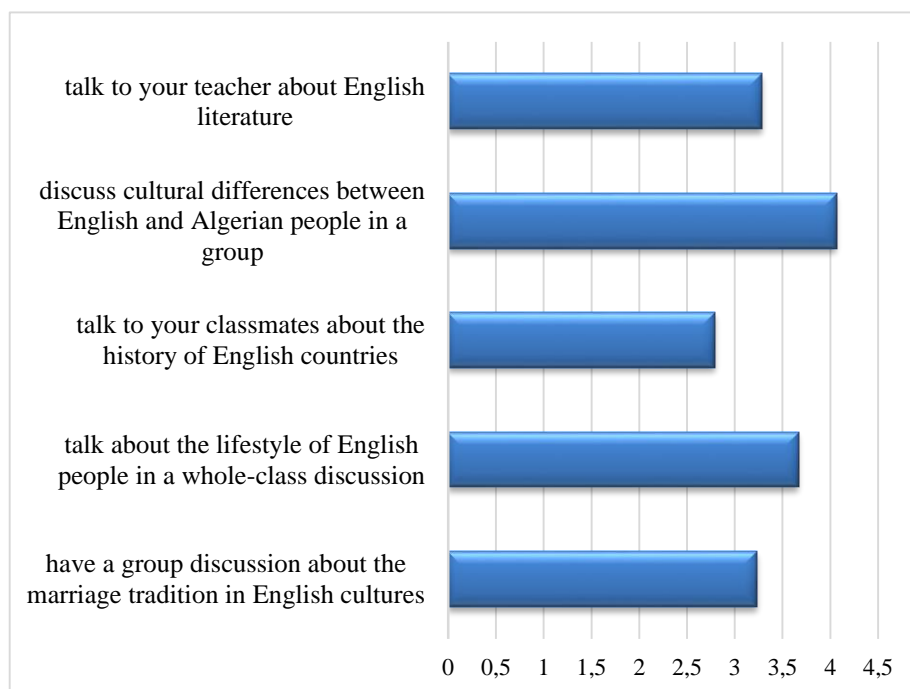

Figure 1: Communicative Self-confidence Average Response

For the second IWTC factor, integrative orientation, participants displayed the highest degree of willingness when asked about discussing the cultural differences between English and Algerian people in a group (M= 4.07), as compared to having a group discussion about the marriage tradition, literature, and lifestyles of English people, where students were less oriented towards joining these communicative situations in particular. On the other hand, students were mostly less willing to talk about the history of English countries with their classmates (M= 2.80). Taking into consideration the aforementioned findings, students seem to be more inclined to elaborate topics they are accustomed to discuss. The case of exhibiting more willingness when it came to the discussion of the cultural differences between English and Algerian people could be due to two reasons; the degree of familiarity and the amount of knowledge.
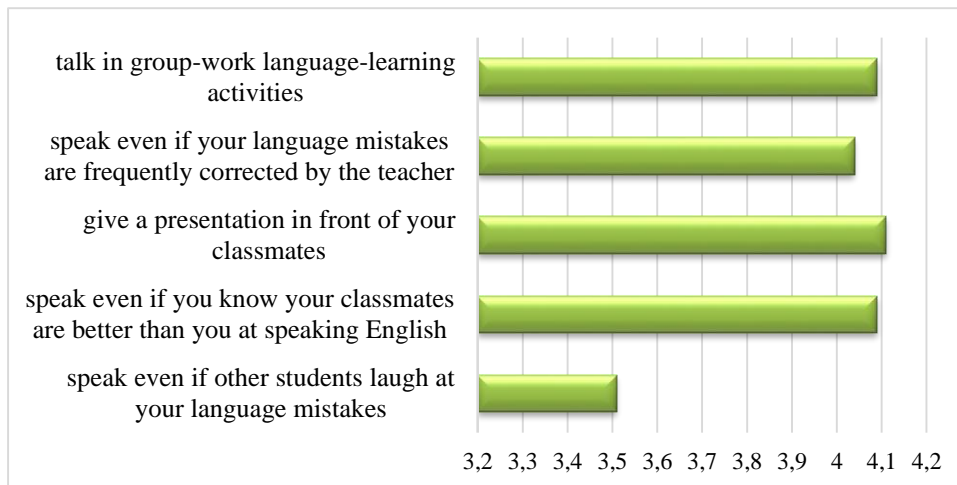

Figure 2: Integrative Orientation Average Responses

Thus, having adequate information and experience about the topics in addressed talks and sessions boosts students' WTC. As indicated by Yashima (2002), the degree of integrativeness is strongly linked to one's readiness to engage in communication with the members of the L2 group. Hence, students' posture towards the targeted culture community is reflected in their WTC. To sum up, teachers need to incorporate more group work activities based on students' degree of familiarity and amount of knowledge about the targeted language socio-cultural aspects simply because integrative orientation is directly related to these factors.

Corresponding to the third IWTC factor, the situational context of L2 use, the findings revealed that students are predominantly eager to discuss issues related to their personal experiences (M= 4.11) along with speaking more when being in a class with the same language teacher over several terms (M= 4.02). It is assumed that being taught by the same teacher over a long period would contribute to students experiencing less anxiety. As it was empirically proved by Hill and Jones (2018), student-teacher familiarity contributes to increased academic performance. Similarly, students seem to relate more when it is something they have experienced before. Thus, infusing subjective encounters makes the topics discussed more appealing to students; as the statistics have reported. Apart from these communicative situations, it was found that students are unwilling to speak when the classroom is crowded and when they are seating at the back of the classroom. Overcrowded classrooms have always been a major obstacle in Algerian universities. This drives us to one of the factors contributing to this issue that is the criteria of admission. In recent years, students' levels decreased dramatically as the standards of acceptance are lowered either in Bachelor or Masters' degrees. Therefore, limiting the number of students is deemed an

absolute necessity as it is getting harder for teachers to properly manage fruitful instructions. Same goes for students as they demonstrated less willingness to communicate which, in turn, affect their overall achievements. Likewise, WTC is also influenced by the seating arrangement as students probably feel marginalized or unheard from the part of the instructor. However, teachers can opt for different arrangements as U-Shape or clusters that are considered to be advantageous, especially in language learning classrooms.
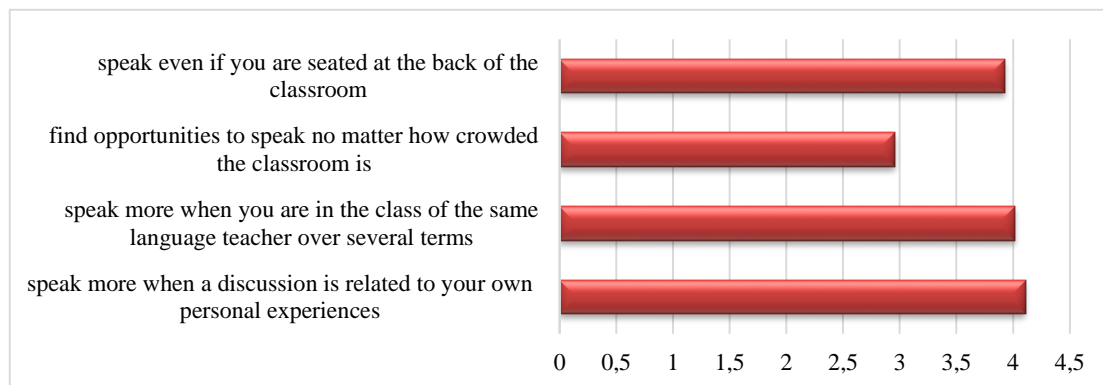
Figure 3: Situational Context of L2 Use Average Responses

Regarding the fourth component of IWTC, which tackles topical enticement, it was revealed that students were mainly willing to talk about movies and series with their classmates (M= 4.20). However, they were less prone to talk about their favorite sports (M= 3.38) and computer games in a whole-classroom discussion (M= 3.09). As 60% of the respondents were females, it was anticipated that they were not leaning towards discussing any of these topics. This is an indicator of interest and gender influence. Generally, students are able to express more when the issue of focus is quite popular and related to what they mostly give attention to.
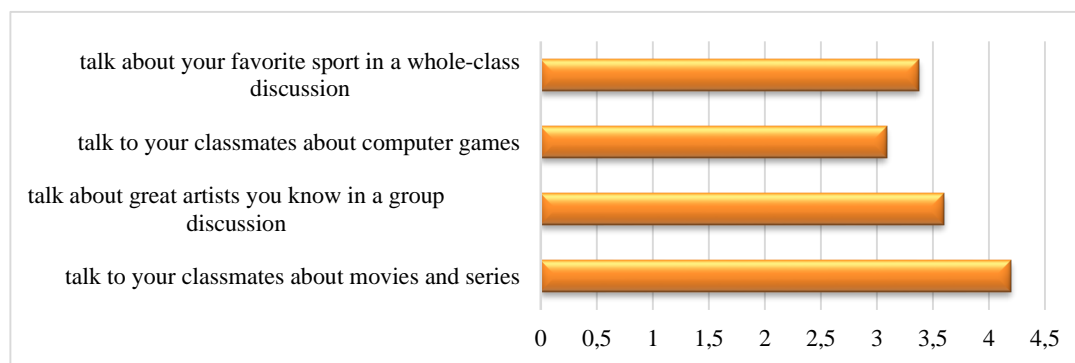

Figure 4: Topical Enticement Average Responses

As these communicative situations were only samples of what students might prefer, teachers can consider more up-to-date intellectual themes. It may be claimed that taking into consideration each individual's inclinations is difficult; however, teachers can opt for group interests or let students suggest and decide with the whole class. Accordingly, instructors are ought to be more selective and flexible when it comes to choosing topics or designing activities that are supposed to be appealing to students; taking into account both the gender and preferences of their students.

Concerning the fifth IWTC component, learning responsibility, participants delineated high willingness when it came to asking their classmates to explain a grammatical point they did not understand (M= 4.11). In addition, students were less willing to ask the teacher to repeat what he or she said if they did not understand (M= 3.09). Students would think that they have missed the point or they just did not pay enough attention to the explanation provided. Thus, it is more likely for them to prefer asking their friends first before asking the teacher as it seems less intimidating. Teachers can take benefit of this aspect by including peer assessment.

The latter helps students to connect, develop their feedback skills, and promote learners' autonomy. However, instructors have to prompt students or give them the opportunity to ask relevant and logical questions to fill the gaps of knowledge and clear misunderstandings. Generally, students showed a high level of learning responsibility as they were willing to seek help from their peers and answer questions during the lesson, i.e., participating when they are given a chance (M= 4.07).
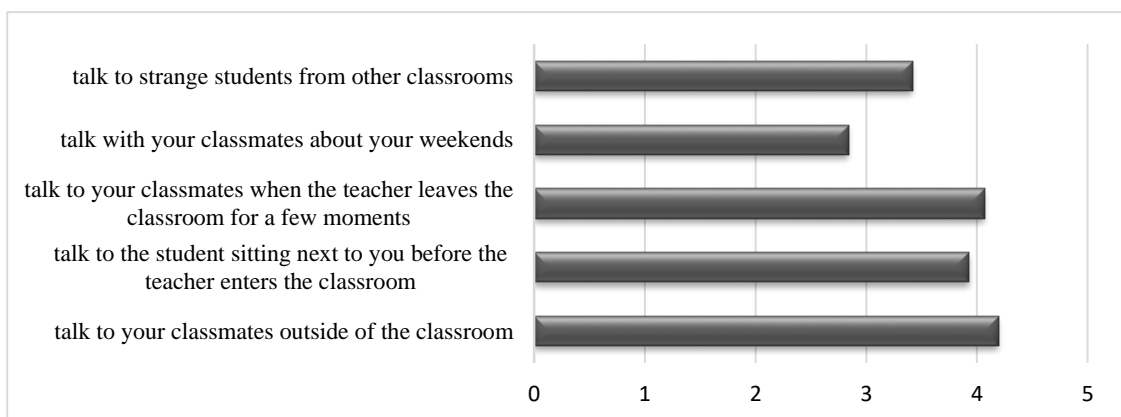

Figure 4.5: Learning Responsibility Average Responses

Finally, the highest mean value regarding the sixth IWTC factor, off-instruction communication, was reserved to talking to classmates outside the classroom (M= 4.20). Even with the absence of the instructors' commands and guidance, students were still keen to communicate. Communicating in the target language without any instructions is considered an indicator of students taking responsibility for their learning. On the other hand, the statistics indicate that students were less willing to talk to their classmates about their weekends (M= 2.84). It can be said that talking about something like weekends is considered personal and students would not share it with acquaintances but friends. Apart from this, learning outside the classroom is as equally important as learning inside the classroom. Thus, teachers can help improve students' WTC by assigning tasks in which practice with others outside the classroom is the focal point.
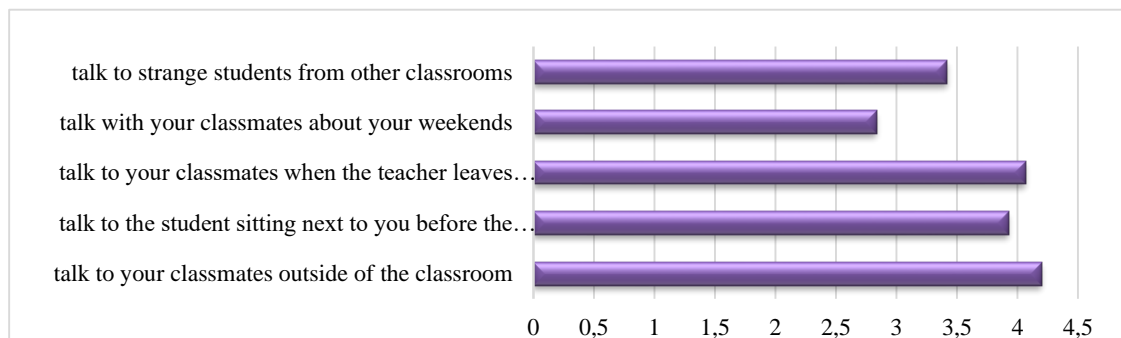

Figure 4.6: *Off-Instruction Communication Average Responses*

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4.2 Results of the Correlational Analysis

Correlation is a numerical measurement that proves the degree to which two or more variables are associated. It is essentially a measure of covariance; it does not establish a causal relationship (Chalil, 2020). Correlation is measured by a statistic termed as "Correlation Coefficient". The latter is commonly represented by the symbol r and ranges between -1 and 1. Little or no relationship between two variables is indicated by a correlation coefficient close to zero. A positive relationship between the two variables is denoted by a Correlation Coefficient close to one, with an increase of the values of one variable associated with an increase in the values of the other. A negative correlation between two variables is expressed by a Correlation Coefficient close to minus one, with an increase in one variable followed by a decrease in the other *(Association Between Variables*, n.d.).
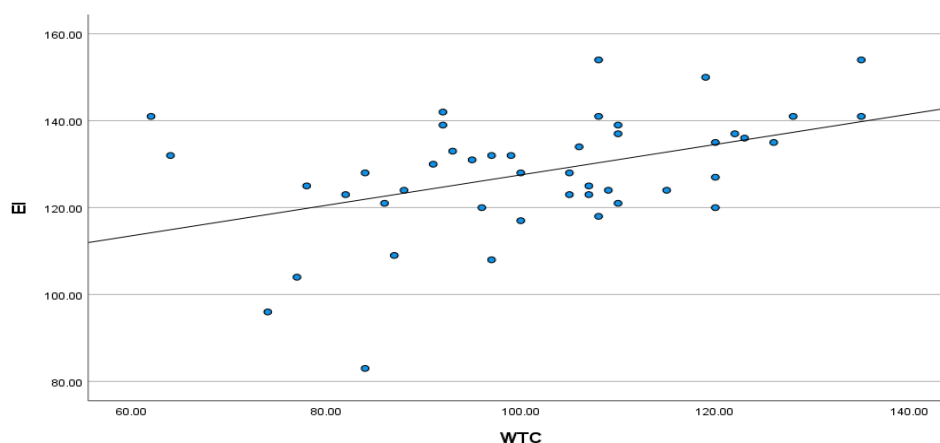

Figure.7: The Correlation between EI and WTC

Table 4.
The Correlation between EI and WTC

		WTC	EI
WTC	Pearson Correlation	1	.444[**]
	Sig. (2-tailed)		.002
	N	45	45
EI	Pearson Correlation	.444[**]	1
	Sig. (2-tailed)	.002	
	N	45	45
**. Correlation is significant at the 0.01 level (2-tailed).			

In this regard, the present inquiry sought to test the null hypothesis which claims that there is no significant correlation between EFL students' EI level and their WTC. Therefore, Pearson Correlation Bivariate was applied to the scores obtained from both tests using IBM SPSS. As Table 3.10 demonstrates, Pearson $r(45) = 0.444$ and the two-tailed significance value, which is $p = .002$ at the level of $p=0.01$, indicate that our correlation is significant and

is not a result of a chance. The scatterplot (figure 3.9) depicts the relationship between the two quantitative variables that have been measured for the same individuals. The horizontal axis represents the values of IWTC, while the vertical axis displays the values of the SEEIT. Each person in the data is demonstrated by a point on the graph. Following the guidelines of Mindrila and Balentyne (2013) concerning scatter plots' analysis. The form, strength, and direction denote that the two variables have a moderate positive linear association. Based on the data obtained, the null hypothesis is rejected as the results are statistically significant. In conclusion, there is a moderate positive relationship between EFL students 'of Biskra University EI and WTC.

5. Discussion

In accordance with the obtained results, the three major research questions were addressed employing the quantitative approach. Moreover, the data collected from the two main instruments, namely SSEIT and IWTC, are going to be further discussed.

RQ1: What is the EI level of third year EFL learners?

The most striking point that was revealed was that participants had a great command over the utilization of emotions. Reflecting this on the educational context, students can benefit a great deal from possessing such ability when being exposed to emotional-based learning. Correspondingly, making use of students' positive emotions would definitely lead them to achieve better results and mediate negative emotions gradually within the process. Nevertheless, in reference to the data obtained, there should be more emotional awareness, in self and others, and also self-management as a way to optimize the use of emotions properly. Both strengths and weaknesses were highlighted in order to precisely identify what to focus on when aiming to develop students' EI in general. On that account, the findings were of great significance.

RQ2: To what extent are Third Year EFL learners willing to communicate inside the classrooms?

Highlighting the aspect of verbal communication, a valid standardized test was adopted to assess students' degree of WTC. The IWTC was selected for the reason of being compatible with the EFL context. Accordingly, environmental factors (such as the traditional seating arrangement with overcrowded classrooms), and frequent interruption on the part of the teachers (destructive feedback), play a critical role in hindering students' WTC. Those who suffer from low levels of confidence would automatically feel alienated. On the other hand, the degree of familiarity and the amount of knowledge about the topics discussed, teacher-student familiarity, interest and gender influence, infusion of subjective encounters, and the nature of the activities (e.g., group work and presentations) are more likely to boost students' WTC when being considered carefully prior to designing the lessons.

RQ3: Is there any significant relationship between Third Year EFL learners' EI and WTC?

Shifting to the central question of the present inquiry, the potential correlation between EI and WTC was sought to be established. Relying on the obtained data from the SSEIT and IWTC, all the scores have been processed by means of IBM SPSS version 28. After employing Pearson Correlation Bivariate to process the scores obtained, the results displayed were statistically significant. Thus, the null hypothesis was rejected in favor of the alternative hypothesis. In light of this, it was determined that there is a moderate positive relationship between EFL EI and WTC.

Overall, it can be concluded that the results we arrived at are of substantial importance. Third year EFL students' EQ levels were reported to be moderately high with a dominant percentage of students displaying inclination to verbal communication. Yet, a considerable number of students were neither emotionally intelligent nor were they willing to communicate. The factors contributing to such low levels were interpreted and discussed. Predominantly, the potential correlation between EI and WTC was confirmed to be significant. It is established that correlation does not equal causation; yet, an increase of EI corresponds with an increase in WTC. Thereby, it is valid to suggest the implementation of EI based instructional activities for the amelioration of both EI and WTC.

6. Conclusion

In sum, the results in this study revealed that the Third year EFL students at Biskra University have a moderately high level of EQ level. Additionally, they demonstrated more willingness than reluctance to Oral communication. We did not stop the analysis of the results at this level but we also provided an account of the possible factors that may act as an incentive.

For the null hypothesis, there is a no significant relationship between the Third Year EFL learners' EI and WTC. In view of this, the null hypothesis was successfully refuted. Hence, the present research confirms that there is a moderate significant relationship between the Third year EFL learners' EI and WTC at the level of $p= 0.01$.

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RAISING PRE-SERVICE TEACHERS' AWARNESS OF INTROVERTS LEARNERS

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Abstract

In our classrooms, some students are all the time silent andvery attentive; they take notes and maintain eye contact with their teachers while explaining the lessons.However, they prefer not to take part in class discussion and do rarely participate. When the teacher obliged them to speak, they feel blocked and blemish, but they are very good at writings. Hence, if novice teachers are not aware of the characteristics of introverted learners and how to deal with them, they will make the situation worse,and they will hurt them without even knowing. In this article, I provide my personal experience in the module of didactics with third-year students of English- Badji Mokhtar University, Annaba- and how I raised their awareness of how to deal with introvert learners as future teachers.The experiment was based on pre-service training that includes psychological preparation, classroom management, leaner-learner interaction, cooperative learning, lesson preparation, rehearsal and performance. The results were very promising as the great majority of introvert learners became more engaged and involved in classroom participation and discussion as theydeveloped their self confidence in speaking in public.

Keywords:Classroom management, cooperative learning, interaction, introverted learners, pre-service teacher.

1. Introduction

Certain individual variables affect foreign language learning as learners display different personalities and they react accordingly. In our classrooms, the most noticed students are those who participate, speak up their minds without fear or hesitation. These students are the active students who bring life into our classes. However, there is another type of students who keep quiet, just observing and taking notes- they are not outgoing and do not participate only when they are invited to do so by their teachers. Hence, this article intentds to clarify the difference between these two pernonality traits: Extroversion and introversion. A special focus will be given to introvert learners through applying certain strategies to engage them in the classroom.

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2. Literature Review

2.1 Learners'' Individual Variations

According to Saville- Troike (2006), Second Language Acquisition (SLA) studies focused on studying learners' individual differences and the characteristics of successful learners. Indeed, learners are different in aptitude, attitudes, motivation, personality, learning styles and strategies. In relation to personality, SLA research considered the following factorsinthecontinuum as presented in Table 1.

Table 1.
Personality Traits (Saville- Troike,2006, p. 89)

Anxious	–	**Self-confident**
Risk-avoiding	–	**Risk-taking**
Shy	–	**Adventuresome**
Introverted	–	Extroverted
Inner-directed	–	Other-directed
Reflective	–	Impulsive
Imaginative	–	Uninquisitive
Creative	–	Uncreative
Empathetic	–	Insensitive to others
Tolerant of ambiguity	–	Closure-oriented

Furthermore, Stern (1991) clarifies that teachers expect learners to behave and react in the same way, and they are often shocked by the variety of reactions on the part of learners. Contrary to their expectations their learners are not the same, rather they are different. Consequently, investigating learners' individual variations becomes the focus of educational psychology. Arif (2015) clarifies that the acquisition of the target language is affected by learners' attitudes and personalities. Ortega (2013) sees personality as traits and qualities that are resistant to change that affect a person's cognition and emotion. Harmer (2001) adds that people react differently to the same stimuli, and this developed curiosity to answer these questions: How might such variation determine the ways in which individual students learn most readily? How might they affect the ways in which we teach? (p. 45).Stern (1991) pinpoints that in educational psychology extrovert learners were stereotyped as successful learners in comparison with introvert ones. Then, what are the strengths and the weaknesses of these personality traits?

2.2.Introvert and Extrovert Learners

According to Richards and Schmidt (2002), extroversion and introversion have been discussed as personality factors in second language learning. Condon & Ruth-Sahd (2013) add that they were identified in educational psychology literature as significant aspects of personality as they mark the persons and how they react according to circumstances they find themselves in. Stern (1991) defines introversion as the tendency to withdraw from social interaction and be preoccupied with inner thoughts and feelings, while extroversion (extraversion) as the tendency to be outgoing and interested in people and things in the environment (extraversion). He adds that in interpersonal communication, the extroverts have more advantagesthantheintroverts in language interactionas they are more fluent with more developed communication skills. Brown (2000) further clarifies,

> Extroversionis the extent to which a person has a deep-seated need to receive ego enhancement, self-esteem, and a sense of wholeness from other people as opposed to receiving that affirmation within oneself. Extroverts actually need other people in order to feel "good."... Introversion, on the other hand, is the extent to which a person derives a sense of wholeness and fulfillment apart from a reflection of this self from other people. Contrary to our stereotypes, introverts can have an inner strength of character that extroverts do not have(p.167)

Therefore, introverts have inner strength whereas extrovert' strengths come from the outside world. The introverts focus on inner thoughts and feelings, while the extroverts are outgoing and like public speaking. Larsen-Freeman & Long (2004) highlight that extrovert are mostly considered as successful learners, while in certain cases introverted learners exceeded theextroverted ones. Accordingly, Saville- Troike (2006) explains that extroverts are better in speaking while introverts do better in study; however, in some SLA studies , extroverts are stereotyped as successful learners.

Ortega (2013) clarifies that the belief that extroverts are better than introverts is misleading as "an advantage in fluency for extraverts was counterbalanced by an advantage in complexity and lexical richness for introverts" (198). Condon & Ruth-Sahd (2013) highlight that introverts are different from extroverts in how they process information, classroom interaction, and assignments' preferences. They provide a comprehensive comparison between introvert and extrovert learners, as shown in Table 2.

Table2.

Introverts and extroverts (Condon & Ruth-Sahd, 2013, p. 505)

Introverts	Extroverts
Quiet, reticent	Talkative ; comfortable in the spotlight
Reflective; introspective, reserved	Active; highly engaged with the outside world
Serious	Light-hearted
Think before speaking	Think while speaking
Reclusive	Gregarious; outgoing
Risk-aversive; cautious	Bold
Uncomfortable with conflict	Assertive; dominant
Prefers small gatherings with friends	Comfortable in larger groups that include strangers
Tentative; deliberate	Enthusiastic; make quick decisions
Drained by the outside world; need time to spend alone to recharge	Energized by the outside world; prone to boredom when alone

Furthermore, Jacobs (2014) provides the following differences between Introverts and extrovert learners:

- ***Introverts***
  - ✓ Tend to prefer less stimulation as being alone or with a small number of familiar people; listening to fairly quiet music.
  - ✓ Tend to prefer to do one task at a time; are less inclined to take risks; often proceed more cautiously.
  - ✓ Tend to prefer listening more than talking; like to think before speaking; would often rather write to speak.

- ***Extroverts***
  - ✓ Tend to prefer more stimulation as being with many people, including new people
  - ✓ Tend to prefer multitasking; enjoy risks; are less cautious
  - ✓ Tend to prefer talking to listening; can speak well with little preparation; would often rather speak than write (p.84)

Therefore, throughout this work, extroverts are easy-going, talkative, confident public speakers, risk-takers, and interested in others opinionswhile their counterparts, the introverts, are silent, good listeners, reflective persons, preoccupied with their inner thoughts, avoid public speaking, and with a certain level of anxiety and shyness.

2.3. Empowering Introverts

Engaging introvert learners in class discussions or participation is not easy. It needs that the teacher develops awareness of the different personality traits displayed by introverts and in order to effectively involve them without frustrating them. Dow (2013) warns,

> An educator who idealizes one trait over another will risk alienation and stigmatization of students as well as theprohibition of their success. It is crucial then for educators to genuinely understand the differences, recognize the behavior patterns of introverts and extroverts (without pigeon-holing students, diminishing/celebrating either type with prejudice, or using it as a weapon against or excuse for a student), differentiate their classroom community to enable both /types to equally share space and attention, and help students learn to recognize, adapt, and include the other type in their everyday lives. (p.1)

Hence, teachers should be cautious not to privilege one personality over the other. It is important to develop awareness of the qualities of every personality and identify the differences. Teachers should involve both personalities on anequal basis in the classroom. In his turn, Jacobs (2014) proposes the following guidelines:

a) **Maximum peer interaction**through cooperative learning through group and pair work led by the teacher
b) **Heterogeneous Grouping:** students from different backgrounds working together as equals toward common goals.
c) **Positive interdependence:** studentsare accountable within the group; they are responsible for their learning.
d) **Cooperation as a Value:** Students exchange, share and help each others.

e) **Equal Opportunity to Participate:** no dominanceof some students- extroverts-, they are all equal in participation.
f) **Teaching collaborative skills:** as group brainstorming**,** problem-solving, critical thinking, time management.
g) **Individual accountability:** students become autonomous and rely on themselves.

Furthermore, Martin (2014) sees *intellectual safety, collaboration and encouraging autonomy* as important conditions for engaging and empoweringintrovert learners.

3. Methodology

3.1 Context

Our classrooms are marked with the participation of the same three or four students. They dominate class time, and they have answers to major questions even if they are not sure. They are very active and they explain their ideas without hesitation or fear. However, the majority keep listening attentively without taking part in class discussion. These last are very good at writing and get good marks in written exams and tests, but when it comes to speaking, they are blocked.

3.2 Participants

In the module of didactics,60third year LMD students in the department of English -Badji Mokhtar University- Annaba were involved in the experiment.. The majority of the students are the project of future teachers, and they need to develop the skill of speaking up their minds and sharing their ideas with others. Besides, the nature of didactics as a module aims at developing learners' skills since it is their final year at the licencedegree and as part of pre-service training.

3.3 The study

This study intends to answer the following research: How to involve the introvert learners and engage them in classroom participation and discussion? We hypothesized that involving learners in pair/group work based on individual accountability and intellectual safetywill guarantee their engagement in-class participation. An experiment will be conducted with a special focus on introverted learners and the possible changes in their interaction in the classroom.

Before the experiment, only four to six students regularly participated in the classroom, while the others were satisfied by taking notes and listening attentively.From the first session of the experiment, the researcher started raising students'awareness through thefollowing procedure:

1. Developing a positive atmosphere where students feel comfortable and trust- mutual respect and care in addition to opportunities for students to provide their opinions (***Intellectual safety-***Martin **2014).**
2. Recognizing the introvert learners in that classroom and asking them about their personality and how they feel (anxiety, self-esteem, preparation, participation,etc.)The aim was to clarify deeply the personality attributes of introvert learners. It has been found that the majority (90%) were introvertsandshy as they fear being embarrassed or judged by others and anxious in social interactions.
3. Recognizing the extrovert learners in that classroom (10%) and asking them about their personality traits and how they keep talking and participating in every session. Besides, the researcher asks them about their strengths and weaknesses in learning.
4. Extrovert learners will provide pieces of advice to introverts.

5. The teacher explains that contrary to previous beliefs that stereotypeextroverts as better learners, both extroverts and introverts have their weaknesses and strengths.
6. Finally, the teacher provides strategies mostly concerned with classroom management, leaner-learner interaction, cooperative learning, lesson preparation, rehearsal, and positive self-talk.

In order to assure introvert learners gradual engagement in classroom interactions, the pre-service training was divided into two semester plans as follows:

First semester plan

Objective of the first semester: raising learners self confidence through lesson preparations and interaction with others by focusing primarily on individual work then pair/group work. The teacher proceeds as follows:

To raise their interest:
a) The teacher explains the merits of participating, hearing one's own voice and developing confidence before being obliged to do so as future teachers.
b) The teacher explains that it is ok to be blocked, to feel shy, not sure, make mistakes, but the most important thing is to give it a try.
c) The audience isjust your teacher and your classmates; another day, you will be responsible forlearners and be inspected from time to time.
d) Imagine another day, standing in front of students unconfidently and more than that, the inspector comes? Which type of teacher you would be?

To motivate them, the teacher takes notes of all the done works as part of TD mark
a) Individual work: Lesson preparation is an obligation, Participation is needed.
b) Pair-work: exchanging the homework and adding extra information
c) Group-work (heterogeneous groups that they choose the members themselves): Methods' performance.

Moving gradually toward cooperative work- pair/group- will enable them to acquire skills from each other and enhance their self confidence in speaking.

Second semester plan

Objective of the second semester: Promoting learners confident engagement in public speaking and in interaction with the *whole class*.

- As part of theTD mark, all students were required to play the role of future teachers where their classmates became their students, and the teacher became observers.
- The role-play is based on lessons from the syllabus that students should prepare and rehearse at home
- In addition to the oral presentations, the written format should be submitted later to the teacher.
- Student -teachers will behave as real teachers using the whiteboard, asking questions, moving around the classroom.

-   Following certain criteria, the classmates will assess the student-teacher thenit will be the turn of the researcher- the real teacher.

Criteria
-   Lesson planning
-   Using the board
-   Teacher's confidence/ hesitation
-   Voice quality: good/low/medium
-   Eye contact
-   Interaction with the students
-   How the teacher provides information (directly or through asking questions).

4. Results

Following the strategies in every session and being attentive to students' engagement and self-confidence in presenting their lessons have assured the positive effects of the experiment on the introvertedlearners. The main results are as follows:
-   Students became more confident in public speaking as they presented whole lessons and acted as real teachers with their classmates as part of their pre-service training in didactics.
-   For certain cases of introvertedlearners, they ask for a second chance as they did not like what they presented and wanted to take theteacher's and their classmates' feedback into consideration.
-   The introvert learners are no more embarrassed by others' remarks or assessments because they know it is for their own benefit as students and even future teachers.
-   The new developed skillsof introverts are: speaking confidently in public, accepting assessment, rethinking one's performance, lesson preparation. Some students said by the end: "Inthe beginning, they did not like teaching, but now they are ready to be good teachers".An introvertedstudent said," I only participate in your session; I feel very comfortable and not afraid of speaking up my mind".

By the end of the experiment, 60% of the Introvert students were participating in a confident way in the didactics session. They became more open to accept others' assessments, and lesson preparation helped them gainknowledge confidence. However, it is important to develop a comfortable atmosphere in the classroom based on respect and trust to come to self confidence in speaking in public.

5. Discussion

Raising pre-service teachers' awareness of the personality variations between introverts and extrovert learners is the first step towards understanding how to deal with introverts and what kind of classroom atmosphere they need in order to participatein and speak openly. The hypothesis has been confirmed as involving learners in group workbased on individual accountability and intellectual safetywill guarantee their engagement inclassparticipation.Here are some suggestions for how to take care of introverted learners:
-   Respect their need for privacy.
-   Never embarrass them in public; make them feel comfortable and respected.
-   They need first to observe the new situation.
-   Give them time to think.
-   Don't interrupt them.

- Honor their introversion and don't compare them with extroverts.
- Involve them in cooperative work with students of different personalities; so that they learn from each other.
- Invite them to participate and value their contribution.

6. Conclusion

It is important to honour the differences between introvert and extrovert students rather than try to fix them. Teachers are the keys tosuccess and change in their classroom if they are empowered with the psychology of learning and are aware of introvertedpersonality traits and learning preferences. The research experiment proved that introverted learners couldbe as good at speaking as in writing; they only need acomfortable atmosphere full of respect, understanding and attention from teachers' part and even their classmates. It has been also proved that involving learners in pair/group work based on individual accountability and intellectual safety will guarantee their engagement in class participation. Therefore, pre-service teachers should be aware that introverted students have a hiden power that they need to bring to the surface using different strategies and applying diverse students groupings.

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SOURCES AND LEVELS OF FOREIGN LANGUAGE TEACHING ANXIETY AMONG PRE-SERVICE AND IN-SERVICE ALGERIAN EFL TEACHERS

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Abstract

Foreign language teaching anxiety describes a teaching experience associated with fear, apprehension, uneasiness and/or worry. This research paper investigates EFL teachers' anxiety in two different stages: pre-service teaching (training or practicum) and in-service teaching. Particularly, the paper attempts to check the relevant foreign language teaching anxiety sources and degrees among pre-service and in-service Algerian EFL teachers. The first group is fifth-year EFL student teachers at (1) Assia Djebar Training High School (ENS of Constantine) and (2) Sheikh Mubarak al-Mili Training High School (ENS of Bouzareah, Algiers), and the second group is new-in-service secondary school teachers working in different Algerian cities. The study initiates a causal-comparative investigation of anxiety among teachers in their teaching practicum and permanent secondary school teachers who have one year of teaching experience. One research tool is designed for both groups, a questionnaire that includes contextual differences for the periods and conditions of participants (either pre-service or in-service). The results indicated that the lack of confidence as well as teaching productive skills are the major anxiety-provokers in the teaching practicum, whereas teaching language skills and grammar in addition to insufficient class preparation are the major sources of anxiety among new in-service teachers. Besides, the high degrees of foreign language teaching anxiety seemed to be more apparent among permanent teachers than among student teachers.

Keywords: anxiety, EFL, foreign language teaching, in-service, pre-service.

1. Introduction

Anxiety is a psychological state represented and manifested in tension, discomfort, apprehension, fear, nervousness and worry. Such subjective feelings can prevent people from performing different tasks successfully. Anxiety, moreover, leads to the arousal of the autonomic nervous system. In the settings of second / foreign languages, teachers and learners find the target language as situationally stressful and anxiety-provoking. Both teachers and learners may feel that they are unable to perform well. In this regard, Foreign Language Anxiety (FLA) covers the complexes of certain beliefs and feelings related to learning or teaching a second/foreign language. Such kind of anxiety arises from the uniqueness of the language teaching/learning process. However, the anxieties of teachers of foreign languages have recently been widely tackled by educators and researchers (Zhang, 2019). Foreign

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Language Teaching Anxiety (FLTA) is a confrontation that should be considered as a different but related concept to FLA and general teaching anxiety.

In the Algerian educational setting, less attention has been drawn to FLTA among English as a Foreign Language (EFL) students in their trainings and among EFL teachers in their first years of permanent teaching. EFL students at the Training High Schools (ENS) in Algeria have their teaching practicums in the last year of their learning course. For them, teaching EFL for the first time is during the training process. Considering them as pre-service teachers, they are confronted with FLTA. In addition, the EFL permanent teachers who start their career as in-service teachers after training can still be confronted with FLTA.

To this end, FLTA among EFL teachers is to be pointed out. Two different groups of teachers are targeted in this paper. The first group is the student teachers (fifth-year level students) of secondary school studying at Assia Djebar Training High School (ENS of Constantine) and Sheikh Mubarak al-Mili Training High School (ENS of Bouzareah, Algiers). The second group is new-in-service EFL secondary school teachers working in different Algerian cities. The researchers, thus, raise the following questions:

a- What are the sources / factors leading to FLTA among pre-service and in-service Algerian EFL teachers?

b- To what extent do these teachers encounter FLTA in their training / teaching?

2. Theoretical Background

2.1 Foreign Language Anxiety (FLA)

Attempting to provide a solid definition for foreign language anxiety (FLA), Duxbury and Tsai (2010), on the one hand, focused on the spread of this phenomenon amongst students and that it "is a universal phenomenon that inhibits students' achievements in ESL and EFL classrooms" (p.4). Osboe et al. (2007), on the other hand, emphasized the effect of anxiety on foreign language learning by concluding that FLA "has clearly been shown to have a negative impact on performance in foreign classroom" (p.1). FLA therefore can be defined as a general feeling of angst and tension relating to second or foreign language learning (Onwuegbuzie et al., 1999, p.218).

In simple terms, FLA touches on the anxiety generated from learning a foreign language and how it may affect students' performances. Occhipinti (2009) recognizes the second/foreign language anxiety as "a common debilitating feeling which affects students in a variety of ways." (p.81). Such anxiety can affect both the field of foreign language learning (FLL) as well as foreign language teaching (FLT).

2.1.1 Foreign Language Learning Anxiety (FLLA)

Anxiety in learning can be due to many factors. For instance, having a record of low grades, failing to interact with peer learners in classroom, or showing signs of poor development skills can all render students anxious therefore affect their learning process (Chen & Chang, 2004, p.282). In addition to these factors, lack or teacher engagement and limited cognitive abilities may also add to a student's FLLA. Sato (2003, p.4) provides few underpinning reasons behind anxiety: A) the use of the traditional method of teaching that focuses on information transmission rather than constructing knowledge. B) Having a crowed large class that represses students right to participate and places the teacher at the learning process: teacher- centred approach. C) one of the reasons why students grow anxious while learning a foreign language is their desire to remain part of the crowd and not stand out.

As FLLA is associated with all skills (Labicane, 2021), there are always reasons for certain skill. For instance, keeping silent and choosing not to participate might be trenched in a feeling of insecurity. The latter is a result of an overwhelming feeling of being wrong, fear of being mocked at and marked, or simply not being able to fully comprehend what is said in the classroom (Von Wörde, 2003, pp.9-10). Krashen (1982, p.31) provided a model of FLA which notes how anxiety creates what he calls 'affective filter' on a given language input hence learners being less responsive.

2.1.2 Foreign Language Teaching Anxiety (FLTA)

While many scholars focus on anxious foreign language learners, novice teachers can also experience different levels of anxiety. Foreign Language Teaching Anxiety (FLTA) sheds light on the unpleasant feelings in the target language. For this, Horwitz (1996) argued even though teachers are expected to master the target language, they can also grow anxious since language teaching is an ongoing task that requires update and practice. Additionally, foreign language teachers also went on the learning stage and perhaps had anxiety at some point in their learning history. Therefore, non-native teachers may still have some degree of anxiety (pp.367-368).

FLTA is approached by Williams (1991) as a wide teaching anxiety resulted from an unstable emotional situation which, in his opinion, is but a temporary condition that would diminish with experience. Pekrun (2006) views FLTA differently; he states that the anxiety that the teacher feels is grounded in his/her fear of failing to control the classroom. Different from previous views, Lazarus and Folkman (1984) attribute anxiety to the lack of resources, materials, and competences that challenging tasks require.

Therefore, FLTA relates to how teachers' efficiency is affected by anxiety during the process of teaching. FLTA can have a negative impact on teachers' performance in classroom; it can affect even competent and talented teachers. Being anxious while teaching lead to problems such as failing to control the classroom and/or failing to interact positively with students. Being "too soft" or "too harsh" on learners can also be a result of having a result of self-doubt stemming from the idea that students might regard the teacher as incompetent.

2.2 Reasons of FLTA

Teacher's anxiety can be attributed to many reasons however the focus of this research is on the domain of FLTA. Many studies have shown that teaching anxiety in classroom can be trenched in insecurities, self-doubt, supervisors' evaluation, etc. In a brief account, the points below, extracted from Sammephet and Wanphet (2013, p.79), demonstrate and categorize both teaching anxiety and FLTA' sources:

- Wilson (1986) tackled anxiety in pre-service teaching (practicum contexts). The insecurities, agency anxiety, and the field instructor were the major sources.

- For Randall and Thornton (2001), evaluation (feedback on a grade), having a history of anxiety, novelty, lack of experience, and conspicuousness (noticeable due to novelty) are the major factors affecting teachers to be anxious during the training.

- Further, the tensions of teachers and educators in learning their own practice in school context, according to Berry (2004), are summarized in self-confidence, uncertainty, chance to self-reflect, discomfort and challenges.

- For Kim and Kim (2004), FLTA is an occupational hazard where limited language proficiency, limited linguistic competence, being compared to native teachers and poor class preparation

The points above state in brief some of the main causes of FLTA which are based on previously conducted studies. These sources have a direct link to increasing and decreasing anxiety during the training on teaching. Randall and Thornton (2001), for instance, found that evaluation that includes a feedback from a supervisor or an inspector can be a direct cause for a teacher growing anxious. Being part of the teaching staff alone can generate a level of anxiety. Similarly, Wilson (1986) and Berry (2004) state that low self-esteem, fear from agency criticism (that the teacher would not meet with the agency's expectations), and the feeling of being uncomfortable in the classroom can all contribute to amplifying teachers' anxiety. As for Kim and Kim (2004), their major focus was on teachers' competence; they emphasized on how inappropriate lesson planning can lead to generating anxiety, and when students expect the teacher to have a native-like mastery on the language can also cause teachers to be anxious. Hence, teaching an aspect of a given language can increase the teacher's anxiety, and when it is a second/foreign language, the effect is expectedly denser.

2.3 Teaching Practicum Anxiety

After graduation, it is common in many countries that graduates at university would teach at different levels such as primary and secondary schools. Some institutions aim solely at forming future teachers. Agustiana (2014) emphasizes on the necessity of providing teachers with special training before they can officially be part of the teaching staff at any school. Some other factors may affect the pre-service teachers' anxiety such as emotional intelligence (Khiari, 2018). For this, teaching practicums can be seen as "the opportunity given to the pre-service teachers to do teaching trials in school situation" and a pre-service is in turn a college student seeking teaching experience (Johnson & Perry, 1967)

Much like experienced teachers, pre-service teachers experience levels of anxiety when facing the teaching practicum. In this respect, McKechnie and Kimble (1986) categorizes pre-service teaching anxiety into three forms as demonstrated in table 1.

Table 1.

Stages of Pre-service Teaching Anxiety (McKeachie & Kimble, 1986)

Stages of Pre-service teaching Anxiety	Before-teaching hour	While-teaching hour	After-teaching hour
Instance (s)	Worried about planning lessons or preparing materials.	Worried about unexpected situations.	Worried about feedback from their students and supervisors.
Motif (s)	The first lesson can support teaching and learning achievement.	Managing the time and classroom are crucial.	To be a good teacher and gain experience.

Sources of FLTA are not limited to the aforementioned factors found in the literature. There have been more sources found to cause, increase and /or affect pre- and in-service teachers relatively. Some researchers provided their own scales for a specific phase (either teaching practicum or in-service teaching) and still some other sources and levels of FLTA are occurring. Indeed, there are several recent studies on the sources and degrees of FLTA that highlighted specific factors leading to high anxiety levels with recognizing strategies to cope with them (Kralova & Tirpakova, 2020; Desouky & Allam, 2017). Notwithstanding the

number of studies on teaching anxieties, less attention is drawn towards comparing and contrasting relatively similar phases of instructing.

3. Methodology

3.1 Context and Setting

The Algerian Ministry of Education in collaboration with the Ministry of Higher Education and Scientific Research launched a campaign in order to develop an institutional framework and an interdepartmental policy for the improvement of the Algerian education. One of the major appointments have been allocated to the adaptation of the Teachers' Training High School (ENS) to the real needs of the future teacher. Hence, in order to make the sector's staff professionals, they need to take trainings according to the most relevant elements on global qualitative trends, pedagogical developments and technological innovations. (Yekhlef, 2007, p.14)

Student teachers at the Algerian Training High Schools carry their teaching training (practicum) through three phases along the last academic year (when they are considered pre-service teachers) as follows:
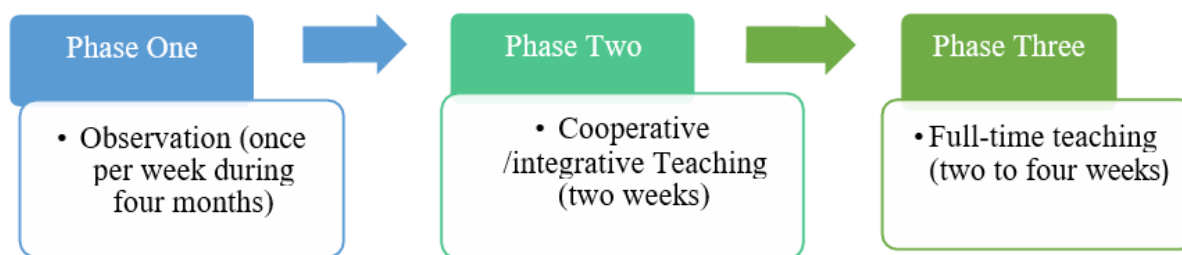

Figure 1. Phases of Teacher Training at ENS Constantine (Yekhlef, 2007, p.189)

There is no relevance of providing more information about pedagogical qualities and support during the practicums. However, Boukezzoula (2016) provided detailed descriptions of the pre-service teaching aspects in Algeria. Moreover, since the focus is on EFL teachers' anxiety in both phases of training and teaching, different settings are chosen for the investigation: (1) Assia Djebar Training High School of teachers (ENS of Constantine), (2) Sheikh Mubarak al-Mili Training High School of teachers (ENS of Bouzareah, Algiers), and (3) different secondary schools in different Algerian cities. The first two settings represent a context for teacher training investigation. The research design for this study is provided for a causal comparative study between the teacher trainees' experience as teachers for the first time and the permanent secondary school teachers who have only one year (or less) of teaching experience.

3.2 Instrument

The present study depends in its investigation of the EFL teaching anxiety on one instrument. It is a questionnaire for both (pre-service) teacher trainees and (in-service) secondary school teachers. With the objective of comparison, the tool functions as a scale of casual contrast with quantitative and qualitative items included. The instrument of the study includes demographic information and statistics about training program and teaching experience. It is adopted from two commonly used scales for measuring teaching anxiety: (1) Hart's Student Teacher Anxiety Scale (1987) and (2) Horwitz' Teacher Foreign Language Anxiety Scale (2012). For the suitability and appropriateness to the study, thirty-item scale is created (see appendix) for both trainers and teachers to identify the frequency and likeness of

factors they experience -or confront- while teaching EFL. The modified form of the scales supports the researchers in order to situationally assess the Algerian EFL teachers' self-reporting of their feelings and tensions while they are teaching.

3.2 Participants

Two groups of informants are participating in the investigation. The first group includes 100 fifth-year EFL students from both Assia Djebar Training High School (ENS of Constantine) and Sheikh Mubarak al-Mili Training High School (ENS of Bouzareah, Algiers). The second group includes 100 new-in-service EFL secondary school teachers working in different Algerian cities. The former is simple-randomly sampled, and the latter is a voluntary sample. The table below demonstrates demographic statistics about the informants.

Table 2.

Demographic Information about the Participants

Pre-service teachers		In-service teachers	
High Training Schools		Cities (secondary schools)	
ENS Constantine (Assia Djebar)	M: 16 / F: 31	Biskra El Oued Ouargla	M: 5 / F: 18 M: 6 / F: 11 M: 7 / F: 10
ENS Algiers (Sheikh Mubarak al-Mili)	M: 15 / F: 38	Djelfa Blida Mostaganem	M: 7 / F: 8 M: 5 / F: 10 M: 4 / F: 9
	Total: 100		Total 100

The informants of this study were investigated at the end of the academic year 2018-2019. Participants cooperated in different ways in order to fill in the questionnaire. Researchers have simplified item-checking procedure for students and teachers. Responses were under measurement process since the pre-service practicum started.

4. Results

The resulted 30-item scores were placed on a 5-point scale: 'Never', 'Rarely', 'Sometimes', 'Often' and 'Always' to be converted to values of 1 to 5 where 1 and 2 signify high FLTA, and 4 and 5 signify low FLTA. Initially, pre-service teachers provided the average percentage of readiness to teach as 62% while in-service teachers as 74%. Further, detailed scores of the scale resulted in variant means and deviation rates at different items and among both groups. The following table demonstrates a statistical sample of eight items from the scale. The group that signifies a higher level of FLTA pertaining certain item(s) is identified with its variance values.

Table 3.

Sample pre-service and in-service FLTA measurements (N=100)

Items	Pre-service	In-service	Variance
	Mean | SD	Mean | SD	Significant in:
1. I worry about being in front of too many pupils.	2.92 | 0.33	2.70 | 0.41	**Pre-s. 0.22**
8. I feel uneasy when another teacher or an inspector attends my class.	2.03 | 0.19	2.60 | 0.63	**In-s. 0.57**
13. I worry about not being able to teach speaking effectively.	3.81 | 0.82	3.12 | 0.56	**Pre-s. 0.69**
15. I worry about not being able to teach writing effectively.	3.27 | 0.67	3.91 | 0.60	**In-s. 0.64**
19. I feel stressed when I do not control the classroom.	1.93 | 0.61	2.65 | 0.58	**In-s. 0.72**
23. I feel self-conscious speaking English in front of EFL students and teachers.	2.01 | 0.49	1.98 | 0.43	**Pre-s. 0.03**
24. I feel my lesson preparation is always adequate for becoming a teacher.	2.09 | 0.68	2.77 | 0.71	**In-s. 0.68**
29. Good rapport with students is one of my strong points.	1.13 | 0.53	1.90 | 0.40	**In-s. 0.77**

Accounting for a total variance of 19.6%, items regarding apprehension of speaking English, confidence in English competence and the readiness of being a teacher gained high rates of deviation causing indications of variant levels and degrees of FLTA among both groups. However, items 19 and 29 demonstrate how significant in-service teachers score in correlation with classroom management. This is explained by the fact that student teachers recognize themselves as still learning about the teaching environment which leads them to feel more easiness that permanent teachers do. Besides, as item 13 score shows, pre-service teachers -as in most of the items related to teaching productive skills- are more anxious about the proficiency level they have and its reflection in speaking or writing classes. Their answers highly conformed with the in-service teachers' answers to similar items.

When it comes to personal and cognitive abilities, student teachers reflected that they experience anxiety to some extent; however, the statistics of items related to memorization and engagement mirror the lack of knowledge and experience. For instance, when forgetting words or ideas and/or when they cannot retrieve while teaching, addressing and instructing the learners, they are more likely to be triggered to potential effects of FLTA. Notwithstanding the small number of items about rapport with students, in-service teachers brought higher records of potential FLTA due to such factor.

The 200 responses (100 from each group) identified several sources of FLTA, the most important of which were listed and categorized. The analysis of the 30-item scores yielded three major kinds of FLTA factors. Sources and their categories are demonstrated with FLTA correlation percentages in table 4.

Table 4.

The most common FLTA sources among pre-service and in-service teachers

	Factors	Correlations with *pre-service FLTA*	Correlations with *in-service FLTA*
Affective factors	Lack of motivation	9.3%	8.1%
	Risk-taking	4.5%	2%
	Inhibition	2.2%	2.5%
	Competitiveness	2.8%	1.7%
Cognitive / psychological factors	Boredom	2.3%	1.3%
	Self-confidence	23.1%	14.4%
	Language proficiency	18.3%	19.9%
	Lesson Preparation	12.7%	24.2%
Socio-cultural factors	Classroom management	11.6%	11%
	Interaction with learners	7.9%	8%
	Interaction with administration	2.1%	4.1%
	Social Anxiety	3.2%	2.8%

Accounting for 8.33% of variance -and average- among these twelve factors, categorizing them was to identify the nature of FLTA sources. From all 30-item scores, focusing on both options "always" and "often", the most two common FLTA-provoking factors among pre-service teachers are self-confidence and language proficiency. The latter appeared to be a common major source of FLTA among in-service teachers. In addition, with regression statistics of "rarely" and "never" options, lesson preparation pops up as a leading source of FLTA among in-service teachers. This factor has been generated from different items related to being observed by inspectors, managing time and teaching procedure.

Indeed, the teaching procedure and its obstacles are more apparent as FLTA factors to in-service teachers more than to teacher trainees. Means of several items pertaining to managing and proceeding the lesson ranged from 2.30 to 3.22 demonstrating some signs of high FLTA degrees at both periods of training and teaching. In addition, accounting for less variances in items related to teachers' perspectives about the profession, in-service teachers would always think of creating a successful career. Yet, teaching the language is perceived differently from the student teachers. Qualitatively, it is found from some relevant statistics that pre-service teachers seem less interested in teaching or training for it is a temporary condition. They used to be sitting and facing teachers, now being on the other side lecturing other learners of EFL will require them to work and depend on their own in order to achieve success in the teaching experience.

5. Discussion

The findings reveal that FLTA exists in deferent degrees and because of different factors among fifth-year students at the Ecole Normal Supérieure (ENS) "Assia Djebar" of Constantine and at the ENS "Sheikh Mubarak al-Mili" of Bouzareah, Algiers. It is indicated that the lack of confidence as well as teaching the productive skills are the most common sources of FLTA among pre-service teachers. Whereas the major anxiety-provokers among in-service teachers are the insufficient class preparation, teaching grammar and teaching language skills. Similarly, for in-service teachers, Liu and Yan (2020) unveiled how significant self-confidence as an anxiety source. Through comparing and contrasting, the high degrees of FLTA seemed to be more apparent among permanent teachers than among student teachers. Broadly, the results are at some points similar to recent works on FLTA (see Jiang &

Dewaele, 2019); however, the criteria of comparing are differently situational in the present study.

Opting for two different contexts -or rather groups- with different parameters was for the purpose of obtaining more insightful and valid results for the casualties of comparison. There was a necessity to check the teaching practicum's conditions; yet, FLTA is presumably controlling pre-service teachers on some other occasions like talking to proficient learners. It is not proved to be a clear anxiety from the majority of participants. The low scores of the fears of being criticized or corrected by students identifies other factors and statuses like the uneasiness due to the lack of communication. Clearly, the variety of items helped the results to be brought out of the genuine interlinks among items.

The respondents' understanding of anxiety as any psychological reaction to real situations could be distinguished -according to them- as referring to teaching. In the choices of in-service teachers, it is noticed that the foreign language factor is considered rather than foreign language teaching as a space for particular anxieties. Furthermore, the teachers' opinions about their level of anxiety in the training period may not reflect experiencing anxiety only while teaching. Pre-service teachers have had other concurrent anxieties of study, tests, writing the graduation project and training reports. Teaching as a temporary teacher, for them, could be a matter of time that might require some preparations. However, the teaching process did not take much of their efforts and concerns.

The casual compare-and-contrast study highlights that the training period's anxiety and teaching's anxiety meet in some sources and factors. In either of the periods, the fact of teaching for the first time correlates with the knowledge about and proficiency of the language. For the pre-service teachers, they experience being integrated as a teacher standing alone in class or with a supervising teacher; for the newly-appointed (permanent) teachers, FLTA seems to be more related to students' profiles, classroom management and conditions as well as holding the responsibilities and being observed by inspectors.

6. Conclusion

Training and practicing teaching are important processes that help teachers deal with the lack of language proficiency, improve their teaching experience, and increase their self-confidence and classroom preparation. The specialized Algerian institutions (like ENS) should train students on conducting teaching activities at early stages and in non-extensive ways. Having self-confidence is required, and teachers should support trainees to be self-confident and to engage in the teaching process enthusiastically. Moreover, the study implicated that the status of teaching EFL to Training High Schools of teachers still lacks motivational strategies. The encouragement that ENS institutions provide through appointing students as teacher trainees does not seem affecting positively on students. Because of the study conditions as well as the extensive graduation projects and tasks, the teaching practicum would require more motivated students.

There are always uncertainties in the abilities of foreign language learners, for that they experience and confront certain levels and kinds of anxieties. Hence, FLTA can be contrasted with Foreign Language Learning Anxiety (FLLA) in further research. As negatively affecting the learning process, it could be more interesting and insightful if further research would deal with such kind of anxiety especially among young EFL learners. Easing anxieties of foreign language teachers is as important as easing leaners' anxieties. The results of such research would contribute to finding solutions that help teachers and learners of foreign language to discover more sources of anxieties and to find ways to reduce -or cope with- them.

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Appendix

Pre-Service and In-Service FLTA Scale

Dear pre-service / in-service EFL teacher,

You are kindly requested to cooperate in this research through providing information related to your teaching practicum (in your fifth-year level) / teaching experience (in your first-year experience).

Part One: General Statistics

For pre-service teachers	For in-service teachers
University (ENS): ………………………….. Gender: …………… Period of training: ……………….. Rate your knowledge about and readiness to teaching: (… / 100%)	Institution / City: …………………………. Gender: …………… Current teaching experience: ……………….. Rate your knowledge about and readiness to teaching: (… / 100%)

Part Two: FLTA Scale

Please read carefully each of the following statements. For each statement, please put an 'X' in a box that indicates your response according to the frequency of occurring (Always, Often, Sometimes, Rarely or Never).

Statements	1- Never	2- Rarely	3- Sometim	4- Often	5- Always
1. I worry about being in front of too many pupils.					
2. I feel nervous when speaking English in class.					
3. The thought of making a grammar mistake worries me.					
4. I feel anxious about my pupils testing my knowledge of English.					
5. I get so nervous when I forget the things that I know.					
6. I feel tense when I am giving instructions in English.					
7. I feel uncomfortable when my English knowledge and teaching methods are compared to that of other teachers.					
8. I feel uneasy when another teacher or an inspector attends my class.					
9. I think my knowledge of English is not good enough to teach.					
10. I worry about not being able to teach grammar effectively.					
11. I feel uncomfortable when teaching a skill that I am not proficient at.					
12. I worry about not being able to teach listening effectively.					
13. I worry about not being able to teach speaking effectively.					
14. I worry about not being able to teach reading effectively.					
15. I worry about not being able to teach writing effectively.					
16. I feel nervous when talking to students with a high proficiency.					
17. I am afraid of my students criticizing my knowledge of English.					
18. I feel uneasy thinking that I might have to use Arabic during the lesson.					
19. I feel stressed when I do not control the classroom.					
20. I feel uncomfortable when I think of teaching English for many years.					
21. I would not worry about teaching a course entirely in English.					
22. I am pleased with the English language proficiency / level I achieved.					
23. I feel self-conscious speaking English in front of EFL students and teachers.					
24. I feel my lesson preparation is always adequate for becoming a teacher.					
25. I feel uncertain about my ability to improvise in the classroom.					
26. I feel afraid when students would not follow my instructions.					
27. I would feel calm if other teachers motivated me and cooperated with me.					
28. I feel well-prepared for teaching without long periods of training.					
29. Good rapport with students is one of my strong points.					
30. Administrative duties and routine are tiring and distracting.					

Thank you for your collaboration.

PRE-SERVICE AND IN-SERVICE EFL TEACHERS TRAINING PROGRAMS IN THE LIGHT OF INNOVATION AND CHANGE IN LANGUAGE EDUCATION

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Abstract

Pre-service and in-service teacher training programs are changed in the light of innovation in Algerian school. Though ancient and new training programs do not differ from each other in the level of goals, they are different in methods of training, techniques and areas of focus. Teacher training programs are of paramount importance in teachers' preparation for the professional life. They are fundamental in the improvement of language education. The Ministry of Education in Algeria recognizes the importance of those training programs as experiences needed to improve the educational system. However, the adequacy of these programs for better teaching needs to be investigated. The presentation deals with training programs and the main challenges facing them among which the balance between theory and practice. This study will be of interest to pre-service and in-service teachers, teacher educators, researchers and administrators keen to create and manage teaching and learning more effectively.

Keywords: Challenges; innovation; programs; teacher training

1. Introduction

Innovation and change in language education addresses questions about what to teach and how best to teach, so that, teachers become able to organise teaching and learning more effectively. For the sake of driving professional practice in the language classroom, pre-service and in-service training programs are changed in the light of innovation in Algeria. Nowadays the Algerian Ministry of Education announces that the pedagogical training programs of the novice teachers (starting from 2016) will be for 6 weeks in a training period of 180 hours. They are supervised by inspectors of all stages, professors and engineers. They include theoretical classes and practical work. The trainee adopts a cognitive and professional training. Those teachers are required to prepare a final report.

2. Literature Review

There are several definitions of the concept teacher training programs in the previous research, in the next phase some of them are selected, and light was shed on the goals and the importance of teacher training programs in education.

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2.1 Teacher Training Programs Definition

Teacher Training Programs have been dealt with by several researchers in the field of education. Training programs are set of guided efforts to provide teachers with information and skills needed for better teaching.

Djaafri defines them as: " a set of guided efforts for the sake of providing the teacher with information, and comprehensions to acquire competence in performing his task, and seeks to advance his experiences, which leads to increase his capacities in order to prepare him to carry out a high level's tasks" (Djaafri, 2009, p. 25). So teacher training programs are series of training activities, which are organized, and well- planned for teachers, who are already working as fresh ones to improve their current and future services. By providing new education, information, skills and attitudes in the teaching profession which lead to increasing their abilities. Furthermore, we can sum up with the fact that the teacher training programs are a conscious operation that focuses on making optional changes in the teacher's behaviour, in which it leads to acquire professional capacities. In this context, the Ministry of Education arranges those programs as an obligation to train fresh teachers and prepare them to teach effectively.

2.2   Training Programs Importance and Goals

The training programs play an important pedagogical role, because they lead to educational growth. Pre and in-service training programs are fundamental in the improvement of language education. They are experiences needed to improve the educational system. Teacher training programs main objective is to better teaching performance and improve student's level. The training helps acquire educational qualification and experiences needed to improve the education system, as well as identify the most important successful pedagogical techniques which lead to master the general educational goals. It aims at improving the learning's level within the direct training for the fresh teachers, to participate in the educational school's advancement. According to Mirou (2015), Teacher training programs main objectives are to:

1. Increase the teacher performance, and develop his educational skills and abilities.
2. Help the teacher to learn more about the modern teaching methods, and build his trust zone .i.e. the relationship between the teacher and his students.
3. Guide teachers to get effective methods that affect the students' behaviour.
4. Improve the efficiency of teachers' objectives in education.
5. Help teachers identify trends and developments in the field of education and improve working relationships.
6. Provide teachers with everything new to increase their efficiency and refine their expertise.

7. Qualify the teacher to face problems that hinder his career.
8. Improve teacher's competencies and treat their deficiencies and encourage them to do scientific research.

3. Historical Overview of Teacher Training Programs

Training programs in Algerian educational system have developed through time; they have been given importance in the wave of innovation and change. Though ancient and new training programs do not differ from each other in the level of goals, they are different in methods of training. The educational authorities start giving much importance to training programs in all levels in the educational system.

3.1Traditional Programs for Training

After more than a century of French colonialism, most of intellectuals have been studied in French. In 1962, the French colonial educational system established in Algeria 6 training schools for primary teachers. After independence, there were1000 to 2600 French language teachers. The school entry of September 1962 needed about 20.000 teachers. In an issue 62/10 dated in 27th September 1962,the government has started to rely on the direct employment for teachers, without giving attention to teacher's educational level. Two training institutions in the period 1963-67 were founded, which are: the National Training Centre of Primary and Middle School's inspectors. National School of Technical Learning in El Harach, Algiers. (Benmati, 2008)

3.2Innovative Programs of Teaching

According to Ghedjghoudj (2002) the recent education reforms have noticeably a direct impact on teacher education and training. The shifts of aims and contents of the curricula enfold new implications in terms of teaching strategies, means and evaluation systems and procedures. The impressive development of information technology has profoundly changed the role of teachers. From a most important, if not the only, source of knowledge, their task has become that of a conductor and manager. Teaching is oriented more towards helping learners to find, select and use the adequate knowledge among the vast and diversified sources. These changes in teaching and learning processes are to be integrated into the training programs of teachers. To face the new challenges of the era and to perform the innovative role expected from them.

 According to Benmati (2008) the Ministry of Education established two bodies for training teachers: the first was the continual Training Body during the service from December 1999 to March 2000. The second was the Temporary Training Body for the Basic Educational Teachers that has not finished their Secondary learning.

In 1999 to 2000, the Algerian Ministry of Education has moved the teachers training into University, exactly to the Higher National Schools (ENS). Ministry proclamation N° 22/10/2000 has marked three different teachers training institutions.
1- The higher schools of teachers 1999 to 2000.
2- The national teachers training institutions.
3- The teachers training institutions during the service.

The Ministry of Education makes innovation in teacher employment through competition in the 2000's. The competition consists of speciality exam, Arabic language exam, culture exam, and ICT's exam. Training programs contain 09 modules. According to the innovation made in education, starting from 2015 novice teachers are required to have a pedagogical training for 6 weeks. Modules and subjects in EFL Teacher Training Programs are as follows: Didactics, Educational Psychology, School Legislation, Ethical Profession, Automated Media School Mediation, The Algerian Educational System, and Training Engineering.

After the educational reforms of the Algerian educational sector, the Ministry of

Education relies on the employment by exams for the university graduates, that have BA degree as an employment condition. Therefore, the Ministry organizes set of exams within a National Competition for teaching employment; details are explained in the following table:

Table 1.

Exams and coefficients in the competition for teacher employment

Exams	Coefficients
Specialty Exam	3
Foreign Language Exam (Arabic)	1
Culture Exam	1
ICT's Exam	1

After success in the competition teachers are required to have a training program in 09 modules, the training is divided into 6 weeks, the first week, for instance, from 23rd to 28th December and the second from 20th March to 26th, an illustration is provided in the table below:

Table 2.

An illustration of one week of training

08-10h	10.30-12.30h	13-15h
The Algerian Educational System	Educational Psychology	School Legislation
Training Engineering	//	Didactics
Didactics	School Mediation	Automated Media
//	Automated Media	Ethical Profession
The Algerian Educational System	Training Engineering	School Legislation
//	Didactics	Automated Media

It is noticed from the table that theory is dealt with more than practice, especially in modules like: Didactics, educational psychology, Algerian educational system, and school legislation, those modules in addition of the fact that they are theoretical, the trainees have already dealt with at university level.

4. Challenges of EFL Teacher Training Programs

Maraf (2012) describes the training of teachers as the 'core dilemma' of the Algerian education. Many studies touch upon the current issues that English language teachers should be aware to focus more on their own professional development. Maraf (2012) explains further and says : " Teacher training and retraining has been given a strong emphasis in the proceedings of the reform as well as in most official discourses about contemporary national education. But, teacher training has often been neglected in education policies. There has

always been a delay, even a gap between education reforms and appropriate teacher preparation" (Maraf, 2012, p. 8).

Teacher Training programs in Algeria, though innovation, are still facing several challenges, among them:

1- To bridge the gap between the knowledge acquired at university and the real world of teaching.
2- To maintain a balance between theory and practice, as it is noticed in modules trainees have in their training are theoretical, didactics as example and language Psychology are already dealt with at university.
3- Teachers graduating from university and those from ENS High Schools for teachers are different in level and 6 weeks for training those graduating from university are not sufficient.

There is a gap between the knowledge acquired at university and the practice of teaching, that knowledge is theoretical. In fact, what those novice teachers really need is to practise teaching. Teacher training programs are to be reconsidered for bridging the gap between university and the real world of teaching. A proverb says: "you cannot teach swimming without swimming pool", in fact, we cannot train teachers how to teach in a theory only without practical activities. Educational authorities have better reconsider the development of teacher training programs, their goals, and the main challenges of these programs.

Ghedjghoudj (2002) considers Educational policies in Algeria as over ambitious considering the limited human and material resources in the face of a growing school population. Plenty of challenges should be surmounted for the sake of establishing efficient teacher training programs.

5. Conclusion

The reforms made in Algerian teacher training programs are considered as fairly good initiative for improving the quality of teaching, however, this initiative is not enough, and plenty of challenges are facing teacher training programs in Algeria. The low level of qualifications and professional training of the highest proportion of teachers make teacher in-service training more crucial. This is even more necessary for primary and middle school teachers. The latest reform, with the radical changes in the aims, contents, and methods in education requires rapid updating in the educational system. Though the existing challenges, a sparkling hope can be seen in the possible coming innovation and change in teacher training programs.

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INTRODUCING THE FLIPPED CLASSROOM TO PRE-SERVICE TEACHERS DURING THE COVID-19 PANDEMIC ERA

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Abstract

The present paper intended to explore the strategy of flipped classroom. After experiencing the era of the COVID-19 pandemic and its consequences, it became paramount to rethink about other effective ways to teach higher education students. Therefore, we thought it vital to write this paper as an introduction on flipped classroom and its implementation, particularly addressed to the pre-service teachers at Oran Higher School of Education, Algeria. The aim was to get them prepared psychologically to accept this new methodology of teaching as part of their educational process. As an initial experiment, one semester classes of second year British civilisation for English degree were flipped during the new academic year, 2020/2021, after the pandemic lockdown. Our unstructured observations allowed us to detect a number of benefits and shortcomings out of this experience. While the flipped classroom could improve self-confidence in some learners, it was a source of demotivation for others who had issues with the Internet connectivity. Yet, these generated points are still hypotheses that need further research confirmation.

Keywords: COVID-19, EFL Classes, flipped classroom, internet, pre-service teachers

1. Introduction

One of the most critical health care issues that have hit the contemporary era is the COVID-19, standing for *Corona Virus Disease of 2019* (i.e. 'CO': COrona, 'VI': VIrus, and 'D': Disease, of 2019), due to the worldwide spread of coronavirus disease. On March 11th, 2020, it was identified by the World Health Organization as a pandemic. Consequently, a strict lockdown was imposed by the authorities to prevent coronavirus contamination in public spaces, such as in educational institutions and was maintained until the new academic year 2020/2021, when a gradual opening of these settings took place. Still, social-distancing and facial mask wearing, were after the lockdown, required everywhere to limit contact and, thus, the virus proliferation (Boulkroun, 2020). During the lockdown however, a transition from in-person classes to online teaching occurred to cope with the pandemic situation, so that the learners would not be frustrated from their right of education.

As an illustrative case, Ecole Normale Supérieure d'Oran, *Oran Higher School of Education,* Algeria, opened officially its doors to its pre-service teachers (PSTs) starting from December 2020, while continuing to follow the above safety measures inside the institution. Yet, the PST's attendance was not mandatory as transportation was not available enough on the one hand and on the other, a good number of PSTs was affected by the virus and needed

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to quarantine themselves at home until they reached full recovery. As a reaction on behalf of many school educators, the flipped classroom was a suggested alternative to adapt to this unstable situation. However, many learners are only a little (or not at all) familiar with this classroom type. The present paper, therefore, attempts particularly to provide English as Foreign Language (EFL) Pre-service teachers with a quick guide to flipped classroom while making use of this new strategy and to get them more acquainted with its features, objectives and implementation. In what follows, the historical background of the flipped classroom will be treated, followed by what it stands for, in addition to its definition. Then, the way the classroom is flipped in terms of space, time, and objectives will be tackled. Next, a generated list of strengths and weaknesses of the implementation of EFL flipped classroom will be given on the basis of unstructured observations inside and outside the physical classroom.

2. Flipped Classroom: How It Emerged?

Bergmann and Sams published, in 2012, their book entitled *Flip your Classroom:Reach Every Student in Every Class Every Day* to explain how their idea of classroom flipping emerged. They referred back to the year of 2006 when they were teachers of chemistry at Woodland Park High School in Woodland Park, Colorado. At that time, Sams shared with Bergmann a technology magazine article"…about some software that would record a PowerPoint slide show, including voice and any annotations, and then convert the recording into a video file that could be easily distributed online. …" (Bergmann & Sams, 2012, p. 3). The two teachers thought of attempting to use the tool as a means of helping students with their classes. Many of their students were, indeed, involved in sport events, cultural activities, or simply lived far away from the high school, and therefore, could miss the chemistry classes recurrently. And as it was hard to catch with all the chemistry sessions, Bergmann and Sams decided to put their idea into practice: "…, in the spring of 2007, we began to record our live lessons using screen capture software. We posted our lectures online so our students could access them" (Bergmann & Sams, 2012, p. 3).

The results were more than satisfactory. Not only students who missed their lectures showed a remarkably favourable attitude towards the recorded lectures, but those who attended regularly their classes displayed a considerable interest and positivity towards their teachers' new strategy, as it allowed them to watch again the videos and reach a better understanding. Still other students found the videos a helpful tool for getting better prepared for exams. The students, all in all, welcomed the idea of flipping their lectures, despite that their original sessions were not all only lectured and that they (original sessions) included also inquiries and projects. On their part, Bergmann and Sams could, thus, avoid spending time re-explaining the whole content during or outside their sessions. What was unexpected, however, was the fact that these videos online attracted more students and teachers worldwide to watch and use them. So, both Bergmann and Sams were more motivated and went for recording all their lectures and posted them online. After flipping their classrooms for one year, they achieved further fruitful outcomes.

Although Bergmann and Sams, on the other hand, are known for having popularised « Flipped Classroom » globally, they admit that they are not the flipped classroom precursors: "(1) We did not lecture exclusively in our classes before flipping; we have always included inquiry-based learning and projects. (2) We were not the first educators to use screencast videos in the classroom…, but we were early adopters … of the tool,…" (Bergmann & Sams, 2012, p. 6). They, too, clarify that they have neither coined nor created the concept of «Flipped Classroom». In fact, the latter terminology has not been designed by any specific educators. It simply does not belong to anyone.

3. What Does Flipped Classroom Stand for?

According to Flipped Learning Network (FLN) (2014), the Four Pillars of F-L-I-P in "Flipped Classroom", have been identified by a number of qualified Flipping Educators, such as Sams, Bergmann, Daniels, Bennett, Marshall, and Arfstrom, and others, as standing for,

F: Flexible Environment

L: Learning Culture

I: Intentional Content

P: Professional Educator

Flexible Environments allow students to feel more comfortable in their new learning space where the Learning Culture is based on a shift from a teacher-centred to student-centred classroom. What is meant by the Intentional Content is selecting the most relevant conceptual content delivery for the learners for a better grasp of knowledge in the physical classroom and outside of it. Last but not least, it is needless to say that flipped classroom educators are Professional Educators who are expected to have an appropriate mastery of technology and ensure that their students' needs are fulfilled enough.

4. What is a Flipped Classroom?

"Basically the concept of a flipped class is this: That which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class. But as you will see, there is more to a flipped classroom than this", according to Bergmann and Sams (2012, p. 13). In other words, flipped classroom is on way of making students go through an individualised learning process as it is fundamentally student-centred outside the traditional physical classroom. It equips students with enough content knowledge before the face-to-face contact with the teacher whose role becomes more as a guide rather than a provider of information. While Bergmann and Sams rely on screencast videos in their new instructional way, they still support flipping on the basis of posting other educational tools (see below) instead.

Yet, Bergmann and Sams (2012) plainly specify that flipped classroom cannot be shaped in one model: "We also hope that as you read, you realize that there is no single way to flip your classroom—there is no such thing as *the* flipped classroom. There is no specific methodology to be replicated, no checklist to follow that leads to guaranteed results" (Bergmann & Sams, 2012, p. 11). Stated differently, flipped classroom is an approach rather than a model; it is employed following the students' needs. It "… is more about a mindset: redirecting attention away from the teacher and putting attention on the learner and the learning. Every teacher who has chosen to flip does so differently" (Bergmann & Sams, 2012, p. 11). Flipping allows the students to, for example, watch videos, read a pdf e-file, listen to podcasts, or follow a powerpoint presentation. Being prepared enough with theory, they go the following day to their school and meet their teacher to put their new knowledge into practice with him/ her, or undertake teamwork among themselves. They may deal with higher-order thinking and problem solving activities, and draw conclusions at this level.

5. How Is the Classroom Flipped?

In our current context, flipping takes place at the spatial and temporal levels, in addition that it allows the inversion of roles, specifically here, between the educator and PSTs at Oran Higher School of Education. The flipped classroom objectives could also be well clarified, below, with reference to Bloom's Taxonomy.

5.1. Spatial Aspect

The first flipping step could be at the level of space which traditionally refers to the physical classroom. It is the place for delivering the content of syllabi, courses, and curricula to PSTs who would have access to the new knowledge provided by the educator. The physical space is the environment for introducing new concepts and explaining the significance and implications they may convey. EFL pre-service teachers are, then, given some homework, exercises and/ or possible projects for outside the scheduled schooling sessions to further support the content delivery and reinforce their learning process. Once at home, every PST is required to recall all information as presented by the educator and attempt to make it into practice. Joining again the physical classroom for this student means checking the task answers with the educator while tackling the projects collectively by forming sub-groups inside the classroom. The following diagram summarises the traditional instruction principle with regard to space,
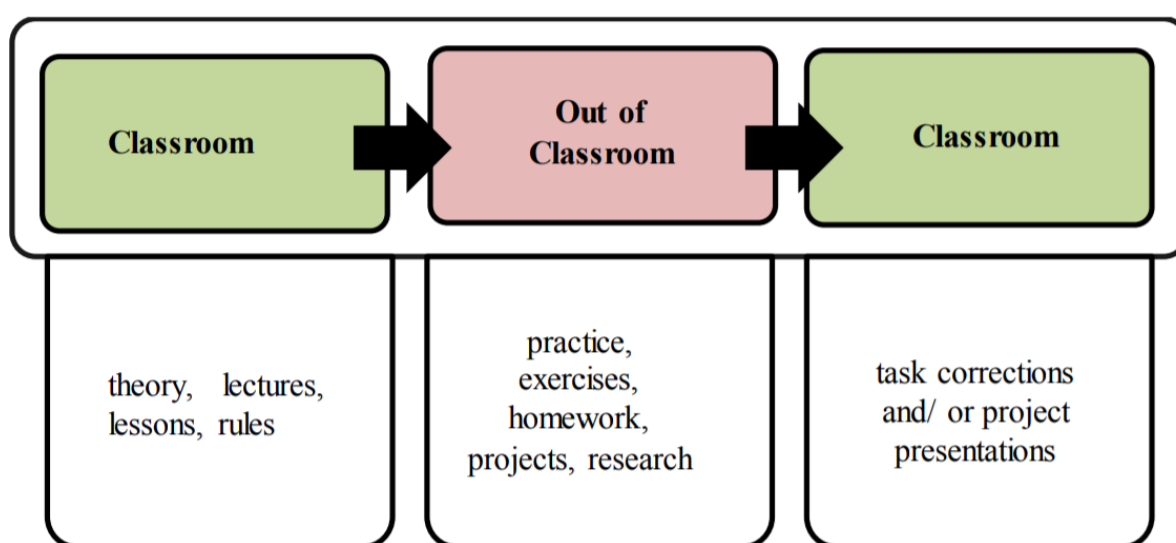

Classroom	Out of Classroom	Classroom
theory, lectures, lessons, rules	practice, exercises, homework, projects, research	task corrections and/ or project presentations

Figure 1. Traditional Classroom Space

What made the flipping more popularised (see 2) was, in fact, the integration of technology in education. It was previously habitual for many educators to invert their classroom by giving PSTs some pre-tasks to perform and prepare about the new lesson or lecture before meeting them face-to-face. What happened was that the student's duties being originally related to the physical classroom were shifted to outside this space. Within a flipped classroom, this student is, at home, expected to get familiarised with new concepts and theoretical principles via screencast videos or other materials (e.g. powerpoint presentations, e-articles or other online tools) posted by the educator. S/he prepares questions and requests for more clarification so that s/he shares them with the educator and other classmates during their physical classroom practices. Once at home again, the PST synthesises and backs up his/ her learning with complementary information by (re-)watching (other) teacher's posted staff and doing more research. As regards the posted material, the educator is in charge of deciding which one is more suitable for a particular learning point. Is it a video design? "If a video is not appropriate, then do not make one just for the sake of making a video. Doing so would be a disservice to your students and would be a prime example of "technology for technology's sake" (Bergmann & Sams, 2012, p. 35-6). Figure 2 illustrates the new flipped space.
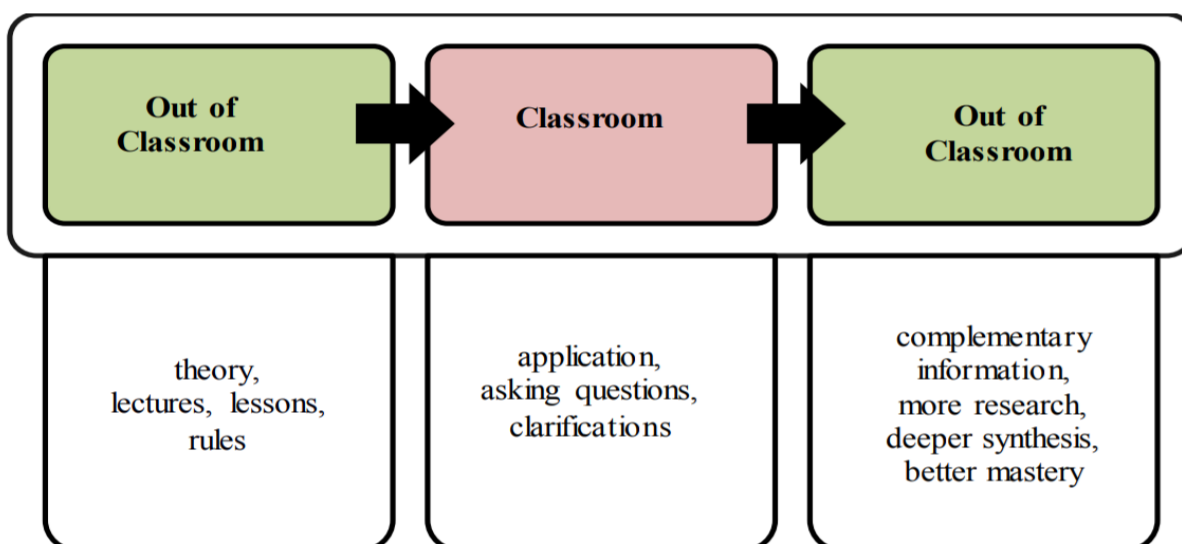
Figure 2: Flipped Classroom Space

5.2.Time Management

Bergmann and Sams (2012) still have provided us with recommendations of how time can be managed while going through a flipped classroom. A span time of 90 minutes is usually allotted to their physical class sessions at school. Traditionally, their students join these sessions after having done some homework at home the night before, but possibly are still struggling with some conceptions. The two instructors tend to devote the first 25 minutes to deal with such students' issues through a warm-up activitiy. The next step is to move to deliver the new content which takes from 30 to 45 minutes. The remaining time (20-35 minutes) is left to application and assignments. Obviously, the time managed for content delivery in the traditional classroom takes the lion's share, as shown in Table 1 below,

Table 1.
Time Distribution in Traditional Classrooms

Traditional class activities	duration
Warm up	5 min
Correcting yesterday's assignment	20 min
New content delivery	30-45 min
Oriented practice	20-35 min

(*Source*: Bergmann & Sams (2012)

The time could be re-managed to be different in the flipped classroom at Oran Higher School of Education, so that PSTs get into a more active engagement. Bergmann and Sams (2012) suggest that the first 5 minutes could be spent to warm up the lecturer's material posted the day before, and 10 minutes devoted to the student's questions and discussion. The remaining 75 minutes could be confined to diverse problem-solving exercises and/ or inquiry activities. "Clearly, this model was more efficient than lecturing and assigning homework" (Bergmann & Sams, 2012, p. 5). Another way for managing time more effectively might be to

show the PSTs how they should handle the online items, such as videos, as posted by their teachers. While watching these videos and focusing on their content, for example, they need first to free themselves from any other distraction device (e.g. cell phone, social media networks or any other ICTs (i.e. Information Communication Technologies). They also need to learn, even recurrently, how to use the techniques of pausing and rewinding the posted videos whenever necessary. In this manner, they can more easily proceed to recapitulation, note-taking or writing questions about what they still find complicated or unclear. Table 2 summarises the two authors' perception of time planning in the flipped classroom.

Table 2.
Time Distribution in Flipped Classrooms

Flipped class activities	duration
Warm up	5 min
Answering quesions about the posted material	10 min
Guiding practical activities and exercises	75 min

(*Source*: Bergmann and Sams (2012)

5.3. Role Shifting

The prominent role in the traditional classroom has always gone to the educator as the primary source of knowledge. As a model at Oran Higher School of Education, s/he has long been supposed to show her/ his PSTs the relevant ways to be followed and make of their learning process the most effective. One of her/ his main task is to decide what to highlight and what to de-emphasize within the offered knowledge content. As for the classical role of the EFL pre-service teacher, s/he is perceived to attend this educator-centred classroom, be sitting down and exclusively listening to the lecturer. S/He passively accesses the amount of information given by his/ her lecturer, writes it down, and refers back to it when answering the examination questions. Nevertheless, the debate about the teacher-centredness in the classroom has subsequently gained fresh prominence for several years. Many scholars argued that the learning process could give more fruitful results if a more active role were assigned to the student. In order to shift to a more student-centred classroom, they have come up with other alternative strategies, such as "…project-based learning, supervised research, laboratory work" (Andrad, 2016, p. 1119).

Moreover, more learning based on the mixture between traditional courses and online tools, known as blended learning (see for example Andrad (2016) for further details) and of which flipped classroom is one type, seems to foster scholarly efforts and lead PSTs and their instructor into a shift on roles. Blending contemporary learning comes from the fact that nowadays' PSTs belong to a generation who have been exposed to digital technology since birth; flipping, according to Bergmann and Sams (2012), can speak these students' language. It comes as a way to cope with traditional classroom challenges especially in terms of needs, styles, and abilities of PSTs. It illustratively allows them to select the material posted by their instructor according to their rhythm and/ or speed and capacity of grasping. Once they join again their physical classroom, their curiosity and motivation to participate and share are expectedly raised.

Applying the student-centredness model does not mean, at all, that the significance of the educator's presence is minimised at the present setting of Oran Higher School of Education. Both the PSTs and their instructor are rather assigned new active tasks. The present role allocated to the educator has more to do with guiding and assisting the learners whenever possible in face-to-face contact. The principle of flipping, as said above, counts for PSTs' different abilities and progression, and therefore it facilitates to the educator to target individualised learning. PSTs can take benefit from effective education as personalised by the educator according to their needs as follows: Within their physical learning environment, the educator can walk around the classroom to check the needs of every PST; interaction between him/ her and his/ her PSTs establishes and reinforces a more positive relationship, and the same is observed among the PSTs themselves. Another new task attributed to the educator is a good technology mastery and constant updating (see 3); the better the educator is acquainted with recent technological tools, the more s/he expected to raise his/ her PSTs' motivation and engagement in their learning process.

5.4. Educational Objectives: Bloom's Taxonomy-Based Flipped Classroom

An important number of scholars agree that the educational objectives behind the flipped classroom could be better understood within the framework of Bloom's Taxonomy: Bloom et al. (1956) designed a theoretical taxonomy at the service of research on education and assessment. It comprises six components, namely knowledge, comprehension, application, analysis, synthesis and evaluation. They are arranged hierarchically such that it is not expected to master one level without having already a good command of the previous one(s). A well-known reviewing attempt took place in 2001 by Anderson and Krathwohl who found it important that each level name would be converted into a verb, in addition to that the two top levels would be swapped. The following figure illustrates the taxonomy as elaborated by Bloom and his team on the left while the same taxonomy revised subsequently on the right. Two main educational objectives are targeted when implementing the flipped classroom according to Bloom's Taxonomy (Andrad & Coutinho, 2016). Both will be talked about in different sections below.
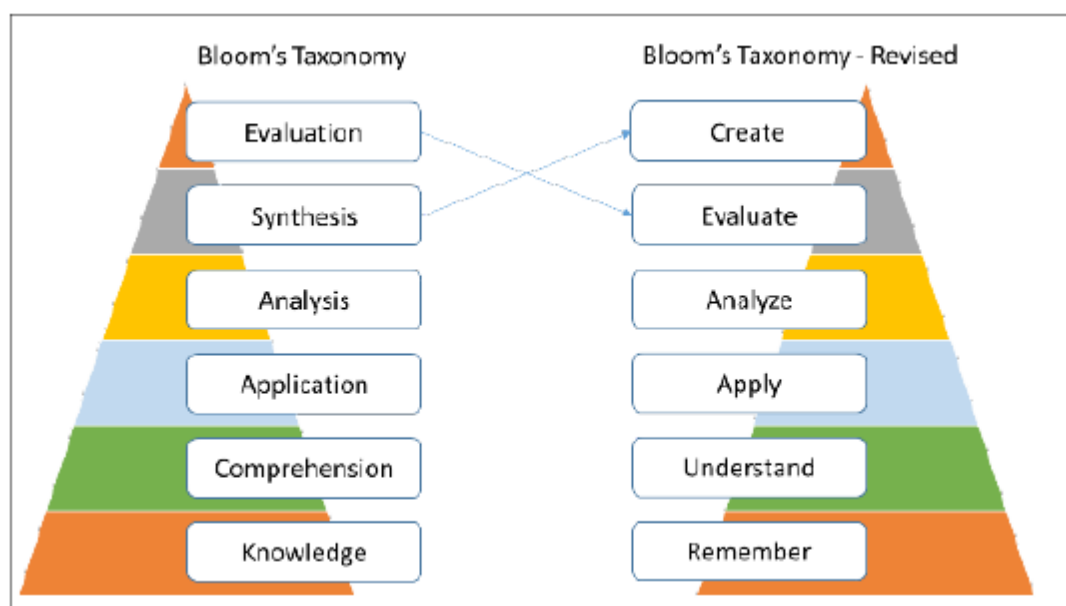

Figure 3. Bloom's Taxonomy based on Krathwohl (2001)
(*source:* Andrad & Coutinho, 2016, p.1119)

5.4.1. Educational Objective One

Flipping the classroom can directly have effect on distributing time and Bloom's Taxonomy hierarchical construction. The distribution of time following Bloom's Taxonomy and as revised by Krathwohl (2001) is exemplified in Figure 4.
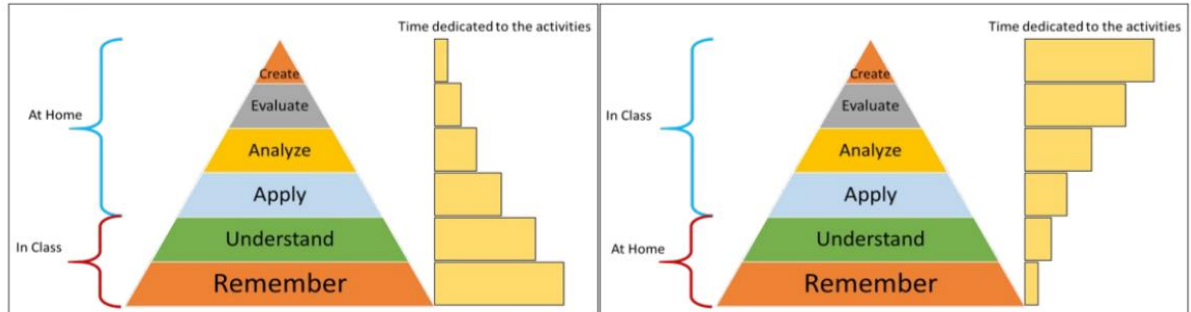

Figure 4. Time Distribution in Traditional Classrooms (left) and Flipped Classrooms (right) (source: Andrad & Coutinho, 2016, p. 1120)

Obviously, Oran Higher School educators (as illustrated above on the left side of the figure) traditionally allocate a lot of their classroom time to low order thinking skills, such as remember and understand (some content knowledge), whereas consider only a little time for higher order thinking skills, such as analyse, evaluate, and create which are rather addressed to PSTs as home activities and assignments (see Andrad & Coutinho, 2016). The educator's guidance is nearly (or even totally) absent when the PSTs are out of their physical classroom.

The first flipping on Bloom's Taxonomy leads PSTs to study, at their level and individually, Bloom's lower order thinking skills (remember, understand, and (perhaps) apply out of their physical classroom. Face-to-face contact priority is re-oriented towards higher order thinking skills (analyse, evaluate, and create) and their promotion: PSTs are invited to share and go through such tasks and activities during the physical meeting with their educator as shown in Figure 4 on the right side. So, the class gets involved in more interaction than teaching in addition to that the educator fosters relationships with his/ her PSTs. Lower order thinking skills are, as said above, supposed to have been already tackled via students' self-study, so they are obviously given a less amount of time in the physical classroom than they usually have in the traditional classroom.

5.4.2. Educational Objective Two

The second version of flipped classroom takes a different meaning to fulfill the requirements of the present educational objective. Bloom's Taxonomy is completely inverted upside-down, such that "… the education process would start by higher levels (Create) and then "come down" to the most fundamental levels" (Andrad & Coutinho, 2016, p. 1120).
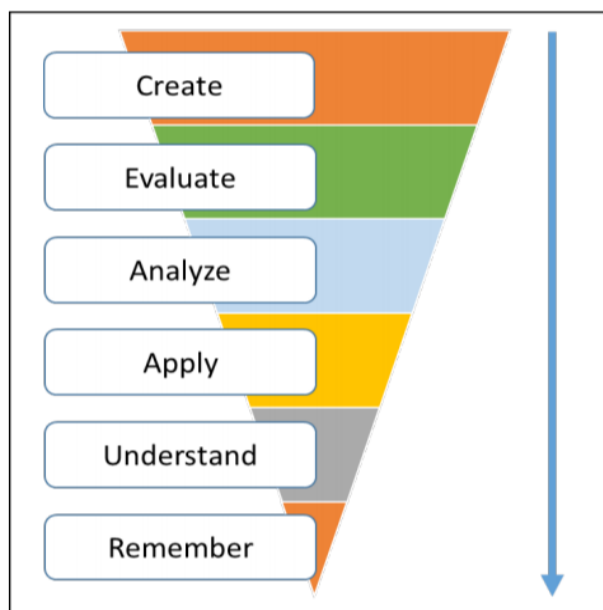
Figure 5. The Second Inversion of Bloom's Taxonomy
(source: Andrad & Coutinho, 2016, p. 1120)

Still in the current case, the PSTs are required to provide a dissertation in their final (fifth) graduation year. So, they also may choose the topic of their work on the basis of observing and exploring the occurrence of issues among secondary school pupils in the training phase. In this case, they formulate a hypothesis, and an empirical plan to check this hypothesis which is based on the higher levels on Bloom's Taxonomy. After that, they go back to literature, read about previous works on the same topic, and start defining and grasping the exact meaning of the various lower level basic concepts they need to incorporate in their dissertation and that are in relation with their practical part.

6. Towards the Flipping Implementation in EFL Classes: Benefits and Pitfalls

The flipped classroom, as mentioned earlier, was proposed as one alternative solution to bridge the gap between educators and their PSTs, during the COVID-19 pandemic and particularly at Oran Higher School of Education. As an experimental case study, the British civilisation classroom of 21 third year EFL pre-service teachers aged between 19 and 22 was flipped during one semester. Every week before meeting them face-to-face for instance, we posted a pdf e-file on Google Classroom, and requested our learners to undertake a further research on the topic and formulate questions with regard to the areas of difficulties they might have encountered: British civilisation lectures could, indeed, be perceived, by PSTs, as a challenge as each lecture could imply a multi-source interpretation. For example, the posted material which had to do with the lecture entitled "Imperialism" listed and explained many theories to comprehend the 19th century imperial mind and conception.

On the basis of unstructured and spontaneous observation in the physical classroom, we could hypothesise that these PSTs benefited from a number of advantages offered by their flipped classroom lecture. They could be summarised as follows,

1- The class was more student-centred than teacher–centred as the PSTs undertook a self-study while we (the educators) acted as facilitators.

2- PSTs' self-study gave them more self-confidence

3- They also showed more interest in the topic

4- There was a remarkable speed in knowledge acquisition and interaction in class

5- The research done was both qualitatively and quantitatively prominent

However, some pitfalls also were observed by the educator and need to be listed below,

1- A number of PSTs could not get involved in the flipped classroom as they were used to rather be "spoon-fed".

2- We could not supply answers, on the spot, to all the students' questions as some of them were challenging and required extra-reading.

3- Some PSTs got confused while doing more e-research on the posted topic and posed questions out of topic. They also did not check the reliability of e-resources.

4- A number of PSTs started devaluing the presence of their educator in the light of the online era, a fact which may lead to future ethical issues.

5- Other PSTs were demotivated and felt excluded from the flipped classroom due their low Internet flow.

6- Still others talked about their defocus due to web-based distraction while using the Internet.

7. Conclusion

The present paper has allowed us to make a brief introduction to the flipped classroom, written specifically for the PSTs and providing a sample implementation of it to come up with some practical results of this type of blended learning classroom. Yet, both the aforementioned benefits and pitfalls are still hypothesised on the basis of an initial experiment and unstructured observation. Therefore, a further research is required to check our hypotheses by more deeply considering the spatial aspect of the flipped classroom, its time management and educational objectives. A questionnaire and/ or an interview could support the experimental flipped classroom study and provide more solid data results and discussion.

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PUBLISH OR PERISH: SCHOLARLY PUBLISHING CHALLENGES IN AFRICA

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Abstract

Researchers are judged by their scholarly publishing and the quality of the journals where they publish their manuscripts. Academic publishing is very essential for their promotion and the university's accreditation. The terrible reality is that academic research and publishing do not conform to the high standards. Thus, compared with their Western counterparts, the African universities are lagging behind. My paper evinces the problems encountered by researchers in their academic research and the factors that challenge scholarly publishing. This topic is worth dwelling on because it may hold the solutions to the problems of scholarly publishing in Africa. The paper ends with some suggestions and recommendations for improving the quality of academic research and publishing.

Keywords: High ranking journal; reviewing; scholarly publishing

1. Introduction

Because academic publishing defines them, Academics are very much obsessed with publications because they bring status and promotion for the teacher. Sarker states that

> [p]ublishing in highly reputed journals is now an imperative for many scholars in order to progress in their academic careers. Many PhD programs are requiring their students to publish in high- quality journals as part of the program. In the recruitment process for starting academic positions (assistant professor, lecturer, etc.), an increasing number of research- oriented universities around the globe are favorably considering candidates only if they have publications in top- tier journals, or, at the very least, if the candidates can demonstrate their ability to publish work in such journals (2015, p.192).

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Scholarly publishing also helps promote the status of the university. In addition to that, publications might bring personal bliss if they contribute to knowledge in a particular field. In fact, one might say that publications are one's passport to the world. Publishing is important for asserting oneself in the academia. If one cannot publish, he will perish and will never attain any status either in the university or in the academic community in general. Though it is the only means of surviving and thriving in the academic milieu, where survival is for top-notch scholars, being a published scholar is not easy. It is a tough business full of hardships and difficulties. The latter include a variety of factors some of which are related to the quality of the published paper, but there are others that are imposed by some agents and by the scientific environment, and these are most of the time beyond the ability of the researcher to manage.

2. The Problems Encountered by Researchers in their Academic Research

2.1. Research Methodology

By and large, if the paper has merits, it is likely to be published. To get their papers published, academics should learn the methodology of scientific research paper. There some differences between academic papers across different disciplines, but generally speaking, they have the following structure:

a-Title: The title tells the reader what the paper is about, and it should be conveyed in few words. Hartley maintains that a "good title should attract and inform the readers and be accurate. It needs to stand out in some way from the other thousands of titles that compete for the readers' attention"(2008, p.23).

b-Abstract: The abstract is of great significance because it sums up the work of the author, and it appears in various abstracting and indexing services related to the journal. Abstracts always tell the reader about the subject of the paper, the methodology, the findings, the implications, and the conclusion. Among the things that the abstract should include, according to Thyer, are:

> the issue or problem under investigation […] the research method […] the results […] the conclusions and any applications to practice"(41). Abstracts are sometimes referred to as "structured abstracts" because they have a basis structure. In other words, "Structured abstracts are typically written using five sub-headings-'background, ''aim', 'method', 'results', and 'conclusion''(2008, p.147).

Word limits for abstracts set by journals usually range between 100 and 300, and the most common length is between 150 and 250.

c- Keywords: The key words are stated at the end of the abstract. They help the reader know the content of the paper, and they help researchers who are interested in the same subject to find the article in the internet. According to Olson, "in today's world of digital publication in which journal articles are available worldwide via the internet, some might argue that a paper's keywords are even more important than a paper's title" (2014, p.87). In high-quality journals, the key words are used in indexing and abstracting.

d- Introduction: The introduction introduces the subject of the paper. It takes the shape of a funnel in the sense that it moves from the more general to the more specific. The introduction states the main problem of the paper and how the author will tackle it.

e- Literature review: In the literature review, the researcher refers to the works that are related to his subject. This is very important, because it shows his familiarity with the subject and that he is very knowledgeable about it. The literature review, significantly, shows how the researcher's work differs from those that have been done on the same subject. That is, it

evinces the originality of the researcher's work and in which way his paper makes a significant contribution to the field. In the review of the literature, the researcher should always cite works that are relevant, and it is preferable to cite those which are up-to-date. After referring to these works, the author should illustrate the position of his article in relation to the ongoing debates on that subject.

f- Method: The methodology section evinces how the study was conducted. The researcher must choose the right method that supports or tests his hypothesis. In some research papers, "method sections are usually subdivided […] into three sections: 1-Participants, 2-measures, 3-procedur(s)" (Hartley, 2008, p. 45). The author needs to explain the reason why he chooses a certain method.

g- Results: In this section, the researcher demonstrates the main and subsidiary findings, and he relates them to the hypothesis and method he has used.

h- Discussion: The discussion section should not just show the results obtained by the researcher. Its aim is to interpret and comment on the findings. According to Thyer, "the discussion section should summarize the results and state whether or not the pattern of hypothesis was corroborated or disconfirmed […] The discussion should also include a dispassionate review of the limitations of your study" (2008, p.57). Discussions, as Hartley maintains, include the following moves:

Move 1: restate the findings and accomplishments.

Move 2: Evaluate how the results fit in with the previous findings-do they contradict, qualify, agree or go beyond them?

Move 3: List potential limitations to the study.

Move 4: Offer an interpretation/expectation of these results and ward off counter-claims.

Move 5: State the implications and recommend further research (Hartley, 2008, p. 49).

i- Conclusion: The conclusion should be related to the main findings and results. It is not supposed to include any discussions and comments. According to Kitchin, and Fuller, the "conclusion brings the article to a close by summarizing the rationale and findings, reaffirming how the research advances understanding and knowledge, and outlining how future studies could build and extend the research and argument reported"(2005, p.43).

2.2. Some Criteria of Good Research

In addition to the components that are mentioned above, a good scholarly paper, in items of language, should be objective and impersonal. Authors should also use a style and a language that are not obscure because their aim is to communicate and transfer the information to others. In this regard, Lichtfouse writes: "In general, some authors write as if their subject matter is obvious to the reader. However, a research article is a means of communication. Articles that do not communicate their message to a wide audience are not read and therefore not cited" (2013, p.25). Some papers are rejected because they are poorly written.

One of the most important characteristics of research papers is originality. The researcher should bring something new that drips into the pot of knowledge. Some papers are not accepted for publication, because they tackle subjects that have already been digested before.

After submitting their papers, the latter will be evaluated on the basis of some criteria. The following figure demonstrates an example of these evaluation forms.

	GOOD	AVERAGE	POOR
Please, rate the paper as follows:			
Strength of supporting data/evidence	------	-------	-----
Originality of ideas and approach	------	---------	-----
Significance of topic	------	-------	-------
Completeness of discussion	------	-------	--------
Quality of Writing	------	-------	--------
Intelligibility to non-specialists	-----	------	-------

RECOMMENDATIONS

Accept--------------- Accept with minor revisions----------

Re-submit after major revisions-------------------- Reject------------

COMMENTS

Please add any comments for the editor here:

COMMENTS FOR THE AUTHORS: Please, type comments for the authors on a separate page

3. Other Factors that Challenge Scholarly Publishing

One should find the right place where to publish his papers, because journals are not hospitable to all kinds of writing. Publishers must be familiar with the journals in the fields of their research, and they should try to soak up their characteristics. According to Olson, the author needs «to choose a journal that is appropriate for […] work»(2014, p.11). Before sending his paper, the author must target the journal that fits his work. He should read about the scope of the journal, because if the paper does not meet the interests of the journal, it will be rejected. Indeed, there are some journals that limit themselves not just to particular themes but also to specific approaches. A novice academic might ask some colleagues or some experts he knows about journals that might be a good fit for his paper. Alternatively, before submitting his paper, the author might contact the editor and ask if his paper will be accepted to be considered for possible publication. Interestingly, the choice of the journal is also determined by the quality of one's paper. For instance, a great paper should be submitted to high ranked journals whereas papers of lower quality are better to be sent to lower ranked journals. In addition to the good choice of the journal, it is important for the scholar to learn about the journal guidelines and the author instructions before submitting the manuscript.

Before sending their papers for journals, authors have to consider the pecking order or hierarchy of journals. Authors should submit their papers to high status academic journals that publish papers of the highest quality. Some scholars care more about the quantity rather than

the quality of publications though publishing one article in a highly rated journal is much better than publishing many articles in second-or third-rate journals.

The best journals are those which have a high citation index. These first-tier journals have low acceptance rates. According to Wensley, "the higher-quality journals may well have longer turnaround times, have reviewers who are less tolerant of less polished papers, and, inevitably have much higher rejection rates" (2015, p.182). In the same vein, Sarker writes: "Leading journals tend to have high standards, with reviewers and editors often demanding unreasonable levels of theoretical and methodological sophistication, scale of the study, and contributions" (2015, p.192).

Authors must understand how journals are ranked, because this is very important for their promotion. The best journals are those which have an impact factor. The latter is a citation-based measurement used to measure the scholarly influence of academic journals. Craig and Ferguson state that the "Impact Factor is a measure of the average number of citations to the articles contained within a given journal" (2009, p.165). Thyer, in turn, points out that the Impact Factor is

> a rather simple descriptive statistic calculated by a database called the Web of Science (WOS) (also known as the Journal Citation Reports), and it refers to the extent to which an article appearing in a given journal is likely to be cited anywhere in the journal literature within 2 years of original article's appearance in print. This includes citations not just in the journal in which the article was published but in any journals published during the next two years (2008, p.23).

According to Murray, information about the journal, "particularly journal impact factors and citations of articles, is now routinely included in an academic's curriculum vitae. Where previously it was enough simply to list your publications, it is now important to include these measures of your publications' impact on your field" (2009, p.42). For a paper to be accepted in a high ranked journal, it should original. In other words, it should add to the existing stock of knowledge, and it should also be well written.

Unfortunately, some journals with an impact factor tend to publish for academics who are already established in the field. That's why some novice researchers, particularly PhD students, always list the names of their supervisors on the paper, because they are more standing in the field though these supervisors have not contributed to the paper. In this regard, Hengl and Gould state:

> In many cases, a person listed as a co-author does not actually know much about the paper and would not be able to defend its content or reproduce it from scratch. Obviously, Phoney co-authors are listed because of the benefits of getting published. In principle, there are two types of Phoney authors: (a) those who use their position and funds to make colleagues list them as co-authors and (b) those who trade authorship among themselves. The latter is less serious and can be summarized as: 'put me on your paper and I will put you on my papers so we both get two' (2006, p.12).

Phoney co-authors cannot be considered as authors because they do not contribute physically and intellectually to the content of the paper, and they have not invested their time in it. Phoney co-authors are parasites, and their practice is immoral.

In highly ranked international journals, editors select reviewers who are qualified enough to evaluate the papers objectively and adequately. Mansour states that "peer reviewing process guarantees the academic standard. An academic journal gains good standing and a reputation for excellence in scholarly communication by publishing high-quality articles"

(2016, p.416). To get published, all papers need the stamp of approval from the reviewers who help the editor make a final decision whether the paper will be published or not. Peer reviewing is very important for promoting the quality of the journal by selecting only the high quality papers for publication.

Another defect of the African journals is that some of them do not have a website. Journals of high quality have a website, which makes the journal accessible to all scholars all over the world. Having a website is likely to increase the reputation of the journal and the rate of submissions. In this context, Thyer writes: "If a journal is not indexed and cited, then it pretty much exists only in hard copy, and this makes it very unlikely that scholars using the Internet and/or electronic databases will ever encounter (and cite) it" (2008, p.21). The visibility of the journal in digital form is likely to increase its readership and promote its ranking. Smart points out that the "lack of knowledge about online publishing is preventing many journals from going online, and others have extremely poorly constructed websites, often embedded within their institution site and not discoverable through the major search engines. Inevitably, this means that full advantage of what online publishing can offer is not yet realized" (2009, p.288). Local journals are unlikely to be of high status. Hengl and Gould state that papers "in what we call local journals are either not accessible to a wider audience or the review process is 'too soft'" (2006, p.9). In fact, there are international development agencies that provide free help for local African journals. Bioline (www.bioline.org.br), for instance, enables journals to publish full-text online open access. It is based in Toronto (Canada).

Though the rejection rate is generally low in some African journals in which the review process is very soft, it is very important to know why a paper might be rejected by a journal. One reason is that the paper is not good fit for the journal. That's why the author should learn about the aims and the scope of the journal before sending his paper for evaluation. Some papers might be rejected because they haven't followed the journals' guidelines. According to Windsor, one of the reasons of being rejected by a journal is "Inadequate manuscript preparation, in terms of format and style" (2015, p.84). Some manuscripts might be rejected due to poor writing. To be accepted, the paper should be well written and presented, and it should also conform strictly to the journal's guidelines.

Some journals do not accept some papers because they do not bring any contribution or novel perspective. This is true particularly in the case of Western high ranked journals which reject all papers whose subject has already been well-documented and much discussed. In addition to originality, some papers might be rejected because of methodological reasons. They are free-floating and not anchored in a clear identifiable method or approach.

In high-quality journals, the rate of rejection is high, because some of them see this as a mark of high status. In this regard, Mustafa writes: "More surprisingly, some journals vaunt their high rejection rates as a 'mark of prestige'! […] Rejecting a high percentage of papers became an objective per se for elitist journals to take pride in an artificial elitist club, arguing strangely that a high rejection rate is a gauge of quality. Worse, sometimes rejection decisions are made after long months of waiting" (2015, p.535). Most of the time, papers are rejected by well-established journals because they are not good enough. However, in the local journals, they are easily published. Though they claim to be objective, Western journals are sometimes ethnocentric and biased against non-Western scholars.

Many factors can terribly affect the progress of academics. Papers might be rejected due to unethical practices by some journals. Despite the potential merit of the submitted paper, the latter might be rejected either by the reviewers or the editor for purely personal and subjective reasons that have nothing to do with academic research. Not all African journals

choose the truly meritorious papers for publication. Some of them prioritize authors whom they already know. Those who are unknown, even if they are competent academics, might not have the chance to be published. Bureaucracy and cronyism are very rife in Africa even in the academic sphere. These unethical practices are likely to hamper scientific advancements and make the rank of the journals and the African universities, in general, very low.

In the case of some African journals, some papers are not sent to the right reviewer. However, they do not return the paper to the editor and avow that they do not understand to topic or the methodology used by the author. In Africa, there is also an utter lack of experts in some fields. Thus, some reviewers just make comments on the form of the paper, but they are not really experts in its subject. In this context, Smart states: "Many journal editors will only use referees that they know, and are loath to search indexes to identify specialists in other regions, as many articles require understanding of local systems and knowledge to correctly identify whether the article is important and novel" (2009, p.290). Some of them are so busy that they do not the review process properly. Sometimes, the reviewers take pains to finds faults in the manuscript though it is a good one just to show off. Many reviewers are not very serious in their work because they are not paid. In this context, Hengl and Gould write: "The biggest problem of much scientific journals is that the review process is slow, insufficient, inconsistent, unrepresentative and biased. This is simply because reviewers are not rewarded for their work or evaluated on their performance" (2006, p.15). In fact, this is true only in the case of some African countries, because in Europe and America, reviewers do the review process for free;

> Within some African countries, and some disciplines, there is an expectation of payment by referees, and this cost may be crippling to a journal and lead to minimal reviewing. Paying referees is uncommon within Europe and America, and its existence within certain regions of Africa must be ultimately detrimental to the research community, although it does acknowledge the work required to ensure high-quality content (Smart, 2009, p.290).

Another problem the authors face is the lack of rich areas of expertise. Most of the journals are interdisciplinary and not specialized in a specific research field.

Some journals that are very lax with their team of reviewers might keep the authors in suspense waiting for months or years. In this context, Smart states:

> Many journals have poor author services, and this encourages poor author practices. It can take months (or years) to review papers, and communication with authors is poor, with many journal editors neither informing authors of acceptance nor publication: one result of this is that authors frequently submit to more than one journal at a time to gain the fastest possible publication (2009, p.289).

On the other hand, some journals are not published on time because of the lack of financial support.

Some authors also behave in an unethical way by submitting the same paper to more than one journal. According to Smart, "Several editors report that after they have spent extensive time reviewing and suggesting improvements to an article, the author will then submit it to another title on the basis that it is now more likely to be accepted by the better journal" (2009, p.289). In fact, this is very rare or non-existent in some countries, but some teachers send their papers for more than one journal. One reason for doing this is the fact that some journals take a very long time before making a final decision regarding the paper. Another reason is fear of being rejected after a long time of waiting for the journal's response.

Another problem with the African journals is that editors do not send acknowledgements of receipt and they do not communicate with the authors. Authors often interpret this as a lack of respect for them and for their papers. In sharp contrast with some African, the Western ones generally respond to others' emails and answer their queries promptly.

Sadly, some ambitious academics do not get help and support from others. Boden, Kenway, and Epstein state that one of the reasons for the failure to publish in high quality journals is lack of help from experts. In their words, "some of the more experienced and senior people who should be providing such help simply don't do their job. There are a variety of reasons. It may be because they are selfish with their time and energies" (2007, p.74). In some universities, little guidance is provided on how to publish scholarly papers. Unfortunately, some academics are not collaborative and helpful. Many of them are arrogant, and they won't even respond to one's emails that ask for help or advice. Contrariwise, Western scholars are often very supportive and welcoming. Other researchers refuse to help because they want to remain the only ones in the world of academic publishing.

Unfortunately, some universities do not give training courses on how to write scientific research papers. Also, research methodology is not adequately taught to students. Another major cause of the failure to publish in academic journals is that methodology is not taught adequately at some universities. Many novice researchers do not know how to write an academic research paper. And if they have some knowledge, "they may have a 'knowing-doing gap', whereby they have accumulated the knowledge without developing the practice" (2009, p. Murray 24).

Among the things that restrict the teacher to do research is supervision which is time consuming. Supervising master students is sometimes difficult, because most of the teachers complain about the low level of master students. Murray assumes that some of the factors that prevent someone from being an academic include the lack of time for writing, absence of ambition, fear of rejection, lack of competence in writing, and the prioritization of teaching over academic writing (2009, p.23-4). Murray opines that some academics do not want to play the publication game while others resent giving up so much of their personal time to writing (2009, p.23). Some academics complain that they have little time to write because of personal commitments and responsibilities. Others suffer from the lack of self-confidence and fear of rejection. One should never lose faith in his abilities, because even very good academics have experienced rejection. Thyer states: "Rejection is a fact of life in the world of scholarly publishing. It is painful and it is unpleasant, but it is the price you pay for entering the field and playing the game. In order to score touch-downs, you must take a lot of hits" (2008, p.72).

There are researchers who do not have sufficient time for writing because of enormous teaching loads. Some universities require the teacher to be all the time at the university. In addition to teaching and supervision, teachers are called to go to the university even in the days when they don't have lectures. This is for futile things and for attending meetings that are "a much ado about nothing". Murray quotes an anonymous reviewer who states: "The greatest problem I can see for academics in post is not finding the motivation to write but the time amidst all the pressure and heavy workloads of teaching and administration" (2009, p.34). Along similar lines, Heyden and Vries state: "Teaching often increases the time pressure of researchers because it is so time intensive and there is a large administrative component" (2009, p.351). Some universities even intentionally create many obstacles and impediments for researchers to hinder their progress. Many academics with highly intellectual capacities always try to go abroad where conditions for research are much better. Some universities lack an environment which makes the university teachers more

involved with publishing. In fact, work conditions push the academic to slump into a corner never to get involved in the academia.

Murray identifies some factors that might constitute a stumbling block for successful published authors. According to her, "Unsuccessful colleagues passively or actively loathe or seek to undermine you. Your growing confidence is seen as arrogance. What you write about is devalued in your institution or its relevance to research strategy is questioned" (2009, p.30). Some colleagues do not like others' success. Some universities, unfortunately, is marked by selfishness and envy which often create problems for successful academics.

Many researchers complain about the utter lack of documents and references in the area of their research. And this constitutes a real obstacle against academic research and disenables them to keep pace with the current advancements in their research areas. This also makes it impossible for them to use up-to-date references in the literature review, which results in dismissing their work as outmoded. Sadly, some universities do not have access to top scholarly journals because they have not subscribed to them. Western referees, in their reports, sometimes suggest some books to be used in the revised manuscript, ignoring the fact that the author does not have these books at his fingertips.

4. Suggestions and Recommendations

1. The university should provide training courses on academic publishing. They can also organize workshops.
2. It is very important to read books about academic publishing. Novice researchers can learn a lot about academic publishing by reading many articles that have been published in higher-ranking journals.
3. There are some websites for training authors like AuthorAid (www.authoraid.info) This website helps developing country researchers in their developing their work.
4. Academics are likely to gain many benefits if they join research networks and associations that gather like-minded scholars. There are many educational and professional networks in which academics might meet experts in the same filed. Examples include Academia, LinkedIn, Research Gate, etc. Some novice scholars might also join Facebook groups about publication.
5. Journals should publish only for those who really deserve to be published. The editors must select the reviewers on the basis of their competence and expertise and not on the basis of other criteria.
6. Reviewers should be objective in the sense that they have to act as improvers and advisers. Rather than playing the roles of gatekeepers, they must be facilitators. If the reviewers do not do their job properly, they should be replaced by others.
7. It is a good idea to co-author papers with international colleagues.
8. Authors shouldn't always expect success at their first try. If the paper is rejected, the author should never despair, and he should rather try to improve himself.
9. To increase the readership of the journals, researchers are encouraged to write their papers in English, because it is the international language of science and scholarly publishing. Papers that are written in Arabic will be read only by speakers of that language.

Authors should avoid journals that charge a fee. These should be the option of last resort.

5. Conclusion

Academic publishing is the measure of assessing others. By getting one's work published in a peer reviewed journal, one becomes a member of the academic community. Scholarly publishing helps to achieve promotion for both the teacher and the university. Unfortunately, the African academia is marked by the dearth of publishing in high-ranked journals. The latter circulate only in developed countries. In fact, there is a need to criticize the current academic environment for all its faults. Some scholars are mired in dismal conditions that make it difficult for them to make research and to publish in high ranked journals of their dream. The impediments that hamper academic publishing consist mainly of the obstacles that are created by the work environment and also by the unethical practices. These obstacles might be removed by putting the right person in the right place and by improving the work conditions and the means of academic research. If there is a strong will, it is possible to increase the quality of academic papers and journals to achieve the same status as their counterparts in the developed countries. Despite the harsh academic environment, researchers have to persevere and assert their existence in the academic community.

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THE ESSENCE OF HIGHER EDUCATION INSTRUCTION

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Abstract

To respond to the dynamic global changes, the Algerian Higher Education has constantly brought reforms aiming at enhancing the learning outcomes and more importantly to define the optimal objectives necessary for students to enter the professional world. Yet, the main concern is to raise an awareness of what an effective instruction implies. In this respect, the present paper aims to explore the main components of an effective training which should meet the cognitive and emotional developments of university students. Indeed, as future novice teachers, they need skills to deal with the new situations they may face as the classroom involves a variety of individual differences in terms of personality traits and peculiar learners' cognitive and affective parameters.

Keywords: Emotional intelligence ; higher education ; objectives ; teaching ; reflective thinking.

1. Introduction

When setting higher education objectives, the growth of the new knowledge students get from university remains important, but the other necessary point is to provide those students with the necessary readiness to enter the labour market in general and the profession of teaching in particular. Accordingly, the current paper is an attempt to describe the basic elements that can contribute to a productive learning/ teaching environment. This implies the fields of didactics and educational psychology, and the focus would be on the awarenesses teachers would consider for a fruitful pedagogy. Hence, the prominent question to be raised is:

What is the essence of teaching in higher education mainly to prepare students for their future professions?

In this respect, considerations would be on cognitive and affective aspects related to the learning/teaching process. Such concerns would address mainly the teacher as he has a crucial role in providing support and guidance to his learners for promoting the appropriate skills for a self-directed learning as well as a development of the necessary skills and values to get ready for the world of teaching namely reflective thinking and interpersonal skills.

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2. Higher education objectives

The higher education system in Algeria has gone through various stages marked out by a series of reforms that have attempted to meet the demands of the country and to catch up the world growing changes. One of the perspectives of higher education is to provide a lifelong learning and to prepare the students for the world of labour market as high qualifications become necessary requirements for the professional careers. In this respect, Henard and Roseveare (2012) asserted:

'The fundamental changes in employment over the past 50 years imply a rise in the demand for non- routine cognitive and interpersonal skills and a decline in the demand for routine cognitive and craft skills, physical labour and repetitive physical tasks…Graduates are entering a world of employment that is characterised by greater uncertainty, speed, risk, complexity and interdisciplinary working. University education, and the mode of learning whilst at university, will need to prepare students for entry to such an environment and equip them with appropriate skills, knowledge, values and attributes to thrive *in it.'*

(Henard & Roseveare, 2012, p. 25)

Indeed, the economic situation has led to consider lifelong learning as national policy discussions focus on the development of an effective and a productive workforce for the knowledge society. The quality of education remains important in order to insure a long-term knowledge, and qualify students with the appropriate skills and competences required in their life. Higher education institutions play a fundamental role in providing this lifelong learning. This latter represents all learning activities undertaken during the life of every person in formal, non-formal and informal training or skills development for a multiple perspective: personal, civic, social or occupational.

Lifelong learning would be understood as a flexible programme that meets the needs of the students in their social life. Thus, the higher education institutions are expected through their programmes to enhance learning quality as well as learners' autonomy. In addition, focus would be on the holistic development of the students.

Furthermore, in terms the teaching profession, the main focus is to provide students with a strong flexibility and versatility essential to the exercise of their future professions. This can be achieved through a useful knowledge effective for their future career and most importantly how to use that knowledge in real life such as problem-solving and appropriate self-regulation. Besides, this training should also provide some actions to students who desire to progress and gain the capacity to learn effectively. Learning is not limited to accumulate a certain amount of knowledge but to achieve in parallel a mastery of emotional intelligence beneficial in their teaching practice.

3. Effective instruction: what does it imply?

As stated above, an effective instruction implies a holistic development of the learner to help him step in the world of work in general and the teaching profession in particular. Thus, higher education programs should offer a quality of training that can affect the future teachers' practice, effectiveness, and career commitment (Eren & Tezel, 2010). Education programs are structured to equip student-teachers with theoretical knowledge and practical readiness to step in the profession of teaching by offering disciplinary knowledge, theoretical knowledge, and affective awareness. This implies two prominent aspects; namely, the cognitive aspect and the affective one.

3.1 The cognitive aspect

Higher education instruction is challenged to develop learners' thinking to meet the 21st century skills which enable them to thrive for their professional career. For this to happen, instruction has to encompass a quality teaching that transforms students' perceptions and the way they set about applying their knowledge to real world problems. In this sense, the High Level Group on Modernisation of Higher Education in Europe (2013) advanced: *"There is no contradiction between the imperative of good teaching and the imperative of research which critiques, refines, discards and advances human knowledge and understanding."* (p. 89)

As such, efficient teaching, in many areas, is only good when it is related to the latest research and findings. A good teacher, is also an active learner, questioner and critical thinker. Accordingly, a good teaching aims to help the student be confident in handling the subject as it has developed so far, to be open to new ideas, curious enough to seek new solutions and opportunities, and insightful enough to cooperate with others so that his effort maximizes his lifelong learning. As such, the quality teaching implies enhancing learning outcomes and meet learning objectives by addressing the learner's cognition and metacognition principally their critical thinking: a reflective learner in his learning journey will develop to become a reflective teacher in his teaching career.

To reach this critical thinking, university teachers need to apply the principles of Bloom's Taxonomy as explained in figure 1**.** Basically, developing the cognitive and metacognitive aspect of the learner will be greatly achieved with a focus on comprehension, abstraction, analysis, synthesis, generalization, evaluation, decision-making, problem-solving and creative thinking.
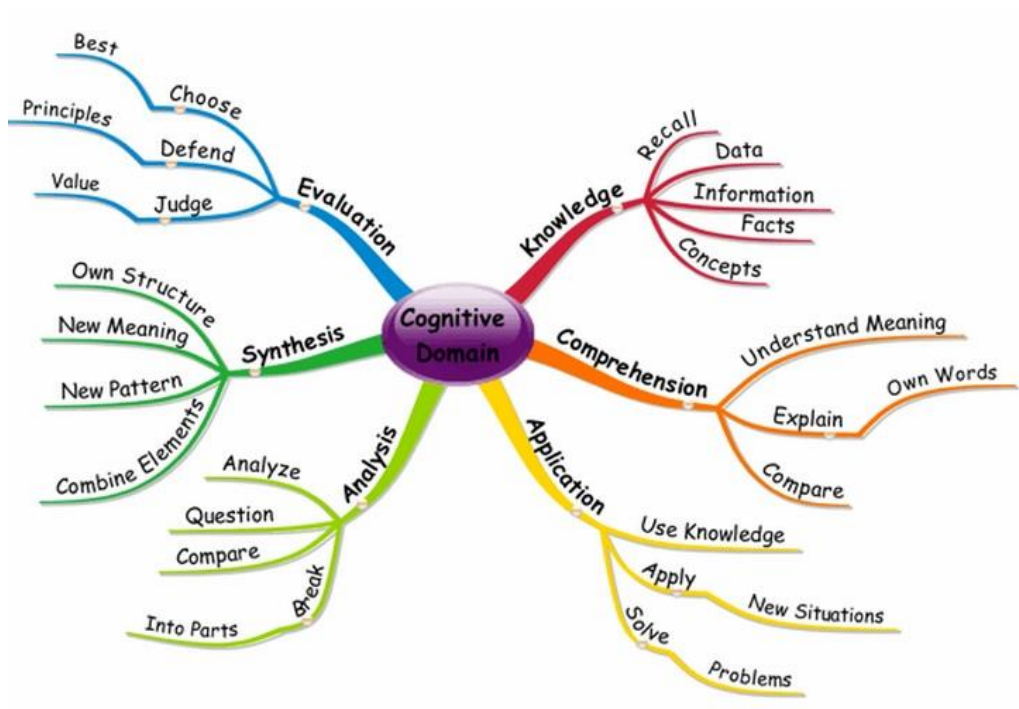

Figure 1: Using Mind Maps through Bloom's Taxonomy (2011)

The development of these different kinds of learning skills would engender critical minds capable to participate actively in their future professional knowledge. Seifert & Sutton (2009) believed that critical thinking demands more than just the *'skill at analyzing the reliability and validity of information'*, it requires *'the attitude or disposition to do so'* because these skills and attitude are not related to only a specific topic or subject matter but rather to any realm of knowledge.

Raising awareness of what critical thinking implies is necessary to help learners develop and take in charge their own learning. Seifert and Sutton (2009) advanced that:

> A critical thinker […] can be thought of as astute: the critical thinker asks questions, evaluates the evidence for ideas, reasons for problems both logically and objectively, and expresses ideas and conclusions clearly and precisely. The critical thinker can apply these habits of mind in more than one realm of life and knowledge. (p. 185)

Accordingly, when implementing such strategies, learners can efficiently and more successfully approach their learning process: they would think and understand before attempting any other step until applying their prerequisites and reaching higher skills. In language teaching, critical thinking "is said to engage students more actively with materials in the target language, encourage a deeper processing of it, and show respect for students as independent thinkers." (Richards & Schmidt, 2002, p. 135)

An effective teaching design would basically address the learners' reflective thinking. For this to happen, teaching has to involve the implementation of different pedagogical techniques to improve learners' outcomes. It implies different patterns such as guided independent learning, project-based learning, and collaborative learning, and consequently an effective assessment. Finally, it needs to use adequate environments and supportive atmosphere, as it will be seen in the subsequent sections.

3.2 The Emotional aspect

What students learn in their universities can go on to affect them for life, framing them into the citizens they will become. In fact, an effective instruction is not only limited to prepare them for their future careers in terms of adequate cognitive skills, but it also aims at helping them acquire a sense of emotional awareness and self-regulation. Indeed, the 21st century learning skills refer to the positive self-development of university graduates and mastery of soft skills in dealing with future challenges and issues through a healthy development of emotional intelligence.

In fact, the notion of emotional intelligence recently emerged and is deemed crucial in our daily life and for human relationships, it encompasses intrapersonal and interpersonal relations. Emotional intelligence is perceived as *"the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions."* (Salovey & Mayer, 1990, p. 2). According to Goleman (1998), emotional intelligence is someone's ability:

a) to understand his feelings,
b) to listen to others and to feel them, and
c) to express his emotions in a productive manner.

Thus, emotional intelligence can be said to cover five main areas: Self-awareness, emotional control (self-regulation), self-motivation, empathy, and social skills (relationship skills).

Self- knowledge is important as it helps to regulate oneself and manage difficult and challenging conditions. Indeed, by knowing one's emotional strengths and weaknesses, the

person can work on them to lead better relationships. In fact, novice teachers need to be aware of this skill and mainly how to regulate themselves when they face disturbing and annoying classroom situations. Self-awareness includes many affective aspects; namely, self-esteem, self-confidence, anxiety, anger, mood among many others. Hence, developing positive affect and decreasing the negative one help gaining better empathy and get ready to tolerate others' moods and understand their different thoughts.

In fact, concern to empathy is also emphasized to lead acceptable relationships; people with empathy tend to be understanding and open; they understand and accept differences in thoughts, beliefs, cultures, and then are receptive and unprejudiced. Teaching with empathy helps address the different learners with their differences and behave with objectivity. Such skill favour greatly good relationships and better classroom atmosphere.

In this respect, Goleman (1998) put forward that these competences are central to learning job-related competencies that are favourable to direct emotional intelligence for specific work abilities. He claimed that, "An emotional competence is a learned capability based on emotional intelligence that results in outstanding performance at work.... Our emotional intelligence determines our potential for learning the practical skills that are based on its five elements" (p. 24).

In our universities, consideration is then to raise the self and social awareness, the ability to recognize emotions (and their impact) in both oneself and others. Thus, it should include both teachers as well as learners. Actually, the learning/ teaching process is first based on interpersonal relationships and begins with knowing and understanding the self; hence, examining the self remains important for teachers to be good models and for learners to develop appropriate human development behaviours convenient for their future careers. In this sense, Csikszentmihalyi (1993) argued that when we understand our nature, what incentives incite us, what objectives we seek for, and how we developed to be human, we can conceive a promising future and a significant prospect.

4. Conclusion

In this article an endeavour has been made to delineate the essential features that higher education instruction should imply. Indeed, higher education objectives need to be channelled towards a holistic development of university students to cope with the 21st century requirements. For this to be achieved, our universities are expected to provide an effective delivery of knowledge as well as an awareness of emotional aspect for an individual and social development.

During their university journey, relevant cognitive achievements and germane emotional intelligence will help students in their adaptation. In long course, they also sustain students in coping with challenges in the real life. The essence of an effective instruction is to equip learners with qualifications promoting lifelong learning that would lead to enhanced learning outcomes and transform the way they reflect on the critical, emotional, social, cultural, and moral issues, and how to apply their knowledge to deal with the real world situations.

Finally, raising adequate awareness in higher education remains the heart of any prosperous novice teacher development. The significance of higher education objectives cannot be only limited to developing individuals' cognitive capacities but also to flourish astute and perceptive humans who will model this balanced acuity in their professional life especially in the classroom.

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THE IMPACT OF TEACHER TALK ON LEARNERS' INVOLVEMENT IN ALGERIAN SECONDARY SCHOOL CLASSROOMS

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Abstract

The present study is an exploratory research aimed towards investigating the impact of teachers' talk on learners' involvement in the EFL classroom. It is an attempt to shed some light on the centrality of teacher talk in providing or hindering learning opportunities for EFL learners, especially at the secondary level. To reach these aims, a mixed method approach was opted for; a classroom observation of six secondary school teachers. In addition, a questionnaire administered to 103 learners to have an overview about their viewpoints regarding their teachers' use of pedagogic discourse that is influential to their involvement in the classroom. The results have revealed invaluable remarks that highlight the interplay between discourse and learners' involvement in the EFL classroom. In addition, recommendations have been put forward as an attempt to contribute to teachers' professional development with regard to interaction and discourse in the EFL classroom.

Keywords: *Classroom discourse; classroom interaction; learner involvement; teacher talk*

1. Introduction

It is widely acknowledged that learning a language is a social practice par excellence. Hence, communication is the prime channel through which the teaching/learning process is sustained and developed. It takes place in a culturally and discursively sociolinguistic milieu: The classroom. In the English as a Foreign Language (henceforth EFL) classroom, language is not only the medium but the object of instruction.

Therein, the teacher's task can be challenging since they are supposed to account for all of the educational and pedagogical aspects of the lessons. Furthermore, they ought to consider the socio-emotional climate of the classroom in terms of providing ample conditions for learners to be better involved in the lesson and eventually contribute to their learning process. Hence, Teacher Talk can be considered as one of the influential channels that contribute to the provision of learning opportunities and involvement of learners in the interactional environment of the classroom. Accordingly, the linguistic and communicative quality of teacher talk would, to a large extent, contribute to the quality of learners' comprehension, language attainment and involvement in the classroom. There have been a number of studies highlighting the nexus between Teacher Talk and learner involvement. In his influential study, Walsh (2002) investigated the ways in which teacher talk can be an interactional tool that affects learning contributions positively or negatively either by 'filling

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in the gaps' or 'smoothing over' learners' contributions. He contended that "teachers' ability to control their use of language is at least as important as their ability to select appropriate methodologies". In the Algerian context, Keskes (2011) drew the attention to interactional effects of teacher Talk on learners' involvement in terms of turn-allotment system and modes of participation.

In this regard, one can ill afford to ignore the centrality of teacher talk on learners' engagement and involvement in the classroom. Hence, this study sets out to answer the following questions.

- How is teachers' talk shaped in terms of their interactive and discursive practices in the EFL classroom?
- What are learners' perceptions and views regarding their teachers' talk in the classroom?
- To what extent is teachers' talk influential in their learners' level of engagement and involvement in the EFL classroom?

To embark on this inquiry, the researcher has chosen an exploratory research design with a mixed method approach focusing on teachers' interactive practices through a classroom observation as well as learners' perceptions through a large-scale questionnaire.

Thus, this study is anchored upon reaching the following aims.

- Investigating teachers' classroom interactional environment by unfolding their interactive practices and discursive behaviors.

- Shedding some light on the factors that contribute to creating or hindering learning opportunities

- Exploring learners' perceptions and views regarding their teachers' talk and interactive practices in the classrooms.

2. Literature Review

2.1 Input, Teacher Talk and learner involvement

Studies in second language acquisition have sought to dissect learners' learning processes and the underlying social and cognitive factors that impact the teaching/learning process. Their impact extended to SL/ FL teaching paradigms and even served as a threshold for a myriad of language teaching approaches. Krashen's input hypothesis (1981) is one of the seminal works that viewed language learning -initially -as a subconsciously acquired process in which the learning process is only successful when a set of cognitive and psychological conditions are present. These conditions include the socio-emotional climate of the classroom, the level of linguistic exposure the learners are being subjected to, as well as the comprehensibility of the "input" they received from their teachers.

Broadly speaking, the input hypothesis places ample focus on the "quality of the L2 language that learners receive. Herein, Krashen (1981) claims that learners' successful acquisition/learning of the L2 language entails a smooth transition from learners' 'input' to learners' 'intake'. This can be achieved through speech adjustments that facilitate comprehension and retention of the target language. Supporting evidence can be found in Long (1985) influential study of the causal effect of speech modifications in the target

language on NNS1 learners' comprehension. Similarly, a number of related studies have exhibited convergent results (Hatch, 1983; Chaudron, 1988) that affirm the centrality of comprehensible input in learners' comprehension and attainment in educational settings.

Generally, Teacher Talk can be perceived as a major source of comprehensible input especially in foreign language classrooms. It is defined as:

That variety of language sometimes used by teachers when they are in the process of teaching. In trying to communicate with learners, teachers often simplify their speech, giving it many of the characteristics of foreigner talk and other simplified styles of speech addressed to language learners (Richards,1992, p.471).

Teacher Talk can be considered as a "special language" (Ellis, 1985, p.45) that is employed as a pedagogic strategy to mediate learning and facilitate learners' comprehension. It can be treated "as a register, with its own specific formal and linguistics properties" (ibid, p.45).

Arguably, Teacher Talk can also include a set of interactional features that may contribute to the creation and sustainment of a conducive learning environment. These features may encompass error correction, feedback strategies, confirmation checks, provision of wait-time, and scaffolding. Their usage can have an impact on the quality of teacher talk as well as the creation or hindrance of learning opportunities. Hence, teacher talk can be placed in a broad communicative spectrum encompassing a set of socio-cognitive, discursive as well as interactional strategies that can either obstruct or construct learners' involvement. According to Flanders Interaction system (1981), teacher talk may have either a direct or an indirect influence on learners' involvement. Such an influence of the nature of teacher talk's is dependent upon teacher' employment of interactional (verbal and non-verbal) practices as well as the extent to which teachers allow or restrict 'interactional space' for their learners to be involved in classroom communication. Direct Teacher Talk can be characterized by the use of interactional cues such as lecturing, giving directions, criticizing or justifying authority. On the other hand, Teacher Indirect Talk entails accepting feelings, praising or encouraging, asking questions, accepting and using ideas of pupils by clarifying or building their pupils' ideas and asking questions to spur interaction and debate among pupils.

2.2. Interactional Competence and CBLT in the Algerian Context: An Overview

In Algeria, the educational sphere had undergone drastic changes since the reforms of 2003. These reforms witnessed a paradigm shift from a structural-based to a competency-based education. The essence of this paradigm is to develop learners' competencies and provide them with lifelong skills that enable them to be active members in the job market. Speaking of foreign language education, competency-based language teaching (CBLT henceforth) was the de facto approach to be embraced and applied in EFL classrooms. Broadly speaking, the CBLT is merely based on socio-constructivist tenets that place interaction and communication at the heart of the teaching/learning process (Teacher's book of 2nd year secondary school, p.07). In fact, if we take a look at the technical construction of the lesson plan of an English lesson, one would notice that the general aims of the instruction are aimed towards developing these three competencies: Interaction, Interpretation, and Production. Herein, the learner is " supposed to be taught how to acquire 'targeted' competencies and to stimulate his cognitive development so that he can react in an adequate way to real situations with verbal and non-verbal communication and interaction" (Bouhadiba, 2015, p.07). Hence, the development of interactional competence needed to be prioritized if we are to attain the National Ministry's general aims with regard to foreign language instruction.

Therein, one can be unable to ignore the centrality of interactional competence in the EFL syllabi. In fact, it is clearly mentioned in the teacher's book of English (2006) that the teaching methodology is anchored upon a Vygotskyan approach of social constructivist learning (p.03)

The latter means that teaching "is based on the assumption that learning by developing one's individual competences implies an interaction involving certain roles taken by the teacher and others taken by the learner" (Teacher's book of 2nd year secondary school, p.03)

3. Research Methodology

In this study, the researcher has opted for a mixed method approach with an in-depth analysis of teachers' attitudes, beliefs and practices in EFL Secondary school classrooms regarding teacher talk and its impact on learners' involvement.

3.1 Research Participants

This study was carried out to examine the impact of Teacher Talk on learners' involvement. In this vein, the researcher has employed two sampling methods for each research population. Regarding the learners' questionnaire, a number of one hundred and three learners constituted the research subjects. They were chosen based on a random sampling to avoid bias or misrepresentation. As for the classroom observation, six EFL secondary school teachers were selected based on convenience sampling solely based on their willingness and readiness to take part in the research. These teachers had different professional experiences and educational backgrounds.

3.2.Classroom Observation

As a point of departure, the researcher conducted a series of classroom observational sessions with six teachers during the academic year 2019-2020. As an attempt to avoid the Hawthorne effect, i.e. the impact of the researcher's presence in the classroom on the teachers and the learners or "the tendency for study participants to change their behavior simply as a result of being observed" (James and Vo, 2010, p.561), the researcher conducted two pilot observation sessions to familiarize her presence with the research subjects. In addition; it was an opportunity to check the logistical side of research such as the placement of the recorder. Indubitably, the piloted observational sessions were discarded during the data analysis phase as they may have posed validity and reliability issues.

Accordingly, the researcher has conducted a non-participant, structured, uncontrolled classroom observation which espoused to the naturalistic nature of the classroom. Therein, the researcher aims to "capture" authentic interactional instances that occur between the teachers and the learners. For that, it is often recommended that "the researcher can look directly at what is taking place in situ rather than relying on second-hand accounts" Cohen (2007, p.396).

In effect, opting for a classroom observation with an in situ analysis of classroom events allowed the researcher to delve into the interactional fabric of the classroom. By so doing , the researcher seeks to uncover the interplay between teacher's verbal behavior and learner involvement. Therefore, the investigator has opted for the Flanders Interaction Analysis Categories (FIACS henceforth) observational instrument (1981). The latter is a coding system used to quantify and categorize classroom discourse. It often comprised a category system representative of any classroom situation. This system is anchored upon three main classifications: Teacher Talk, Pupil Talk, and Silence. In essence, FIACS views classroom interaction as a socio-emotional climate that hinges upon teachers' verbal behavior and its impact on learners' involvement. It is based on the assumption that teacher talk is predominant in any classroom situation as opposed to learner talk.

3.3.Learners Questionnaire

The questionnaire is the main tool in quantitative research to collect data. It is a series of structured questions, often referred to as items that follow a specified scheme to collect individual data on one or more similar topics. It is one of the prevalent research tools in educational sciences. Questionnaires are "relatively easy to construct, versatile and capable of gathering a large amount of information quickly in a form that is readily accessible" Dörnyei (2007, p.101)

Since the main aim of this study is to investigate the impact of teacher talk on learners' involvement, it is important to view "the other side of the story", for the choice of the questionnaire was an opportunity to shed some light on learners' views and attitudes regarding their teacher's use of language. In addition, the questionnaire provides insights into the extent to which learners' involvement is 'shaped' by their teachers' interactive practices in the classroom.

The learners' questionnaire was administered to one hundred and three learners (103) from different secondary schools. It was designed in a form of a Likert scale. Moreover, the grid is divided into three main sections: Students' views on their involvement in the classroom, Students' evaluation of their teachers' interactional practices and Students' perceptions regarding their teachers' interactional features

4. Results and Discussion

The purpose of this study is to examine the impact of teachers' interactional and discursive practices on learners' involvement. Upon completion of the data collection phase, the main findings are to be discussed presently.

4.1 Classroom Observation

Classroom observation was an opportunity for the researcher to discover teachers' interactive teaching strategies and discursive practice in their classrooms. As mentioned earlier, the tester has opted for the FIACS system to code and analyse the observational sessions. The latter is based on a set of arithmetical formulas to quantify and analyse classroom events.

4.1.1. Salient Teacher Talk categories

In this dataset, results show that teacher talk categories were manifested in disparate ratios. The categories "Accepts feeling" was the overarching feature with 4%. In addition, the categories "criticizing or justifying authority "and "lecturing" had similar (15%). Furthermore, teachers' ratio of asking questions was valued as 15%. Teachers questions were display questions used as a comprehension check or a disciplinary strategy. Regarding the category "Accepts or uses ideas of pupils", the results reveal 08% of least frequent teacher talk category.
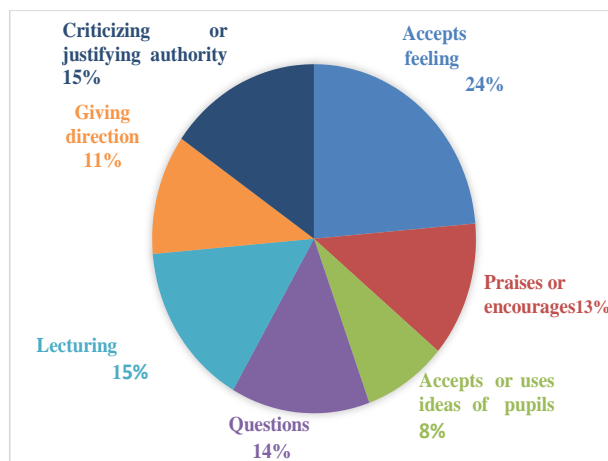
Figure 1: Distribution of Teacher Talk Categories

4.1.2. Direct/Indirect Teacher Talk

Based on Flanders Interaction Analysis system (1970), Teacher Talk can also be categorized based on the influence their usage pertains to classroom communication. They characterize teacher direct/indirect interactional practices in the classroom. In this dataset,

results reveal the distribution of Teacher direct /indirect talk with regard to the six teachers.

a. Teacher Talk Ratio (TT)

In this rubric, the researcher has calculated all teacher talk regardless of its direct/indirect influence. Herein, the following mathematical formula was used

$$TT = \frac{c_1 + c_2 + c_3 + c_4 + c_5 + c_6 + c_7}{N} \times 100$$

Results show that the percentage of Teacher talk was up to 72.72%. This can be seen as a high proportion of teacher talk that is taking up, to a larger extent, most of the interactional space of the classroom.

b. Indirect Teacher Talk Ratio (ITT)

Also referred to as Indirect Influence, indirect teacher talk characterizes teachers' socio-emotional practices in the classroom to create learning opportunities. Indirect teacher talk can be manifested in teachers' encouraging or supporting learners' participation. In order to obtain the indirect teacher talk ratio, the following formula has been applied*.*

$$ITT = \frac{c_1 + c_2 + c_3 + c_4}{N} \times 100$$

In this dataset, the findings show that the percentage of indirect teacher talk was up to 42.42%.

This can be perceived as an indicator of positive and "healthy" classroom environments.

c. Direct Teacher Talk Ratio (DTT)

Direct Teacher Talk indicates teachers' interactional practices that are used to direct learners' involvement and interaction in the classroom. They include: a/ lecturing: Giving facts or opinions about content or procedures, b/ giving direction: Directions, commands or orders to which a pupil is expected to comply, or Criticizing or justifying authority. These interactional practices have a direct "influence on the interactional 'climate" of the classroom as well as learners' contribution in the classroom. Results have revealed that teachers' direct talk ratio was estimated 30.30%. Teachers' indirect influence was calculated using the present arithmetical equation.

In this dataset, the findings show that the percentage of indirect teacher talk was up to 42.42%.

This can be perceived as an indicator of positive and "healthy" classroom environments.

d. Direct Teacher Talk Ratio (DTT)

Direct Teacher Talk indicates teachers' interactional practices that are used to direct learners' involvement and interaction in the classroom. They include: a/ lecturing: Giving facts or opinions about content or procedures, b/ giving direction: Directions, commands or orders to which a pupil is expected to comply, or Criticizing or justifying authority. These interactional practices have a direct "influence on the interactional 'climate" of the classroom as well as learners' contribution in the classroom. Results have revealed that teachers' direct talk ratio was estimated 30.30%. Teachers' indirect influence was calculated using the arithmetical equation.

$$DTT = \frac{C5 + c6 + c7}{N} \times 100$$

The table below shows teachers' direct/indirect talk ratio for each of the teachers underresearcher.

Table 02.

Direct/ Indirect Teacher Talk ratio for the teachers

Teacher Talk		
Teachers	*Direct Teacher Talk Ratio*	*Indirect TeacherTalk Ratio*
Teachers A	60.11%	39.89%
Teacher B	49.31%	50.69%
Teacher C	58.97%	41.03%
Teacher D	74.25%	25.75%
Teacher E	50.16%	49.84%
Teacher F	68.17%	31.83%

4.1.3. Pupil Talk Ratio (PT)

Since this study's focal interest is Teacher Talk and learner involvement, it was a necessary step to shed some light on learners' talk ratio. It was believed that learners' ratio of interaction in the classroom can be an indicator of learners' level of involvement in the classroom from a discursive perspective. Learner talk also indicates verbal activities of learners

in response to the teacher. To calculate the percentage of pupil talk, the following arithmetical formula was employed.

$$PT = \frac{C8 + C9}{N} \times 100$$

In this dataset, the percentage of pupil talk was estimated 17.17%, a relatively small proportion of interactional space when compared with teachers' talk ratio.

4.2. Learners Questionnaire

The main rationale behind opting for a learners' questionnaire was to capture learners' views of their involvement in the classroom. In addition, their responses would reveal their perceptions and views regarding their teachers' interactional and discursive practice in the classroom. To ensure a better coverage of the questionnaire, the questionnaire was administered in a paper form and in an online form (Google Forms). Indeed, the researcher has received a total of 103 responses. Three headings of the most important findings are explained below.
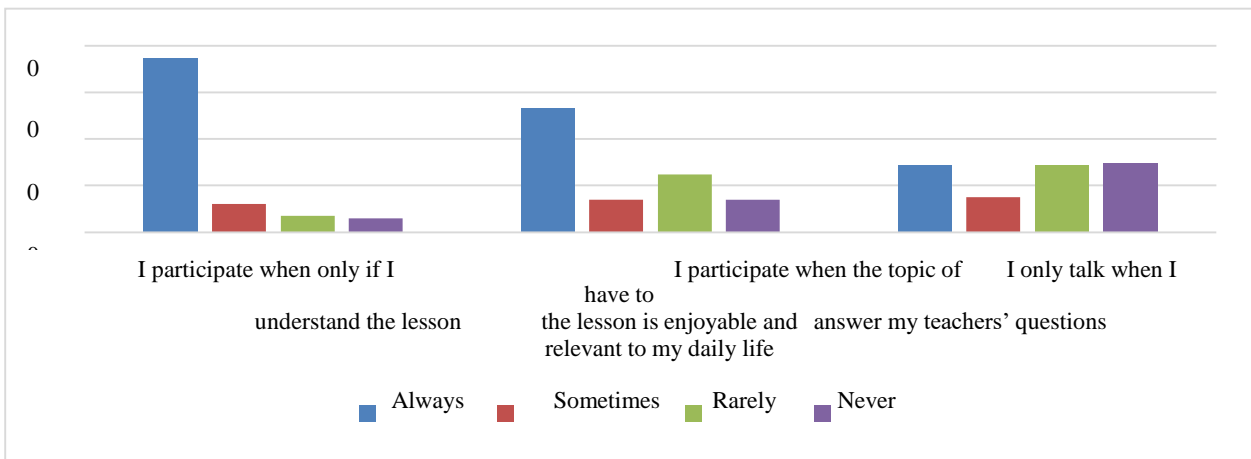

Figure 01. Students' Views on Their Involvement in the Classroom

The figure above shows students' views on their involvement in the classroom. The rationale behind this section was to shed some light on learners' degree of willingness to take part in the interactional environment of the classroom. Results have revealed that of the 53 respondents, 51.45% reported that they participate only when the lesson is "enjoyable" and "relevant" to their lives. On the other hand, 28.15% of the respondents reported that their contributions to the discursive environment in classroom communication can take the form of "answering questions". The answers to these questions revealed insights into how learners position themselves in the interactional 'organism' of the classroom. In addition, it shows the extent to which they are active/passive actors in their learning process.
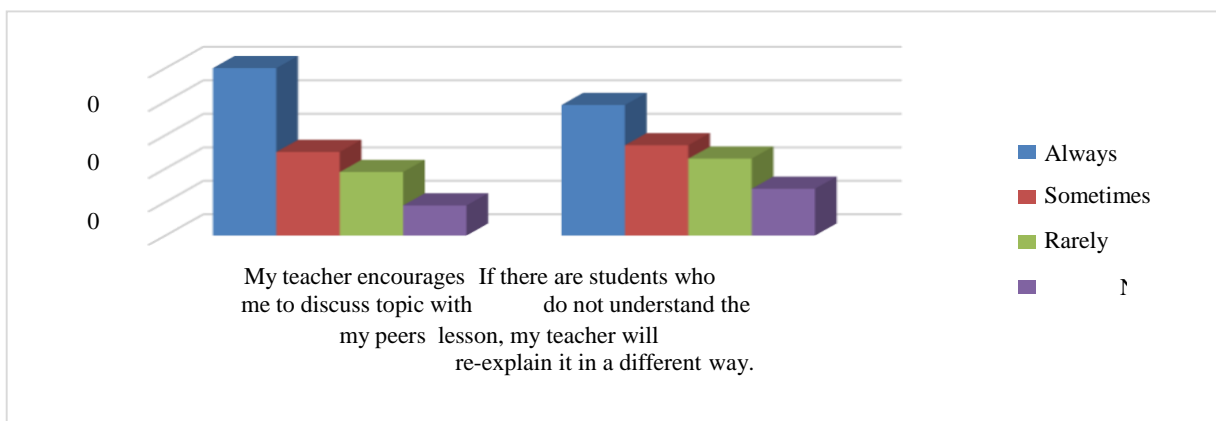
Figure 02. Students' Evaluation of Their Teachers' interactional practices

In this figure, learners were asked to evaluate their interactional practices by reporting the frequency of their teachers' employment of two basic interactional practices that are conducive to any learning situation. These interactional practices include encouraging student to engage in peer discussions and reformulation or re-explanation of poorly understood lessons. The respondents have reported positive views regarding the employment of these strategies with 48.54% for the first statement and 37.86% for the second statement. 8.73% of interviewees have reported the lack of peer discussion encouragement from the part of the teacher. Additionally, 13.59% have also answered negatively regarding the employment of "re-explanation" by their teachers. These results provide insights into how learners perceive teachers' practices as "incentives" or "impediments" for their involvement in the classroom. In addition, learners' responses reveal how the socio-emotional climate of the classroom is shaped by the teachers and how their learners perceive it.
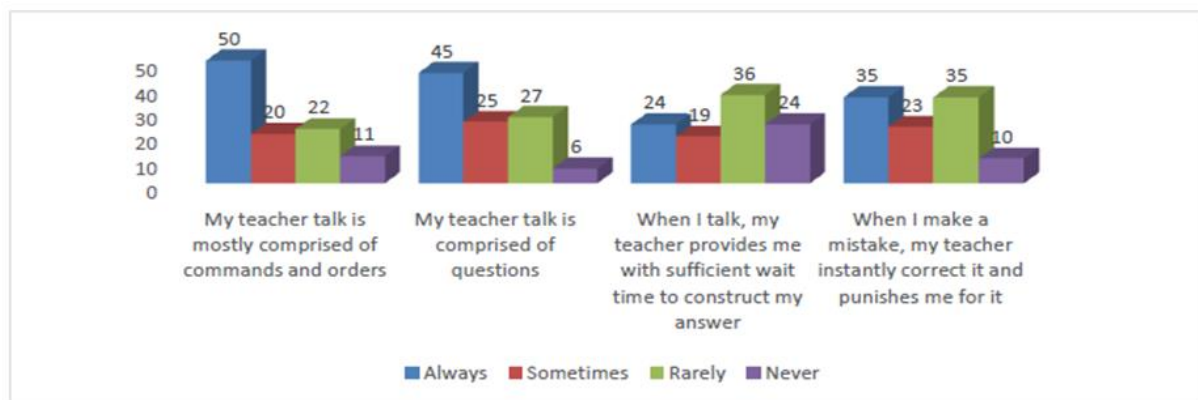

Figure 03. Students' Perceptions Regarding Their Teachers' Discursive Features

The above figure represents learners' perceptions of their teachers' discursive behaviors that they employ in the classroom. 48.54% of interviewees reported that their teachers' talk is always comprised of commands and orders and 43.68% reported the overuse of questions by their teachers. In addition, 34.95% of the respondents reported that their teachers rarely provide them with sufficient wait time to construct their answers. The last statement was directed towards understanding teachers' error correction and feedback practices showing

disparate results. In effect, 33.98% of the interviewees were distributed between "always" and "rarely" in terms of teachers' provision of negative error correction and corrective feedback. The results depict learners' awareness of their teachers' discursive behaviors in the classroom and the extent to which they are affected by them.

4. Conclusion and Pedagogical Recommendations

This study sets out to investigate the impact of Teacher Talk on learners' involvement. It was an opportunity to have a closer look into teachers' interactional practices and discursive behaviors in secondary language classrooms. Results have revealed the impact of teachers' talk on creating or hindering valuable learning environment. As mentioned earlier, teachers' acknowledgment of learners' socio-emotional needs in the classroom and the employment of an indirect influence had a positive impact on learners' involvement in the classroom as reported in learners' questionnaire. On the other hand, classroom observation data have shown that sometimes teachers' interactive practices were "hurdles' to learners' involvement in the educational process. These practices such as the scarcity of wait time and the over-use of corrective feedback were negatively perceived by the learners which contributed to their "disengagement" and sometimes "reticence" in the classroom.

Nonetheless, the empirical results reported herein should be considered in the light of the following limitations:

1. The researcher was not able to control external contextual factors that affected the quality of the sessions' recording. Thus, some interactional instances were difficult to discern and analyze.
2. Non-verbal behavior was not captured during the data collection phase for two main reasons.
3. The observational grid itself does not have a rubric that describes and measures non- verbal behavior or "contextualization cues" (Gumperz ,1982) that would have provided a better description of the interactional and even culturally bound discursive environment of the classroom.
4. The empiricist was not able to use video-recording equipment due to legal and cultural constraints.

The findings of the study have provided invaluable data on the prominence of teacher talk in the teaching /learning process and its place in a socio-constructivist educational approach. The latter endorses creating and sustaining a communicatively rich learning environment for the learners to better acquire the target language. Hence, it is imperative to enrich the research field of classroom discourse and interaction in order to create debate and optimize the scientific discourse that pertains to teachers' and learners' interaction and the provision of educational opportunities. Hence, based on the research findings, the following recommendations have been put forward.

- The need to promote learners' feedback on their teachers' interactive practices. As the results show, the learners' have exhibited a significant level of awareness with regard to their teachers' instructional practices. Hence, learners' feedback can serve as an important framework for teachers to adapt their interactive practices.

– The need to develop teachers' classroom interactional competence by integrating teacher training courses relating to classroom interaction and discourse for pre-service and in-service teachers. These courses are preferable to be taught as separate course from classroom management courses. The rationale is to view discourse from an instructional and a "scientific" perspective rather than a

concomitant product of classroom management.

- The need to untangle the teacher talk dilemma. When discussing the issue of teacher/ learner talk, teachers are always put at the forefront of the criticism. Teachers speak too much! They explain too much! Indeed, upon initial review, the findings of the research affirm this rhetoric. However, if we look closer at the interactional "architecture" of the classroom, one may see beyond the quantitative essence of teacher talk. Hence, teachers need to understand the importance of the qualitative aspect of teacher talk and its utility in better engaging and maximizing their talk. This can be done by promoting the use of referential questions, interactional feedback and the use of non-verbal cues to optimize the interactional environment of the classroom.

- The need to foster peer interaction among learners. Studies have shown the positive impact of learner/learner interaction in creating positive learning environment for the learners. Therefore, encouraging learner/learner interaction would create an enjoyable, a somehow "judgment-free" learning environment that is expected to lower learners' affective filter, increase their involvement in the lessons and optimize their learning outcomes. In addition, this strategy would amply minimize teacher talking time.

- The necessity to promote teachers' reflective practice as a tool for evaluating their discourse in the classroom. In fact, providing teachers with the appropriate tools to "read" their interactional environment would be an opportunity for teachers to evaluate their teaching practices and adjust them accordingly. In addition, interaction-based reflective practice would raise teachers' awareness about the impact of their talk on their learners' involvement and its centrality in creating or hindering learning opportunities.

Overall, these recommendations were put forward as an attempt to mend some of the interactive "mishaps" that were detected in the classrooms and might be representative of any language classroom. Such recommendations highlight the need to use learners' feedback as an assessment tool to monitor and adapt teachers' interactive practices as well as the utility of reinforcing their reflective practice and promoting their classroom interactional competence. This raises the question of the status of interactional competence in Algerian teacher development programs in a highly competitive educational and professional era that is constantly demanding for communicatively competent learners, especially in foreign languages. Teacher development and training programs are expected to cater to the needs of teachers in terms of classroom discourse and interaction.

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Appendices

Appendix I

		Category Number	Activity
Teacher talk	**Response**	1	Accepts feeling: Accepts and clarifies an attitude or the feeling tone of a pupil in a non-threatening manner. Feeling may be positive or negative.
		2	Praises or encourages: Praises or encourages pupil action or behavior. Jokes that release tension, but not at the expense of another individual. Nodding head, or saying 'UMHM?'
		3	Accepts or uses ideas of pupils: Clarifying or building or developing ideas suggested by a pupil. Teacher extensions of pupil ideas are included but as the teacher brings more of his own ideas into play, shift to category five.
		4	Ask questions: Asking a question about content or procedure with the intent that a student may answer.
	Initiation	5	Lecturing: Giving facts or opinions about content or procedures; expressing his own ideas; asking rhetorical questions.
		6	Giving direction: Directions, commands or orders to which a pupil is expected to comply.
		7	Criticizing or justifying authority: statements intended to change pupil behavior from non-acceptable to acceptable pattern; stating why the teacher is doing what he is doing
Pupil talk	**Response**	8	Pupil talk in response to teacher: Talk by students in response to teacher. Teacher initiates the contact or solicits student statement.
	Initiation	9	Pupil talk initiated by the pupil; talk by students which they initiate. It 'calling on' student is only to indicate who may talk next, observer must decide whether student wanted to talk. It he did, use this category.
Silence		10	Silence or confusion: Pauses, short periods of confusion in which communication cannot be understood by the observer.

Flanders Interaction Analysis Categories System (1970)

Students Questionnaire

Dear students,

This questionnaire is part of an academic research article, carried out to explore the impact of teacher talk on the learners' involvement. Your answers are highly appreciated. Thank you for dedicating time to be part of this research project. Please, tick the box that corresponds to your answer of preference.

	Always	Sometimes	Never
I participate when only if I understand the lesson.			
I participate when the topic of the lesson is enjoyable and relevant to my daily life.			
When I don't understand the lesson, I try to ask questions and discuss with my teacher.			
In the classroom, the teacher provides me the freedom to ask questions about the material being taught.			
If I give a wrong answer, my teacher tends to correct me in a negative manner.			
I feel that my contributions in the classroom are welcomed and encouraged by my teacher.			
I only talk when I have to answer my teachers' questions.			
In classroom communication, the teacher helps me to build and develop my answer by providing me with "keywords".			
My teacher talk mostly include commands and orders.			
My teacher talk consists of questions and feedback.			
My teacher encourages me to discuss topic with my peers.			
When I talk, my teacher provides me with sufficient wait time to construct my answer.			
If there are students who do not understand the lesson, my teacher will re-explain it in a different way.			

Thank you for our collaboration.

THE ROLE OF PRE-TEACHER TRAINING SESSIONS IN ENHANCING NOVIVE TEACHERS' QUALIFICATIONS: FROM THEORY TO PRACTICE

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Abstract

Pre-teacher training is a preparation for teaching that paves the way for novice teachers and opens the door to learn and know the vital skills and ideas to teach successfully. The present study investigated the transition of pre-service teachers from theory to practice; in other words, from university life to a full time teaching in a classroom. It discusses the effectiveness of pre-teacher training as a significant step that enables trainees to deal with predictable situations in the classroom, at ITE (Institut Téchnologique de l'Enseignement) of Saida with an exploratory research methodology. Furthermore, it focused on how the training of pre-teachers contributes to forming qualified teachers. Teacher training allows trainees to be in a real situation in their classroom to put into practice what they have learned during their training process as prospect teachers. (i.e. mastering how to apply the different theories, methods and strategies discussed in class). To this end, we have observed trainees, as novice teachers, how they assess and interact with learners based on their psychological side, how they learned to attract their students 'attention and make them interested in receiving, accepting and memorizing the information. By the end, they will be apt to solve problems in teaching and learning and do action research to improve the necessary skills. Results revealed that pre-teacher training helps trainees work in groups (collaboration) and learn from the former teachers' experiences (trainers) to enhance professionalism. It also increases the productivity of pre-teachers and their expectations of success.

Keywords: Action research, novice teachers, pre-teacher training, productivity, professionalism.

1. Introduction

Because education plays a vital role in any society, many efforts to develop novice teachers' teaching skills and knowledge are highly needed. Teachers' competences and qualifications have an impact on teachers themselves and learners as well. For this reason, teacher training and professional development are seen as central mechanisms for the improvement of teachers' content knowledge and their teaching skills and practices to meet high educational standards (Darling Hammond & McLaughlin, 1995). In other words, pre-teacher training plays a crucial role in education to form competent students with the

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necessary knowledge and skills in different subject matters. Henceforth, the current study is a pre-teacher training report. It sheds light on university students who become teachers. They move from a theoretical step, learning how to teach successfully and implementing the best theories and methods to a real experience. Since they are novice teachers, they may face some challenges and obstacles, especially at the beginning of their career. Hence, it is mandatory to attend sessions at ITE with inspectors, experienced and formative teachers in order to learn the teaching skills, improve themselves as novice teachers and increase their professionalism. In this research study light is thrown on the first year of teaching that has become crucial and critical for many novice teachers. In this regard, both novice and experienced teacher make use of the same strategies in their classroom to enhance autonomy and improve their teaching skills (Zouar & Sarnou, 2021) because novice teachers need to collaborate with experienced teachers, to be well prepared and ready for teaching. To that effect, pre-teacher training is kindly required to pave the way for future teachers and to develop their four macro skills and ideas to teach successfully.

To this end, the current paper presents a pre-teacher training experience of a university student, which took place at both middle school and ITE. The former was in a more general theoretical context that seeks a high-quality in both teaching and training. The purpose of this study is to highlight the importance of pre-teacher training in raising expectations of achievement not only for the academic success of their pupils but also for their development and professional careers as novice teachers. To know more about the pre-teacher training in the educational setting, we have raised the following research questions:

- To what extent does pre-teacher training contribute to form qualified teachers?
- What are the techniques/ methods used by a novice teacher in a middle school context?

Based on these questions, we hypothesize that:

- Pre-teacher training gives teachers a glance at the world of teaching; moreover, it is an efficient tool to overcome the fear and anxiety in front of any audience simply because it puts the trainee in the real teaching condition.
- EFL Novice teachers, in a middle school context, use more the traditional methods of teaching such as: the grammar translation method (GTM) because they are dealing with beginners; therefore, they are the owners of information and knowledge. Moreover, they have to simplify and clarify all kinds of ambiguities, sometimes through finding the correct equivalents from the target language to the source language (translation).

1. Literature Review

Pre-teacher training is a window to open to the teaching world, in which each prospective teacher should know what is going on in the classroom. Also, it refers to trying different strategies and techniques, such as supervising, monitoring and obtaining feedback from others on one's practice (trainee) in the classroom. The content of the training is usually determined by experts and is often available in standard training format or through prescription in methodology books (Richard and Farrell, 2005, p.03); they identified the following goals from a training perspective:

- To learn how to use effective strategies to deliver a lesson.

- To adapt the textbook to match the class.

- To learn how to use group activities in a lesson.

- To use effective questioning techniques.

    –   To use classroom aids and techniques, e.g. video (Richard and Farrell, 2005, p.03).

Pre-Teacher training is about observing the way the teacher teaches, how he/she interacts with students, how he/she plans the lesson and how he/she uses the board as a learning tool. On the other side, qualifications are defined as a special skill or type of experience or knowledge that make someone suitable to do a particular job or activity. Therefore, teachers' qualifications are special skills that teachers use to create the appropriate setting to exercise their job.

According to Richardson (2008), teachers' qualifications could also be all the required knowledge to teach effectively and to influence the academic achievement of students, and these skills include:

    –   Teachers' formal education.

    –   Teachers' education in the subject matter of teaching (experience).

    –   Subject matter knowledge, teachers' education in pedagogical studies and training.

2. Methodology

This research study is exploratory; we passed through observation to notice all that was going on in the classroom with a teacher, either positive or negative. We found this observation more appropriate to gain the relevant data and generate new ideas on teaching methods.

2.1 Context

This study presents a pre- teacher training experience that took place at both middle school and ITE. The former was in a more general theoretical context that seeks a high-quality in both teaching and training. This study will show three stages. They are (1) the first part was at Institut Téchnologique de l' Enseignement (ITE) as a preparation and formation process which consists of attending some sessions with experienced teachers and inspectors of English language in the sake of having the basic rules for being a good teacher, (2) the second part was about attending some sessions in middle school as an observer (observation period), and finally, (3)the third part was about the experience of teaching in middle school and being on the ground which was the basic objective of the training.

2.2 Participants

Middle school EFL trainee teachers, who graduated from the University, were deliberately selected in order to notice how they teach and the challenges they face because the University contributes in forming foreign language learners who can opt for other professions, therefore, they may not have enough baggage to do the job professionally.

3.3 Procedures

The middle school phase was purposefully selected as a case in this research study because, at this particular step, EFL teachers are the sole source of knowledge and the owners of information; they have to be qualified and competent teachers though they are novice teachers. We chose first and fourth-year middle school classes due to two main reasons: first, despite pupils' young age, they are learning two foreign languages, French and English, knowing that pupils did not achieve yet an advance level in French as the first foreign language as well as there are similarities between both languages, in addition to other important subjects. Therefore, it is difficult for pupils to make a balance between the diverse subjects in foreign languages. Second, EFL teachers should double their efforts to

teach their students about the importance of the English language by applying the best teaching methods and strategies to study the language with passion. Thus, the main goals focused on how well students would acquire knowledge of a foreign language within four years and what a novice teacher should do to succeed in the teaching assignment.

3. Results

While Sitting at the back of the room during the first and fourth- year sessions, we have noticed the silence covered all the class, and everything was arranged when the teacher entered. Pupils were ready to start a new session by putting their textbooks and copybooks on the table. Every time pupils show that they were involved through participation. We have remarked that a trainer was kind to her pupils; she did her best when explaining the lesson. Since students were beginners, sometimes they couldn't understand her, so she used many methods to send the message as such: she translated hard words by using gestures, even she showed photos to best illustrate ideas to them. We have also observed that the teacher was fair with her pupils. During the observation sessions, the light was thrown on the following tips:

3.1. Planning a Lesson

A lesson plan is a mirror for teachers to anticipate what students will need to learn and how effectively the lesson will be implemented during class hours by designing appropriate learning examples and activities and developing strategies for obtaining feedback on student learning. Details differ according to the topic covered and the needs of the pupils. It includes:

- The objective: what pupils are supposed to learn?

- How will the goal be reached? (the method and the procedure).

- Assessment to check pupils' understanding.

Therefore, a lesson plan provides the teacher with a general outline of his teaching goals, learning objectives and means to accomplish them. To sum up, a productive lesson is not the one in which everything goes as it was planned, but when both novice teachers and pupils learn from each other.

3.2. Classroom management

Classroom management is an issue of motivation, respect, and discipline. It is the techniques that the teacher uses to maintain control in the class. Managing the learning environment is both responsibility and an on-going concern for all teachers, even those with years of experience. If the students enjoy studies at school, it is because the teachers worked hard to make the class comfortable and enjoyable, and pupils became motivated. Therefore, teachers have succeeded in creating and maintaining a positive learning atmosphere through competent management (Chandra, 2015).

Additionally, management issues are important, complex, and deserve serious attention because they reduce or eliminate management problems if and when they occur. There are two management features: *Preventing problems because they occur* and *Responding to them when they occur*. It is important because it is unpredictable, and teachers respond to pupils' actions in diverse ways depending on the situation. Hence, classroom management is the coordination of lessons and various activities to make learning as productive as possible. When attended some session (first and fourth- year), the teacher controlled everything, even arranging the tables, and the board should be cleaned and well organized (divided into four parts). Pupils were asked to work individually in order to know their weaknesses, as she uses to avoid their punishment.

3.3. Time management

Time management is about consciously taking control of the time spent on specific activities. It is just a matter of choosing what to do or not to do and what to focus on or avoid when performing tasks. Also, giving learners too much time will not lead to this.

Teacher talking time and students talking time:

Researchers agree that STT (Student Talking Time) must be maximized in the classroom because it is the chance when pupils have to practice their English, especially EFL students. However, there will be moments when the teacher has to explain complex words and activities that may require more time talking. Besides, learners need language input and comprehension that only the teacher can provide in the classroom just in these cases, TTT (Teacher Talking Time) will work. In general, there are some cases when TTT must be maximized over STT and vice versa **(**Harmer, 1998)

3.4. Respect of the Curriculum

Curriculum is the official pedagogical instructions published by the ministry of education. Educators follow the program step by step, because it is national; in contrast, teachers sometimes make some changes depending on: learners' level; if they are advanced, they may skip some information and learners' needs to follow all the steps that should be presented and covered.

3.5. Error Correction

Students make mistakes because they are part of the learning process. However, the teacher must know how to correct the students' mistakes without making them feel inferior in front of their peers. Writing and pronunciation errors are the most common ones, but some students take them for granted. So what should a teacher do? Does he or she correct all mistakes or only the major ones? To know these questions, we must understand that they differ from one teacher to another according to their method. Some teachers argue that every time a learner makes a mistake, it must be corrected immediately, while other teachers claim that only errors related to the lesson must be corrected. Finally, some teachers prefer to write and correct common mistakes at the end of the lesson to help learners benefit from their mistakes.

3.6. Assessment and Evaluation

Assessment is the process of gathering information on students' learning. Evaluation is the process of analyzing and summarizing assessment information and making judgment and decisions based on collected information (Baranovskaya & Shaforostova, 2017). Assessment and evaluation play a crucial role in the teaching and learning processes; they help the teacher to know whether the lesson has been better explained and understood or not.

To assess students, a teacher should ask the following questions: What should I focus on in students' assessment? What are the strategies I should use? So, through tests and examinations, the teacher evaluates each work of the pupil. During this correction step, the teacher knows his or her students who are good but shy.

There are other several methods to evaluate students, such as home works, activities, projects, and remediation, to know which kind of instructions pupils did not understand to lead them to false answers. To conclude, evaluation and assessment serve some purposes and are very important to improve pupils learning.

4. Discussion

The skill of teaching is not something teachers master from the first or the second time they teach; it is an acquired skill through practice and understanding. For this reason, pre-teacher training allows novice teachers to adapt to the educational program, deal with different types of learners, give the lesson, introduce its subject, use the board as a learning tool and understand the whole teaching concept.

Findings revealed that EFL novice teachers have to organize the objectives and the lesson plan (from easy to more complex) and make them explicit. In this way, they develop the metacognitive process in students and allow each student to acquire the necessary skills and knowledge.

5. Conclusion

Pre-teacher training is a crucial phase for any teacher, particularly university students who become teachers, to understand the world of teaching and learning. In addition to this, pre-teacher training allows teachers to learn many other things about the teaching process. First, (1) if most pupils show that they have understood the lesson, it means that the teacher has achieved his goal. Second, (2) the teacher must know how to correct pupils mistakes because it is psychologically significant to make them feel comfortable when correcting mistakes. Third (3) and the last point, the teacher should remove the obstacle that paralyzes pupils, such as "stress"; this phenomenon makes pupils unable to speak in front of their peers, mainly in a foreign language. To conclude, teaching is not only having a quantity of information and concepts and transmitting them to the learners; teaching is about getting pupils' attention and making them interested in receiving, accepting and memorizing information. So, qualitative education is more necessary than quantitative education.

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