



ISBN 978-9922-9036-4-4

APRIL 26-27, 2019

INTERNATIONAL VISIBLE
CONFERENCE ON EDUCATIONAL
STUDIES & APPLIED LINGUISTICS

TISHK INTERNATIONAL UNIVERSITY
ERBIL, KURDISTAN REGION, IRAQ

EDUCATION IN TIMES OF CHANGE

VESAL
CONFERENCE PROCEEDING BOOK



TISHK INTERNATIONAL UNIVERSITY
Faculty of Education
www.ishik.edu.iq



SALAHADDIN UNIVERSITY
College of Education
www.su.edu.krd



KAR GROUP COMPANY
www.karbusiness.com



#VESAL2019
@ELTvesal
www.ishik.edu.iq/conf/vesal
April 27, 2019
Erbil, Iraq



**INTERNATIONAL VISIBLE
CONFERENCE ON EDUCATIONAL
STUDIES & APPLIED LINGUISTICS**

WELCOME TO THE **VESAL 2019** CONFERENCE

Organized by

Faculty of Education of Tishk International University &
College of Education of Salahaddin University



Education in Times of Change



www.ishik.edu.iq/conf/vesal



Dr. Idris Hadi Salh
Chairman of Board of Trustees

Profile:

It is a pleasure and privilege to welcome you to this most innovative and forward-thinking venue where you will have time to consider and formulate what higher education will look like as emerging technologies, economy, and policies continue to catapult it into the future. In many ways one's career during this evolving information age seems more like a foot race. We have been challenged to remain relevant in our disciplines and at the same time are compelled to adopt and use current technologies. The changes have been both exciting and profound and have transformed the way we do business. We now have learning environments that include online classrooms, MOOCs, cellphone response systems, and countless other instructional technologies dramatically changing the way in which we interact and engage with our students and deliver education. As professors, administrators and public leaders, what do we need to be thinking about as the academy's core missions of teaching, research, and outreach move into the future? To discuss the core mission of education and language teaching and learning, Faculty of Education at Tishk International University and College of Education at Salahaddin University jointly organizes International Visible Conference on Educational Studies and Applied Linguistics (VESAL), which is entering its 10th year of successful organization. The conference has already become a considerable brand and improving year by year. The aim of VESAL 2019 is designed to attract the research communities to promote connections between theory and practice and explore different perspectives on the application of research findings into different practices. I kindly welcome scholars coming from the international and local regions as well as experts, educators, linguists, lecturers and senior lecturers to Erbil, Iraq. The Conference is aiming to open channels, and pave roads of academic collaboration and to bring experiences together with expertise for further innovative thoughts and more creative research.

Dr. Idris Hadi is now the Head of Board of Trustees of Tishk International University since November 2016. Previously he worked as the first Minister of Higher Education and Scientific Research in Kurdistan Regional Government – Erbil from 2006 till November 1st 2009. Then he worked as the Minister of Labor and Social Affairs in the first elected government of Iraq – Bagdad between 2005-2006. Dr. Idris Hadi is a founding member of Human Rights organization in Kurdistan region and was elected as the president of the organization from 1991 till 1993. During this time, he has actively participated in conferences, workshops related to human rights, women rights, children rights and joint projects with international Human Rights Watch such as Amnesty International, Human Rights Watch, Human Rights organization of UN and other organizations. After that, Dr. Idris Hadi worked as the Minister of Transportation and Communication in the first cabinet of Kurdistan regional government – Erbil in 1992. Then he worked as the Minister of Transportation and Communication in the second cabinet of Kurdistan regional government – Erbil in 1993. Later, Dr. Idris Hadi worked as the Minister of Industry and Energy in the third cabinet of Kurdistan regional government – Erbil in 1996. Then he worked as the Minister of Municipalities and Tourism in the Kurdistan regional government – Erbil in 1998. Dr. Idris Hadi received his bachelor's degree in Sulaimani university / Iraq in 1976 and his master's degree in Communication Engineering at Leningrad University in 1982, then he received his PhD Degree in Communication Engineering (Technical Science) at Leningrad university in 1985. Dr. Idris Hadi and his family live in Erbil-Iraq.

ORGANIZING COMMITTEE

The Organizing Committee of The International Visible Conference of Educational Studies and Applied Linguistics (VESAL 2019) is composed of distinguished academics who are experts in their fields. The Organizing Committee is responsible for nominating and vetting Keynote and Featured Speakers; developing the conference program, including workshops, panels, targeted sessions; undertaking event outreach and promotion; recommending and attracting future Organizing Committee members; working with Tishk International University to select PhD students and early career academics for Tishk International University-funded grants and scholarships for teaching profession as careers; and reviewing abstracts submitted to the conference.

Conference Chairs:

Dr. Suleyman Celik, Dean of Education Faculty – Tishk International University, Erbil, Iraq

Asst. Prof. Dr. Saeed Omer Ibrahim, Dean of College of Education – Salahaddin University, Erbil, Iraq

Conference Scientific Committee:

Dr. Venera Ulker – Tishk International University, Erbil, Iraq

Dr. Dilovan Safuddin Ghafoory – Salahaddin University, Erbil, Iraq

Dr. Nawzar Haji – Tishk International University, Erbil, Iraq

Dr. Selcuk Koran – Tishk International University, Erbil, Iraq

Dr. Robert Willis – Anglia Ruskin University, Cambridge, United Kingdom

Dr. Mahmood Shah – Coventry University, Coventry, United Kingdom

Dr. Julian Sims – Birkbeck University of London, London, United Kingdom

Dr. Nick Hajli – Swansea University, Swansea, United Kingdom

Conference Organizing Committee:

Co-Chair: Dr. Venera Ulker – Tishk International University, Erbil, Iraq

Co-Chair: Dr. Dilovan Safuddin Ghafoory – Salahaddin University, Erbil, Iraq

Organizing Secretary: Mr. Alfer Khabibullin – Tishk International University, Erbil, Iraq

Members:

Dr. Mustafa Altun – Tishk International University, Erbil, Iraq

Dr. Nawzar Haji – Tishk International University, Erbil, Iraq

Ms. Kanar Zirak – Tishk International University, Erbil, Iraq

Mr. Hiwa Fuad – Tishk International University, Erbil, Iraq

Mr. Soran Abdulla – Tishk International University, Erbil, Iraq

Mr. Pashew M. Nuri – Tishk International University, Erbil, Iraq

Mr. Omer Akar – Tishk International University, Erbil, Iraq

Mr. Muhmmmed Sherwan (Designer) – Tishk International University, Erbil, Iraq



Dr. Suleyman CELIK

Dean of Education Faculty, Tishk International University

Education in Times of Change

The world is changing with increasing speed – the way we communicate, find information and work has been massively transformed in the past decade. Education systems, however, are struggling to catch up with an overwhelming amount of information at students' fingertips. There is a growing need for soft skills such as empathy and creativity; educators at every level are facing the challenge of reinventing the classroom and reshaping the very system itself. During the changing times the educators should rethink and rebuild the executive education that will help the learners to integrate global citizenship and social justice into their lives.

A nation that effectively utilizes their resources is closely aligned with the thoughts, concepts, and culture of the individuals who make up the society and with the prudence, foresight, and sincere devotion of those in power. The administrators that are responsible for the level of care given to individuals and their

efforts toward becoming a social entity will be an indication of how closely aligned they are with the prophetic principle that "All of you are shepherds, and all of you are responsible for those under your care" and that "being glad with making others happy instead of self-concerns.

If the new generations' minds are equipped with the sciences of their time and their hearts are not lit up with breezes from beyond and if they are provided with an ample education, with all their needs fulfilled and all opportunities available for them to succeed then they can look forward to a bright future. These future generations will be able to stand up to every kind of obstacle in the struggle of life, they will be able to overcome – material or spiritual – every kind of difficulty and will never give in to despair. All the hardships that we will have encountered along the way in providing our children with a better education will have been worth it.

REGISTRATION & ACCESS

Registration and Payment

You will be able to pick up your registration pack and name card at the Conference Registration Desk. The Conference Registration Desk and Publications Desk will be situated in the following locations during the conference.

18:00-20:00 (during Welcome Dinner) at TIU, Main Building
08:30-10:00 at TIU, Education Faculty Building

When you register for the conference you will pay the fee of conference.
If you have any questions or concerns, Education Faculty staff will happily assist you.

When you check in at the registration desk, you will receive a registration pack, which includes your name badge. Wearing your badge is required for entrance to the sessions. You must wear your badge at all times during the conference.

Certificates for the Participants will be delivered during the closing ceremony.
Certificate for each Presenter will be delivered at the end of his or her presentations.
Certificates for Session Chairs and Organizing Committee members will be delivered during the closing ceremony.

Official Conference Welcome Dinner
The official Conference Dinner is a free of charge service by TIU, Main Building

Official Conference Dinner Time Friday, April 26, 2019 18:00-20:00

Lunch on Saturday is included in the conference registration fee. Lunch will be provided in the Tishk International University, Education Faculty Building dining hall, which will serve different local dishes prepared by a talented team of chefs. Lunch service includes unlimited drinks bar (non-alcoholic), coffee station and dessert table. Please remember to bring your name badge with you, as this will act as your lunch ticket.

Lunch Time **Saturday, April 27, 2019** **12:50-13:30**

Conference Abstracts

All conference abstracts are available as a hardcopy of an abstract book.

Oral & Workshop Presentations

Oral Presentation Sessions will run from 10:30 on Saturday morning. They are generally organized into parallel sessions by streams. Oral Presentations are normally scheduled in sessions comprising four presentations, lasting 80 minutes in total. The time in the sessions is to be divided equally between presentations. We recommend that an Oral Presentation should last 15–20 minutes to include time for question and answers, but should last no longer than 20 minutes. Any remaining session time may be used for additional discussion.

Equipment

All rooms will be equipped with a computer and IWB pre-installed with PowerPoint and connected to an LCD projector. We advise you to use the computer provided by plugging in your USB flash drive. We recommend that you bring two copies of your presentation in case one fails, and suggest sending yourself the presentation by email as a third and final precaution.

Session Chairs

Session Chairs are asked to introduce themselves and other speakers (briefly) using the provided printouts of speaker bios, hand out the provided presentation certificates at the end of the session, ensure that the session begins and ends on time, and that the time is divided fairly between the presentations. Each presenter should have no more than 20 minutes in which to present his or her paper and respond to any questions. The Session Chair is asked to assume this timekeeping role.

Please follow the order in the program, and if for any reason a presenter fails to show up, please keep to the original time slots as delegates use the program to plan their attendance.

Certificates

All presenters will receive a certificate of presentation from their Session Chair or a member of staff at the end of their session.

Conference Proceedings

The Conference Proceedings will be published with a DOI number after June 1, 2019, the deadline of full paper submission on the Tishk International University website and can be freely accessed as part of Faculty of Education's research archive. All authors may have their full paper published in the online Conference Proceedings. Full text submission is by May 15, 2019 through the online system. The proceedings will be published on June 1, 2019.

A Polite Request to All Participants

Participants are requested to arrive in a timely fashion for all presentations, whether to their own or to those of other presenters. Presenters are reminded that the time slots should be divided fairly and equally between the number of presentations, and that presentations should not overrun. Participants should refrain from talking amongst themselves and ensure that mobile phones are switched off or set to silent mode during presentations.

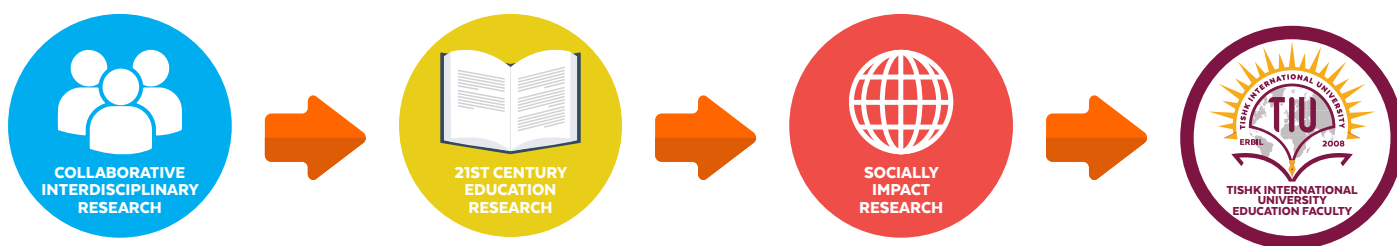
MISSION & VISION

VISION



In order to enable the knowledge and information accessible to everyone, Tishk International University holds its annual conference on Educational Sciences and Applied Linguistics. The International Visible Conference aims to gather researchers, practitioners, educators, and scholars with interests in any fields of teaching at all levels from around the world. The VESAL 2019 conference is designed to attract the research communities to promote connections between theory and practice and explore different perspectives on the application of research findings into different practices. We kindly welcome scholars coming from the international and local regions as well as teachers and prospective teachers to Erbil, Iraq. The VESAL 2019

conference aims to contribute to the region and educators through international experts and researchers. The VESAL 2019 conference plans to remain open to educational studies, language teaching and/or language-education related topics broadly defined, looking more closely into the current dynamics in the world between old and new trends, local and global tendencies, progressive and conservative views, stabilization and destabilization patterns, national and global identities. It is expected that VESAL 2019 conference will be a magnet for a significant number of front-ranking academics, professionals and policy makers working in the broad areas of Educational Environment.



MISSION



To develop highly-qualified individuals who will contribute to the future of the country by making utmost use of the knowledge gained in fields of science, technology and arts in the light of universal values; offer learning opportunities in the fields of research, education and service for the benefit of the wider community.

JOIN US TO HELP TURN THE TIDE IN EDUCATION

SPECIAL THANKS – SESSION CHAIRS

We, at the Tishk International University Faculty of Education, would like to recognize the Session Chairs for all of their hard work in coordinating his/her respective Concurrent Session. We know that it is difficult to stop Academicians presenting their researches they love. Thank you for ensuring that the sessions ran on time and smoothly.

Dr. Mustafa Altun	Faculty of Education, Tishk International University
Dr. Aydın Çöl	Faculty of Education, Tishk International University
Mr. Gordon Phillips	Faculty of Education, Tishk International University
Dr. Venera Ülker	Faculty of Education, Tishk International University
Mr. Pashew M. Nuri	Faculty of Education, Tishk International University
Dr. Ünal Ülker	Faculty of Education, Tishk International University
Mr. Semih Aydın	Faculty of Education, Tishk International University
Mr. Pishtewan Ekrem Heme Rashid	Faculty of Education, Tishk International University
Mr. Soran Abdulla	Faculty of Education, Tishk International University
Mr. Mohammed Qasim	Faculty of Education, Tishk International University
Mr. Orhan Tug	Faculty of Education, Tishk International University
Dr. Sundes Sultan	Faculty of Education, Tishk International University
Dr. Selçuk Koran	Faculty of Education, Tishk International University
Dr. Gülseren Sekreter	Faculty of Education, Tishk International University
Dr. Hamdi Serin	Faculty of Education, Tishk International University
Mr. Alfer Khabibullin	Faculty of Education, Tishk International University
Dr. Mohammad Omer Ahmed	College of Education, Salahaddin University
Dr. Asma Abbas	College of Education, Salahaddin University
Mrs. Zheen Hamadameen Abdullah	College of Education, Salahaddin University
Mr. Muhammad Abdulwahab Aziz	College of Education, Salahaddin University
Mrs. Asma Khasmeer	College of Education, Salahaddin University
Mrs. Shireen Kamal	College of Education, Salahaddin University

SCHEDULE AT A GLANCE

April 26, 2019 - Welcome Dinner and Registration

April 26, 2019 - Welcome Dinner and Registration

18:00 – 20:00 Speaker Registration and Welcome Dinner at TIU, Main Building

April 27, 2019

08:30 – 10:00	Registration at TIU, Faculty of Education Building
10:00 – 10:30	Opening Ceremony
10:30 – 11:15	Keynote Presentations I - Dr. Gregory Morrison
11:15 – 11:30	Coffee/Tea Break
11:30 – 12:50	Concurrent Sessions I
12:50 – 13:30	Lunch Break
13:30 – 14:15	Keynote Presentation II - Dr. Nisreen Ameen
14:15 – 14:30	Coffee/Tea Break
14:30 – 15:50	Concurrent Sessions II
15:50 – 16:00	Coffee/Tea Break
16:00 – 17:20	Workshop - Dr. Nisreen Ameen
17:30 – 17:45	Closing Ceremony

KEY NOTES PRESENTATIONS

APRIL 27, 2019

Registration: TIU, Faculty of Education Building

Time: 08:30 – 10:00

Opening Ceremony: Hall No. 302

Time: 10:00 – 10:30

Keynote Speech I: Dr. Gregory Morrison

Title:

Time/Place: 10:30-11:15 Hall No. 302

Keynote Speech II: Dr. Nisreen Ameen

Title: E-learning for Linguistics: past, present and future

Time/Place: 13:30 – 14:15 Hall No. 302

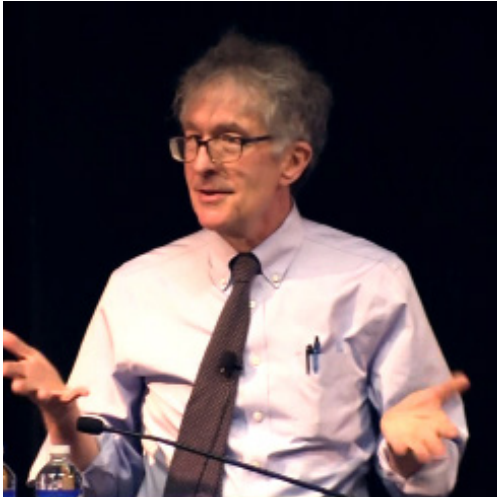
Workshop: Dr. Nisreen Ameen

Title: Application of E-learning for Linguistics

Time/Place: 16:00 – 17:20 Hall No. 302

FEATURED PRESENTATIONS

SATURDAY, APRIL 27th | 10:30- 11:15 | HALL 302



HOWARD GARDNER

HOBBS PROFESSOR OF COGNITION
AND EDUCATION AT THE HARVARD
GRADUATE SCHOOL OF EDUCATION

“For most Americans, Iraq is a far off country which the United States has not understood. I hope that American misadventures in Iraq are at an end. It is much better if nations can cooperate on issues that are important around the world – and education is high on the list for the 21st century. We can learn from one another – what works well, what has not worked – and we can learn from research, and that research is more reliable if it is carried out across cultures. I am pleased that you are holding a major conference on educational possibilities and I hope that your conference succeeds in clarifying important issues and in pointing the way forward”

Howard Gardner

Education in Times of Change



GREGORY MORRISON

DEPUTY PRINCIPAL OFFICER AT
THE U.S. CONSULATE GENERAL IN
ERBIL, IRAQ

Greg Morrison has been the Deputy Principal Officer at the U.S. Consulate General in Erbil since July 2018. He previously served as the Political-Economic Affairs Officer at the U.S. Consulate General in Amsterdam, Netherlands. Greg grew up in the Midwestern and Southern United States. He graduated with a B.A. in Russian Language and Literature from The University of the South in Sewanee, TN and then received an M.A. in Teaching English to Speakers of Other Languages (TESOL) from The University of Alabama. Before joining the Foreign Service in 1999, Greg taught English in the United States and internationally. From 1994-1996, he served as a Peace Corps Volunteer in Agadir, Morocco, where he taught at Université Ibnou Zohr. As a Foreign Service Officer, Greg has served in Yerevan, Armenia; Damascus, Syria; Tegucigalpa, Honduras; Dublin, Ireland; and Amsterdam. Greg also served two tours in the State Department in Washington. Greg currently speaks Spanish and some Persian, and has spoken Russian, Arabic (Moroccan dialect and Modern Standard Arabic), and Armenian (Eastern). He is married and has three sons.

FEATURED PRESENTATION

SATURDAY, APRIL 27th | 13:30-14:15 | HALL 302

E-learning for Linguistics: past, present and future

There is no human society, no matter how small, which does not employ a language that is rich and diverse, making teaching and learning languages a fundamental part of education. Since 1999, e-learning systems have had a growing impact on teaching and learning in different fields including linguistics. Since their introduction, these systems have revolutionised the teaching and learning environment, enabling higher interaction levels, faster and more flexible learning. With many advantages, ICTs have soon captured the attention of educators and they are seen as an essential and urgent investment in higher education. While educators are currently using these technologies to teach languages, interact with students online and assessment grading, the future holds new opportunities and wider interactions that were not anticipated. The use of new, advanced technologies such as artificial intelligence, virtual reality, big data analytics and robotics will advance teaching and learning linguistics even further in the future, presenting both enormous benefits and challenges for educators in this field.

Presenter



DR. NISREEN AMEEN
LONDON SCHOOL OF BUSINESS
AND MANAGEMENT, LONDON,
UNITED KINGDOM

Dr. Nisreen Ameen is a Lecturer in Information Technology Management at Queen Mary University of London and a Senior Lecturer at Bloomsbury Institute London. She is a Fellow of the Higher Education Academy in the United Kingdom. She is also a member of the UK Academy of Information Systems (UKAIS) and an academic member the Association of Information Systems (United States). Her research interests are in the area of Information Systems (IS) including human-computer interaction, adoption and diffusion of emerging ICTs including e-learning, m-learning and the use of advanced technologies in education. She published papers on the use of e-learning in higher education. She has presented her research findings at different conferences and workshops in the United Kingdom, France, Malaysia, United States and United Arab Emirates. She was awarded the Best Paper Prize at the UKAIS 2018 conference-University of Oxford. Dr. Nisreen has experience in managing different online platforms such as Moodle, eZone and Canvas as well as mobile platforms to deliver modules in higher education to enhance students' experience, interactivity and reach high success rates.

FEATURED WORKSHOP

SATURDAY, APRIL 27TH
16:00- 17:20

Application of E-learning for Linguistics

The application of E-learning systems for Language teaching, interaction with students online and assessment grading, the future holds new opportunities and wider interactions that were not anticipated.

TABLE OF CONTENTS

1- A Case Study of the Comparison of Philosophical Underpinnings of Educational Leadership in Higher Education.	
Dr. Ismail Mohammed Noriey.....	16
2- Adoption of Mobile Technologies in Teaching.	
Qaysar S.Mahdi.....	28
3- An Analysis of Errors Made by Kurdish University Students in the English Consonant Clusters System.	
Alan Anwar Hassan1, Nazaneen Shekh Muhammad Bapir	37
4- Alienation in And the Mountains Echoed by Khaled Hussein	
Goran Omar Mustafa	45
5- Projecting Techniques of Teaching and their Influence in Developing Students Autonomous Learning.	
Mrs. Arev Merza, Assist. Prof. Dr. Hussein Ali wali.....	52
6- Developing Avicenna Quality Assurance System (AQUAS) For the Virtual Campus Project in Iraq.	
Qaysar S.Mahdi.....	71
7- Direct Speech in Children's Short Stories.	
Asst. Prof. Dr. Ismael M. Fahmi Saeed, Asst. Prof. Dr. Lanja A. Dabbagh.....	78
8- URAL COMPETENCE OF A FOREIGN LANGUAGE AND LITERATURE INSTRUCTOR:	
Insights of Teaching in a Multicultural Classroom in Various Cultural Settings	
Olga Alexandrovna Babenko.....	85
9- POLICY ANALYSIS AND DEBATE IN IRD (TIU) CLASSROOM:	
A Collaborative Teaching/Learning and Assessment Strategy	
Dr. Neville D'Cunha.....	105
10- Signalling Nouns in English Journalism: A Syntactic Analysis.	
Nawsha Ghalib Shareef, Asst. Prof. Dr. Anjuman Muhammad Sabir	118

TABLE OF CONTENTS

11- The Linguistic Features of Legal Documentary Texts with Reference to English and Kurdish. Asst. Prof. Dr. Wrya Izzadin Ali.....	133
12- rice's Cooperative Principles in G. B. Shaw's Pygmalion. Omar Fouad Ghafor, Yadgar Faeq Saeed, Hedayat Muhamad Ahmad.....	139
13- The Throne As a Coffin in Shakespeare's Hamlet and Al-Maijdi's Hamlet Without Hamlet. Assist. Ins. Fawziya Mousa Ghanim.....	144
14- Quality of Life and Emotional Intelligence among University Lecturers. Khalid Ismail Mustafa (Ph.D), Azad Ali Ismail (Ph.D), Zhwan Dalshad Abdullah (Ph.D).....	149
15- Sex Inequality in The Handmaid's Tale. Margaret Atwood.....	160
16- The Analysis of T. S. Eliot's poem "The Journey of the Magi" as an Allegory. Shirin Kamal Ahmed.....	164
17- Teacher's Course Syllabus: Academic Routine or Personal Desire. Widad S. Shakir (Assistant Professor).....	171
18- Teaching Culture in Foreign Language Classes with Reference to English and German Departments College of Languages, Salahaddin University. Asst. Prof. Dr. Lanja A. Dabbagh , Dr Awat Yakub	177
19- Teacher Quality Improvement Policy Issue in Kurdistan Region-Iraq. Serwan Abdullah Ismail.....	187
20- Stress and Burnout among English Language Teachers as a Foreign Language at the Public Universities in Kurdistan: Possible Causes and Recommended Solutions. Kurdistan Mohammed Qadir.....	199
21- University Lecturers' Perception and Implementation of Project - Based Learnin. Fatima Jalal Taher, Dr. Aziza Kavlu.....	208

**A Case Study of the Comparison of Philosophical
Underpinnings of Educational Leadership in Higher Education**

Department of English, College of Languages, University of Human Development

Sulaimani, Kurdistan Region – F.R. Iraq

Full name: Dr. Ismail Mohammed Noriey

Scientific Title: Lecturer (PhD, Leadership in Education)

Position: Lecturer at the University of Human Development

Email: Ismail.noriey@uhd.edu.iq

doi: 10.23918/vesal2019.a1

Abstract

This research paper highlights the comparison of the philosophical underpinnings of educational leadership in higher education. Generally, this study has reviewed the relevant literature related to the two journal articles. The discussion of the major techniques on educational philosophies originate from general philosophical systems and why the first researcher has used mixed methods such as direct observation, documentary analysis, and interviews and second researcher only used quantitative methods such as; questionnaires. To prove this study an experimental study was conducted to explore the philosophical underpinnings of three major educational research paradigms; philosophical and theoretical approaches of two papers, ethical issues in the context of two papers and research methodologies in the two papers. The main aim was to sketch and explore the interrelationships between each researcher considering paradigm's ontology, epistemology, methods and methodology. The results showed that both articles have more critical indicators of the literature reviews and descriptive methodology that is solid to data analysis. The first researcher believes that there is no single paradigm that could satisfactorily deal with all of the required methodologies aspects. In terms of data analysis, the second researcher has more remarks in margins and also started to write down ideas. Consequently, this paper is relevant to every researcher in higher education who is a reader of research. Finally, the results show a significant interpretation for the researcher to focus on the interrelationships between each researcher considering the paradigm's ontology and epistemology.

Keywords: interpretive paradigm, theoretical approaches, epistemology, ontology, ethical issues

INTRODUCTION

Initially, the purpose of this study is to summarize the research question and the findings of both of these papers. The two papers chosen, focus on research the impact of leadership improvement in Higher Education Institutions (HEIs). This study has split into three sections; the first that focus on; how to establish the justification of the topic as educational research methods in Higher Education (HE) in the first paper, 'The effect of institutional leadership on quality of higher education provision', the main research question is; how responsive is the Vice Chancellor to maintain academic quality improvement in HEIs? The model implemented as a four-stage process that provides effective leadership in HE; Collaboration, trust, communication styles, and leadership styles then analysis and reflection. The first paper analyses the indicators determining provisions of qualitative HEIs in state and private universities in Zimbabwe. In this section, the paper has critically discussed and compared the first paper with the second paper the 'Transformational leadership and Academic staff in Public universities'. The primary research question is 'What are the most significant factors in transformational leadership in Higher Education? The study focuses on the leaders in public universities. In section two, the researcher has justified the choice of the methodologies and methods and the reasons that he has used mixed methods to evaluate the value of objective and subjective knowledge. In section three, the researcher briefly discussed the findings and own experiences as an insider and outsider researcher. It will be achieved by focusing on self-reflection and to answer the following main research questions:

1. What are the challenges that face university leaders in leading and managing their institutions?
2. What are the factors that might influence leaders' views on the quality of higher education provision?

Research Objectives:

- To examine the indicators defining delivery of quality in the state and private universities of higher education.
- To explore the philosophical underpinnings of the factors that might impact leaders' views in the HE.
- To investigate the challenges that face university leaders in leading and managing their institutions.

Section 1

Research questions and the findings of both articles:

Article 1: The effect of institutional leadership on quality of higher education provision
The goal of the first article is to investigate the results of institutional leadership on the quality of educational provision in higher education institutions in Zimbabwe. The research examines the indicators defining delivery of quality in the state and private universities of higher education and how they are influenced by institutional leadership. The researcher has yielded interesting albeit seemingly contradictory. For instance, no quality assurance policies were in place yet, but the two public universities had deployed the Director responsible for quality assurance in accordance to the regulatory requirements of quality.

Conversely, the two private universities were yet to establish quality assurance units though they are willing to do so. The finding also depicts the issue where there is a lack of financial resources to run the operations in the university especially for private universities resulting in poor salaries and lack of infrastructure which is a direct threat for quality and leadership in higher education.

Article2: Transformational Leadership and Academic Staff in Iraqi Public Universities

Whereas the second article is emphasizing more on Iraqi higher education challenges especially the role leadership in controlling the organizational factors particularly in the context of human resources area, where the human abilities and experience contract from each other due to employee self-esteem or satisfaction. Thus, the research is inspecting the influence of transformational leadership style on both intrinsic job satisfaction which is internal and extrinsic job satisfaction which is external. In the direction of reach reliable findings few hypothesis have been tested resulting that there are substantial solid association between the transformational leadership extents in the context of idealized influence attribute, idealized influence behavioural, and inspirational motivation and with both intrinsic and extrinsic job satisfaction. Furthermore in simple words, it specifies that all of the transformational leadership mechanisms are backing significantly to both Intrinsic and Extrinsic job satisfaction.

Philosophical and Theoretical Approaches of both papers

There are a wide range of range of philosophical and theoretical approaches that can be used in social science research. The two broad paradigms, interpretive and positivism are different their philosophical assumptions concerning the concepts of behaviour action and social reality. According to Comte (2000) "interpretivism starting point is its insistence on differentiating between the nature of the phenomena investigated by the natural sciences and the nature of those studied by social sciences and educational researchers" (p.22). Researchers may come from a positive standpoint, where they record and observe about society, leading to the knowledge of society.

The first paper looks at the impact of the implementation of the effect of leadership on quality of higher education provision. The researcher focuses on the perspective of the participants and the model that have used is documentary analysis and direct observation. Phenomenologically, the "researcher seeks to elicit what is important to individual as well as their interpretation of the environment in which they work" (Bryman, 2004, p.23). The researcher show aspects of constructivism, he seeks to understand the multiple social constructions involved in the leadership in HE. Besides the first paper is having an epistemological and philosophical approach based on phenomenological paradigm by using inductive reasoning, in this approach the importance of societal realism is idiosyncratic built and interpreted via people but not based on objectively where existence is inevitable (Denscome, 1998.p.90). Additionally, the paper described an objective epistemology as presuming that world exists that is external and theory neutral, whereas within a subjective epistemological view no access to the external world beyond our own observations.

In contracts, the second paper has come from a more positivist perspective and the quantitative data collection is only used. Firm answers to closed research questions are gained "researchers are required to show how certain ends might be reached, not to say what those ends ought to be" (Ping, 2000, p.94). The literature is used to predict what may be found. The viewed the positivist paradigm of exploring social reality based on the philosophical ideas, thus the researcher emphasized on a highly structured methodology to facilitate repetition and on quantifiable that lend himself to statistical analysis. This differs from paper one that has used the literature to model the process rather than prove findings.

The research follows a positivist approach as described by Thomas (2009), where the researcher is aiming to explain findings using the work of others through using surveys (questionnaire). According to Thomas (2009) "specific variables are used as closed questions to the participants to collect quantitative data" (p.78).

The researcher has not identified certain ontological positions such as; objective, material, structural and agreed-upon. This may influence the epistemological choices or conclusion drawn and they should highlight the inter-dependent relationship between ontology and positive paradigm. Comparing to the first paper, the second paper has a more ethnographic viewpoint, "from a culture perspective for instance, closeness is somehow restricted between and among some lectures in this context" (Aderibigbe and Ajasa, 2013, p.133). The researchers are assuming a real world involving cultural, leadership and gender issues play a part in their research and subsequently their findings.

Ethical Issues

According to Thomas (2009) "ethics are principles of conduct about what is right and wrong" (p.147). Researchers must show integrity in their research. To involve people in research you must gain consent which Thomas defines as "the agreement of people to take part in the study" (Thomas, 2009, 149). This can be done by giving informed consent, where participants know exactly what they are consenting to. Along with this Fisher and Anushko stated all ethical requirements are based on three basic principles: beneficence, respect and justice. The researcher must provide adequate information about the research and let the participants know the commitment needed (Denscombe, 1998). Oppositely, Bound and Campbell (2012) discuss three constituents that are key in ethical considerations: the profession or discipline, the overseeing institution and the participants.

In paper one written invitations are sent to leaders in two universities to be part of the project. It requires informed consent of the cohort of male and female HE leaders and Staff chosen for participating in research had been obtained verbally (25 interviews). Participants were able to involve after receiving the invitations. Participants were given details of the proposed study and the opportunity to volunteer and they were given the right to decide whether or not they wished to be interviewed and might even withdraw.

Comparatively, in the second paper ethics are not touched in details. 280 questionnaires were sent out to universities leaders and staffs. They could either complete the questionnaire or return. The paper does not give details of any other information sent and it is assumed from the paper that if the questionnaire was returned implied consent was given. The questionnaire were anonymous and unlike paper one, the participants could refuse to talk. The researcher of the second paper has used only quantitative research methods survey (Questionnaire), and because it is in IRAQ, therefore the researcher was particularly sensitive and sent an invitation letter for each university securing their consent to receive the survey instrument.

The major problem confronting the researcher in conducting that study was how to access potential and suitable participants and this is because Iraq is still not safe! One of the ethical issues is confidentiality and this is more vital if the research take a place in some country like Iraq. Furthermore, Anderson & Arsenault (1998, p.20) explained that "confidential information implies that identity of the individual will remain anonymous". The researcher of the first paper has mentioned that to secure their confidentiality the official invitation email had been sent to the participants were assured that confidentiality and anonymity would be guaranteed. By contrast, the researcher in the second paper had a similar method that to protect their confidentiality the official letter had been sent for six universities and informed the participants by formal invitation email that anonymity would be assured.

Research Methodologies

The research methodologies are the strategies used by researcher in collecting data, processing and analyzing the data. The main methods of research are qualitative and quantitative methods. Qualitative research takes everyday life and experiences as the research matter. It is guided by people active in the research (Pring, 2000, p.35).

In contrast, the quantitative survey is rigid and does not lend itself to change after piloting. Researchers generally take an interpretivist standpoint, and trying to measure variables but looking at how people are interacting within the social world. Quantitative data collection aims to test theories to gain explanations. Data is collected and analyzed to spot patterns numerically. A positivist approach would support a quantitative methodology. According to Thomas (2009) researchers look for ways in which isolated variables have relationships. "The approach would involve forming a hypothesis and drawing conclusions by observing the interaction of these variables" (p.177). Conversely, the data collection techniques employed by qualitative researchers are semi-structured interviews, focus group discussion and observation, documents and videos have limited standardization and lend themselves to variation in the course of the research. Whereas for quantitative researchers the instruments are; questionnaire, scales, surveys, structured interviews inventory or tests are standardized and restricts respondents. Sampling techniques and sizes also vary. According to Pring (2000), sampling in qualitative research is purposeful rather than random and it is usually not large and may not be specified from the onset. Random sampling presupposes that research characteristics are normally distributed in a population, a situation that cannot be established at the inception of the research (Kvale, 1997, p.15).

Paper one uses a qualitative approach, using an open ended research question and it has used 7 research questions. Data was gathered through on a descriptive methodology, which means the researcher used three ways in the research and they are: observations, questionnaires and interviews. A non-random, non-representative small sample was used. Non-statistical analysis followed. The primary data collection method was using standardized interviews in two private universities in Zimbabwe. The researcher comes from an interpretivist standpoint, collecting quantitative data from the feelings, reflections and thoughts of the participants. A serious challenge for this design as the researcher may not have enough statistical power to support their research.

Oppositely, second paper used quantitative research and this study believed questionnaires often seem a logical and easy option as a way of collection information from people in a country like Iraq. A closed question survey questionnaire for data collection followed by descriptive statistical analysis to produce series of bar charts showing the results generated from the survey responses. According to Boynton (2005) "the researcher sets the topics for research and the participants' replies are coded and analyzed" (p.55). A four-point Likert scale questionnaire was used to generate responses to specific questions which were driving the study.

A large sample was used, in comparison to paper one, 280 questionnaire were sent out and 72% were received back for use. Questions with given responses were used in the questionnaire. This is very different to paper one where open ended interviews were used to gauge the feelings and opinions of the participants. The two main critiques this research are; the lack of isomorphism between its measures and reality and its failure thus far to produce truths useful to educational practice. Data gathered from the second paper compares survey results to expectations from the literature review.

Definition of Research

According to Perrow (1998), “research is a systematic inquiry to describe, explain, predict and control the observed phenomenon and involves inductive and deductive methods” (p.89). The two definitions above interest me for several reasons and I have put these reasons into two groups. The first is what research involves and second what research does. Thus, from the definitions, research involves a search or investigation which also means it is infinite in the sense that one finding may lead to invariably another search. Secondly, as to what research does, the two definitions are quite clear.

The first says it discovers facts and second says it describes, explains, predicts and finally controls observed phenomena. Social science research must always seek to understand the social environment from the individual as well as social group perspectives. As Bryman (2004) suggests “quantitative research has been associated with objectivity and qualitative research with subjectivity. These two paradigms have been engaged in what has been described as paradigm war” (p.453).

I have come from an interpretivist standpoint. I look at leadership in Higher Education and in the world of academicians. The research will understand that the social world for each participant will be different and constructed in a different way for each participant. This is a truly interpretivist standpoint (Thomas, 2009, p.145). I have considered that my research would not fall into a totally positivist approach but may show some aspects due to my chosen design methods. According to Robson (2002) “Positivists look for events having a constant relationship between them” (p.20). It is through reflection, I have used some quantitative data collection methods and this falls into a positivist approach methodology. My aim is for a mixed method approach. Phenomenologically, I have demanded to use an approach described by Denscombe (1998) “phenomenology is an approach that focuses on how life is experienced” (p.94).

My Development Research

My aim is to grasp the development of a journey to educational leadership in higher education sector as a career. It is significant that I am a full-time lecturer within higher education sector effortlessly. I have tried to observe and conduct interviews with leaders such as: Head-department, Directors, Principals, Vice Principals, and Vice president). In future research, I would use implied consent, ensuring the participants are clear on the research and their part in it and assume consent is given by them unless they tell me otherwise. An idea concerning ethics from the papers, I have researched and I would like to use in my future research as from the first paper. Participants were spoken to in a forum before starting the research. This gave an insight into the research project plus an opportunity for questions.

It is proven that mixed method approach lends itself well. Tashakkori and Teddlie (2003), note three reasons why the mixed approach is good; its ability to answer research questions that other approaches cannot (confirmatory and exploratory questions at the same time), provide stronger inferences through depth breadth in answer to complex social phenomena and provide the opportunity through divergent findings for an expression of differing viewpoints. Following the second paper used in part one, I believe using a closed questionnaire with a Likert scale will enable me to draw comparisons between different leaders and to look for patterns. At the end of the process, I will include another qualitative interview for each participant to gain an understanding of their thoughts, beliefs and reflections on the leading process in an interpretivist manner.

The phenomenological emphasis in my research will involve looking at the experiences and beliefs of the participant and the impact of leading has upon their leadership and in leading their department. It will be a different personal experience for each leader due to their differing positions and setting. It will be a different personal experience for each leader due to their differing positions and settings. Therefore, I would look at 'subjective meaning' (Pring, 2000), as stated by him: "To understand particular events one must see things from the point of view of the participants or of the people who are involved how they interpret events and thereby constitute those as events of certain sort" (Pring, 2000, p.98). On the other hand, according to Saglam and Milanova (2013) "the insights gained from the combination of both qualitative and quantitative research provide a better and expanded understanding of the research subject" (p.5).

Philosophical Approach

In order to understand the methodology and methods adopted for this study it is necessary to clarify the researcher's philosophical viewpoint from both papers. In first paper, ontology was emphasized. Thomas (2009) suggests that Ontology: is concerned with the nature of being, of reality and of truth. It explores what the nature of world is and what really exist." (p.87). In contrast, in second paper epistemology focuses on the study of knowledge. That is, "how do we know about the world that we have defined ontologically?" (Thomas, 2009, p.87).

Section Two

Research Methodology and Research Design

Research design "deals with a logical problem and not a logistical problem" (Yin, 1989, p.29). Ideally, the experimental design would have been a better approach as it would have afforded me the opportunity to randomly assign per-service leaders to lead their institutions. In-terms of design characteristics, the first paper has a good research design because it has flexible type of design minimizes bias and maximizes the reliability of the data collection and analyze the findings. The design of second paper gives the smallest experimental error on their reported compared with the first. It's also, the research questions are related to the purpose of objectivity on second paper, but on first it's generalize the main issue.

I will not have a set hypothesis for my research, but a series of research questions looking at how leadership style affect leaders. There are different variants to the experimental design but the purposes of this. The critical problem associated with first paper is the possible statistical measurement limitations of qualitative data. At the heart of quantitative research methods is some very sound statistical theory and the researcher on second paper need an understanding of the statistical methods. The first paper has mixed research design, regardless of their theoretical differences, reflect some sort of individual phenomenological perspective and there is no specific independent variable. While, the second paper has only quantitative research approaches, regardless of their theoretical differences and the independent variable is controlled and manipulated variable. From point of view, I have found from both papers there are four properties of situation specific theories are accessible: reflection of specific phenomena, connection to research practice, incorporation of diversities and limits in generalization.

The Methods of Data Collection

To practically answer the main research questions of this study, and this study is conducted on 14 lecturers and 10 leaders who have been working at the three universities; University of Sulaimani, University of Human Development and Cihan University.

Data Analysis

After the reflections from both paper, for data collected using instrument and the framework of data analysis, I have developed Social and Community Planning Research (SCPR) data analysis. According to Ritchie (1994) "Framework analysis is flexible during the analysis process in that it allows the user to either collect all the data and then analyze it or do data analysis during the collection process" (p.24).

1. Participants

For this study, 24 leaders and lecturers were optionally selected from the University of Human Development, University of Sulaimani, and Cihan University in Iraqi Kurdistan. The leaders and lecturers at the University who have been leading their higher education institutions in the academic year 2018-2019.

2. Mixed Methods of Data Collection Techniques

This study has used mixed methods of data collection; interview and questionnaire. These are two useful approaches for this study because the researcher could obtain acceptance by only ten candidates to be interviewed and this is not sufficient data to be collected for this study. Thus, a researcher had to choose a questionnaire for the rest of 14 candidates. The selected students were divided up into two groups; first group (A) they were interviewed. A researcher used structured interview because it usually deprives researchers from the opportunity to "add or remove questions, change their sequence or alter the wording of questions" (Kyale, 1998, p.18). A second group (B) they have only accepted questionnaire. Self-completion questionnaires are those that respondents can fill out on their own, saving time and money. Both methods of data collection used in this study asked the same questions. Data were collected first using the interview and the second questionnaire.

3. Procedures of This Study

This study applied action research in order to investigate the significance of research methods with reference to language Education in higher education. Action research is used because it reflects the method that helps lecturers and students to examine, and explore aspect in research methods learning in order to take action and make improvement in both their practice and their students learning the outcome. Thus, this study aims to consider points for research methods in higher education and particular 4th stage students by putting students' stories at the centre of teaching about research methods processing. The study started at the beginning of the final year of the 4th stage students of the academic year 2018-2019. The students were informed that they are participating in research with this aim, and they were through an ongoing process of reflection and refinement, this approach helps students and lecturers expand their understanding of research methods and particular mixed methods in a way that is practical, accessible and innovative in their future.

Instrument

According to Baryman (2004 “data collection instruments refer to devices used to collect data such as questionnaires, tests, and structured interview” (p.161). Three separate instrument will be used in my future study. The first is an adopted standardized instrument used to measure leadership knowledge, attitudes and behaviours required to answer research question 1. The second is an investigation how the four-stage career framework growth can be used in practice leadership in educational setting to answer research question 2. The third instrument will be a semi-structured interview guide to collect qualitative data for research question 3. In summary of the reflection, as a researcher of this study, I like statistics, tangible, observable things and operationalizing a variable. More than once I have called a positivist. However, I do not consider myself a positivist. I do not like labels, as they tend to imply characteristics that may or not apply. If I call myself a positivist, then people might expect me to only look for objective reality, only look at numbers and statistical trends and miss the beauty of the detail. Additionally, I believe the truth is socially constructed. People’s subjective perceptions are a valuable source of information, not only to themselves but to the world. Thus far, I do not consider myself an interpretivist either only. I am a pragmatist. I focus on what works. I have used mixture methods and I can understand truth as a tentative, evolving entity. It is at this point resonates with me to refer to mixed methods research as a form of research. Although it is clearly a pragmatic approach to exploring research questions, there is still a tendency amongst mixed methods researchers to claim that this approach (Firm, 2000, p.34p).

Section Three

The Findings

This section present the findings for each main research question that is addressed in turn with the intention of respondents from participants. In addition tom this section has pointed out of the discussion of findings from the quantitative stage and the linking of them to the qualitative results and the especially regarding the unexpected findings from the mixed methods and how both method stages with the literature review in order to provide the on the whole findings of the study. By doing so, a framework to reflect the new knowledge gained in addressing the research questions. Therefore, for the purpose of identification, the seven candidates’ interviews were referred to as A1, A2, A3, A4, A5, A6, A7, A8, A9 and A10. Despite the fact, the 14 candidates for questionnaire were identified B1 up until B14.

Research question 1: What are the challenges that face university leaders in leading and managing their institutions?

The findings of research question has found there are five main challenges are the most difficulties that facing leaders and lecturers in leading and managing their institutions. The majority of interviewees and respondents from questionnaire 22 out of 24 they have mentioned the four main challenges.

The challenges that face university leaders in leading	Total (n=24)
Difficulty to share the leader’s vision	22
Poor communication skills	20
Lack of self-confidence	19
Deficiency luck of motivation	21
Teachers’ pedagogical knowledge	23

(Table 1. The four Challenges that face university leaders)

Challenge 1: Difficulty to share the leader's vision

The results reflect that the practice of the difficulty to share the leader's vision emphasized by (22 out of 24) respondents from both interviews and online questionnaire that their incapability to achieve their vision was one of the challenges they faced in leading and managing their institution.

Challenge 2: Poor Communication Skills

The majority of the respondents (20 out of 24) they had stated that leader's poor communication skills can have a negative impact on staff and might even damage the university's bottom line and some significant signs of poor communication skills that can kill leadership potential.

Challenge 3: Lack of self-confidence

The results display in this research that lack of self-confidence was quantified by (19 out of 24) leaders in public and private sectors responded to be one of the significant challenges that they faced during leading and managing their institution.

One of the leader in public sector A6 said:

... "In my understanding, a good leader has the self-confidence to personify all these attributes. Nevertheless, I believe not every leader is naturally confident, some of the leaders are under lack of self-confidence can find it difficult to success".

Challenge 4: Leader's lack of motivation

The findings show that of the 21 respondents 24 believe that one of the most recent challenges to lead in HEIs is the lack of leader's motivation. The results of this study show the motivational factors leads to quality performance and high efficiency which improve quality assertion in the education system in HEIs. The motivational theories are essential for each department in HEIs when it comes to coordinating and controlling activities within the department atmosphere.

One of the leader in public sector A5 said:

... " I believe that leaders or educators and lecturers across the whole country including Iraq are unsatisfied with the challenge of how to motivate the ever increasing number of academic staff and new students entering each university who are socially and academically improvised for the demands of university life".

Challenge 5: Teachers' Pedagogical Knowledge

The findings show that of the 23 respondents 24 believe that one of the most recent challenges to lead in HEIs is the lecturers do not co-operate with leaders in their departments effectively in teaching and learning. Consequently, this means teachers' pedagogical knowledge and the teaching profession are significant as professionals in their field that to collaborate with their leaders successfully. Teachers can be expected to process and evaluate new knowledge relevant for their core professional practice and to regularly update their knowledge base to improve their practice and to meet new teaching demands in the higher education. Teacher quality itself is an important factor in determining gains in student achievement.

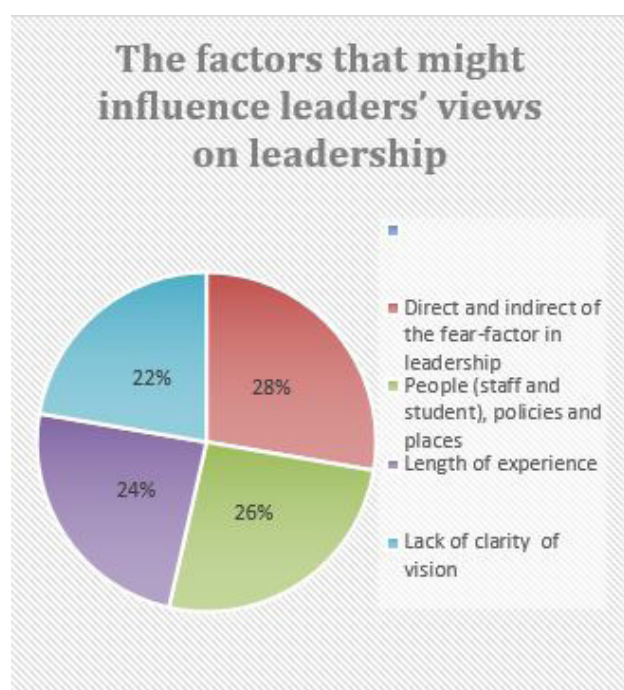
In fact, as research has shown, pedagogical knowledge refers to the specialized knowledge of teachers in HE for creating effective teaching and learning environments for all students. On the other hand, to face this challenge in the HE, hence, the leaders need to focus how to improve teacher quality, it is crucial to understand what teacher professionalism involves. In other words, the implication of this study that leaders can consider the two main themes underlying the study of teacher knowledge are improving student outcomes and teacher professionalism

Research question 2: What are the factors that might influence leaders' views on quality of higher education provision?

The findings presented there are four main factors that might influence leaders to view on leadership based on the research question two are analysed. The majority of the respondents (23 out of 24) leaders stated that direct and indirect of the fear-factor in leadership that influence leaders' views. The second factor has respondents (20 out of 24) they have mentioned that policies and places in their department that might influence leaders' views on leadership. The third factor is the length of experience that (21 out of 24) leaders stated that the experience is the factor that strength leaders' views on leadership and management. Similarly, confirmed in literature review as the same factor. The factor four is a lack of clarity in vision and this stated by (22 out of 24) leaders.

The factors that might influence leaders' views on leadership	Total (n=24)
Direct and indirect of the fear-factor in leadership	23
People (staff and student), policies and places	20
Length of experience	21
Lack of clarity of vision	22

(Table 1. The factors that might influence leaders view)



References

1. Anderson, G. & Arsenault, N. (1998). *Fundamentals of Educational Research*. 2nd edition London: Falmer
2. Aderibigbe, S. and Ajasa, F. (2013). Peer coaching as an institutionalized tool for professional development. The perceptions of tutors in a Nigerian college. *Journal of Workplace Learning*. 25 (2), 125-140
3. Bound and Campbell (2012). *Research design. Qualitative, quantitative and mixed method approaches*. Chapter 11: Mixed methods procedures, pp. 208-227
4. Boynton, P. (2005). *The Research Companion. A practical guide for the social and health sciences*. East Sussex. Psychology Press.
5. Bryman, A. (2004). *Quantity and Quality in Social Research*. 2nd ed. London: Routledge.
6. Bryman, A. (2009). Effective leadership in higher education. *Research and Development Series*. London, Educational Research Journal 12: pp.29-129.
7. Comte, R. (2000). *The Art of Case Study Research: Perspective in Practice*. Sage, London: Educational Research Journal 32: pp.21-179.
8. Creaven, S. (2007). *Marxism and Realism: A materialistic application of realism in the social sciences*. New York. Routledge.
9. Denscombe, M. (1998). *The Good Research Guide for small-scale social research projects*. New York. Open University Press.
10. Kvale, S. (1996), *Qualitative Research*. 1st edition, Sage Publications, Inc., London
11. Perrow, F. (1998). *Qualitative Research Practice*. 1st edition London: Sage. Open University Press
12. Pring, R (2000). *Philosophy of Educational Research*. 1st edition. London. Continuum.
13. Robson, C. (2002). *Real World Research*. Oxford. Blackwell Publishing.
14. Ritchie, J (1994). *Educational leadership: The moral art*. 1st edition. Albany, NY: SUNY. (pp. 20-85)
15. Saglam, O. and Milanova, V. (2013). How do qualitative and quantitative research differ? [Online] Available at www.tim.ethz.ch/education/courses/courses_fs_2013 [accessed 21/03/15]
16. Thomas, G. (2009). *How to do your Research Project*. London. Sage Publications Ltd.
17. Tashakkori, A. and Teddlie, C. (1998) *Mixed methodology: combining qualitative and quantitative approaches*. London: Sage
18. Yin, K. (1989). *Case Study Research: Design and Methods*. 2nd edition, Newbury Park, CA: Sage

Adoption of Mobile Technologies in Teaching

Qaysar S.Mahdi

Tishk International University, Erbil, Kurdistan, Iraq

qaysar.mahdy@ishik.edu.iq

doi: 10.23918/vesal2019.a2

ABSTRACT

This paper introduces the new Timesheet technology development project for designing and managing the Electronic Learning Management System (ELMS) on the mobile devices for the UNESCO Virtual Campus Project in Iraq. The new mobile technologies are new ways. In this paper the UNESCO timesheet technology is used to produce, edit and publish the e-lectures and e-courses. The pedagogical model development for Avicenna course is suggested in this project to design and organize the ELMS on the Moodle platform of the mobile phone. The sequence time is arranged to be no more than 20 minutes, the number of sequences for each module is 60 and the total time for each module is 20hrs which is equal to one Avicenna credit. The Avicenna course is composed from two or three modules depending on the course syllabus. M Learning gives the possibility for teachers and students to present their e-courses, video lectures, power points lecture, and the assessments simultaneously on the mobile phone through URL links anywhere and anytime. The result from this project is to have easy access, very easy, suitable, flexible, and economical production facility that saves time, money and efforts for teachers and students everywhere and anytime. For future it is suggested the cloud computing technology for M Learning which will use the Moodle cloud and facilitate and improve the performance of ELMS.

Keywords: Avicenna, Learning, Mobile, Pedagogical, Timesheet.

1. INTRODUCTION

The Mobile learning or m-learning is a relatively new tool in education which enables teachers and students to create new environments for present and distance learning. Mobile learning it's defined as "E-learning through mobile computational devices: Palms, machines, even your digital cell phone" and it is gaining importance in different sectors of society (Quinn, C. 2000, Maria Luisa Vinci & Daniela Cucchi ITI-IPIA Leonardo da Vinci Florence, 2018). These mobile devices are more narrowly defined by the New Media Consortium in 2012 as Android devices, Windows -or iPads, i.e. small, wireless, mobile personal computers which have finger-driven touch screens and are backed-up by diverse applications in a well-provisioned application marketplace (Melhuish K, & Falloon, 2010, Falloon G. 2013, Clark W & Luckin R. 2013).

2. MOTIVATION OF M LEARNING

It is expected that the next generation of distance learning will be the mobile learning (M Learning). The wide diffusion of Internet allows maintaining that M Learning is today the state of art for distance learning in Europe. Figure1, shows the principles of Mobile Learning, which includes the Access, Metrics, Cloud, Transparent, Play, Asynchronous, Self-Actuated, Diverse, Curation, Blending, Always-On and Authentic.

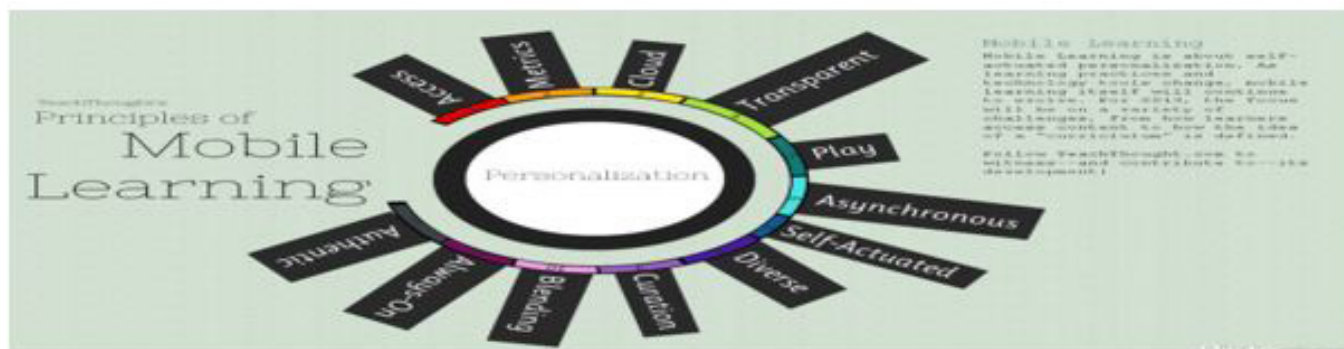


FIGURE 1. Principles of M-Learning

2.1. THE PEDAGOGICAL MODEL FOR M LEARNING

Mobile education is a component by pedagogical way, technological disciplines, and challenging ideas currently. The development of computer technology to the communication bandwidth and computational power of mobile devices, the cost of wireless mobile devices, and its penetration rate will influence the development of mobile education, especially even more so in China (Jun Hu* 2015, Jing Zhang*2015).

2.2. PEDAGOGICAL MODULE FOR ELMS

In this section, the following definitions and topics are defined;

2.2.1. Avicenna course

Avicenna course is a part of an academic curriculum in the degree program delivered by your institution. An Avicenna course consists of online learning hours and contact hours between tutors and learners.

2.2.2 Avicenna modules

An Avicenna module is a “course unit”. An Avicenna course is composed of one or several modules (or course units). A module has twenty (20) hours duration; A module is equivalent to one (1) Avicenna credit.

2.2.3. Avicenna sessions

An Avicenna session is the “equivalent” of a chapter in traditional education an Avicenna module consists of several sessions. According to the involved documents, sessions might be classified into: Introductory (or first) sessions, Intermediary sessions and Terminating (or last) sessions

2.2.4. The first session (of the module)

The first session consists of the following (multimedia) documents:

- Welcome,
- Overview (of the current module material),
- Learning outcomes (of the current module),
- Previous knowledge (required before starting the current module)

2.2.5. The intermediary sessions

This session consist of the following (multimedia) documents:

- Diagnostic Assessment,
- Overview (of the current session material),
- Learning Outcomes (of the current session),
- Set of learning sequences.

2.2.6. The diagnostic assessment

Diagnostic assessment is required before starting the current session, It is intended to probe the cognitive background of the learners, and to remind them of relevant material.

2.2.7. The last session (of the module)

Learning resources, which consists of a set online (multi-media) documents,
Acknowledgement of the used online and/or offline,
Paper and/or electronic resources

2.2.8. Avicenna learning sequences

The sequence is the basic unit of the instructional process (something like section in the traditional education). Each (Avicenna) session consists of several (Avicenna) learning sequences, of twenty (20) minutes each. A sequence consists of the following:

Introduction (Welcoming trainees, introduction of the academic tutor, and definition of the learning sequence objectives),
Content (the new learning material),
Conclusion (summary of the presented content)

2.2.9. The formative assessment

Formative assessment is intended to help in the formation of the cognitive mass, It follows each learning sequence (remember that diagnostic assessment proceeds each session). Remark: summative assessment (which is intended to assess the degree of accomplishment of the learning outcomes), is not yet implemented in Avicenna courses.

3. TIMESHEET TECHNOLOGY IN MOBILE LEARNING

The Timesheet Technology is new software program, which is used to edit and create the e-lecture, which is composed from the audio, video, lecture power point slides. In order to produce an electronic lecture, a Timesheet program is used to capture the vision (windows media encoder) in this step a video file will be created. This video file should be converted to one with a smaller size real producer. Power point lecture must be ready for matching the two e-lecture components (video file and the writing in which produced as power point file with extension of power point text. The (Timesheet) program to merge the two components taking into account the synchronization of speech and writing.

3.1. Producing the e-lecture (Avicenna sequence) using Timesheet Technology

The following steps explain the procedure of producing the e-lecture with Timesheet Technology as follows;
Step 1: Compose the e-lecture folders which are; Audio folder, Video folder, presentation folder, images folder and Timesheet folder. Figure 3, shows theses folders, and Figure 4, shows the Timesheet script programs which consists the main folders and the script software program with timing.

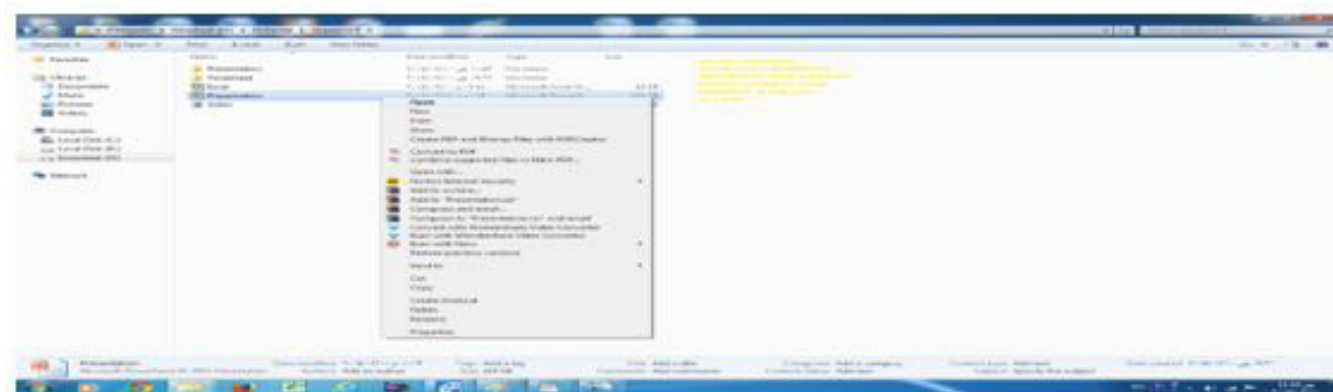


FIGURE 3. Timesheet folders

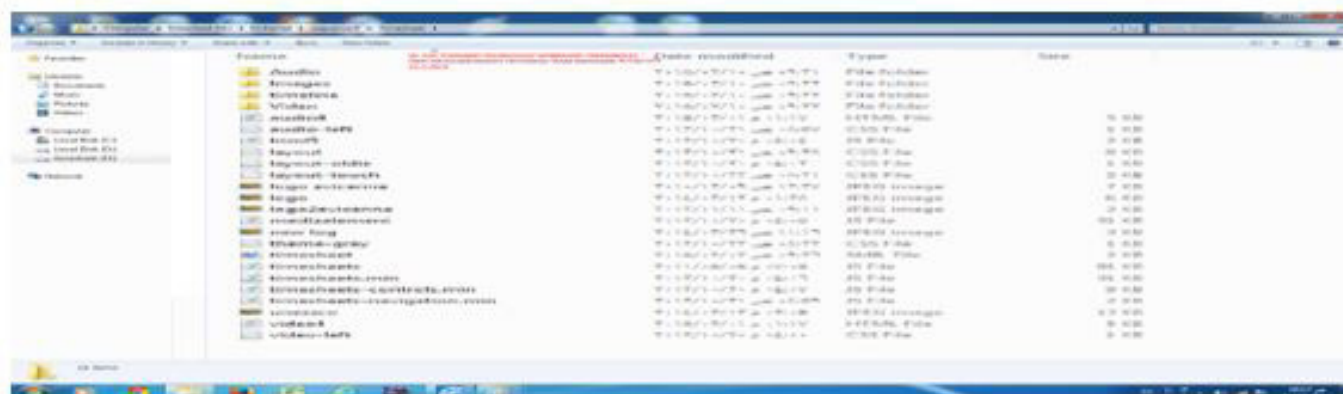


FIGURE 4. Timesheet script programs folders

Step 2: Starting to insert the timing of each slide of the presentation lecture. Figure 5, shows the presentation power point file. Paste the power points images in the timesheet program. Then paste the power points images in the timesheet program, see Figure 6 and Figure 7.

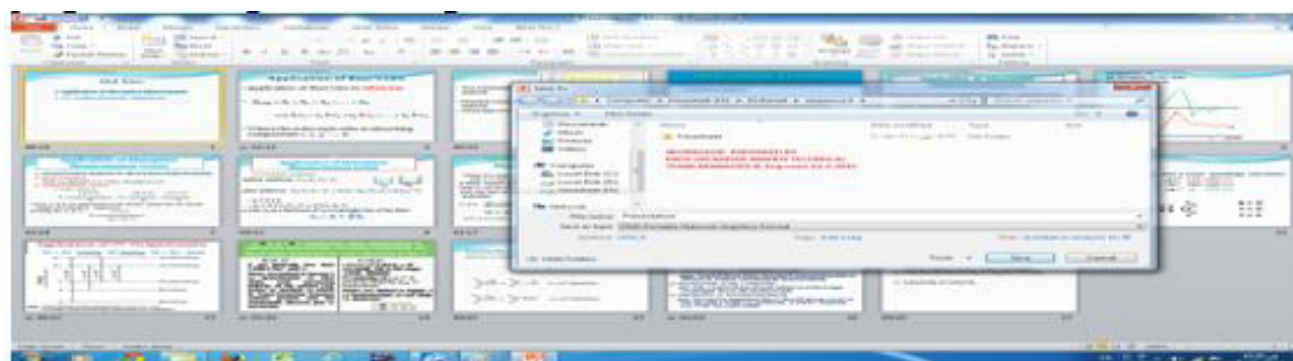


FIGURE 6. Inserting the timing of power point slides of the lecture inside the Timesheet program



FIGURE 7. Paste the power points images in the timesheet program

Step 3: Insert the timing of each image of the power point lecture. Figure 8, shows these steps.

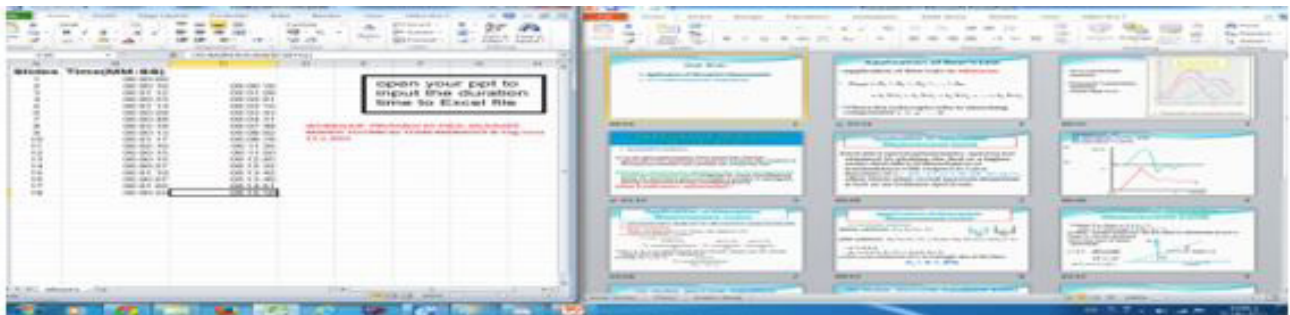


FIGURE 8. Inserting timing for power point images

Step 4: Insert the audio files.

Step 5: Inserting the video files inside the video folder.

Step 7: Opening the timesheet program and inserting the audio, video, image and timing folders.

Step 8: Producing the e-lecture. The timesheet program includes the synchronization between the audio, video and images. Figure 9, and Figure 10, show examples of online courses produced by the Avicenna Virtual Campus (2003-2014).



FIGURE 9. E-Lecture on Electromagnetic fields

Figure 10, shows examples of online courses produced by the Avicenna Virtual Campus (2003-2006) in different countries, Egypt, France, Algeria, etc.

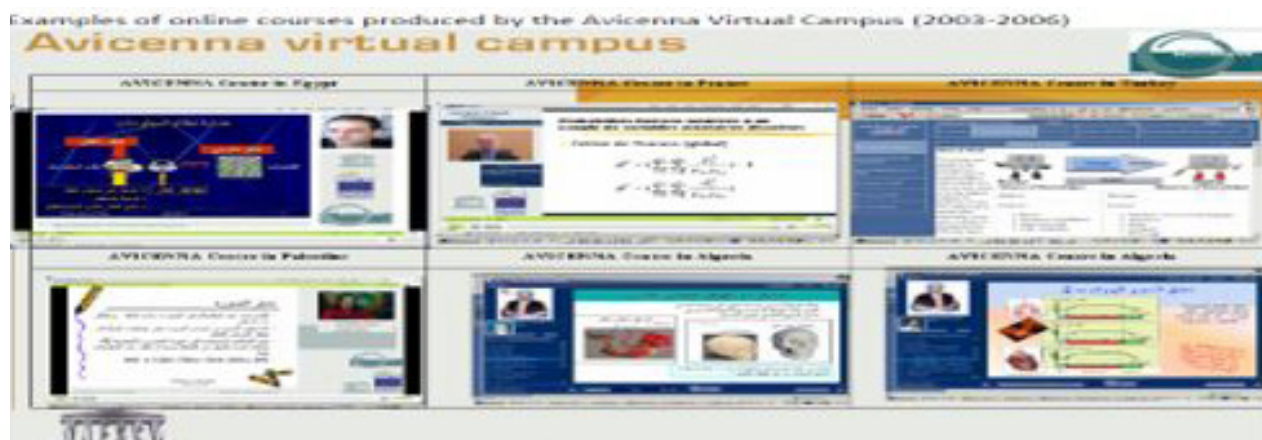


FIGURE 10. Examples of online courses produced by the Avicenna Virtual Campus (2003-2006) in different countries, Egypt, France, Algeria, etc.

4. RESULTS

The TIMESHEET technology software program and procedures are applied to create the E-Lectures on the mobile device as shown in Figure 11. In this method, the video, audio and power points slides are composed by using Timesheet program technology.



FIGURE 11. Adoption of on line E-Lecture on mobile device by using TIMESHEET Technology (Qaysar Mahdi, 2017)

The same technology also is adopted to produce the E-Lecture on the mobile phone.

Figure 12, shows the video, power point slides with the outline of the lecture on the mobile screen. Now, this adoption offers the possibilities to the teachers and students to log into the link of the ELMS for any course and could edit, publish, their courses, conferences, symposiums and downloads the video lecture, power points slides and apply the E-Examinations and E-Quizzes on the mobile phone.



Figure 12. Adoption of on line E-Lecture on mobile device (Qaysar Mahdi, 2017)
Figure 13, shows the ELMS and E-Curricula on the mobile device screen.

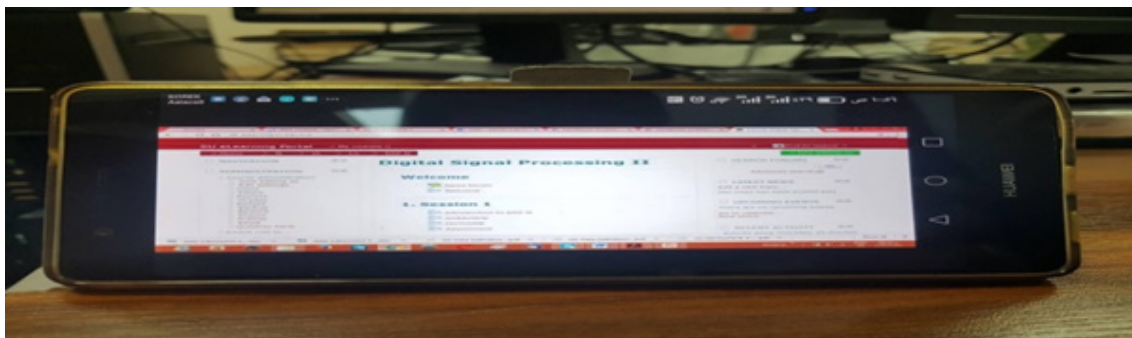


Figure 13. Presentation the ELMS and E-Curricula on the mobile device screen (Qaysar Mahdi, 2017)

Figure 14, shows, the design of the e-lecture and Quiz assessment. Figure 15, shows the multiple choices Quiz examination on mobile device screen (J.Prévost, 2001, & Attewell, 2005).
While Figure 16, shows the Quiz result of e-lecture on mobile device screen.

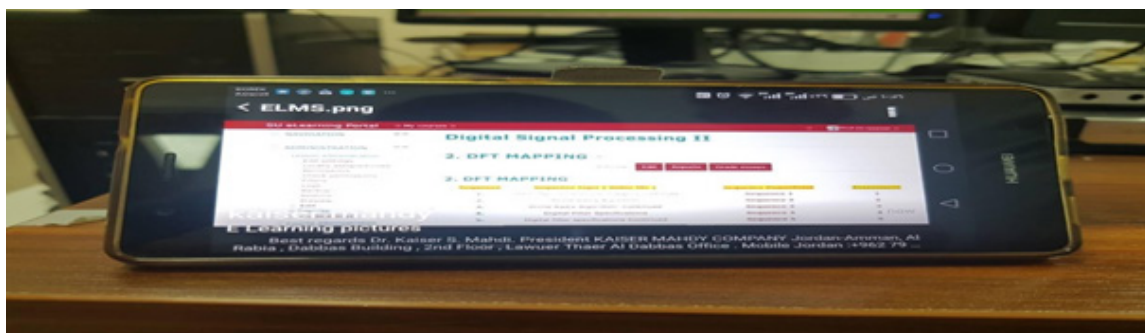


FIGURE 14. Design of the e-lecture and Quiz assessment in the Moodle platform on mobile screen (Qaysar Mahdi, 2017)

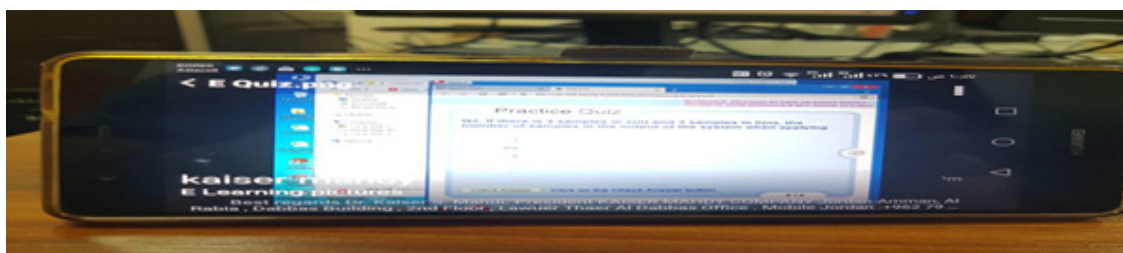


FIGURE 15. Multiple choice Quiz examination on mobile device screen

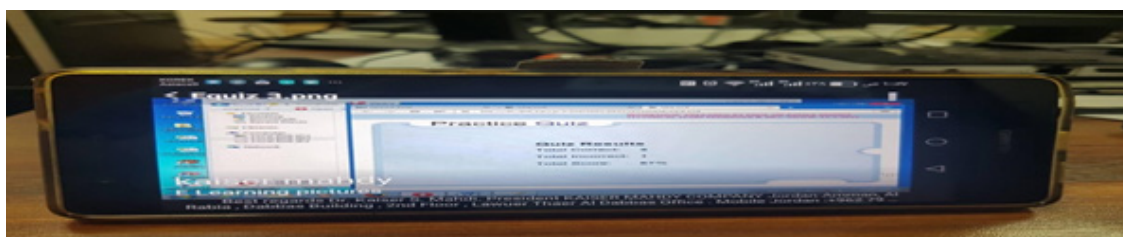


FIGURE 16. Quiz result of e-lecture on mobile device screen (Qaysar Mahdi. 2017)

Reference

- Attewell, (2005) "Using mobile technologies to develop new ways of teaching and learning, J.Herrington University of Wollongong, janherrington@gmail.com A.
- Clark W, Luckin R. (2013) "what the research says, iPads in the classroom, Institute of Education University of London.
- Falloon G. (2013) "Young students using iPads: App design and content influences on their learning pathways", Computers & Education; 68, 505-21.
- J.Prévost,(2001) ;<http://www.renater.fr/Video/2001ATHENS/JP-ATHENS MIL.PDF>.
- Jing Zhang*(2015) "A Novel Education Pattern Applied to Global Crowd of All Ages: Mobil Education" MADE IT Biotech (Beijing) Limited (North Gate of Tsinghua University of Power Plant, Beijing, China, 978-3-642-54146-9- 2015.
- Jun Hu*. (2015) "Adoption of Mobile Technology in Higher Education: An Introduction", Faculty of Engineering and Information Sciences, University of Wollongong, Wollongong, NSW, Australia, 978-3-642-41981-2-2015.
- Maria Luisa Vinci, Daniela Cucchi.(2018) "Possibilities of application of e-tools in Education: mobile learning ITI-IPIA Leonardo da Vinci Florence" / Italy.
- Melhuish K, Falloon G. (2010) "Looking to the future: M-learning with the iPad". Computers in New Zealand Schools: Learning, Leading, Technology; 22(3), 1-16.
- Qaysar Mahdi. (2017) " (Adoption of Mobile Technologies in Teaching), LAP Lambert Academic Publishing /Germany, ISBN No. 978-620-2-07535-0.
- Quinn, C. (2000). mLearning: Mobile, Wireless, in your Pocket Learning,
- LineZine,Fall2000.[Accessed16/12/2007].<http://www.linezine.com/2.1/features/cqmm iyp.htm>.

5. CONCLUSION

Adoption of mobile technologies in teaching and learning in this paper is presented and gives clear understanding and useful applications of the mobile facilities in E Learning and M Learning (Qaysar Mahdi, 2017).

Updating and developing the organization and design of the ELMS by the Timesheet technology and the modern UNESCO pedagogical model reflect the importance to shape and modify our teaching and learning process.

The e-syllabus on the Moodle platform is the main target and task that teachers and students must apply and adopt the mobile technologies to enhance their skills and performance and it is recommended that their teaching way must be involved to improve this process.

The teachers and students are invited to learn about the new technologies of mobile devices and it is very important to put a program in each school to open workshops to let teachers and students to be very skilled and qualified in producing their discussions, video conferences, e-courses, assessments, publications, conferences and researches.

For future it is suggested the cloud computing technology for M Learning which will facilitate and improve the performance of ELMS.

5. AVC E Learning centers of Salahaddin university Erbil Kurdistan and Phil

adelphia university in Jordan developed courses by this TIMESHEET TECHNOLOGY.

**An Analysis of Errors Made by Kurdish University Students in the English
Consonant Clusters System**

Alan Anwar Hassan¹, Nazaneen Shekh Muhammad Bapir

1Department of English, College of Education, University of Salahaddin

Erbil, Kurdistan Region - Iraq

2Department of English, College of Education, University of Salahaddin

Erbil, Kurdistan Region - Iraq

doi: 10.23918/vesal2019.a3

ABSTRACT

The study aims to indicate problems of a number of learners in transcribing consonant clusters. The input is collected out of classroom perceptions and transcribing test and words were detected in their written achievements. The participants are second year students at university of Salahaddin college of Education department of English. This research tries to specify the phonological errors in English and basically tries to focus on errors happen in final consonant clusters. Unlike Kurdish (which is the researchers' mother tongue), English allows up the combination of three consonants in initial position as well as four consonants in final position. For this reason, Kurdish learners of English face difficulty when they try to transcribe English syllables which contain such combinations of consonants. Thus, they try to insert a short vowel /i/ or schwa / / between the last two consonants, which may cause errors and it affects the number of syllabus as well. It is known that the number of the word cuts determined by the number of vowel sounds. Subsequently (20) students willingly have been chosen to transcribe (10) words, which contain final consonant clusters randomly, and data analysis showed that the participants don not have any problem in transcribing words containing initial and middle consonant cluster, while final clusters are problematic because the influence of the first tongue phonetics system, namely in case of two different languages have their patterns are distinct. As Kurdish, language does not allow certain consonant combinations in final position. While English permits the clusters of four consonants in final position. In addition lack of practicing is considered as another more issue. Being so, the purpose of the paper is to find out the difficulties which occurred in transcribing final consonant clusters.

Keywords: consonants. Final consonant clusters. Vowel insertion.

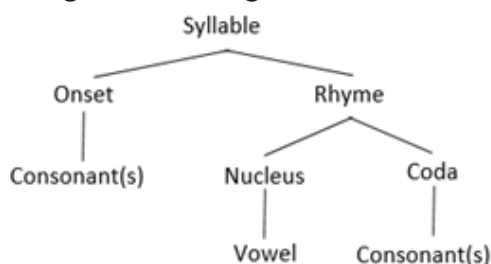
1. INTRODUCTION

This research came about as a result of observing the way that language learners speak in English. The research dealt with the academic learners in department of English, who study English as a foreign language. There is no doubt all have a mother tongue which functions as a filter and help to distinguish sounds. When foreign language is learnt, it is clear different set of sounds and different rules are required to combine them. Therefore, foreign language learners try to approximate or fit the sounds and rules in the other languages to those which are familiar with in their mother tongue. This research tries to specify the phonological errors in English and mostly tries to focus on errors happen in final clusters.

1.1. The Syllables

The syllable is “a unit of pronunciation typically larger than a single sound and smaller than a word”. (Crystal, 2003). A syllable in which stated by (Steriade, 2002) must contain a vowel or vowel-like sound, including diphthongs. The most common type of syllable in language also has a consonant (C) before the vowel (V) and it is represented as CV. The essential elements of the syllable are onset (one or more consonant), followed by rhyme. Moreover, (Laver, 1994) defines a syllable as “a complex unit made up of nucleus and marginal elements”.

Figure (1) Syllable structure



(Yule, 2009: p.45)

The syllable in English can begin with a vowel, with one, two or three consonants. No word in English begins with more than three consonants (Roach, 2002: 71). Thus, the maximum number of segments in the word-initial consonant cluster is three. At the beginning of English words (syllables), in many cases, the first element is /s/ and the second consonant is approximant /l, r, w, j/ (Duanmu, 2009).

1.2. English Syllabic Structure

The common type of syllable in English is CV the word (to) for instance. A syllable consists of onset and the rime in which itself consists of the vowel followed by consonants. English can have as many as three consonants before and four consonants after the vowel. The following is the possibility of the occurrence of an English syllable as: (C)(C)(C)V(C)(C)(C)(C). Syllable-initial consonant clusters and syllable-final consonant clusters are possible (Salmani-Nodoushan, 2006). Table (1). Consonant clusters possibilities.

English syllable Structure	Word	Transcription
V	Eye	/ai/
VC	an	/æn/
VCC	ant	/ænt/
VCCC	ants	/ænts/
CV	key	/ki:/
CVC	beg	/beg/
CVCC	nest	/nest/
CCV	clue	/klu:/
CCVC	steep	/sti:p/
CCVCC	flask	/flæsk/
CCVCCC	flasks	/flæskz/
CCVCCCC	trampled	/træmpld/
CCCVC	scree	/skri:/
CCCVC	screen	/skrin/
CCCVC	straddle	/strædl/
CCCVC	strangle	/stræŋgl/
CCCVC	strengths	/streŋθz/

Table(1) cited from (www.sciedu.ca/wjel World Journal of English Language Vol. 2, No. 4;

2012Published by Sciedu Press 72 ISSN 1925-0703 E-ISSN 1925-0711)

1.3 Consonant Cluster

A consonant cluster is defined as a group or sequence of consonants that appear together in a syllable without a vowel between them. Both onset and coda can consist of more than one consonant. (Yule, 2009)

1.4 Initial Clusters

According to (Duanmu,2009) initial consonant clusters are divided into two types in English: One type is composed of /s/ followed by one of a small set of consonants (/p,t,k,f,m,l,n,w /). Table (2/A). two initial consonant clusters

Table (2/A). two initial consonant clusters

		initial	Pre-initial
sting	st	s	t
sway	sw	s	w
smoke	sm	s	m
slang	sl	s	l

The sounds in these clusters are categorized as pre-initial consonant followed by initial consonant (Laver,1994; & Roch,2000). It seems that Kurdish learners of English have no problems in producing initial consonant clusters as their phonetic rules allows them to use more than one consonant at initial position. For instance, (Frya- help), (gran- heavy or expensive). On the contrary in several other Kurdish words especially with two initial consonant clusters a random hidden vowel (bizroke) /i/ is inserted for the ease of writing, but not speaking specifically when the second consonant is either liquid (r) or (l) for instance: (pi - full), (xi - round), (ki - silent), (dil- heart), (si - anesthesia), (di - savage). Another possible cluster in syllable initial position argued by (Yoshida) in which consists of three consonants and they can be labelled as pre- initial , initial and post- initial. For instance, /sp, sk, st / followed by /r,j,l/ as in spray /spre /, spume /spju m/, spleen /spli n/, screen /skri n/, square /skwe r/, skew /skju / strong /str /.

Table (2/B). Three initial consonant clusters

Table (2/B). Three initial consonant clusters

		Pre-initial	initial	Post-initial
Splash	spl	s	p	l
Spurious	spi	s	p	j
Screen	skr	s	k	r

As a matter of fact this credited to the similarity between the two languages Kurdish and English which is a positive transfer according to Lado's theory which two languages are the same in the structures and forms, no difficulty would be anticipated (Lado, 1957).

1.5. Medial Clusters

Roach (2000) provides a quite number of examples concerning middle consonants clusters such as, camping ; / kɑmp / -extra; / kstr /, -reply ; /r pl / -windy ; / w ndi/ movement ; / mu vm()nt/ -description ; /d skr p ()n/ -import ; / mp t/ -blackboard; / blakb d/. That is applicable on Kurdish sound system for instance: ruxsar (appearance), dilbar (loved), dastar (motar), Kurdistan, rizgar,(savior) dastmal (scarf) .

1.6. Final Clusters

Any consonant may be a final consonant except (h,w,j). And they are divided into three sets. One begins with a final consonant preceded by a pre-final consonant and the other a final consonant followed by a post-final consonant. The pre-final consonants form a small set such as / m,n, ,l,s/. The post-final consonants also form a small set: s, z, t, d, ; example words are: 'bets' /betz/, 'beds' / bedz/. (Diouf Lo, 2002) Duanmu states that all the words are syllabified and many of them exceed CVC. For instance, English example (texts). And consonants beyond CVCC are licensed only a consonant suffixes as in (help-helps) is added. Therefore, words final consonants can be elaborated in terms of morphology and no need to count phonology. (2009) Table (3/A). Three final consonant clusters which consist of pre-final, final and post final.

		Pre-final	Final	Post-final
Helped	He	L	P	T
Banks	<u>g</u>	ŋ	K	S
Bonds	<u>g</u>	N	D	Z

Cited from www.uababylon.edu.iq/prints/pudoc-2-27900-748.docx

Table (3/B). a cluster of one post-final.

		Pre-final	final	Post-final 1	Post-final 2
Fifths	Fi	-	F	θ	s
Next	Ne	-	K	S	t
Lapsed	<u>g</u>	-	P	S	t

Cited from www.uababylon.edu.iq/prints/pudoc-2-27900-748.docx

Table (3/C). a final consonant preceded by a pre-final and followed by post-final one and post-final two.

		Pre-final	final	Post-final 1	Post-final 2
twelfths	<u>g</u>	L	f	θ	s
prompts	<u>g</u>	M	p	t	s

Table (3/D). consisting of a final consonant with no pre-final but three post-final consonants:

final			Post-final 1	Post-final 2	Post-final 3
sixths/sɪksθs/	sɪ	.k	s	θ	s
texts/tɛksts	tɛ	.k	s	t	s

Cited from www.uababylon.edu.iq/prints/pudoc-2-27900-748.dox

English allows consonant clusters at the beginning and end of syllables (Roach, 2004: 71.72). Similarly, Kurdish learners of English can produce two final consonant clusters as their phonological system permits that, like: (dost- friend), (merd- brave), (reng- colour), (behe t- paradise), (xu k- sister), (pird- bridge), (sard- cold). Therefore, they transcribed two consonant clusters in English easily. However, in several other Kurdish words which end up with two consonants, a hidden vowel /i/ or as (Yosida) call it extra vowel is inserted such as (xanim- lady), (nerim- soft), (xwêndin-studying), (gerim- hot), and that is for the ease of articulation. Conversely, the problem aggravates with three and four consonants, as Kurdish learners try to facilitate the production of three or four final consonants in English by inserting a short vowel in between the last two ones, and that is due to the limit of the number of consonants which end up words in Kurdish language as they do not exceed more than two consonant clusters and Kurdish language has tendency to open syllable rather than closed syllable. Consequently, Kurdish learners mistranscribed words end up with more than two consonant clusters as short vowels /i/ or / / inserted. (see the appendix). That is asserted by (Yoshida) when he claims that some languages or do not have such a huge numbers of consonant clusters as English language has. Therefore, learners whose languages contain different syllable rules may face problem in achieving certain English words. Being so, learners try to find suitable ways to cope with new pattern by adding unneeded vowels between the last two consonants.

2. Methodology

2.1. The sample

The population is limited to the students of College of Education Department of- English Salahaddin University. The total number of the participants was (20) students. The study sample was randomly selected. In order to conduct the study, the researchers have chosen (10) examples for two tests: pre-test and post-test. These two tests were given to the same random participants with three months apart. Then the percentage of performance of the participants in both tests is showed according to certain statistical procedures of sample percentage in pre- test scores and post-test scores, the mean of each test in each word is displayed. Finally the comparison of both tests is conducted to see if there is any improvement in the post test in transcribing the final consonant clusters correctly. The examples include final consonant clusters, their correct transcription, and the students' mistranscription.

2.2. Reliability of the Test

Reliability refers to the consistency of the results that follows from the use of a test (White & Gunstone .1992:177) a test can be considered reliable if it shows the same results over a given period of time. The test has been administered to the same group of students (sample) after three months. The statistical has been obtained from the two administrations.

3. Results and Discussion

It indicates that there is a statistical significant difference in performance of the participants in transcribing the final consonant clusters in two tests. So the average of the first word in pre-test is (0.8) and the average of the first word in post-test is (0.9). The average of the second word in pre-test is (0.7) and the average of the second word in the post-test is (0.85). The average of the third word in pre-test is (0.7) and the average of the third post-test is (0.95). The average of the fourth word is (0.75) and the average of the fourth word in post-test is (0.8). The average of the fifth word in pre-test is (0.7) and the average of the fifth word in post-test is (0.9). The average of the sixth word is (0.95) and the average of the sixth word in post-test is (0.8). The average of the seventh word in pre-test is (0.85) and the average of the seventh word in post-test is (0.8). The average of the eighth word in pre-test is (0.35) and average of the eighth word in post-test is (0.45). The average of the ninth word in pre-test is (0.75) and the average of the ninth word in post-test is (1). The average of the tenth word in pre-test is (0.75) and the average of the tenth word is (0.9). So it is clear that there is improvement in all the words except the (6 and 7) word.

Table (4). the average of both tests

Avr1	Avr2	performance		percent
0.8	0.9	0.1	Positive	10
0.7	0.85	0.15	Positive	15
0.7	0.95	0.25	Positive	25
0.75	0.8	0.05	Positive	5
0.7	0.9	0.2	Positive	20
0.95	0.8	-0.15	Negative	-15
0.85	0.8	-0.15	Negative	-5
0.35	0.45	0.1	Positive	10
0.75	1	0.25	Positive	25
0.75	0.9	0.15	Positive	15

The percentage of both tests calculated and indicated that there is improvement in transcribing the words correctly in the post-test after practicing for a while to avoid inserting short vowel and schwa which the second hypothesis is verified that the mistakes result from the lack of practice in addition to mother tongue reflection. According to Lado's theory (1957) the most errors will occur in phonological aspects when the two languages differ from each other.

4. CONCLUSION

To conclude the result of this paper showed that the participants made many errors in producing final consonant clusters which can be attribute to the impact of mother tongue in which Kurdish language does not allow many consonant clusters in final position and because of in some cases a hidden vowel is added between the consonants especially when the last one is on of the liquids sounds. Therefore, a vowel is inserted between the final consonants that are to make the production of the words easier as the reflection of the Kurdish one. Moreover, the lack of exposure to English language which negatively serve Kurdish university students productions. Another reason which should be acknowledged is the falls performance by some university instructors who have not been trained adequately to teach pronunciation correctly. This will encourage students to poor performance in many English words.

4.1 Pedagogical implication

To the best of our knowledge practicing is the super way to overcome the problem of transcribing, as it is that clear practice makes perfect. Being so, different common ways of practicing are being suggested as solution for the students to improve their pronunciation of the final consonant clusters as follow:

- 1- Imitating the native: students are required to listen to a model then imitate him/her.
- 2- Recording the voice: students are in need of a tape recorder to record their own voices so that they will be able to hear their own voices and notice their own progress and mistakes as well.
- 3- Use mirror: it is very necessary for students to look at the mirror in order to see the movement and changes of the organs of speech, the lip shapes in particular.
- 4- Peer- review: students can collaborate with one another especially the one which has good pronunciation can help others and correct their transcription mistakes. Peer-reviewing could be repeated daily.
- 5- Teaching strategy: a good pronunciation technique and an adequate teaching strategy can be followed in phonetics and phonology courses.

APPENDIX

A/1: the sample of words conducted in pre-test and post-test.

	English words
1	Attempts
2	Months
3	Students
4	Contacts
5	Affects
6	Texts
7	Laughs
8	Thousands
9	Thanks
10	Helps

A/2: Pre-test

Attempts	/atempt/	attempts	/atempt/
months	/months/	months	/months/
Students	/stjudent/	Students	/stjudent/
Contacts	/kontakts/	Contacts	/kontakts/
Affects	/afekt/	Affects	/afekt/
Texts	/tekst/	Texts	/tekst/
Laughs	/laf/	Laughs	/laf/
Thousands	/thausands/	Thousands	/thausands/
Thanks	/tanks/	Thanks	/tanks/
Helps	/help/	Helps	/help/
2/10		2/10	

A/3:

Post test

Attempts	/atempt/	attempts	/atempt/
months	/months/	months	/months/
Students	/stjudent/	Students	/stjudent/
Contacts	/kontakts/	Contacts	/kontakts/
Affects	/afekt/	Affects	/afekt/
Texts	/tekst/	Texts	/tekst/
Laughs	/laf/	Laughs	/laf/
Thousands	/thausands/	Thousands	/thausands/
Thanks	/tanks/	Thanks	/tanks/
Helps	/help/	Helps	/help/
6/10		6/10	

References

- Crystal, D. (2003). A dictionary of linguistics and phonetics. 5th ed. Blackwell Publishing.
- Diouf Lö, A.(2002). The Production of Consonant Clusters of English by Wolof Speakers: An Error Analysis.
- Duanmu, S. (2009). Syllable Structure: The limits of Variation. Oxford: Oxford University press.
- Lado, R. (1957). Linguistics Across Cultures, Ann Arbor: University of Michigan Press.
- Laver, J. (1994). The principles of phonetics. Cambridge.Cambridge University Press.
- Roach, P. (2011). Glossary- A Little Encyclopedia of Phonetics. P. (2004). English Phonetics and Phonology.7thed.Cambridge: Cambridge
- Salmani-Nodoushan, M. A. (2006). Phonology and phonetics. US: American Lulu.
- Steriade D.(2002). The syllable. In W. Bright. Oxford encyclopedia of Linguistics: oxford press
- White. R. V. and Gunstone, R. (1992). Probing Understanding. London: The Flamer Press in Fatima Rahim (2013) Investigating EFL Cpllege Teachers' and Learners' Attitude toward Using Authentic Reading Materials in Misan, Misan University, Iraq
- Yoshida,M. The syllable Structure and Consonant Cluster. University of California Irvine Extension. International Programs.Teaching English as a Foreign Language Certificate Program
- Yule, G. (2010). The Study of Language. 4th ed. Cambridge press

Online Sources

- www.sciedu.ca/wjel World Journal of English Language Vol. 2, No. 4; 2012
- Published by Sciedu Press 72 ISSN 1925-0703 E-ISSN 1925-0711 <https://www.britannica.com/>
- <http://www.btinternet.com/ted.power/clustersindex.html>
- <https://www.uababylon.edu.iq/prints/pudoc-2-27900-748.dox>
- <https://www.Teachingenglish.org.uk/article/consonant-v-vowel>
- <https://www.slideshare.net/sukarif/consonantclusters?qid=937487da-7b0b4cf5-beca8e2d84519&v=&b-&from-search=1>

Alienation in And the Mountains Echoed by Khaled Hussein

Goran Omar Mustafa

University of Halabja, Department of English Language, Halabja

goran.mustafa@halabjauni.org

doi: 10.23918/vesal2019.a4

Abstract

Alienation is one of the controversial terms that has as much as definitions as the number of social sciences. Many classical writers used alienation as a theme of their writings because of its significance in the life of human beings. Yet, in the modern age, the phenomenon has not lost its significance and it drew the attention of many researchers and writers to write about it. This paper is an attempt to explore this phenomenon in one of the novels of the Afghan-American writer Khalid Hosseini. First, the term is illustrated and some definitions are provided. Then the Researcher references to the Melvin Seeman's five variants of alienation (powerlessness, meaninglessness, normlessness, isolation, and self-estrangement) and uses them as a framework for discussing and understanding the way the term is treated by the novelist. The researcher tries to investigate how the novelist treated with this phenomenon in *And the Mountain Echoed* and how reflects in the life of the characters. Many characters in the story go through alienation and they feel isolated from their environment, things, other people and even themselves. I try to find out the source of their alienation and how it affects the course of their lives.

Key Words:

Alienation, powerlessness, meaninglessness, normlessness, isolation, self-estrangement, Khalid Hussein, *And the Mountains Echoed*.

Introduction

As Warren D. Tenhouren quoted from Mose Peckham "Alienation was the problem of the 1840s, and it is the problem today." (Tenhouren, 2016, p. 7) After 42 years of Mose's book, alienation is still a problem and will remain as a problem of human beings. Concerning the existence of this phenomenon in human history, Seeman quoted Erich Kahlmer's remark in his article, *On the Meaning of Alienation*, "The history of man could very well be written as a history of the alienation of man." (Seeman, 1959, p. 783) So still it requires more research to be done to have a better understanding of the phenomenon. It drew the attention a lot of the modern researchers and writers. It is also one of the controversial concepts and we have different definitions of it and few people know exactly what the concept means (Schacht, 2015)

If we have a quick literature review of the term we see that there are as many different definitions as the social sciences. Each social science introduces the concept from its perspective and sometimes their definitions are "self-contradictory" or "overlapping". (Geyer, 1974) Having so many definitions of the term is not always good for the researchers and readers as some times they may face confusion and find themselves in a vague impression. In spite of this fact, still, we need to know what is alienation and provide some definitions. Jaggi in his book *Alienation* defines the term as a state where one cannot form a relationship with other people, things, social organizations and above all with oneself. The one who feels alienated sees the world as an absurd and meaningless place, a world where one does not feel comfortable, does not consider it as home, and feels powerless in front of it. The alienated person feels like an outsider to itself and no more finds himself as an "actively effective subject" but a "passive object" in the absurd world. (Jaeggi, 2014)

According to Sidney J. Jackson, Eric Fromm is one of the great writers that had a great role in popularizing the term in modern America. (Jackson, 1983) Erich Fromm in his book, *The Sane Society*, defines the term as a 'mode of experience' in which one might find himself as an 'alien'. He is estranged from himself.

The alienated person is not the center of his world nor the owner of his actions, but a submissive being of the results of his own actions. He has no real emotional relations or connections with himself or the world and people outside his world. He is more treated as a thing or an object rather than an emotional being. (Fromm, 1956)

Clark in his article, *Measuring Alienation Within a Social System*, provides a definition and stated: "alienation is the degree to which man feels powerless to achieve the role he has determined to be rightfully his in specific situations." (Clark, 1959) So this phenomenon happens when a person sees that cannot play the role in the communities he\she dreams to have or he\she is unable to get what he\she desires. Then, this leads to a feeling of disappointment and finds himself\herself as an isolated being.

As quoted in (Nettler, 1957) Grodzins defines alienation as a condition where a person has no feeling of 'belonging' to his society or country. The alienated person does not satisfy with personal relationships. He states that the alienated person is "potentially disloyal citizens" and this phenomenon may happen in some kinds of personalities and societies. (Nettler, 1957)

Irene Taviss (1969) in his article, *Changes in the Form of Alienation: The 1900's vs. The 1950's*, mentions two different types of alienation. He states that very little attention is given to differentiate between the two types of alienation, social alienation, and self-alienation. Due to this failure, some confusion may arise between various theorists' definition of the terms. For the author, social alienation is a state in which a person may consider the 'social system' that he lives in as 'oppressive' and 'incompatible' with some of his temptations and this leads him to feel isolated from the society. But self-alienation is a state in which the person may not find any connection between his 'inclinations' with the social values or norms. (Taviss, 1969) The author goes further and states the different characteristics of each one of the kinds of alienation. According to him the features of social alienation are "(1) isolation or estrangement from other people, (2) estrangement from norms and values, and (3) violative behavior – and for self-alienation (1) suppression of or distance from needs (2) objectification of self and projection of powers, and (3) over-incorporation into society." (Taviss, 1969, p. 47)

Karl Marx is another philosopher that illustrated the phenomenon of alienation, specifically in his early writings. He is the one that introduced alienation into the social sciences generally. (Jackson, 1983) Marx introduces four different types of alienation. (1) Objectification: alienation of labor from what they produce. The worker 'loses' control over the things he produces and the product stands against the producer. Man wants to shape nature through the consequences of his labor, but the result is that the man's own labor would manipulate man as an isolated being. (2) Self-Alienation: alienation of man from his own working and 'work as life-activity'. The labor that is produced by man would be an outside force and then leads to self-alienation and man considers himself as a stranger that has no connection to his production. Because the action of producing becomes routine and no attention is given to the psychological aspect of the worker. (3) Species Alienation: alienation from the 'species being'. Man is a laboring animal with free will, unlike the other animals who are under compulsion to work. When a man is obliged to work and alienated from his own production, would lead to feel alienated from his species being. In such condition, man loses his identity and finds himself as a degrading machine and 'mentally and physically dehumanized'. (4) Alienation from fellow man. This kind is a direct result of the previous one. When an individual is isolated from his production loses his identity, would be an estranged being and alienated from his fellow men and society as well. (Geyer R. F., 1976) (Shah, 2015) So we see that Marx views alienation from an economic perspective. He believes that man is a laboring animal and the only distinction with other animals is that he is not strictly obliged to work. Man's labor and work can be productive only when he is free and options are provided. In a capitalist society, it would somehow be impossible for a person to be free to work. a worker works but he is alienated from his own works and things produced. So in the end, the consequences would lead a man to feel estranged and alienated from his work, his production, species being, fellow men and himself as well.

2. Seeman's Variants of Alienation in And the Mountains Echoed

Seeman (1959) in his paper *On the Meaning of Alienation*, states the aim of his article as "to provide an approach that ties the historical interest in alienation to the modern empirical effort." (Seeman, 1959) Seeman distinguishes five different alternative meaning of alienation: 'powerlessness, meaninglessness, normlessness, isolation, and self-estrangement'. The author believes that alienation had those five different usages in the past. Seeman treats with the phenomenon from a 'social-psychological' perspective. He tries to find out "(a) the social conditions that produce these five variants of alienation, or (b) their behavioral consequences." (Seeman, 1959, p. 784)

But the question of why Seeman's set of variants may come up for the readers. The researcher has chosen Seeman's variants of alienation as a framework because Seeman collected all of the different meanings of alienation that were discussed in the past by the great writers and theorists. According to Senekal (2010), there are many classifications in the past but none of them is useful as Seeman's for the current studies. He writes "Seeman reformulated and elaborated on Marx's notion of alienation, and formulated a methodological framework, which is better suited to the study of sociological tendencies." (Senekal, 2010, pp. 21-2) Even though there are writers that see alienation as a procedure rather than as some different variants. Halim Barakat in his article, A Process of Encounter between Utopia and Reality, sees alienation as 'a process rather than a set of variants.' He clarifies the process well and writes, the aim of his paper is "making a distinction between source of alienation, alienation as a mode of experience and consequences of alienation." (Barakat, 1969, p. 1) The researcher believes that Seeman's set of variants is a better framework to investigate the treatment of the phenomenon in a work of fiction. He makes an attempt to find out the source of the alienation and the behavioral consequences of alienation.

This paper tries to discuss and analyze the theme of alienation in Khalid Hosseini's *And the Mountains Echoed* novel based on Seeman's approach. Furthermore, each one of the variants would be illustrated and then analyzed how each one reflects in the life of the characters. The researcher tries to analyze the characters that are facing the phenomenon in the story of the novel. He would find the source of the feeling of alienations and how it affects their behavior in the course of their lives.

Khalid Hussein from the very beginning of the novel through a fable story of separation between a father and a son that is narrated by Saboor to Pari and Abdullah prepares the readers to the great separation between Pari and Abdulla. A separation that affects the characters after generation and readers go with until the end of the novel. This separation would affect the lives of many characters in the novel and they experience a kind of alienation. Alienation is one of the main themes of the novel. Many characters face alienation and each one experiences at least a variant of alienation if not more. The researcher tries to distinguish the alienation that characters experience or face according to the five different variants of Seeman.

2.1 Powerlessness

Seeman considers powerlessness as the first use of alienation. This use is taken from the Marxian view of labor's situation in a 'capitalist society'. The government or the company takes away the rights and means of a decision of the labor. (Seeman, 1959) according to Seeman this variant of alienation can be considered as "as the expectancy or probability held by the individual that his own behavior cannot determine the occurrence of the outcomes, or reinforcements, he seeks." (Seeman, 1959, p. 784)

In this sense and meaning of alienation, there are many examples in the novel that we can provide and discuss from this perspective of alienation. The novel begins with the story of the separation of Baba Ayub and Qais. Qais is the youngest and most beloved son of Baba Ayub. Saboor narrates this story for his two children, Abdullah and Pari. Through this story of separation, the writer prepares the readers for the great separation of Abdulla and Pari which is the heart of the separations in the novel. It happened one day that a div came to Maidan Sabz...Everyone at the village knew why the div had come...Families prayed that the div would bypass their home for they knew that if the div tapped on their roof, they would have to give it one child...I guess you know which rooftop received the div's dreaded tap. (Hosseini, 2013, p. 8)

The div lets the parents surrender one of their children to the div. Baba Ayub is really powerless in front of the div and he is sure that takes one of them. The div takes the youngest and most beloved son of Baba Ayub. This event can be analyzed under the shed light of the first variant of alienation. If we see from a Marxian view Baba Ayub can be considered as a worker that is powerless in front of the decisions of the ruling capitalist, who is the Div, and Qais is the product of Baba Ayub. Baba Ayub would get alienated from his own product that is Qais. After Baba Ayub's separation with his beloved son, Baba Ayub experiences a kind of alienation. The consequence of the separation leads to this: He didn't work, didn't pray, hardly ate. His wife and children pleaded with him, but it was no good. His remaining sons had to take over his work, for every day Baba Ayub did nothing but sit at the edge of his field, a lone, wretched figure gazing toward the mountains. He stopped speaking to the villagers. (Hosseini, 2013, p. 9)

It is crystal clear that the separation and the alienation affected Baba Ayub's life Socially and psychologically. Socially he is alienated from other people of the village including his family members or we can say he is alienated from the whole society. psychologically, he is in a struggle with himself in what to do to correct his decision. Also, he has alienated from himself and always sits alone and is in deep thinking.

2.2 Meaninglessness

The second form of the alienation term can be summarized as the idea of meaninglessness. Seeman states that alienation in this usage is when “the individual is unclear as to what he ought to believe when the individual’s minimal standards for clarity in decision-making are not met.” (Seeman, 1959, p. 786) So the one that alienated in this sense cannot make a decision as there is not sufficient information and clarity. As he cannot choose among the options, he is not capable of predicting the results of his action. Then the person faces a situation that finds it meaningless as the consequences are not predictable.

Another event of the novel that is somehow the same just like Baba Ayub’s story, is the story of the separation of Abdullah and Pari, two of the main characters of the novel. This separation is the heart or core of the separations of the novel and would, in some way, affect the lives of most of the characters of the novel.

Saboor, Abdullah and Pari’s father, is very poor and hardly can provide his family’s bread. He lost a boy as he was so poor that he did not have enough money to buy warm clothes and other necessary things for him and protect him from the harsh and merciless winter. Uncle Nabi works for Wahdati’s family and arranges the Sale of Pari to Wahdati’s family. Saboor faces a situation that he cannot predict the consequences of his decision, the decision of selling Pari to Wahdatis’ family. Saboor experiences this form of alienation as he is between two difficult options, selling Pari and getting money to protect his other children from one side and keeping Pari and waiting for the hard, brutal and merciless winter to take away one or two of his children. He was sure that he cannot provide a decent life or at least protect them from the harsh winter. So due to economic condition and poverty, he would choose to sell Pari and get some money to protect the others. After the selling, Saboor finds himself disappointed and feels very isolated. In chapter two when the novel is narrated from Abdullah’s perspective, he would let us know how his father’s life changed after abandoning Pari to Wahdati’s family. Abdullah says:

“Maybe, Abdullah thought, Father had sold the Wahdatis his muse as well.

Gone.

Vanished.

Nothing left.

Nothing said.” (Hosseini, 2013, p. 30)

We know that even though Saboor sold Pari he has great affection to his daughter. We see that Saboor no more narrates stories and everything is gone with Pari. Abdullah very easily realizes that his father estranged from himself and society. Even when Uncle Nabi pays them a visit, Saboor does not want to see him again as if Nabi obliged him to sell Pari. “Saboor said pointedly, “You’ve given your gifts. Now it’s time to go.” ... Saboor did not want to set eyes on me again and I understood.” (Hosseini, 2013, p. 59)

2.3 Normlessness

This one is derived from Durkheim’s description of “anomie.” It refers to a state of ‘normlessness’. In traditional usage, anomie refers to a social condition that all the social norms and values are disintegrated and people do not consider them as effective rules of their conduct. (Seeman, 1959)

Many characters have problems with social norms and values. Nila Wahdatti is the one that is so obvious in having this variant of alienation. She has problems with social rules. We find no connection between Nila and the Afghan social and cultural values and norms even though she was born in Afghanistan. The following excerpt in chapter four from Uncle Nabi’s letter to Markos may reveal some facts about Nila’s feeling of normlessness. But Nila’s poems defied tradition. They followed no preset meter or rhyming pattern. Nor did they deal with the usual things, trees and spring flowers and bulbul birds. Nila wrote about love, and by love I do not mean the Sufi yearnings of Rumi or Hafez but instead physical love. She wrote about lovers whispering across pillows, touching each other. She wrote about pleasure. I had never heard language such as this spoken by a woman. (Hosseini, 2013, p. 56)

Nila is a poet, but not a poet that follows the traditional way of writing poems. She defies all the social and cultural rules that confine a woman. She is unlike Rumi or Hafez, speaks about physical love which is a taboo for a woman in such kind of culture. The quote shows how she never cares about the social values and it is only a sample of her life. Nila is so alienated that ‘social norms no longer effective as rules for behavior.’ She experiences a kind of normlessness

Nila is born from an Afghan father and a French mother. She is not tied to the Afghan Culture and society. Her marriage to Mr. Wahdati was an escape from his father's house. Nila faced so many allegations like 'she had no nang and namoos, no honor,' but as the social and cultural norms and rules were not important for her, as Uncle Nabi Narrates, "Worst of all, he said, not only had she made no attempt to deny these allegations, she wrote poems about them." (Hosseini, 2013, p. 47) Because it was not important for her to be called or referred to as any name.

Also when her husband Suleiman had a kind of heart attack, according to social and cultural rules and values, Nila has to stay beside him and welcome their guests. Despite this fact, Nila neither cares about Mr. Sulaiman nor about the guests. Uncle Nabi again in chapter four tells us about another situation that clarifies how Nila experienced this feeling of normlessness. "When people were packing the house wall to wall, Nila retreated upstairs into Pari's bedroom with her," (Hosseini, 2013, p. 60)

2.4 Isolation

The fourth type of alienation is called isolation. According to Seeman "The alienated in the isolation sense are those who, like the intellectual assign low reward value to goals or beliefs that are typically highly valued in the given society." (Seeman, 1959, pp. 788-9) The alienated being does not care about the things that are considered as significant by most of the people. In Nettler's language, the person is isolated from his society and culture. (Seeman, 1959)

In this regard, there are two characters that experience this form of alienation more than the other characters. Mr. and Mrs. Wahdati are a married couple that they live under the same roof but they are so disconnected and have no spiritual relations. Uncle Nabi in chapter four narrates "I knew from the start that the marriage was an unhappy one. Rarely did I see a tender look pass between the couple or hear an affectionate word uttered." (Hosseini, 2013, p. 48) Both of them are not giving high values to social and cultural norms and rules. To prove the statement there are many situations in the story but providing two excerpts for each one may suffice to show the truth of the statement.

Every morning after breakfast Mr. Wahdati took Uncle Nabi with himself for a morning walk. All the time they walk together Mr. Wahdati would make no communication with Nabi. He is always silence. He gives no values to the social rules and norms which are important for people. As Uncle Nabi says in chapter four, "He hardly said a word to me in the course of these walks and seemed forever lost in his own thoughts..... The rest of the day, he mostly retreated to his study upstairs, reading or playing a game of chess against himself." (Hosseini, 2013, p. 45) Mr. Wahdati behaves as if he is the last man on earth. He makes no connection or communication with anyone. Even when he plays a game of chess he would play alone and does not share with anyone. Mr. Wahdati, comparing to the other characters, is more educated. This can be a reason that always pushes him to retreat from society and the other people.

Nila, the beautiful wife of Mr. Suleiman Wahdati, from the very beginning when appears in the story, she seems has no real connection to her society and culture. To escape her loneliness and unhappy marriage, she accepts Nabi's suggestion to adopt Pari as her own daughter. Even Pari cannot save Nila from the feeling of isolation and estrangement. When she is in Paris she considers her decision of the adoption as a mistake. In the end nothing can save her from this feeling, that is why, maybe, in the end she decides to commit suicide. In chapter six through an interview reveals a lot about her character and personality. She says "I had little interest in food or conversation or entertainment. I was averse to visitors. I just wanted to pull the curtains and sleep all day every day. Which was what I did mostly." (Hosseini, 2013, p. 115) She always wanted to keep away herself from society and the people because she could not build a real relationship with them. She finds it too difficult to continue to live with her dad, as her dad considered her writings as 'the ramblings of a whore.' Also, he said that she 'damaged his family name beyond repair.' That is why when Mr. Suleiman Wahdati asks her father for her hand directly she accepts the proposal. In the interview in chapter six, she reveals the secret of this acceptance. "That was how I felt, disoriented, suspended in confusion, stripped of my compass. Unspeakably depressed as well. And, in that state, you are vulnerable. Which is likely why I said yes the following year, in 1949, when Suleiman Wahdati asked my father for my hand." (Hosseini, 2013, p. 115)

2.5 Self-Estrangement

The final usage of alienation refers to self- estrangement. This type of alienation is mostly taken from Eric Fromm. In his book, *The Sane Society*, he writes “By alienation is meant a mode of experience in which the person experiences himself as an alien. He has become, one might say, estranged from himself.” (Fromm, 1956, p. 117) according to Seeman, self-estrangement refers to a situation in which a person cannot discover ‘self-rewarding’. In this sense, the workers, the housewives anyone that works ‘only for its effect on others’ all are different types of self-estrangement in a different level. (Seeman, 1959)

In *And the Mountains Echoed* many characters experience this form of alienation. The separation of Abdullah and Pari can be seen as the source of many of the alienations in the novel, and it affects the lives of many characters and leads them to feel estranged from themselves. Abdullah and Pari have a great fond of each other that is why their separation would leave a great impact on Abdullah’s life. After the separation, Abdullah finds no meaning of staying in Shadbagh. This excerpt from the novel may clarify the situation well.

His days in Shadbagh were numbered, like Shuja’s. He knew this now. There was nothing left for him here. He had no home here. He would wait until winter passed and the spring thaw set in, and he would rise one morning before dawn and he would step out the door. He would choose a direction and he would begin to walk. He would walk as far from Shadbagh as his feet would take him. (Hosseini, 2013, p. 31)

Abdullah is in his own home and village physically but spiritually is not there because after Pari nothing left for him to give a meaning to his life in Shadbagh. For someone to feel estranged or alienated it is not required always to go exile, when nothing connects you to your home even, you experience this feeling of alienation just like Abdullah. Now he is just passing time to pass winter. After that he would go away from Shadbagh, the village of past experience with Pari, to somewhere in the world. Where he would go, is not important for him as he just wants to ‘walk as far from Shadbagh as his feet would take him.’ Abdullah is under the effect of the separation after many years. When we see him at the end of the novel, we find out that he still remembers Pari and named his only daughter Pari as a remembrance of her daughter.

Conclusion

Alienation is one of the most controversial concepts in our history of literature and it has as many definitions as the number of social sciences. Most of the definitions agree on that, alienation is a social-psychological state of human beings in which the person feels alienated or estranged from society, culture, things, fellow men, and even himself. Seeman (1959) in his article, *On the Meaning of Alienation*, formulated a theoretical framework that can be used by researchers to study sociological tendencies and apply on novels. The five variants of alienation are (powerlessness, meaninglessness, normlessness, isolation, and self-estrangement). Khalid Hussein treated the phenomenon in his work, *And the Mountains Echoed*, very well and it is one of the main themes of the novel. Hussein illustrates how this feeling of alienation would affect the lives of the characters. His novel is mainly about separation and it is the source of alienation of the characters. The separation of Abdullah and Pari is the heart and core of the separations and it influences most of the characters in a way. Characters in the novel like (Abdullah, Saboor, Baba Ayub, Nila, and Mr. Wahdati) in a way experience a form of alienation. Their experience of alienation results in changing their behavior and their lives forever. To feel alienated or experience this feeling, it is not always required to be in exile, sometimes like, Abdullah, you are at home but you find no real and meaningful connection with your home or surrounding.

References

- Barakat, H. (1969). A Process of Encounter between Utopia and Reality. *The British Journal of Sociology*, 1-10.
- Clark, J. P. (1959). Measuring Alienation Within a Social System. *American Sociological Association*, 849-852.
- Fromm, E. (1956). *The Sane Society*. Routledge & Kegan Paul.
- Geyer, F. (1974). Alienation and general systems theory. *Sociologische Gids*, 225-246.
- Geyer, R. F. (1976). *Theories of Alienation: Critical perspectives in philosophy and the social sciences*. Springer Science & Business Media.
- Hosseini, K. (2013). *And the Mountain Echoed*. London: Bloomsbury.
- Jackson, S. J. (1983). *The alienation of the individual from society: A social-psychological theory and cross-cultural comparison*. Iowa : Iowa State University.
- Jaeggi, R. (2014). *Alienation*. (t. F. Smith, Trans.) New York: columbia university press.
- Nettler, G. (1957). A Measure of Alienation. *American Sociological Association*, 670-677.
- Schacht, R. (2015). *Alienation*. Psychology Press.
- Seeman, M. (1959). ON THE MEANING OF ALIENATION. *American Sociological Review*, 783-791.
- Senekal, B. A. (2010). Alienation in Irvine Welsh's *Trainspotting*. *Literator: Journal of Literary Criticism, Comparative Linguistics and Literary Studies*, 19-35.
- Shah, M. I. (2015). MARX'S CONCEPT OF ALIENATION AND ITS IMPACTS ON HUMAN LIFE. *Al-Hikmat*, 43-54.
- Taviss, I. (1969). Changes in the Form of Alienation: The 1900's vs. The 1950's. *American Sociological Review*, 46-57.
- TenHouten, W. D. (2016). *Alienation and affect*. Taylor & Francis,.

**Projecting Techniques of Teaching and their Influence in Developing
Students Autonomous Learning**

A Co- Research Paper Submitted

Mrs. Arev Merza /PHD Candidate (Salahaddin University -Hawler)

Assist. Prof. Dr. Hussein Ali wali (Salahaddin University -Hawler)

doi: 10.23918/vesal2019.a5

ABSTRACT

Holec (1981) describes autonomy as, “the ability to take charge of one’s learning” (cited in Thanasoulas, 2000). In fact, autonomy in language learning is a desirable goal for certain pedagogical, and practical reasons. In the domain of language teaching, teachers scaffold students towards independence using different strategies in order to help them develop autonomy. As Thanasoulas (2000) declares it would be important to assert that learners come into the learning situation with the knowledge and skills to plan, monitor, and evaluate their learning, or to make decisions on content or objectives. The present research is an attempt to distinguish the concept of autonomy from philosophical and theoretical perspectives and also to provide some pedagogical implications in order to value the role of teacher, as the primary scaffolder in the educational classroom, in consolidating the autonomy of learners. The present study provides various definitions of PBL, characteristics of PBL, classification, importance of PBL and the relationship between PBL and related strategies. The researcher aims at first investigating the impact of PBL method of teaching on developing students’ language learning autonomy and finding out to what extent this approach boosts students Careful selection and exploitation of techniques of learning new concepts and encounter new perspectives? The second aim is evaluating the learners’ linguistic skills in terms of Kirkpatrick Model of learning projects evaluation. For the purpose of finding answers to the questions of the research the researcher will design a questionnaire to be administered to the students and teachers. Through using certain statistical analysis to analyze the collected data and based on the results discussion, a group of suggestions and recommendations will be introduced in the field of investigating the impact of PBL teaching on Autonomous Learners.

Keywords: PBL, EFL learners, language learning, learner autonomy, teachers’ roles.

Eintroduction

English language teachers have to work on the teaching methodology that may bring out the maximum for students to comprehend the teaching contents easily and make the teaching learning processes meaningful. In recent years, language teachers and researchers have focused in observing and developing approaches and strategies that create an effective learning process in acquiring English as a SL or FL. In order to make learning process smooth and effective, language teachers have to select the methods that match the students’ needs since they deal with a number of issues such as students’ age, gender, attitude, intelligence factor, confidence level and motivation and the desire for learning.. EL teacher is responsible to the best method that reinforces the teaching-learning process and makes it more comprehensible. This research aims at finding the impact of applying PBL approach on developing students’ language learning autonomy and evaluate the extent that PBL approach may boosts students self- selection and exploitation of this approach of learning , it also aims at finding to what extent students may Evaluating their linguistic skills(self-evaluation) in terms of Kirkpatrick Model of learning projects evaluation. Project Based Learning PBL is a big part of modern learning environments. It is considered an alternative to paper-based, rote memorization, or to teacher-led classrooms.

1. The Research Problem and Its Significance

Most of English language students have certain linguistic problems specifically in improving the main four English language skills (listening, speaking, reading, and writing) which make the students face difficulties in communicating. They won't be able to depend on themselves and being autonomous learners who have the ability to be more motivated and proactive in learning English language. Most English language instructors do not apply project-based teaching method so as to increase the learners' abilities to autonomous learners but the strategies that are applied in their classes are not effective to the degree to create such autonomous learners and integrate the four English main skills. The present study provides various definitions of PBL characteristics, classification, importance, and the relationship between PBL and related strategies. PBL is a model that organizes learning around projects. According to the definitions found in PBL handbooks for teachers, projects are complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999). It provides an environment for the application of knowledge and skills but it is not appropriate as a method for teaching certain basic skills (Thomas, Michaelson, & Mergendoller 2002:45). The use of project-based learning in class is possible after providing the information that is needed for the project. The classroom activities should be student-centered, cooperative, and interactive. Group members are responsible for their own learning. The teacher plays the role of the collaborator, the facilitator and the learner (Moursund, 1999:81). According to Bell (2010:83), "PBL [Project-Based Learning] is a key strategy for creating independent thinkers and learners. It solves real-world problems by designing their own inquiries, planning their learning, organizing their research, and implementing a multitude of learning strategies." PBL is the instructional strategy of empowering learners to pursue content knowledge on their own and demonstrate their new understandings through a variety of presentation modes.

According to Holec (1981:71), learners should be given the responsibility to make decisions concerning all aspects of their own special learning styles, capacities and needs. Fener and Newby (2000:39), Benson (1997:133) argue that constructivist theories of learning constitute the major theoretical background for the psychological aspect of learner autonomy. The current study is important for both English language instructors and learners since it presents the effective strategies that are applied for teaching English language through PBL and integrate the students' linguistic skills so as they can be autonomous learners. It should be noted that these projects are applicable for all students with different levels in language not only to improve their linguistic skills, but also to generate a positive learning environment in foreign language teaching. There are various language teaching techniques that help students to grasp the language more clearly and participate in the learning process more actively. The current study deals with assessing the effectiveness of application of Project Based Learning in English classes. Also the study focuses on the possibilities of integration of the four main English language skills when the students apply certain project based strategies for inquires so as to be autonomous learners

1.2. Aims

The research aims at:

- 1- investigating the impact of PBL method of teaching on developing students' language learning autonomy and finding out to what extent this approach boosts students' careful selection and exploitation of techniques of learning new concepts and encounter new perspectives.
- 2- Evaluating the learners' linguistic skills in terms of Kirkpatrick Model of learning projects evaluation.

1.3. Participants

The participants of the study will be teachers and students in department of English Language / College of Education / Salahaddin University. In order to reach an accurate data the selection of the samples will be in this way:

- The total number of the teachers will be 15 male and female teachers.
- The selection of the students will be randomly according to the whole population of the students which is 66 so the researcher will select the scientific percentage that is suitable for the aims of the study.

The sample of the teachers will be selected according to:-

- The certificate: he /she should carry a doctoral or master degree for TEL.
- Years of experiences: the instructors who will be involved in the sample should have at least five years experiences in teaching English language communication.
- The method that will be used for selection the samples will be randomization method.

1.4. Limits

The current research investigation is limited to:

- 1- Second stage students in Department of English, College of Education and College of Basic Education /Salahaddin University
- 2- The second stage teachers of communication courses during the academic year 2018-2019.

1.5. Definitions of Basic Terms

The research will define the basic terms that are used in this research as the following

1.5. 1. Learning Projects

1. Eyring (1997: 1) defines Learning projects, in language learning settings, as “assignments that incorporate student input, with content deriving from real second language use through extensive contact with native speakers or native texts, integrating language skills and extending over several weeks or more”.

2. Richards and Rodgers (2001) state that “project work is an educational idea which came to the fore in vocational education, moved into general education classrooms and is now being studied more intensively as a possible technique for supporting the particular goals of second language learning”.

1.5. 2. Learners' Autonomy

1. Little (1991: 4) described PBL “a capacity - for detachment, critical reflection, decision-making, and independent action. The capacity for autonomy will be displayed both in the way the learner learns and in the way he or she transfers what has been learned to wider contexts”

2. Lee (1998: 282) states “learner autonomy involves taking responsibility for the objectives of learning, self-monitoring, self-assessing and taking an active role in learning”

1.5.3. Teacher- Centered Learning

1. An instructional approach that is systematic in measuring for mastery of basic skills, facts, and information (Rosenshine &Stevens, 1986:376).

2. Conti (1990: 80-81) identified teaching styles as “the distinct qualities displayed by the teacher during instruction based on his/her beliefs and are persistent from situation to situation regardless of the content” .

3. Harden and Crosby (2000: 334-347) describe teacher-centered instruction as the focus of instruction on the teacher transmitting knowledge to the students.

2. Review of Literature

2.1. The Origin of Project Based Learning

The principle behind the PBL approach originates from a custom of pedagogy method that goes back to Piaget (1952:49), who declared that people learn through the development of complex consistent structures logically, instead of the transaction of information from instructor to student. The roots of PBL can be referred genuinely to the experiential education of the American instructive reformer John Dewey at the turn of nineteenth and twentieth century in the USA. Dewey (1938:65) added to constructivist theory as he thought learning starts with the interest of the student in a spiral way of request, each progression of which prompts the following: motivating new inquiries, examinations, and open doors for genuine “learning by doing”. Dewey was considered being an ideological father of PBL and the primary figure of dynamic instruction. Dewey considered a kid as a perplexing individual and pursued students felt the internal inclination for learning alongside their acknowledgment of reasons behind studying. As indicated by Guven (2014:183) that Dewey upheld the saying “learning by doing” and established the hypothetical frameworks of PBL, however, the founder of PBL approach was his fellow labourer American educator William Heard Kilpatrick who was highlighting the importance of student attentiveness and proposed focusing on the instructive substance into project works. His fundamental interest was to build up students’ identity all things considered and stressed on the responsibility of student toward their own learning (Kalabzová, 2015:5). So the common concept for the most of founders and contributors to the PBL approach was that the teachers are not in school to impose certain ideas or to form certain habits in the students, but there are as members of the community that help in identifying the paths that must affect the student and help him respond appropriately to these effects, so they trust in what it is called expressive and constructive activities as a centre for mutual relations. Eventually, the educational researchers have developed this idea for teaching and learning in a methodology known as project-based learning.

2.2. Characteristics of Project Based Learning

The fundamental features that authentic PBL concept ought to be obtained from the previous definitions and satisfy the primary principles representing the main idea of PBL are:

- 1- It originates from the interests and requirements of students.
- 2- Originates from a consistent and genuine circumstance.
- 3- The final PBL’s product brings a consistent item and the procedure and result ought to be recorded.
- 4- PBL is typically completed in groups
- 5- PBL connects school with its neighbourhood since it underpins school integration into more extensive society and real life. (Kalabzová, 2015:4)

The common basic characteristics of PBL could be summarized according (Beckett, 2002:55; Railsback, 2002:4; Rousova, 2008:22; Patton & Jeff, 2012:13; Guven, 2014:184; Ahya, 2015:7) as:

- 1) Student directed and student centred approach.
- 2) Meaningful and valuable content to students and directly related to their environment.
- 3) It focuses on open questions and challenging tasks.
- 4) It develops a need to know the basic content and skills.
- 5) PBL Requires verification of knowledge and / or creation of something new.
- 6) It requires critical thinking, problem-solving, cooperation, and various forms of communication, often known as 21st century skills.
- 7) It provides areas for student access and promotes choice.
- 8) It includes feedback, assessment, verification and replication.
- 9) Showing and publishing final products and results to audience is a prerequisite.
- 10) It provides opportunity for student self- assessment and reflective thinking.

The basic idea of project-based learning is to engage students with real-world problems, advocate for serious thinking and motivate them to acquire and apply new knowledge in the context of problem solving. The teacher plays the role of facilitator in this approach of learning, working with students focused on framing issues of interest and structuring meaningful tasks, and training in the development of social knowledge and skills (Markham, 2011:38).

2.3. Project-Based vs. Traditional Instruction

Both traditional and project-based instruction may have the same course goals, objectives, and outcomes. Both have the same problem of getting students to learn the “need to know material” in a restricted time frame. Yet, there are several ways to distinguish between Traditional Instruction and PBL as tabulated by Ziegenfuss (2006)

Table (2.1)

Differences between Traditional Instruction and PBL

PBL	Traditional Instruction
Student-centred, students help each other and teacher just facilitates the learning	Teacher-Centred and teacher responsible for the learning
Constructing individual's knowledge	Transmitting knowledge to a group
Focusing on understanding of content	Focusing on memorization of material
Deep Learning (through understanding of main concepts)	Surface learning (a little about a lot of concepts).
Authentic learning in context	Learning out of context
Group Learning	Individual learning
Performance -based assessment	Traditional Assessment

PBL is generally less organized than traditional, educator drove classroom activities; in a project based class, students regularly should compose their own work and deal with their own time. Inside the project based learning system students working as a team, cooperating to comprehend what is happening. Project based direction varies from inquiry-based activates by its emphasis on grouping learning. Additionally, project-based instruction differs from traditional inquiry by its emphasis on students' own artifact construction to represent what is being learned.

2.4. Project Based Language learning (PBLL) in Teaching English

English as a Second Language (ESL) and English as a Foreign Language (EFL) learning field moved far from customary teacher focused instructing methods to student-centred approaches; PBLL was brought into ESL/EFL field as an approach to reflect the standards of student centred instructing in 1970s. PBLL is student focused and it can enable students and give them the opportunity to make decisions for their learning and deal with their learning (Stoller, 2006:24). This method assisted students in filling the gap between classroom English language study and real life utilization of language (Liu, 2006:20) and enables students to transform from the worthless drilling, the repetition remembrance of grammar and vocabulary rules and individual work to new real- life-associated language learning. In this manner, it starts to draw in the consideration of some English instructors in basic English teaching all around the world and a lot of empirical studies have been carried out related to this field in order to validate the effects of PBLL on students' language learning and its effect on the autonomy of learners (Song, 2008:10; Wang, 2012:15; Wen, 2015:53; Lv, 2015:12)

3-Research Methodology

3.1. Population and Sample

The total population of the research consists of (15) senior & junior teachers of English in both ,College of Education and College of Basic education / Salahaddin University (SU) in Kurdistan Region/Iraq . Among the population of the research (15) teachers were randomly selected to form the sample of the research and to resemble the research participants in both colleges. In addition to the language teacher a group of 80 students in second stage of department of English participated to constitute the ample of the research. Two types of questionnaire forms were designed to be administered one for the teachers and the other for the students.

3.2. Research Instruments

To investigate the teachers' and students awareness and attitudes towards significance of PBL techniques of teaching and their effects on the developing the students learning autonomy different-items questionnaire was constructed by the researcher and distributed to the participants of the study to form the main instrument of the research The questionnaire form was divided into three sections. The questionnaire was developed to survey the learners' use of certain projects in their studying of communication, such as whether they actively chose to use a particular project and whether they believed it to be useful. One of the characteristics of good research instruments is validity. It was designed to include the linguistic and non-linguistic background knowledge of English language, and the projects used by students in studying it. The items used in the questionnaire were open format: they asked for unprompted opinions, i.e., the participants were free to answer the items in the way that the can be active with their preference and what was applied to his/her own case. It should be noted that items in this questionnaire were elicited from different sources, and as follows:

1. Reviewing the literature on LLSs,
2. The experience of the teachers who are specialized particularly in this field,
3. The researcher's experience, and
4. The classroom observations as the researcher presented, was attending communication classes at both colleges of Education and Basic Education.

To conduct this study, two questionnaires were designed, the first for the students and the second for the English teachers in college of Education and Basic Education.

A. The teacher questionnaire: Teacher's questionnaire survey (see appendix) were constructed and administered to all teacher participants who agreed to be involved in the study and they have experiences in teaching communication course. The aim was to help the lecturer participants from different disciplines to understand and complete the questionnaires. Also, the teacher questionnaire was designed to provide the teachers with opportunities as well as encourage them to freely state their perspectives on the implementation of a PBL approach. The teacher questionnaire consisted of 24 questions (see appendix). It included questions which aimed to explore some information related to teachers' individual teaching profession such as qualifications or years of teaching experience and open-ended questions which focused on how the teacher implemented a PBL approach in their university classes. It was designed with three sections which aimed to collect a range of rich information to answer the research questions.

The first seven items were intended to gather data about the impact of the integration of English Language Learning with PBL in enhancing the learners' linguistic skills. Items (8-15) shed light on the impact of the integration of English Language Learning with PBL in enhancing the learners' linguistic skills and autonomy.

Finally, third section started from (16-24) items focused on the Methods by which instructors can employ PBL in teaching language and facilities to autonomous learning employment.

When the semester of PBL implementation in a range of classes was about to finish, the researcher distributed the teacher questionnaires to lecturers participant who teach a communication course in College of Education and also Basic Education.

3.3. Validity and Reliability of the Questionnaire

One of the characteristics of good research instruments is validity. It can be seen from two different viewpoints; first, whether respondents who complete questions do so accurately, honestly and correctly, and second, whether those who fail to return their questionnaire would have given the same distribution of answers as did the returnees. To ensure validity, the initial form of the questionnaire (see appendix 1.) The test was introduced to a jury of specialists in English language and methodology. They were asked if the items were expressed accurately and clearly and whether they clearly represented the projects that were expected to be used by the students. The referees suggested some opinions and modification but they all agreed that items clearly and correctly represented the PBL. The referees suggested some modifications in the wording of some items and added two more items. In the light of referees' views, these items were modified with the suggestion, correction made, and helped, indeed, in the improvement of the final version of the questionnaire.

In addition to being valid, the questionnaire should also be reliable, i.e., it must provide the same results if it is re-administered to the same students after a certain period of time. Test reliability is defined by Brown (1988: 98) as "the extent to which the results can be considered consistent or stable". Hence reliability means the stability of the test scores. Although it is a necessary characteristic of any good test to be valid at all, it should first be reliable as a measuring instrument (Heaten, 1988: 162). According to Seliger and Shohamy (1989: 185), the criterion of reliability "provides information on whether the data collection procedure is consistent and accurate".

3.4. Administration of the Questionnaire

The questionnaire was first a number of second year students chosen randomly from college of Education/ English department in order to determine after hand its validity, reliability, intelligibility, feasibility, and suitability to their standard and level. It is important to note that all the items were explained to the students to avoid be wilderness or hesitation in answering the options provided. It was found that the items were clear easy to be understood and cover almost all the points concerning the analysis of a new poem. The questionnaire in its final version was then administered on the sample population on February, 2019 (see appendix 1). The total number of the participants was 66, representing the second year students of the Departments of English/ College of Education.

3.5. Data Analysis & Discussion

The following tables show the statistical analysis of teachers' responses to the questionnaire form, the three domains were calculated according to the percentages of the frequencies means and significance.

Table 1-The questionnaire 1st domain

No.	Items	Freq.	%	Mean	Sig.
1-	Project Based learning increases the interest of students towards learning English.	15	75	0.2	0.05
2-	Doing project works enhances students' integrated skills such as listening, speaking, reading and writing.	3	15	0.5	0.05
3-	The discussion between students and their teacher in English class through the project work procedure enhances students' speaking skill.	4	16	0.4	0.05
4-	Some PBL's projects oblige students to utilize grammar rules through their speech in class which enhance their verbal and grammatical skills in writing and speaking.	15	75	0.5	0.05
5-	Through the negotiations applied in project works, students' vocabulary and grammar knowledge increased, which contributes significantly in their oral and writing skills.	20	100	0.5	0.05

Table 2-The questionnaire 2nd domain

No.	Items	Freq	%	Mean	Sig.
1-	PBL enhances students' confidence in English language learning through the application of self-diagnosis in their learning strategy.	17	72	2.89	0.05
2-	Students' sense of responsibility would be increased through PBL technique as long it represents a student centered learning approach.	19	95	3.67	0.05
3-	PBL enhances students' creativity through their participation with the teacher in defining lesson objectives and through their engagement in various learning activities	19	95	3.67	0.05
4-	PBL process has a significant role in making students independent learner by allowing them to correct their mistakes by themselves.	14	56	2.25	0.05

Table 3-The questionnaire 3rd domain

No.	Items	Freq	%	Mean	Sig
-1	Allowing students to choose their study material, topics and ways of doing project is one of the main methods in PBL that ensure autonomous learning employment.	6	31	1.25	0.05
2-	Choosing tasks that adapt with students' skills is an effective method in PBL that enhance autonomy.	17	86	3.44	0.05
3-	Teachers enabling Self-assessment, group assessment and self-opinions during the evaluation process enhance the autonomy of learners by PBL.	19	95	3.67	0.05
4-	4. Teachers Preparation for PBL with students (finding out students goals and needs and helping them in setting their personal ones) is an influential method for autonomous employment.	0	0	0	0.05
5-	5. Teachers who discuss themes with students and determine together the final outcome of learning process affect the employment of autonomy in PBL.	9	47	1.89	0.05
-6	PBL enhances students' decision making ability, through its allowance for students to choose the desired learning activities and the evaluation	18	90	3.66	0.05

	methods.				
7-	6. Teachers' reasonable Evaluation rules and their reasonability in dividing works that suit all students' levels are effective methods to facilitate autonomous learning employment.	18	94	3.70	0.05
8-	Teachers supporting students and encouraging them to ask and help each other enhance learners' autonomy gained through PBL.	11	56	2.25	0.05
9-	Ensuring the Cooperation and communication between students is a focal method in project based language learning through which autonomous learning would be facilitated.	14	76	3.00	0.05
10-	9. Choosing flexible content and applying diverse activities are crucial methods for ensuring the employment of language project based learning that enhances autonomy.	13	52	2.66	0.05
11-	Learners' autonomy is promoted when students have some choice in the kinds of activities they do.	13	73	0.2	0.05
12-	Learners' autonomy is promoted through activities which give students the opportunity to learn from each other.	5	29	3.67	0.05
13-	Projects increase students' motivation towards English by enabling them to work in groups that have students with general shared interests.	5	29	3.67	0.05
14-	PBL is promoted by activities that encourage learners to work together.	6	30	1.25	0.05
15-	Co-operative group work activities support the development of PBL.	11	56	2.25	0.05
16-	Out-of-class tasks which require learners to use the internet promote learner autonomy.	10	50	2.12	0.05
17-	Motivated language learners are more likely to develop learner autonomy than learners who are not motivated.	3	13	0.30	0.05
18-	PBL has a positive effect on success as a language learner.	5	25	1.00	0.05
19-	Learner autonomy implies a rejection of	7	35	1.29	0.05

	traditional teacher-led ways of teaching.				
20-	Projects increase students' motivation towards English by enabling them to work in groups that have students with general shared interests	15	75	2.90	0.05
21-	Learning English by PBL process helps students to transfer what they have learnt inside classroom to the outside of it more easily.	16	86	3.44	0.05
22-	PBL increases students' autonomy by developing self-assessment skills and evaluate their weaknesses and strength of their work.	11	56	2.25	0.05
23-	Independent study in the classroom is an activity which develops learner autonomy.	8	40		0.05
24-	Autonomy means that students can make choices about how they learn	10	50	2.12	0.05
25	Autonomy can develop most effectively through learning outside the classroom	15	75	3.00	0.05
26	Learners' autonomy means learning without a teacher.	16	76	4.00	0.05
27-	Confident language learners are more likely to develop autonomy than those who lack confidence.	10	50	2.00	0.05

To analyse the results of the questionnaire in connection to the aims of the research, the following was concluded:

1-investigating the impact of PBL method of teaching on developing students' language learning autonomy and finding out to what extent this approach boosts student's Careful selection and exploitation of techniques of learning new concepts and encounter new perspectives?

'T- Test' formula was applied in order to analyze teachers' attitudes toward the type of the language curricula in higher education and its effect on teaching language learning autonomy . Results indicated that there were statistically no significant differences at ≤ 0.05 between the two Colleges teachers' attitude toward the use of project-based learning for the purpose of developing the students learning g autonomy i.e. teachers of College of education and teachers of College of languages in Salahaddin University. The calculated T-value is (1.372), which is less than the T-tabulated (2.110) at (0.05) level of significance and (5) degree of freedom, as shown in table (3)

Table (4)

The Result of T- Test for the Teachers' Attitude towards the impact of PBL on Autonomous learning

Variable	Number	Mean	standard deviation	T- Value		Level of Significance
				calculated	Tabulated	
boosts student's selection and exploitation of techniques of learning new concepts and encounter new perspectives	20	17.733	42.94	1.372	2.110	Non-

Results Related to the second aim:

2- Evaluating the learners' linguistic skills in terms of Kirkpatrick Model of learning projects evaluation.

'T- Test' formula was applied to analyze teachers' attitudes towards using Kirkpatrick Model of learning projects evaluation. Results indicated that there were statistically no significant differences at ≤ 0.05 between the two Colleges teachers' attitude toward using this standardized model of evaluation i.e. teachers of College of education and teachers of College of languages in SU. The calculated T-value is (1.56), which was less than the T-tabulated (2.110) at (0.05) level of significance and (5) degree of freedom, as shown in table (4)

Table (5)

The Result of T- Test for the Teachers' Attitude towards The changing profile of methods of teaching of SU after 2003

Variable	Number	Mean	standard deviation	T- Value		Level of Significance
				Calculate	Tabulated	
Using Kirkpatrick Model of learning projects evaluation.	20	18.743	42.94	1.56	2.110	Non-

After the researcher summarized the data analysis above, the following can be discussed about each aim of the research:

1-Concerning the first aim of the research, it was found that the participants of the research showed no significant statistical differences between teachers of English in both colleges as they both agreed that the update project-based methods of teaching needs more updated teaching curricula. Teachers All agreed that the teaching materials must be more adaptable to the students' autonomous interactional needs. They insisted that the teaching plans must not include blind curricula that do not put into consecration the learners needs. Using globalized texts is more powerful than the classical or traditional texts. Globalized materials encourage students' knowledge building. Traditional education does not require the learners to decide what they want to learn or do not want to learn. Some teachers teaching philosophies were against the idea of giving the learners the complete pathway to cooperate on their own full inside the class as they consider it time wasting in some literary courses.

2- When coming to the second aim of the research which is related to Evaluating the learners' linguistic skills in terms of Kirkpatrick Model of learning projects evaluation. Results showed that Students were so motivated to engage in a learning task is indexed to their appraisals of task valence, such as the value of group work. In addition to the intrinsic valence. Students were required to participate in small groups to complete some assigned learning tasks as it was discovered in the teachers' responses. The majority of students maintained that participating in the group assignment was overall a positive experience because of the insights; perceptions and skills afforded them by working within a diverse group. Positive feedback was also received about the in-class activities designed to promote interaction beyond the assignment groups. The majority view was that these activities were enjoyable and could be employed in other units. Some of the feedback indicated that students understood the value of interaction for learning. Collaboration [in the] groups in class is fantastic to meet students and discuss the course content. It helps the understanding of the content and gives you confidence that your opinions are valid and relevant. Students were asked to rate their willingness to participate again in a group assessment if the task were similarly structured and managed. Two students indicated 'never again' with 13 indicating absolute willingness. The results indicate that the students endorsed the manner in which the assessment tasks and other activities were constructed and contributed to engendering positive attitudes towards working with others. Research suggests that curriculum innovation which promotes team-work and team interaction increases learning opportunities for students (Volet & Mansfield, 2006; Kimmel & Volet, 2012; Shaw, 2004).

.3.6.Results, Conclusions & Recommendations

To sum up, teachers use different curricula based on a combination of their teaching experience and their real preferences and philosophies In fact, teachers showed an ideal interest in having very well administered courses of developing PBL methods of teaching. They also emphasized the idea that successful language class should use a combination of both authentic globalized teaching texts and methods especially in higher education as the learners are more advanced language learners so they need more autonomous learning styles. However, a t-test analysis didn't shows a statistically significant difference between teachers of both Colleges attitudes toward the covered areas in this study .they had strong positive attitudes towards the impact of PBL of language teaching is clearly presented in their teaching philosophies. The concept of PBL of the teaching material and the methods of teaching in classroom provides students with opportunities to get exposed to and practice a language that naturally and autonomously occurs outside the classroom. However, the impact of PBL methods of teaching on language performance at various levels had shown improvement in language performance as a result of exposure to authentic linguistic situations in the classroom. Based on the concluded results, the researcher introduces the following recommendations:

1- Language teachers must be and involved in continuous research taking program for the entire EFL teacher to develop autonomous connections with teachers from different parts of the world.

2. Teachers were also recommended to incorporate a variety of text types and different up-dated topics especially in the reading class, such as daily world news, psychological topics , health, fashion, sports, etc.,

3-The teachers were recommended to have students participate in the selection of authentic projected texts that might be beneficial to learners. Therefore, EFL teachers should consider giving language learners the chance to decide their learning needs and have a word the to choose some authentic texts to incorporate into their reading classes.

4- It was also recommended that teacher must involve in regulated and continuous global workshops for further teaching development of this approach of language learning which is more globalized in the modern classes.

References

- Ahya, H. (2015). Project-Based Learning Method Implemented in Teaching English Speaking Skill at the Eleventh Grade of SMA NEG-ERI 3 MALANG (Doctoral dissertation).
- Beckett, G. (2002). Teacher and student evaluations of project-based instruction. *TESL Canada journal*, 19(2), 52-66. Retrieved from: <http://www.teslcanadajournal.ca/index.php/tesl/article/view/929>.
- Bell, S. (2010). Project-Based Learning for the 21st Century: Skills for the Future. *The Clearing House*, 83(1), 39-43.
- Benson, P. and Voller, P. (1997). *Autonomy and independence in language learning*. New York: Longman.
- Brown, D. J. (1988). *Understanding Research in Second Language Learning*. Cambridge: Cambridge University Press.
- Conti, G. J. (1990). Identifying your teaching style. In M. W. Galbraith, (Ed.). *Adult learning methods*. (pp.79-98). Malabar, FL: Kreiger Publishing Company.
- Dewey, J. (1938). *Experience and Education*. Toronto: Collier-MacMillan Canada Ltd.
- Eyring, J. L. (1997). "Is project work worth it?" *ERIC Digest* (ERIC Document Reproduction Service No. ED407838).
- Fener, A. B. and Newby, D. (2000). *Approaches to materials design in European textbooks: Implementing principles of authenticity, learner autonomy, cultural awareness*. European Centre for Modern Languages of the Council of Europe Publishing.
- Güven, Z. Z. (2014). "Project based learning: a constructive way toward learner autonomy". *International Journal of Languages' Education and Teaching*. Turkey: Necmettin Erbakan University Department of Linguistics.
- Harden, R. M. and J. Crosby (2000). AMEE Guide No 20: The good teacher is more than a lecturer the twelve roles of the teacher. *Medical Teacher* 22(4), 334-347.
- Heaten, J.B. (1988). *Writing English Language Tests*. New York: Language Handbooks for Language Teachers.
- Holec, H. (1981). *Autonomy and foreign language learning* (prepared for the Council of Europe Ed.). Oxford; New York: Published for and on behalf of the Council of Europe by Pergamon Press.
- Jones, B. F., Rasmussen, C. M., & Moffitt, M. C. (1997). "Real-life problem solving: A collaborative approach to interdisciplinary learning". Washington, DC: American Psychological Association
- Kalabzová, M. (2015). *The Application of Project Based Learning in the English Classrooms* (Doctoral dissertation).
- Kimmel, K. & Volet, S. (2012). "University students' perceptions of and attitudes towards culturally diverse group work". Does context matter? *Journal of Studies in International Education*, 16(2) 157-181. <http://dx.doi.org/10.1177/1028315310373833>
- Lee, I. (1998) "Supporting greater autonomy in language learning." *ELT Journal* 152 (4), 282-289.
- Little, D. (1991). *Learner Autonomy 1: Definitions, issues and problems*. Dublin: Authentik.
- Liu, D. Y. (2006). *Teaching & Learning of New Senior English for China*. Beijing: People Education Press.

- Lv, G. J. (2015). A case study of instructional design of English listening and speaking class based on project-based instruction in senior high school. Unpublished master thesis. Tianjin Normal University, Tianjin.
- Markham, T. (2011). "Project based learning a bridge just far enough". *Teacher Librarian*, 39(2), 38.
- Moursund, D. (1999). Project-Based Learning Using Information Technology. *International Society for Technology Education* 25. 4-5.
- Patton, A. & Jeff, R. (2012). *Work That Matters: The Teacher's Guide to Project-Based Learning*. London: The Paul Hamlyn Foundation.
- Piaget, J. (1952). *The origins of intelligence in children*. New York: International Universities Press.
- Railsback, J. (2002). "Project-Based instruction: Creating excitement for learning". Northwest Regional Educational Laboratory. Available at: http://educationnorthwest.org/webfm_send/460.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching*. (2nd ed.). New York: Cambridge University Press.
- Rosenshine, B., & Stevens, R. (1986). Teaching functions In M. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed., pp. 376-391). NY :Mcmillan.
- Rousova, V. (2008). *Project-based Learning: Halloween Party* (Doctoral dissertation, Masarykova univerzita, Pedagogická fakulta).
- Seliger, H. And Shohamy, E. (1989). *Second Language Research Methods*. Oxford: Oxford University Press.
- Shaw, J. B. (2004). "A fair go for all? The impact of intragroup diversity and diversitymanagement skills on student experiences and outcomes in team-based class projects". *Journal of Management Education*, 28(2), 139-169. <http://dx.doi.org/10.1177/1052562903252514>
- Stoller, F. (2006). Establishing a theoretical foundation for project-based learning in second and foreign language contexts. In G.H. Beckett & P.C.
- Song, L. M. (2008). *On the application of project-based learning to English newspaper teaching in middle school*. Unpublished master thesis. Shandong Normal University, Ji' nan.
- Thanasoulas, D. (2000). What is Learner Autonomy and how can it be Fostered? *The Internet TESL Journal*, 6(11). Retrieved September 4, 2007 from <http://iteslj.org/Articles/Thanasoulas-Autonomy.html>.
- Thomas, J. W., Mergendoller, J. R., and Michaelson, A. (1999). *Project-based learning: A handbook for middle and high school teachers*. Novato, CA: The Buck Institute for Education.
- Volet, S. & Mansfield, C. (2006). Groupwork at university: Significance of personal goals in the regulation strategies of students with positive and negative appraisals. *Higher Education Research & Development*, 25(4), 341-356. <http://dx.doi.org/10.1080/07294360600947301>
- Wang, W. L. (2012). *Action research on project-based learning for teaching English writing in senior high school*. Unpublished master thesis. Capital Normal University, Beijing.
- Wen, W. (2015). The impacts of PBL on students' English learning attitudes in middle school. *Journal of Basic English Education*, (1), 51-56.
- Ziegenfuss, D. (2006). *Problem-based learning for student centered learning*. Retrieved July 12, 2013, from http://www.widener.edu/ SiteData/docs/LIB_Wolfgram/pbl.ppt

Appendix 1

Teachers' Questionnaire

Part (2): The Impact of the Integration of English Language Learning with PBL in Enhancing the Learners' Linguistic Skills and Autonomy

This section is intended to gather data about the impact of the integration of English Language Learning with PBL in enhancing the learners' linguistic skills and autonomy. Kindly read the questions carefully and tick (✓) the selected choice clearly.

Statement	Strongly disagree	Disagree	to some extent (not certain)	Agree	Strongly Agree
Impact on learners' linguistic skills					
1. Project Based learning increases the interest of students towards learning English.					
2. Doing project works enhances students' integrated skills such as listening, speaking, reading and writing.					
3. The discussion between students and their teacher in English class through the project work procedure enhances students' speaking skill.					
4. Some PBL's projects oblige students to utilize grammar rules through their speech in class which enhance their verbal and grammatical skills in writing and speaking.					
5. Through the negotiations applied in project works, students' vocabulary and grammar knowledge increased, which contributes significantly in their oral and writing skills.					
Statement	Strongly do not agree	Do not agree	to some extent (not certain)	Agree	Strongly Agree
Impact on learners' autonomy					
1. PBL enhances students' confidence in English language learning through the application of self-diagnosis in their learning strategy.					
2. Students' sense of responsibility would be increased through PBL technique as long it represents a student centered learning approach.					
3. PBL enhances students' creativity through their participation with the teacher in defining lesson objectives and through their engagement in various learning activities					
4. PBL process has a significant role in making students independent					

learner by allowing them to correct their mistakes by themselves.					
---	--	--	--	--	--

Part (3): Methods by which Instructors can Employ PBL in Teaching Language and Facilities to Autonomous Learning Employment

This section is intended to gather data about Methods by which instructors can employ PBL in teaching language and facilities to autonomous learning employment. Kindly read the questions carefully and tick (✓) the selected choice clearly.

Statement	Strongly dis agree	Dis agree	to some extent (not certain)	Agree	Strongly Agree
1. Allowing students to choose their study material, topics and ways of doing project is one of the main methods in PBL that ensure autonomous learning employment.					
2. Choosing tasks that adapt with students' skills is an effective method in PBL that enhance autonomy.					
3. Teachers enabling Self-assessment, group assessment and self-opinions during the evaluation process enhance the autonomy of learners by PBL.					
4. Teachers Preparation for PBL with students (finding out students goals and needs and helping them in setting their personal ones) is an influential method for autonomous employment.					
5. Teachers who discuss themes with students and determine together the final outcome of learning process affect the employment of autonomy in PBL.					
	Strongly dis	Dis agree	to some extent	Agree	Strongly

Statement	agree		(not certain)		Agree
6. PBL enhances students' decision making ability, through its allowance for students to choose the desired learning activities and the evaluation methods.					
7. Teachers' reasonable Evaluation rules and their reasonability in dividing works that suit all students' levels are effective methods to facilitate autonomous learning employment.					
8. Teachers supporting students and encouraging them to ask and help each other enhance learners' autonomy gained through PBL.					
9. Ensuring the Cooperation and communication between students is a focal method in project based language learning through which autonomous learning would be facilitated.					
10. Choosing flexible content and applying diverse activities are crucial methods for ensuring the employment of language project based learning that enhances autonomy.					
11. Learners' autonomy is promoted when students have some choice in the kinds of activities they do.					
12. Learners' autonomy is promoted through activities which give students the opportunity to learn from each other.					
13. Projects increase students' motivation					

towards English by enabling them to work in groups that have students with general shared interests.					
14. PBL is promoted by activities that encourage learners to work together.					
15. Co-operative group work activities support the development of PBL.					
16. Out-of-class tasks which require learners to use the internet promote learner autonomy.					
17. Motivated language learners are more likely to develop learner autonomy than learners who are not motivated.					
18. PBL has a positive effect on success as a language learner.					
19. Learner autonomy implies a rejection of traditional teacher-led ways of teaching.					
20. Projects increase students' motivation towards English by enabling them to work in groups that have students with general shared interests.					
21. Learning English by PBL process helps students to transfer what they have learnt inside classroom to the outside of it more easily.					
22. PBL increases students' autonomy by developing self-assessment skills and evaluate their weaknesses and strength of their work.					

23. Independent study in the classroom is an activity which develops learner autonomy.					
24. Autonomy means that students can make choices about how they learn.					
25. Autonomy can develop most effectively through learning outside the classroom.					
26. Learners' autonomy means learning without a teacher.					
27. Confident language learners are more likely to develop autonomy than those who lack confidence.					

الملخص

طريقة التعلم القائمة على المشاريع التعليمية وتأثيرها في تطوير التعليم الذاتي للطلاب/لدى الطلاب

هوليك (1984) يسمي التعليم الذاتي (المستقل) بـ "الفترة على تحمل مسؤولية تعلم الفرد" (مستل من شتاينباير 2000). في الحقيقة ان التعليم الذاتي في نظم اللغة هدف مرغوب فيه لأسباب معينة وخصوصية وحلية. يعتبر المعلم مسألة الطالب نحو الاستقلال من طريق استخدام استراتيجيات متنوعة من أجل مساعدة الطالب على تطوير التعليم الذاتي ضمن مجال تدريس اللغة كما يدهي شتاينباير (2000) فإنه سيكون من المهم التأكيد على ان المعلمين يمتثلون القسم وسط الوضع التعليمي وفي حينهم المعركة والمهارات للحفاظ والرصد وتقييم تعلمهم ، أو لاتخاذ قرارات بشأن المصيري أو الأعداد والبحث الحالي هو محاولة لتعيين مفهوم الاستقلال الذاتي من المعلمين الفلسفي والمطوري وأيضا لتوفير بعض التطبيقات التعليمية من أجل تعيين دور المعلم ، باعتباره المسألة الرئيسي في التعليم الفصول الدراسي ، في تعزيز استقلاليته المعلمين. وتقدم هذه الدراسة تعريف مفصلة لـ PBL ، وخصائصه ، وتنسيفه ، وأهميته ، والحدائق بين هذا التحليل والاستراتيجيات ذات الصلة. ويهدف البحث إلى التحقيق في تأثير طريقة PBL التدريسي على تطوير التعليم الذاتي للطلاب ومعرفة ما مدى تعزيز هذا النهج لاختيار الطلاب الفليق واستقلاليتهم لكتبات نظم المعايير الجديدة و مواجهة وجهات نظر جديدة. والهدف الثاني هو تقييم المهارات اللغوية للمتعلمين فيما يتعلق ب نموذج كيريتريكة لتعليم مشاريع التعلم ، وتعرض العثر على أهمية على أسئلة البحث ، سلوك الباحث بتعميم استبيان ليتم عرضه على الطلبة والمعلمين من خلال استخدام نماذج استثنائية معينة لتحليل البيانات التي تم جمعها وينادى على مناقشة نتائج المناقشة ، سيتم تقديم مجموعة من الاقتراحات والتوصيات في مجال التحقيق في تأثير تدريس PBL على التعليم الذاتي. الكلمات الرئيسية: PBL ، تعلمي EFL ، تعلم اللغة ، استقلالية التعلم ، انوار المعلمين

توخته

ريجاتكاني قيربويون كه پشت دهيستون به پروژة قيركاري يكان و كاريگاري يان لاسار بهر هو پيش برلشي قيربويوني نوتونومي قوتايان

هوليك (1984) به طوریک پندلای نوتونومي نمکات که برلشي يان له اتراستي بهر پرياريتي. هولیکري بهر ايسر به پريوسي قيربويوني نك" (له شتاينباير 2000 و هيرگراوه). له ايسدا نوتونومي ته قيربويوني زماندا کمالچکي حواراوه لاسر قيركاري نيليرکاري و کرداري يکان. هاساندايان معلومن به راگواسلي قوتايي يکان بهر سو سرهمچيني له ريگسي بهر هدايتي سترلکري دهه معصومچشمکون له پنداي بهر هدايتي داي قوتايان نل بهر و بلش برلشي نوتونومي ته چوان چلويش و بهر هدايتي زمان. هسروک شتاينباير (2000) پايدهگهري چرکاي بهر هدايت و گرنگي يان دانه چمکت بکر لاسره لاسر کاري که قيرخواهگان خويان دهوژنوه لاسر براري قيربويون به جورک که خويان زانست و کاريامين نل ياکانان و چوانقري و هسروکگهري قيربويون يانوه له پنداي برلشيان سيارت به نوتونومي يان کمالچمکون. شم توتونومي بهر هدايت له پنداي جياکري بهر چمکتی نوتونومي له ريگسي نوتونومي فلسفي و توتوني يکان و هسروک يان دايان کريتي هسروک راو و

**Developing Avicenna Quality Assurance System (AQUAS) For the
Virtual Campus Project in Iraq**

Qaysar S.Mahdi

Ishik University, Erbil, Kurdistan, Iraq

qaysar.mahdy@ishik.edu.iq

doi: 10.23918/vesal2019.a6

ABSTRACT

This paper introduces the Avicenna Virtual Campus project in Iraq and Avicenna Quality Assurance System AQUAS which is used to review and approve the produced e-courses in Salahaddin University Erbil, Iraq and Middle East. Starting from AQUAS developed for Avicenna virtual campus in the Mediterranean region (2002-2006). Also the Pedagogical Avicenna Model and the Module Structure Map are designed to produce the E-Courses. The E Learning Management System ELMS is developed and used on the website of Salahaddin university in Erbil during the period 2010-2019 and many courses reviewed according to the Quality Avicenna Assurance Cycle and approved by the UNESCO quality assurance team with the cooperation and support of Philadelphia University, Jordan, then uploaded which are now available to the students and teachers any time and everywhere (Qaysar Mahdi, 2017). Many new technologies are suggested for future to adapt the new ELMS platform as with all technological developments, the education sector must keep its eyes open and assess the benefits and challenges of any innovation through the lens of what is known to be effective teaching and learning.

Keywords: AQUAS, Avicenna, Cycle, Learning, Pedagogical, Quality.

1. INTRODUCTION :PROJECT AIMS AND SCOPE

Traditionally; the word quality was associated with ideas of excellence or outstanding performance. Quality in higher education means fitness for purpose. Institutions define their mission, aims and objectives. Quality is demonstrated by achieving these objectives. This led to designing and building of AQUAS – inspired by the European quality assurance system so-called ‘Bologna declaration’1999. Involved countries have ‘particularly stressed that the quality of higher education and research is and should be an important determinant of Europe’s international attractiveness and competitiveness’. The aim of this project is to design the new technology infrastructure for AQUAS system and quality assurance cycle which are designed and created in order to control the quality of the produced courses according to the standard syllabus for each subject according to criteria of the Avicenna Pedagogical model (Avicenna virtual campus portal). UNESCO planned to build the E learning centers network in Iraq since 2009. The Government of Erbil initiated a pilot study of E-Learning for Salahaddin University here in Erbil – Kurdistan Iraq which is initiating to step toward the same path with vision of integrating ICT into its learning and education system. The E-learning centers have established an online educational portal on 2009 and hope to enroll 15,000 to 20,000 of its students for a degree program. The Kurdistan Strategic Plan for 2010-2019, however, recognizes the importance of ICT in higher education and plans to create a wide-area network that will connect all of the University’s colleges and institutes and provide web-base, the professors are attends as a lecturers .They are going to have an overview on the background on AVCI.

This observation may be taken as an indication of the potential tenability of the hypothesis that the qualification of ICT support staff in the school is beneficial for the staff development of teachers (Pelgrum W, 2001). But, as with all technological developments, the education sector must keep its eyes open and assess the benefits and challenges of any innovation through the lens of what is known to be effective teaching and learning. Educators have faced this technological determinism many times in the past (Oppenheimer, 2003; Postman, 2000). It's a matter of pleasure if the present Government of Kurdistan here in Erbil or in the central of Baghdad declared a vision to build 'Digital Kurdistan or Baghdad' by 2020. This scientific term has the following components: Digital Government, Digital Education, Digital Business, Digital Citizen (Student) and Digital Society (Qaysar Mahdi, 2017).

2. AVICENNA QUALITY ASSURANCE SYSTEM(AQUAS)

2.1. OBJECTIVES

The objectives are to build a quality assurance system for Avicenna virtual campus in Iraq. Starting from AQUAS system developed for Avicenna virtual campus in the Mediterranean region (2002-2006). It is natural that Avicenna Virtual Campus defines and builds its own quality assurance system. This led to designing and building of AQUAS - inspired by the European quality assurance system.

2.2. PEDAGOGICAL AVICENNA MODEL STRUCTURE

Integrating innovative technology during classroom practices inevitably demands teachers to acquire new technological and pedagogical skills (Clark W, Luckin R., 2013). Figure 1, show the Pedagogical Avicenna Model and the Module Structure Map which is designed according to UNESCO standards for Virtual Campus. The total number of sequences for each Avicenna Module which has 60 sequences, each sequence period is 20minutes and the total period for each Avicenna Module is 1200minutes which is equal to 20hours. Each course may consist more than one Avicenna Module depending on the syllabus content of the course (Mohamed N. Bettaz,2009)



FIGURE 1: Module Structure Map of Pedagogical Avicenna Model (Qaysar Mahdi, 2017).

2.3. THE EUROPIAN QUALITY ASSURANCE SYSTEM(Eija Vierimaa, 2009)

Started by the so-called 'Bologna declaration', signed by most of the European governments in 1999. Commitment to the objective of establishing the European Higher Education Area, with quality (of higher education) as the heart of setting up of such an Area. Involved countries have 'particularly stressed that the quality of higher education and research is and should be an important determinant of Europe's international attractiveness and competitiveness'. Designed for Avicenna Virtual Campus in the Mediterranean region (2002-2006), it was dedicated to the management and accreditation of produced (developed) courses. Avicenna accreditation process ensures that courses produced by members of Avicenna network do respect defined objectives. AQUAS (in its original edition) were supported by a website allowing applying (online) for:

- Course production (development), and for
- Course accreditation.

Approval for course production obeys the terms of the author's contract. Approval for course accreditation is subject to the requirements of the pedagogical model. Accredited courses are installed in the Avicenna virtual campus library.

2.1.1. AQUAS WEBSITE

The AQUAS website allows each Avicenna knowledge center to access the following:

The list of all the proposals (for course production) made so far by Avicenna knowledge centers. Authors express their interest in proposals made by other Avicenna knowledge centers, and to know about other Avicenna knowledge centers which are interested in their proposals.

The list of courses which have been approved for production (by different Avicenna knowledge centers).

The list of accredited courses (and then installed in the Avicenna virtual campus library).

2.3.1. The accreditation committee ()

The accreditation committee members review proposals and take appropriate decisions.

They review production and take appropriate decisions.

They work tightly with the Scientific Council.

2.3.2.The scientific council

Consisting of representatives from different academic institutions hosting Avicenna knowledge centers.

The architecture and infrastructure of the computer network links is shown in Figure 2. Academic institutions hosting Avicenna knowledge centers AKC (Mohamed N. Bettaz, 2011), Chaired by UNESCO.

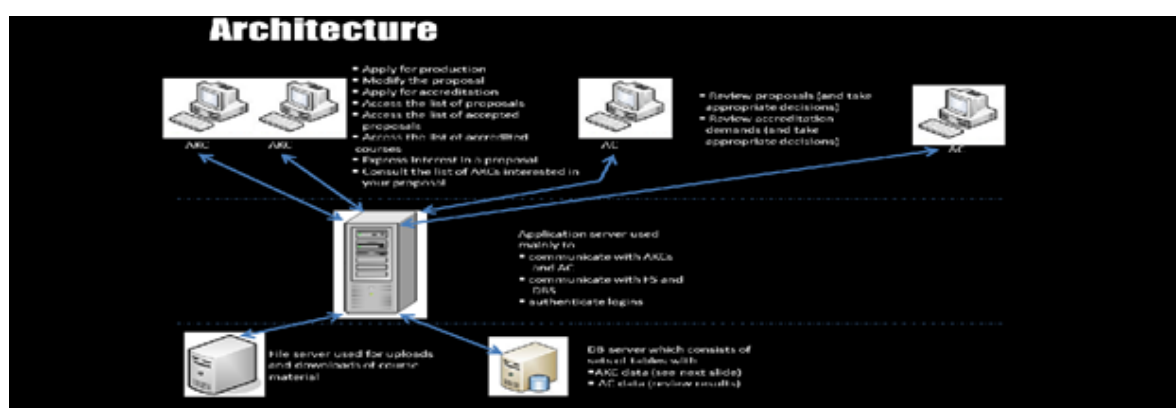


FIGURE 2: Architecture and infrastructure of the computer network links academic institutions hosting Avicenna knowledge centers AKC (Mohamed n Bettaz, 2011)

Figure 3, shows the QAUAS system on the portal of Avicenna Virtual Campus.



FIGURE 3: Avicenna Virtual Campus Quality Assurance System (Mohamed n Bettaz, 2011)

3. E-LEARNING MANAGEMENT SYSTEM ELMS AND E-CURRICULUM

Using the Moodle Platform, the E-Courses and Avicenna Modules are designed and managed according to the syllabus of the subject. The ELMS is designed and organized to contain the following results, see Figs. 4 and 5;

1. The produced sequence according to the timesheet technology.
2. The power point lecture.
3. The Quiz assessment for each lecture.

Salahaddin university and Philadelphia university published the produced e-course .

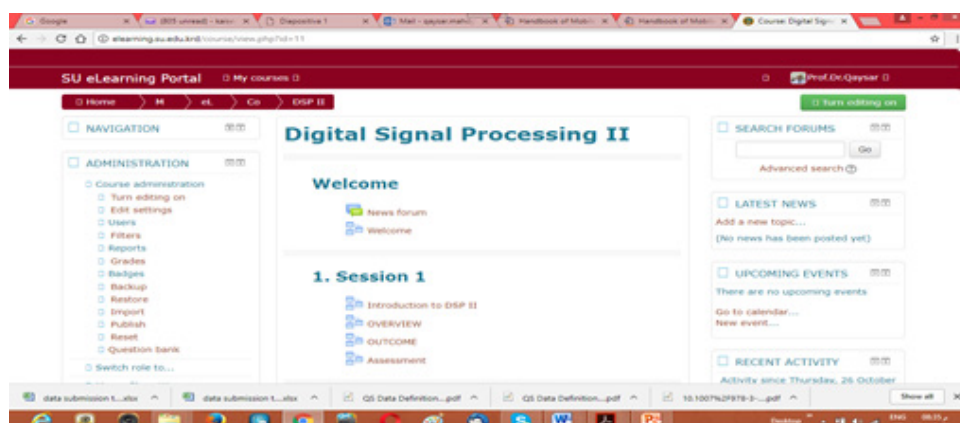


FIGURE 4: ELMS for Digital Signal Processing Course, Salahaddin University (Qaysar Mahdi, 2017)



FIGURE 5: ELMS for Digital Signal Processing Course with Video lecture; Power point slides and lectures Assessment, Salahaddin University (Qaysar Mahdi, 2017)

4. QUALITY ASSURANCE FOR AVICENNA COURSES (Qaysar Mahdi, 2017)

This section will address mainly the quality of content development (course production). Quality is guaranteed by the criteria defined in the Avicenna pedagogical model. Additional processes related to course development models which might enhance quality. Among such processes, peer review is an important component of any e-learning course development model.

- i. Outline
 - ii. Peer review process
 - iii. The essence of peer review
 - iv. Cycles within the development process
 - v. The content production cycle
 - vi. The peer review cycle
 - vii. Examples of criteria.
 - viii. The role of feedback in enhancing the process
 - ix. The peer reviewers
 - x. Some differences with face-to-face Includes feedback from e-learners.
- In face-to-face teaching mode, peer review concerns only course delivery.
- In e-learning, peer review process concerns
- Content development, and
- Course delivery.

Figure 6, shows the Quality Avicenna Assurance Cycle.

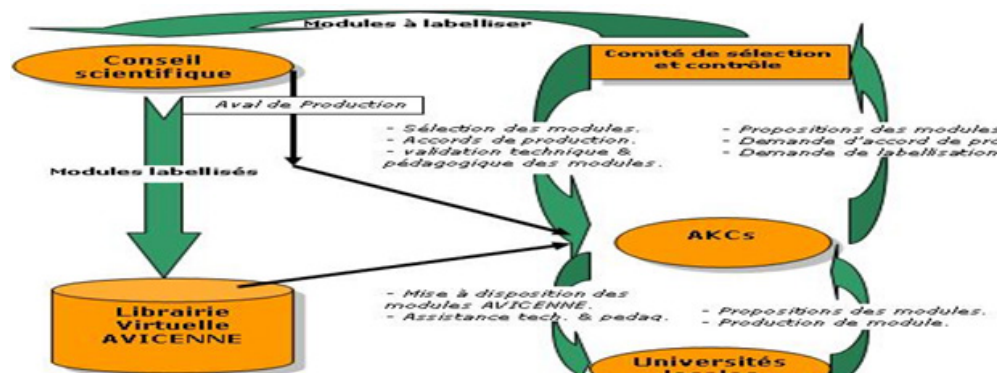


Figure 6: Quality Avicenna Assurance Cycle (Mohamed n Bettaz, 2011, Qaysar Mahdi, 2017).

4.1. EXAMPLES OF AVICENNA ON LINE COURSES

Figure 7, shows the on line course for E-Lecture on Electromagnetic fields in Salahaddin University Website Avicenna portal while , Figure 8 , shows examples of online courses produced by the Avicenna Virtual Campus (2009-2018), in different countries, Iraq, Egypt, France, Algeria, etc.



FIGURE 7: E-Lecture on Electromagnetic fields (2010-2018) (Qaysar Mahdi, 2017)

Figure 8, shows examples of online courses produced by the Avicenna Virtual Campus (2003-2006) in different countries, Egypt, France, Algeria, etc. (UNESCO,2013).

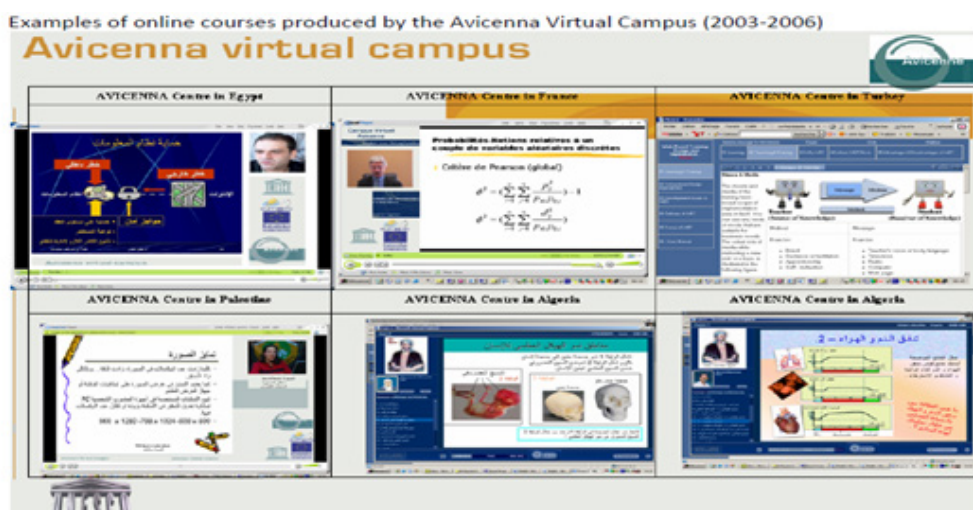


Figure 9: Examples of online courses produced by the Avicenna Virtual Campus (2003-2006) in different countries, Egypt, France, Algeria, etc. (Qaysar Mahdi, 2017).

Reference

- Qaysar Mahdi. (2017) `` (Adoption of Mobile Technologies in Teaching), LAP Lambert Academic Publishing /Germany, ISBN No. 978-620-2-07535-0.
- Pelgrum W. (2001) Obstacles to the integration of ICT in education: results from a worldwide educational assessment. *Computers & Education*; 37(2): 163-78.
- Oppenheimer, T. (2003) ``the flickering mind: False promise of technology in the classroom and how learning can be saved``. Toronto, Canada: Random House.
- Clark W, Luckin R. (2013) `` IPads in the classroom. London: Institute of Education University of London``.
- Mohamed N. Bettaz .(2009) ``Avicenna Pedagogical Model`` Prof. ICT Director, MESRS, Algiers Algeria Avicenna Virtual Campus in Iraq 1 st workshop Amman, 2009 .
- Eija Vierimaa.(2009) ``ENQA report on Standards and Guidelines for Quality Assurance in the European Higher Education Area`` isbn 952-5539-04-0 (paperbound) .<http://www.enqa.eu/pubs.lasso> © European Association for Quality Assurance in Higher Education, Helsinki, 3rd edition Quotation allowed only with source reference.
- Mohamed N Bettaz. (2011) `` Avicenna Virtual Campus in Iraq Project / UNESCO Workshop`` /Philadelphia University /Jordan -Amman 15-24/11/2011, ICT Director, Ministry of Higher Education, Algiers – Algeria. <http://pleiad.unesco.org/Fr/PrincipaleEleve.html>.
- UNESCO. (2013) ``Quality assurance AQUAS,) Quality assurance AQUAS: Avicenna Quality Assurance System``.

5. CONCLUSION

This project introduced and studied the following topics;

The UNESCO Virtual Campus Project in Iraq.

The pedagogical model development for Avicenna course.

The AQUAS development quality assurance cycle.

Many courses have been developed in AVC centers around the world according to the present model and the facilities of the mobile phone are used to design and publish the ELMS.

AVC E Learning centers of Salahaddin University Erbil Kurdistan and Philadelphia University in Jordan developed many e-courses on their website. For future it is suggested the cloud computing technology for new ELMS and on line QAUAS system.

Direct Speech in Children's Short Stories

A Research by

Asst. Prof. Dr. Ismael M. Fahmi Saeed and Asst. Prof. Dr. Lanja A. Dabbagh

Department of English, College of Languages, Salahuddin University- Erbil (Hawler)

drismail@yahoo.com, ismael.saeed@su.edu.krd, lanja_dabbagh@yahoo.com lanja.dabbagh@su.edu.krd

+9647501544367

+9647504453971

doi: 10.23918/vesal2019.a7

Abstract

Children's literature aims at entertainment to make children keep turning the pages to find out what is coming next and how the story ends. In this case the action becomes the most important ingredients. An action- enhancing tool is the dialogue in children's stories because a lot of actions take place in the speech sequences, i.e. the dialogues. The aim of the study is to explore the direct speech used in the selected stories to gain a rather scientific idea of the language used as a whole. The language of children's stories should avoid being tedious or distorted. Rather, it should enhance the description of the action and the characters.

The purpose of the analysis in the present study will lead to the above. The selected stories are chosen from Short Stories for Children, by writers who have different themes. The main reason for selecting these stories is that the writers are from various cultures. Two of the main conclusions derived are: the impressions and messages contained in children's stories can last a lifetime that is why these stories are powerful vehicles for helping children understand their homes, communities and the world. This can happen through the language used in these stories. The second one is that direct speech is easier than indirect speech for children to comprehend. When giving a lesson to children it is easier to give it to them directly. The didactic element, in this case, will be easier to understand.

Key Words: Direct Speech, Children's Literature, The description of the action and the characters

Introduction

Literature can be both a mirror in which children see themselves reflected, and also a window through which children explore the world around them; books are a good means to illustrate the concept that people from diverse groups can play and work together, solve problems, and overcome obstacles. At its best, multicultural children's literature helps children understand that despite many outward appearances and external differences, all people have similar thoughts, feelings, and aspirations. Those feelings include love, sadness, fear, and the desire for fairness and justice. So, through literature we can teach children morals, life lessons, emotions, ethics, and so on.

Stories play an important natural role in children's lives in most cultures. They have a universal appeal and provide a rich source of language and imaginative input making them ideal teaching tools in, for example, primary classrooms. If we want children to achieve a well-developed language and be able to express themselves well, we assume that the author of a good children's book uses a broader vocabulary and is more diverse and varied in her/his choice of words than the author of a popular fiction book.

Nodelman (1996) dislikes the term 'children's literature' altogether, arguing that books written for children tend to belong to already established genres, such as the adventure story or the historic novel. Therefore, he states that 'Genres exist primarily in the eyes of the beholder' (199, p. 146). Nodelman is not against the thought of children's literature as a genre in itself, however; he believes that '[e]ven if the texts of these sorts written for children share qualities with similar texts written for adults, they also have much in common with each other as texts for children' (1996, p. 146).

Rose (1989) dislikes the term 'children's literature', but for a different reason: she believes the 'child' in children's literature is invented for the needs of authors and critics, and that 'children's fiction rests on the idea that there is a child who is simply there to be addressed and that speaking to it might be simple' (1989, p. 1). Therefore, the actual reading children have less influence on the genre than the image of the reading child many authors write for.

Children's Literature

Literature helps children understand their families, surroundings, environment, and communities. Before children can read, family members, childcare providers and teachers read them stories about people in faraway places, sometimes from the distant past and sometimes about people whose lives are similar to their own. The important messages by these stories can last a lifetime. Children's literature has transcended linguistic and cultural borders since the mass production scale in 18th century Europe. As it has always evolved from international rather than national paradigms, the subject of children's literature research must go beyond "geographically internal texts and [...] those responsible for their production" (Bouckaert-Ghesquière 1992: 93).

Reading stories equal to narrating them orally, serving as a springboard for conversation, which plays a role in oral language skills development. The opportunity for conversation afforded by children's stories is noted by Fassler (1998a and 1998b), Han and Ernst-Slavit (1999), Araujo (2002) and, Dennis and Horn (2011). Book reading is a "critical activity developing children's language and literacy skills" due to the opportunities for conversation it provides (Bond and Wasilk, 2009, p. 468).

Stories can provide young language learners with "a very special kind of shared experience and the basic English words and phrases needed to talk about it," (Ernst and Richard, 1994, p. 323). Moreover, Callaghan and Madelaine (2012) Gest et al (2006) and Connor Morrison and Slominski (2006) argue that children's vocabulary can be grown on reading books, which is likely to raise their level of participation in book related conversations.

Direct Speech

Direct speech has been discussed by most linguists. Stephens (1996) states that the writer tacitly controls how the reader understands a text by the presence of the narrative voice. Readers willingly 'surrender themselves to the flow of the discourse, especially by focusing attention on story or content, they are susceptible to the implicit power of point view' (1996, p. 66). The writer as the narrator has less control over direct speech; therefore the specimens of direct speech are where the reader is allowed to interpret the text herself/ himself. Logically, 'indirect and free indirect speech have ... tended to receive most attention', thus 'more attention needs to be paid to direct speech dialogue'. Thus, children's makes use of more direct speech than indirect speech, because 'the general principle that the narration in the text appears to have less control over point of view in dialogue' (1996, p. 67).

In children's fiction, there is little use of reported speech. The speech sequences are often written out in the direct speech mode, to resemble 'an apparently verbatim report of what someone said' (Biber et al 1999, 1118) or thought enclosed in quotation marks frequently accompanied by a reporting clause, placed before, in between or after the direct speech. Still, there is dissension among linguists as to whether the words quoted in direct speech are the same words actually uttered (e.g. Li, 1986, Tannen, 1986, 1999).

According to Coulmas (1986, p. 4) '[d]irect speech always has a de dicto interpretation'; in other words, direct speech always gives the exact words that someone uttered. Coulmas' statement is contradicted by Perridon (1996), who says that 'there is ... no reason to subscribe to Coulmas' (1986, p. 4) view that 'direct speech always has a de dicto interpretation' (1996, p. 165). Perridon supports Tannen's (1986) view on direct speech being constructed speech. He thinks: '[a]lthough it seems as if the speaker is only repeating the lines spoken or written by another person, he is in fact improvising on the spot most of the times' (1996, p. 165). The speaker as the interpreter, Perridon says, 'is evident' (ibid). Haverkate (1996) expands this statement by pointing out that de re representations often produce 'a double- focus effect by separating the voices of the reported and speaker' (1996, p.100). Direct quotations are seldom literal and authentic reports as has also been pointed out by other scholars (e.g. Sternberg 1982, Fonagy 1986).

The Selected Stories

The selected stories are chosen from Short Stories for Children, by different writers having dissimilar different themes. The main reason for selecting these stories is that the writers are from different cultures. Nevertheless, they share the same aim: delivering an authentic message to their readers; i. e. the children. The message contains package of educational, cultural, moral, and language lessons. The focal issue in children's literature is to pave the way for children in their lives and give them useful lessons about life itself. The selected stories in this research are:

1. When Papa Scolded Me by Ira Saxena.
2. The Turkish cap by B. P. Gupta.
3. All Because Of My Hair by S. G. Haidar.
4. At the Party by Anil Ekbote.

The Exploration

For the purpose of exploring direct speech, four children's short stories have been selected. In all of them, the writer is the narrator. The following will show how each writer, by choosing direct speech, was able to deliver the message; in other words the lesson to the readers, i. e. the children. Each story is from a different culture than the other.

When Papa Scolded Me

I quickly put on my slippers, picked up my favourite doll, Beeta, and rushed out into the verandah.

From the above we can see that the writer is, through the direct speech, is trying to convey the message that the little girl is wearing slipper instead of being bare foot. In the following paragraph, the writer is showing through the direct words that the little girl was happy because her father is at home this morning. This shows the close relationship between parents and children. So close that the little girl is cheerful with her father's presence.

It was quite unusual to find my father at home at that time. Normally he was in his clinic before I woke up. So I was very happy. My father wiped his spectacles with the kerchief as he listened to his patient carefully.

Being the youngest child in the family I received everyone's attention and affection. Papa of course, was the most affectionate.

The writer in the above example is passing on the idea that the youngest children need more attention than the older ones. Everyone, even the older siblings are taking care of her. This idea is delivered by direct speech. Nevertheless, when children make mistakes, even the youngest who is much loved by everyone specially the father, is punished in order not to stop repeating this kind of misconduct once and for all. The following paragraph illustrate, by using direct speech, the concept of punishment:

Papa, a very soft spoken person, who was known never to raise his voice, had SHOUTED in anger at his darling daughter. I was very angry with him.

No matter how much angry the father is at his little daughter and even after shouting at her, he cannot bear the idea that she is sad or angry. So, he tries to make amends to her. There is punishment but it is wrong to infer from this that the parents dislike their children. They punish them as a corrective measure only. So that they could lessons of life and avoid making mistakes in the future. The writer is showing this to the children through direct speech:

I tried to run away in annoyance, but Papa caught me. He pulled my face towards his and picked me up. Tears came rolling down my plump cheeks. He patted my head lovingly and wiped my tears

The Turkish Cap

The following sentence shows that children at school are supposed to play in the schools outside grounds instead of the classroom itself or the corridors. The lesson is quite clear and the writer is using direct speech:

We reached the ground outside our school compound where we usually played.

The following paragraph contains the concept of taking turns and waiting for turns even when playing. This is a good lesson to teach children how to behave in the proper way with each other. This is done by using direct speech:

But the way Khushal was hitting I felt my turn would never come. I would have to wait till the next day. I was hoping Khushal would miss just once. Then I would be able to start.

Making mistakes should be followed by apologizing. This is exactly what the writer is trying to teach his audience or readers. The children in the story made a mistake so the headmaster is asking them to apologize:

“Apologise to this gentleman, all of you.”

My heart was beating faster and faster. But how could I blame my friend? With a sinking feeling, I decided I would take the blame.

The main character, the narrator, is a good boy. He refuses to blame his friends. He wants to protect them that is why he takes the blame himself. The writer suggests that one should stand beside his friend(s) when needed. The writer is doing so through direct speech: But I could not laugh in the headmaster’s presence, either. So, I checked myself and with some difficulty managed a wide smile. When I looked round, the others were also trying to suppress their laughter. We were eager to go out and have a hearty laugh.

The above paragraph is a clear lesson of being polite and by avoiding hearty laughter in the presence of older people. Another lesson always taught to children.

All Because of my Hair

The following two sentences show the importance of team work. When everyone teachers and ordinary people alike go hand in hand helping each other to clean and decorate the classrooms for the celebration. The writer is making it clear by using direct speech:

For days and weeks now, we had been preparing for an important function.

The classrooms were cleaned and decorated, and charts and photographs fixed. Everybody was busy.

The writer is describing someone as remarkably tidy and clean: a person whom children should look up to, a man admired and followed by the children. By using direct speech, the writer is directing the children (the readers):

He was an artist by profession and quite unnaturally insisted on everything being neat and clean and in perfect order.

The following two sentences clarify that there would be bad consequences when children give a deaf ear to the advice of their parents, schoolmasters, and the wardens. The readers (the children), will have this idea as a lesson in life. Using direct speech is much easier for children to comprehend:

The Sunday before the function the warden warned me repeatedly that I would be severely punished if I didn’t have a hair-cut.

I was of course not permitted to appear on stage the next day.

At the Party

When we left the house, she once again made me promise I would behave and would not take anything before refusing it three times. The narrator is, in the above, sending a message promising to behave well when going out to the party. A promise which should be kept. Promises are important and children should learn how to respect their promise. The effective way to do that is by using direct speech way to explain that is by using direct speech.

The following example shows that everybody gather and have fun together without any hard feelings. Showing that everyone should try to be as social as possible. Through direct speech, the writer managed to handover this social concept:

A lot of boys and girls had gathered now. They were laughing and talking. All round, there were balloons and streamers.

The following shows that the little boy remembered his promise and decided to behave in the party. A very direct speech to encourage the children who read the story that keeping promise is a well behavior:

I was uneasy. I remembered the promise. I had to behave. I had to be a good boy!

When offered something, take it and be grateful. What a practical lesson to teach children specially through direct speech and in a way easily understood:

The girl in the green sari offered me some more cake and I gladly took yet another slice.

Conclusions

1. The impressions and messages contained in children's stories can last a lifetime that is why these stories are powerful vehicles for helping children understand their homes, communities and the world. This can happen through the language used in these stories.
2. Direct speech is easier for children to handle and grasp than indirect speech. When giving a lesson to children it is easier to give it to them directly.
3. The selected stories are from different cultures. Teaching different cultures to children in early stages enable them in later stages of life to learn as more lessons as possible. By using direct speech, the writers succeeded in delivering an idea about these cultures.
4. Moral lessons like keeping promises, listening to parents, behaving in a polite way, sharing and helping each other were also introduced in the selected stories. Yet another reason why the writers used direct speech. Moral lessons ought to be as direct as possible.
5. There is an attitudinal issue in the use of direct speech of the selected stories: developing positive attitudes to language learning, different cultures, the self and others.
6. There is a cognitive and creative issue in the use of direct speech of the selected stories: use of the imagination and thought processes, academic skills development to support other kinds of learning in later stages.

References

- Araujo, Luisa (2002). 'The literacy development of kindergarten English language Learners'. *Journal of research in childhood education*, 16 (2), 232- 47.
- Biber, Douglas, Johnson, Stig, Leech, Geoffrey, Conrad Susan & Edward Finegan (1999). *Longman Grammar of Spoken and Written English*. London, Longman.
- Bond, Mary Alice and WASIK, Barbara A. (2009). 'Conversation stations: Promoting language development in young children'. *Early childhood education journal*, 36 (6), 467-473.
- Bouckaert-Ghesquière, Rita (1992) 'Cinderella and Her Sisters'. In: *Poetics Today*, 13, 1, 85-95.
- Callaghan, Georgia and MADELAINE, Alison (2012). 'Levelling the playing field for kindergarten entry: Research implications for pre-school early literacy instruction'. *Australasian journal of early childhood*, 37 (1), 13-23.
- Connor, Carol McDonald, MORRISON, Frederick J. and SLOMINSKI, Lisa (2006). 'Preschool instruction and children's emergent literacy growth'. *Journal of educational psychology*, 98 (4), 665-689.
- Coulmas, Florian (ed.) (1986). *Direct and Indirect Speech*. Berlin, Mouton de Gruyter.
- Dennis L.R., and HORN E. (2011) 'Strategies for supporting early literacy development'. *Young exceptional children*, 14 (3), 29-40.
- Ekbote, Anil (2008). 'At the Party' in *Short Stories for Children*. New Delhi, Children's Book Trust.
- Ernst, Gisela and RICHARD, Kerri J. (1994). 'Reading and writing pathways to conversation in the ESL class'. *The reading teacher*, 48 (4), 320.
- Fassler, Rebekah (1998a). "'Let's do it again!' peer collaboration in an ESL kindergarten'. *Language arts*, 75 (3), 202-10.
- Fassler, Rebekah (1998b). 'Room for talk: Peer support for getting into English in an ESL kindergarten'. *Early childhood research quarterly*, 13 (3), 379-409.

**INTERCULTURAL COMPETENCE
OF A FOREIGN LANGUAGE AND LITERATURE INSTRUCTOR:
Insights of Teaching in a Multicultural Classroom
in Various Cultural Settings**

Olga Alexandrovna Babenko

University of Kurdistan Hewlêr, School of Social Sciences, English Language Department,

30 Metre Avenue, Erbil, the Kurdistan Region of Iraq

(olga.babenko@ukh.edu.krd; +9647506769818)

doi: 10.23918/vesal2019.a8

ABSTRACT

The paper focuses on an educator's cultural awareness and intercultural communicative skills in relation to foreign language acquisition, cultural integration and cultural sensitivity of local and international students learning the language in various cultural settings. The author shares experiences of teaching two foreign languages, Russian and English, in the university Preparatory Year Programs in Ukraine and Saudi Arabia, as well as postgraduate academic disciplines in the Kurdistan Region of Iraq. As a result of analysis of field notes and students' academic progress, it has been concluded that international students, who are better culturally integrated, achieve higher results than those learners who stay isolated within their communities. One of the essential factors in facilitating students' cultural integration is intercultural competence of educators, which is especially meaningful in a multicultural classroom, where the competent instructor becomes an anchor, balancing and unifying students with different educational, social and religious backgrounds. Ultimately, some ways of the development of the instructors' intercultural competence are suggested based on the study.

Key words: International Student, Multicultural Classroom, Foreign Language Acquisition.

INTRODUCTION.

The end of the 20th century though the beginning of the 21st century is being marked by the process of globalization. No more are countries isolated entities having solely their own ways of development and their own ideology. Specifically, post-Soviet countries, in contrast to their condition as a part of the USSR, are becoming more and more integrated into European and worldwide political and social life. Ukraine has already achieved a lot in this integration. Ukrainian education, as one of the most developed and time-tested social institutions, has been attracting foreign students since the Soviet epoch. This interest is constantly increasing due to a greater degree of openness in the country and attractive price-quality correlations in the global market of educational services.

Furthermore, if thirty years ago international students were coming to study in the capital and only some regional centers of Ukraine, today they are scattered all around the country and may be met even in the most remote settlements. Educators who work at a tertiary level are no longer surprised seeing foreign students in their auditoriums. The question is whether these teachers are prepared enough to apply, in practice, their communicative and pedagogical skills in a multicultural setting, given that most educators have not had any official training in intercultural or cross-cultural communication. Consequently, we are arriving at an understanding of the importance of the issue of intercultural and cross-cultural orientation for university teachers.

Unfortunately, it has been noticed that not only academics of Ukrainian universities, but even some teaching staff of the Preparatory Year programs, which are aimed at helping foreign student to become ready to speak an academic foreign language and adapt to a new culture, are not aware of the necessity for cultural sensitivity as a part of successful teaching and learning. Thus, instead of understanding and continuous support, foreign students may be treated in their academic milieu with incomprehension, negligence and in some cases even annoyance. That is how the lives of international students in Ukraine turn into a struggle for survival. Therefore, in order to prevent miscommunication and another negative outcomes of the intercultural interaction in tertiary education, the research is devoted to the problem of how several polar cultures interact in different educational settings in relation to their effects upon a foreign language acquisition, intercultural integration of international students, establishment of a teacher-student rapport and the overall learning process.

It is widely acknowledged that teaching a language is not effective without teaching the culture from which that language sprung, where both are naturally tightly interrelated (Brown et al., 1953; Kirch, 1973; Crawford-Lange & Lange, 1987; Shanahan, 1997; Matsumoto & Okamoto, 2003; Scollon, 2004; Byram & Kramsch, 2008). This issue is more complicated in Ukraine due to its natural Russian-Ukrainian bilingualism and mixed cultural context. Teaching Russian or Ukrainian as a foreign language to international students in a multicultural classroom is very challenging for instructors because they are responsible to take into consideration different cultures of their students. Additionally, the educators present an image of a typical culture beam that exists in a bicultural Russian-Ukrainian context.

Another issue rarely engages attention of professional trainings for teachers. It is the importance of the relationship between management of a multicultural classroom and an educator's intercultural competence, the criteria of which are effectiveness, success, and adaptation (Wiseman, 2003, p. 191). A few would dare to assert that managing a classroom comprised of different ethnic and religious communities is not worth the trouble. Entering such a classroom, a teacher should not only keep in mind subject-related objectives, but think of how to promote the unity of dissimilar elements, activate the team-spirit and, at the same time, conduct a personality-oriented lesson where each student is treated in accordance with his cultural singularity yet still equal in prestige to the other students who represent another ethnic and religious community.

Therefore, the aim of the current research is to comparatively present participant observation of teaching foreign languages and literature in multicultural classrooms in Ukraine, the Kingdom of Saudi Arabia and the Kurdistan Region of Iraq at different educational levels. As a result of this comparative study, several possible ways of the development of the instructors' intercultural competence will be suggested.

METHODOLOGY.

The genre of the research is self-study of practice, which, according to Pinnegar and Hamilton (2009, p. 3), has seriously attracted teaching scholars since early 1990s and can be characterized as the study of one's self, one's actions, one's ideas [...]. It is autobiographical, historical, cultural, and political [...] it draws on one's life, but it is more than that. Self-study also involves a thoughtful look at texts read, experiences had, people known and ideas considered. (Hamilton and Pinnegar, 1998, p. 236)

The primary method of the present study is participant observation, the major activity of which is spending a prolonged period of time in contact with subjects in their natural environment and collecting field notes (Bogdan, 1973). The subjects of the research are groups of adults of both genders belonging to different national and territorial entities with various combinations of native and second native languages. The environment, or educational setting, is of two types: the university located in the students' homeland with local students and the overseas university with international students. The main field notes were taken in the Russian Language Foundation classroom (group 1) which was comprised of 14 male students of mixed, primarily Middle Eastern, Arabic nationals from 19 to 36 years old. It was a Preparatory Year program for foreign citizens specializing in civil engineering in Lugansk National Agrarian University in Ukraine in 2009-2010. The secondary field notes were taken in the Kingdom of Saudi Arabia and the Kurdistan Region of Iraq. The Saudi groups numbered 2 and 3 consisted of 30 and 28 (respectively) adult Arabic-speaking females from 17 to 22 years old learning English as a foreign language in the Preparatory Year program of Princess Noura Bint Abdulrahman University in Riyadh, Saudi Arabia, in 2010-2011. The groups were formed based on the level of English language proficiency, from A1 to B1 (group 2) and from A1 to B1+ (group 3).

Another educational setting used in this study was at the University of Kurdistan Hewlêr, which is located in Erbil, the capital city of the Kurdistan Region of Iraq. In academic year 2017-2018, I taught three groups, numbered 4, 5 and 6, and observed them in this context. Group 4 was a medical foundation group of mixed nationality and gender adults, from 17 to 21 years old, learning English as a foreign language with English language proficiency at the level ranging from B1+ to C1. Group 5 comprised 14 mixed gender adults with primarily Iraqi Kurdistan origin, from 17 to 29 years old, learning English as a foreign language (within the discipline titled Academic Reading and Vocabulary) in the Foundation Year program with further specialization in English language and literature. English language proficiency of this group ranged from A2+ to B1. Group 6 united 12 mixed gender and background professional adults from 24 to 48 years old enrolled in the MA program in English Language and Literature. Their English language proficiency ranged from B2 to C2. The following indicators have been considered as having a great impact from the perspective of cultural sensitivity and cultural awareness: location of the research field or cultural context of the research, educational establishment, time frame, the origin of the instructor (local or foreign staff), the level of study (foundation, undergraduate, postgraduate), academic discipline, the number of students in the group, age, gender, the level of English language proficiency, the major country/location of upbringing, the language of instruction, the native language or dialect, the second native language or dialect and religion (see Table 1).

Table 1. Research Subjects, Settings and Indicators

Indicator	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Location	Ukraine	Saudi Arabia	Saudi Arabia	The Kurdistan	The Kurdistan	The Kurdistan
Educational establishment	Lugansk National Agrarian University	Princess Basmah Bint-Abdulrahman University	Princess Basmah Bint-Abdulrahman University	University of Kurdistan Ukrainian	University of Kurdistan Ukrainian	University of Kurdistan Ukrainian
Time frame	2009/2010	2010-2011	2010-2011	2017-2018	2017-2018	2017-2018
The origin of the instructor	local staff	International staff	International staff	International staff	International staff	International staff
Level/ specialization	Preparatory Year Program for Foreign Citizens with Further Specialization in Engineering	Preparatory Year Program	Preparatory Year Program	Medical Foundation Program	BA in English Foundation Program	MA in English Language and Literature
Academic discipline	Russian as a Foreign Language with Focus on Engineering	English as a Foreign Language	English as a Foreign Language	English as a Foreign Language with Focus on PTE ¹ Preparation	English as a Foreign Language / Academic Reading and Vocabulary	• Literary criticism • Classical Approaches and Innovations • Methodology of Teaching Literature
Total number of students in the group	18	30	30	12	14	12
Age	19-26	17-21	17-22	17-21	18-29	24-48
Gender: male (m) female (f)	m: 14 f: 4	m: 8 f: 22	m: 8 f: 22	m: 6 f: 7	m: 3 f: 11	m: 8 f: 4
The level of the target language (Russian, English) proficiency	0—B1+	A1—B1	A2—B1+	B1+—C1	A2+—B1	B2—C2
Major country/location of upbringing	• Iraq: 3 • Jordan: 3 • Palestine: 1 • Syria: 3 • Algeria: 2 • Somalia: 1 • Congo: 1 • Djibouti: 2	Saudi Arabia: 20 Palestine: 1	Saudi Arabia: 27 Syria: 1	Iraq: Kurdistan (Erbil): 2 Iraq: Kurdistan (Duhok): 1 Iraq: Kurdistan (Sulaymaniyah): 1 Syria: Kurdistan: 1 Iraq (Baghdad): 2 Turkey (Istanbul): 1 Iran (Tehran): 1 Great Britain: 1 Germany: 2	Iraq: Kurdistan (Erbil): 5 Iraq: Kurdistan (Sulaymaniyah): 2 Iraq: Kurdistan (Baghdad): 2 Iran (Tehran): 2	Iraq: Kurdistan (Erbil): 5 Iraq: Kurdistan (Sulaymaniyah): 1 Iraq (Baghdad): 1 Syria (Damascus): 1 Netherlands: 1
Language of instruction	English/Russian	English	English	English	English	English
Native language/dialect	Arabic: 10 Yoruba: 2 Somali: 3 Slovak: 1	Arabic: all	Arabic: all	Kurdish (Sorani): 5 Kurdish (Kurmanji): 2 Arabic: 2 Persian: 1 German: 2	Kurdish (Sorani): 11 Persian: 3	Kurdish (Sorani): 9 Kurdish (Kurmanji): 2 Arabic: 1
Second native language/dialect	Arabic: 3 English: 2 Persian: 2	None	None	Kurdish (Sorani): 2 Arabic: 1 Turkish: 1 English: 1	Kurdish (Sorani): 2 Persian: 1	Arabic: 1 Dutch: 1
Religion	Sunni Muslim: 12 Protestant Christian: 4	Sunni Muslim: all	Sunni Muslim: all	Muslim: 9 Atheist: 3	Sunni Muslim: all	Sunni Muslim: 11 Atheist: 1

The research operates with the following terminology:

PTE—Pearson Test of English—is a computer-based test which assesses the listening, reading, speaking and writing skills of non-native speakers of English, along with the other international tests, i. e. IELTS and TOEFL.

Culture is understood, following Corder and Meyerhoff (2009), as well as Scollon and Scollon (2007), in its broad anthropological sense as “a way of life shared by a group of people”, and this way of life consists of cultivated, i.e. learnt, behaviours, and that these—as well as the experiences that underlie them, and the knowledge or values they are understood to validate—are accumulated over a period of time and reproduced even as the members of the group might change. (Corder & Meyerhoff, 2009, p. 442)

Along with that, cultural is taken as “those social things which are relatively stable and widespread” (Eggarac, 2009, p. 33).

Cross-cultural communication (CCC) “involves comparisons of communication across cultures”; while intercultural (ICC) is “communication between people from different national cultures” or “the exchange of cultural information between two groups of people with significantly different cultures” (Gudykunst, 2003, p. 1, 163; p. 260). Cultural awareness plays a crucial role in ICC and presumes “a gradually developing inner sense of the equality of cultures, an increased understanding of your own and other people’s cultures, and a positive interest in how cultures both connect and differ” (Tomlinson & Masuhara, 2004, p. 7). It is internal, dynamic, variable, multidimensional and interactive (Ibid. p. 6). Cultural awareness is the starting component of intercultural competence, and it should be distinguished from cultural knowledge, which, according to Tomlinson & Masuhara (2004), is a more stereotypical generalization of cultures, external and static, and often omits the dynamic nature of culture.

Competent communication “consists of behaviors that are regarded as effective and appropriate” for the context (Wiseman, 2003, p. 193). In our case, the term is expanded to competent intercultural communication.

1. CONTEMPORARY STUDIES IN MULTICULTURAL CLASSROOM AND INTERCULTURAL COMMUNICATION: THEORY IN PRACTICE

Contemporary studies in the theory of multicultural classrooms are represented by an ample quantity of monographic works and articles. Scholars that made essential contributions to the research are Cohen (1990), Hidalgo (1993), Chetty (1997), Imel (1998), Blake, Clapper, Fantini & Fantini and Sakamoto (2000), Buckingham, Finck, Hulnick and Drapelick (2000), Yang (2002), Witsel (2003), Kalfadellis (2005), Saffold (2008), Scherr (2009) and Pirjo (2011). The topic of the research is closely connected with the theories of intercultural and cross-cultural communication. Significant ideas focusing on ICC and CCC, introduced by Hall (1959; 1976), Gudykunst (2003), Scollon & Scollon (2007) and others, were also incorporated.

All the scholars listed above agree on the point that an international teacher entering a multicultural classroom should be aware of several main issues he or she would have to consider:

- differences in a teacher’s and students’ value system and beliefs;
- difficulty of choice of an appropriate teaching style and level of instruction;
- the role of native tongue in the world-view formation;
- influence of low-context communication culture (LCC) and high-context communication culture (HCC) upon the perception of information and understanding between a teacher and students;
- classroom management.

Teachers should be aware of how their own beliefs and behavior are culturally conditioned and the extent to which their system of beliefs is similar to or different from their students' beliefs. Initially, "multicultural education is aimed at the development of the ability amongst different population groups to communicate mutually, to understand each other and to appreciate each other's life-world, traditions, customs, perceptions and point of view without loss of one's own culture" (Chetty, 1997, p. 81). Teachers often only contemplate about multiculturalism at a concrete level (music, foods, artistic works, etc.); whereas, the more essential level (implicit) is not typically addressed at all, even though it is at this level where the most fundamental beliefs and values of humanity are accessed (Hidalgo, 1993, p. 99, 101).

Differences in Value System. How do these 'teacher-student' and 'student-student' differences in value system and beliefs influence the educational process? To answer this question I recall one indicative situation illustrating 'teacher-student' difference in value system:

In the middle of the lesson, when I was presenting new grammar material to beginner-level Russian Language Foundation students (refer to group 1, Table 1), one of the students stood up and having a cell phone ringing in his hand addressed me in English:

"Teacher, can I please go out and pick up a call?" He rather demanded than asked me, with his eyes full of worry intensified by impatient movements.

"No, Ahmed, you are aware of our class rules. No phone calls during a class. Please sit down and work," I answered trying to control my negative emotions as this subject had been discussed many times before.

"But this is my father!" His face showed confidence in the validity of this argument.

"Please, sit down and work. You will return a call during the break," I answered as felt I had to be consistent in refusing all the students. For me, a family member's call was an invalid reason for missing an important explanation of new grammar topic.

He looked at me and left the classroom. His face reflected a shock. How doesn't the teacher understand that his father is calling him? The door was shut noisily behind Ahmed. Students in the class reacted differently. Some Middle Eastern students were gazing at me with the same anger as Ahmed, reflecting their disapproval of my refusal to allow him to receive his father's call. Some Nigerian and Congo students in the classroom were happy I said 'No' to their "aggressive Arab" peer.

Conclusion: As the student comes from a culture in which family relations mean more than any scholastic task, his family, especially a father as a source of family's well-being and the ultimate authority on Earth, is consequently an overriding priority in his value system. The teacher (in this case, myself) comes from a task-oriented culture. Of course, my teaching responsibilities and the good grammar explanation I was engaged in, and my perception of what was significant in this exchange, prevailed over the student's perception of the urgency of a family call. What would have been a more culturally sensitive reaction to the situation? I would have done better to allow him to exit the classroom and continue explaining the grammar. Next class, I could have checked if he asked his peers to summarize the main points of the lesson for him. In this way, I could have saved myself, Ahmed and the classroom considerable agitation while strengthening my bond with the class and my reputation, and consequently, my ability to negotiate and maintain discipline in future encounters.

Teaching and learning styles differ from country to country. “The style used in the ‘home’ country will influence the study skills that the students will have developed, and the way in which they deal with the sorts of study skills that are expected of them” (Witsel, 2003). According to Witsel (2003), differences in educational styles may be found in several areas: lecturer-student relationship (formal versus informal, big versus small power difference); interaction in class (not done versus questions and answers can be exchanged); relations between students (harmony in the group versus individual performance); time (being on time is not relevant versus being on time is important); regulation of learning process (mainly by the lecturer versus mainly by students); aim of learning (emphasis on theory versus emphasis on understanding and application); uses of technical resources (limited versus heavy reliance)”. To illustrate some of these points, I shall recount several of my teaching experiences in these different cultural settings.

Relations between Students. I had strongly favoured peer correction in EFL classes before I started working in Saudi Arabia (see groups 2 and 3, Table 1), where I found students were reluctant to correct their peer’s errors on teacher’s request as they thought it might harm their relations with class-mates. It was especially obvious when they had to exchange their written pieces and correct their peer’s work. They simply could not find errors or were even not looking for them! To my question why they did not correct the writing they always responded the same way:

“Teacher, you correct it!”

Conclusion: Students’ interpersonal relations had a greater meaning for them than the accomplished task in English class.

There was a similar task-oriented and relation-oriented opposition in a course I taught in the Kurdistan Region. It was Methodology of Teaching Literature for post-graduate students (see group 6, Table 1). Peer observation was a part of their course activity and was weighted at 10% of their total grade. Students had to comment on their peers’ micro-teaching and were required to evaluate what had been done well and which areas required improvement. In other words, they had to identify the positives and negatives of their peers’ teaching. The grade given by the lecturer to an observer was proportionate to the importance and validity of his or her comments. What surprised me was that students were reluctant to comment on the negatives of the lesson and showed that they did not want to give suggestions for improvement. The lesson observation activity involved filling in the scores in the Lesson Observation Rubric. 7 out of 8 students gave the full score for all the lesson components in spite of the fact that some components were not even used in that model lesson. Here is the typical oral peer observation comment:

“Thank you very much for your lesson, Media-khan. It was an amazing lesson and I enjoyed it very much. It was well-prepared and engaging. I have not found any negative points. It was perfect.”

Conclusion: The students’ priority was their interpersonal relations, not the individual performance. They were ready to sacrifice their grades given for observation comments for the sake of harmony in the group. This tendency is deeply rooted in the Kurdish culture; being nice, supportive, indirect, not critical and kind to each other is something of an honour code. Even constructive peer criticism is usually considered as being rude, unfriendly and disrespectful. Because the teacher’s authority is taken as natural, I had to adjust the style of teaching practicum and the use of peer observation comments in particular. I saw that it was more effective to switch to a traditional ‘teacher-student’ observation procedure so that students could learn teaching methods solely listening to constructive instructor’s comments and suggestions because the instructor’s authority and criticism are respected and do not converge on the social dynamic which exists in the culture.

Aim of Learning. Comparing the general pattern of Ukrainian, Arabic and Kurdish students from the perspective of the pedagogical goals, it is easy to notice that students coming from the Middle East are more practically oriented; whereas the Slavic students are more abstract thinkers. Based on my observations, while Ukrainian post-graduate students specialized in English Literature prefer such theoretical courses as Literary Criticism, the History of Anglo-American Literature of the 20th Century, Kurdish students specialized in the same field prefer Methodology of Teaching Literature. The value of knowledge in this case seems to be conditioned by its practicality. This consideration, along with the university requirements to the module's content, mandate an adjusted teaching style: the focus in the latter case is shifted from general theory to the practical concerns of learning from students' own experience, their teaching modeling and on-site teacher's correction. The study of theory and reference resources are more effectively replaced by vivid discussions, explanations and passionate debate.

Another consideration for foreign teachers in the Kurdistan Region is the necessity to mold the kinds of content that students use to learn language skills as there is a strong resistance by them to engage material that is not directly and practically related to their own area of study or interest. Multiple students expressed a need for a detailed explanation of how the assignment would practically help them as well as a need for a change in reading content for in-class activities that would justify their energy and attention for a given assignment. Following is a typical dialogue with students; I have had this kind of interchange at least 3 times within a semester of teaching PTE Preparation course for intermediate/upper-intermediate level Kurdish students (refer to groups 4 and 5, Table 1):

"Let us have a look at this article from New York Times. Have you heard about this newspaper?" I addressed the question to the group. Students acknowledged their familiarity with the newspaper and I continued:

"This article has been cut into paragraphs, and the paragraphs have been mixed up. Please work in pairs and try to place the paragraphs in order."

"Teacher," one of the students said, "why should we do that? Will it help us to take PTE?"

"Of course, my dear, it will. First of all, one of the PTE reading section tasks is to rearrange paragraphs. Secondly, you will learn some more new words and increase your abilities to understand the text, not even mentioning that reading an authentic text helps you on your way to your main goal—mastering English language at near-native level."

"But teacher, reading is boring..."

"Sara, what do you like the most in life? What is your hobby?"

"I like fashion. I am really passionate about it."

"Please bring me your favourite fashion journal tomorrow and we will see how it can be interesting to read about something you like."

Conclusion: The deeply enrooted practicality of Kurdish culture to some extent necessitates a reevaluation of teaching methods and in-class activities. In order to turn this factor into beneficial, by adjusting to the interests and concerns of the students for a specific field, the educator can motivate students through emphasis of the practical value of one or another activity and the areas of potential application of their theoretical knowledge.

Time. International higher education establishments are heavily structured by the Western conceptions of temporal dictates. Strict adherence to time schedules is one of the pillars of Western civilization. An educator, coming from the West with this perception of time, will undoubtedly expect his or her students to adhere to the basic requirements of international academic setting— to come to class on time and meet the deadlines for submission of papers and other activities. However, the reality is that students have a completely different perception of time which is conditioned by their culture. In the following anecdote, I will illustrate a typical example of differences in time-perception between cultures and the difficulties an instructor may encounter:

It had been about two months since I joined the University of Kurdistan Hewlêr. After the coordinator of English Language Centre (ELC) had observed my lesson (refer to group 5, Table 1) and watched as several students arrived late to my class, I was told to adhere to ELC policy and not to allow students enter the class if they are late more than 15 minutes. It is worth noting that some of my ELC colleagues let students be late no more than 5 minutes. I had previously taught in Saudi Arabia and was aware of a difference in perception of time between the West and the East. Of course, when I started teaching in the Kurdistan region, instead of reproaching students for being late, I used a couple of humorous remarks and allowed them join the class. But how could I continue to do that when I was told that I was required to follow the established rules and regulations in order to maintain consistency within the department and the university? I understood that the university policy was based on primarily British standards which were imposed on students most of whom were brought up in completely different cultural environment. It was a situation where I had to choose.

The next morning, my coordinator was ready to observe my 10.30 lesson. At 10.50, the door opened and one of the usual late-comers made two steps into class, but having noticed my discouraging look, stopped.

“You cannot enter the class if you are late more than 15 minutes, my dear. I cannot let you in.”

Zainab looked at me with her big wet eyes and left. I felt really bad. But there was nothing much I could do.

Did students stop coming late after that incident? Did they submit their course papers on time? The answer is ‘No’. All in all, educators have to learn to adjust to culturally conditioned attitudes to time.

According to Sapir-Whorf’s hypothesis of linguistic relativity (Sapir, 1921; Whorf, 1940), the native language we use determines the way in which we view and categorize the world including such deep-seated cognitive processes as the way we deal with space and time. Educators should take this issue into consideration before they start punishing students for being late. Of course, responsibility and punctuality may be developed; these developed soft skills are highly appreciated in the modern labour market, and it is one of the educator’s secondary objectives—to facilitate their development. But how? To answer this question, I will offer a technique I devised while delivering the course in Literary Criticism in the University of Kurdistan Hewlêr (see group 6, Table 1) which I believe is a step towards reconciling these disparate attitudes to the notion of time:

Every lecture was followed by a three-hour’s seminar on that topic. A week before the seminar, I distributed to students the seminar plan with the discussion agenda and bibliography. Each discussion item was assigned to a number of presenters with the scheduled time for presentation for each student and for the post-presentation group discussion. Here is the typical seminar handout:

Postcolonial and African-American Literary Criticism

DISCUSSION PLAN

1. Postcolonialism: A Historical Overview (2 presenters—10 min. per each presenter followed by 10-min. group discussion—30 min. in total; refer to Bressler, 2011, p. 197-206).

2. Edward Said and His Work *Orientalism* (1978) (2 presenters—10 min. per each presenter followed by 10-min. group discussion—30 min. in total; a note to the presenters: as the source is quite lengthy, please focus on the Introduction and summarize the main thoughts of the work based on that part).

3. Racial Issues and African American Literature (2 presenters—10 min. per each presenter followed by 10-min. group discussion—30 min. in total; a note to the presenters: 1. please speak about the historical context related to the topic; 2. define 'race' and 'ethnicity' and discuss the issues related to these notions and how they are reflected in literature; 3. talk about several major literary works on the topic; refer to Bressler, 2011, p. 210-219).

4. How Can We Use Postcolonial and African-American Literary Criticism in Contemporary Text Analysis? (1 presenter—15 min. followed by 10-min. group discussion—25 min. in total; please refer to Bressler, 2011, p. 206-209, 218-219; the presenter should summarize 2 theories and their methods).

Break: 10 min.

5. A Critical Analysis of *Like a Winding Sheet* (1945) by Ann Petry (1 presenter—10 min. followed by 40-min. group discussion—50 min. in total; a note to the presenter: try to apply African-American Criticism in your text analysis; you can divide your response into 2 parts based on the following: 1. Ann Petry as a writer. Characters in the short story; 2. Narration and the narrator in the short story, language, details, and another literary devices. The author's message/ the meaning of the short story from the perspective of African-American Criticism).

A note to everyone: *Like a Winding Sheet* (1945) by Ann Petry is mandatory. Please read it at home, bring a hard copy to class and be ready to participate in the discussion. Failure to do so affects your participation score.

BIBLIOGRAPHY

Required texts:

1. Bressler, C. E. (2011). *Postcolonialism. African-American Criticism*. In C. E. Bressler, *Literary Criticism: An Introduction to Theory and Practice* (pp. 197-219). 5th edn. Longman. – our textbook
2. McLeod, J. (2000). *Beginning postcolonialism*. Manchester, England: Manchester University Press. – available in the library; includes chapters on literary criticism
3. Said E. W. (1979). *Orientalism*. New York, NY: Vintage Books, Random House.

Recommended texts:

1. Goldberg, D., Quayson, A. (Eds.). (2002). *Relocating postcolonialism*. Oxford, England: Blackwell Publishers. – available in the library
2. Loomba, A. (2005). *Colonialism/postcolonialism*. 2nd edn. Abingdon, England: Routledge. – available in the library
3. Loomba, A., Kaul, S., Bunzl, M., Burton, A., Esty, J. (Eds.). (2005). *Postcolonial studies and beyond*. Durham: Duke University Press. – available in the library

For the first 4 seminars, students had struggled with time management, but they got used to it later. The most difficult task for them was to select the most important information out of a number of sources. They were primarily retelling what they had read. Synthesizing information was not an easy task for the students. Appointing one of them to watch the time and remind the presenter about the remaining minutes was also helpful.

Conclusion:

fourteen weeks after we had started practicing the timed reports and discussions, I noticed a significant change in students' perception of time. They became more punctual, prepared, focused. Their synthesizing and summarizing skills also remarkably improved. What this shows is that time management and perception are culturally determined but also malleable insofar as they are skills which can be learnt through repetition and practice. Therefore, it seems sensible to offer opportunities whereby students can learn these skills over the course of a semester by employing less stringent punishments and applying requirements such as these to allow students to learn the value of gradually recognizing and implementing time etiquette for their own good rather than simply to comply with an authoritarian mandate.

High and Low Contexts in Communication. Another reason for misunderstandings between a teacher and a student or amongst the students themselves is due to low or high contexts in communication (Guirdham, 2005, p. 195). High-context communication is based primarily on the physical context and relationship, while explicitness is minimized, meanings are internalized and nonverbal codes are accentuated (Hall, 1976; Lustig & Koester, 1999). On the contrary, communication in low-context cultures is built on the messages that are coded in a plain and explicit manner (Lustig & Koester, 1999). If a teacher uses codes of high-context culture (HCC), the problem of a low-context culture (LCC) student is to grasp the meaning: so much is left unsaid. Indirectness and emphasis on relationship data compound the problem. On the contrary, when the teacher uses codes of LCC, the problems of HCC students are over-interpreting and assuming inferences that may not be present. HCC students may also be confounded by directness or the "brutality" of the concentration on hard content or simply suffer from information overload.

There is one more aspect of HCC to take into consideration when embedding teachers into a class with a culture that is foreign to them. It is the teaching style with which the teacher arrives. While many strategies work well in our native countries, these same strategies could have an adverse effect on individuals and groups overseas. This became quite clear to me when it was time to open and read my first class evaluations:

Every educator feels how the heartbeat increases when it comes time to read students' class evaluations. I was about to open the envelope after the first literature course I delivered for a new MA program in English Language and Literature at the University of Kurdistan Hewlêr (refer to group 6, Table 1). I opened the envelope, quickly went through the feedback report and sighed with relief as it was generally good, but some students' comments struck me:

"She talks, displays slides and asks us to take notes at the same time. It is hard to cope with this."

"We feel a kind of overloaded."

"With due respect, Dr. Olga could calm down at times."

This turned out to be the most beneficial evaluation of my teaching career to date. Based on these honest reactions, I could see that my teaching style was too strong for these students (and quite possible for many more).

Conclusion: I decided to adapt my teaching strategies, narrow down the content of the course and intensity of each seminar. I also started sharing my Power Point Presentations with students before the seminar so that they could be more familiar with the movement of my explanations and take notes easily. Of course, the effect of surprise and intrigue which I had enjoyed in my previous teaching positions was lost, but I realized that it is more important to take into account the challenges of a group whose cultural grounds are vastly different from my own and to do my best to mitigate them for the sake of enhancing their learning potential.

Another aspect to consider regarding high-context learners has to do with the level of clarity they will demonstrate versus low-context learners. If a person was brought up in a high-context system, he or she expects others to be more understanding than do people raised in low-context societies (Hall, 1976, p. 113). When they speak, those high-context individuals expect their interlocutors to know what they are talking about; they are rarely specific and often talk about and around the point without referencing points that really matter. Therefore, the onus is put upon the listener to understand the main point (Ibid.). In our case, these high-context individuals are Middle Eastern students studying in their natural environment and having a teacher from low-context culture or even more complex—international students who study in a low-context country. As an illustration of a typical misunderstanding between a high-context student and a low-context teacher, I will bring up a situation I found myself in when teaching Academic Reading to English Foundation at the University of Kurdistan Hewlêr to students with A2+—B1 level of language competency (see group 5, Table 1):

As a part of a weekly formative assessment, I was conducting vocabulary tests, asking students to do the following: 1. write a word from dictation (spelling assessment), 2. define it (understanding of the meaning, possibility of multiple meanings) and 3. write a sentence with this word (the use of a new vocabulary unit in the context). I delegated correction of tasks 1 and 2 to one of the students and checked task 3 myself. There were two reasons for that: to allow each student to benefit from error correction practice and to reduce my own correction load. I considered this approach as mutually beneficial for students and myself and was happy to proceed with such an advantageous strategy.

One day Shillan came to my office. She looked sad and wanted to talk to me. I let her in; she sat down and said:

"Teacher, I want to change my group please."

"Why, my dear? What happened?" I was astonished as Shillan was one of the best students in that group.

"I do not feel comfortable there. Nobody likes me."

"How do you know that? Did anyone tell you something offensive? How have you found it out?"

"No, no one told me anything. But I see it. I feel it."

"Could it be only in your imagination, dear?"

"No, I feel it. I do not have any friends."

"You will have them. We have just started the program."

"I see how they all look at me."

"You have to rest, dear. Let us meet in a couple of days and decide how we deal with this."

"Yes. Thank you, teacher."

Conclusion: Although Shillan did not reveal directly what the source of her anxiety was, she left it to me to understand that her troubles were stemming from the peer correction portion of the class. Students took peer correction personally and rebelled against Shillan's authority in marking as she was a strict and honest marker. After trying them all in a peer corrector's role, I returned to a traditional 'teacher-corrector' scheme. But what struck me in this situation was how Shillan, who originated from high-context culture, expected me to guess what was the source of her problems; and it took me a while to understand what she really meant as I believed that frankness and directness were my best companions in face-to-face meetings with my students.

Classroom Management. Another issue that a teacher should contemplate in a multicultural educational setting is classroom management. The main question here is how to unite a heterogeneous formation and how to pay attention and show respect to each individual not abasing any student. One of the successful techniques in management of a multicultural classroom is that a teacher makes a shift from routine, bureaucratic management to delegation of his or her authority to students, so that lateral communication between students increases (Cohen, 1990, p. 15). Students will keep each other on task, enforce safety procedures, make sure that work is completed and reduce uncertainty through procuring help when needed. This method of shifting authority is not often used by teachers due to their fear of losing control over the class, but it may be effective enough to unite students from different ethnic and religious communities. This method of cooperative learning helps to decrease prejudice towards some class members. As Cohen (1990) says, "cooperative learning will produce increased friendliness and social acceptance that is so important in the multicultural classroom" (p. 20).

Educators should also be ready to use status-treatment tasks to prevent the domination of high-status students in the class. These can be Multiple-Ability Treatment and Assigning of Competence to Low-Status Students (Cohen, 1990, p. 18). In the first task type, the educator convinces students that everyone in a group has at least one developed skill. Therefore, each student is as valuable as any other student. In the second task type, the teacher aims at improving the image of unpopular students. When working on a task in a team, those students might demonstrate competence in areas other than English language usage (general erudition, science, literature, etc.), and the teacher can then give a positive public evaluation of the students' abilities.

Teachers of a multicultural class generally focus on the ethnic differences of their students, but it is important to remember that this focus is best when it acknowledges interesting differences and is not used for social exclusion; cultural differences become celebrated when they are recognized as legitimate, distinctive characteristics of individuals (Pirjo, 2011). Teachers of a multicultural class must be on guard against any form of stereotyping and stigmatizing. The aim of the intercultural approach to teaching is understood, firstly, as the promotion of a healthy individual with an integrated/balanced sense of self, with a functional bilingualism and competence in two and more cultural contexts (Pirjo, 2011). In addition, to reach this aim, teachers would do well to work on motivating each student to become a bicultural actor with a profound understanding of cultural values, a respect for one's own value system as well as respect for the values of others, appreciation of diversity, and a tolerance for inconsistency and otherness. When students have integrated these perspectives, they can be said to have gained a metacultural knowledge which can be seen as valuable as the more overt aims of simple language acquisition.

Learning a Foreign language. Let us return to another crucial factor which influences teacher-student rapport and mutual understanding in international educational environment. It is the psychological effects of learning a foreign language. A teacher has to support and encourage students learning a foreign language and help them to overcome the feeling of being weak due to insufficient mastery of a non-native language. The psychological impacts of learning to speak a second language can be momentous, engendering feelings of vulnerability, of being inadequate and of frustration in not being able to express one's intelligence in a way one is accustomed to. Many of these negative effects can be mitigated by a teacher who can make a positive impact in the classroom and outside of it. Teachers, who are friendly, helpful, supportive and approachable, find that students are willing to accept them positively and that students have respect for them and trust them. Students easily identify with teachers whose classes they enjoy and often work hard so as not to disappoint their teacher. Such a teacher also helps students to strengthen their own value system when it comes to academic integrity and motivation.

2. PECULIARITIES OF INTERNATIONAL TEACHING AND LEARNING IN UKRAINE, SAUDI ARABIA AND THE KURDISTAN REGION OF IRAQ

In 2018, according to the Ukrainian State Centre for International Education, a division of the Ministry of Education and Science of Ukraine, the country hosted 66,310 foreign students from 147 countries (Ministry of Education and Science of Ukraine, 2018). The top 10 countries of origin of international students in Ukraine are as follows: India—16.4%, Azerbaijan—11.3%, Morocco—8.8%, Turkmenistan—6.7%, Nigeria—4.9%, Georgia—4.2%, Turkey—4.1%, Egypt—3.8%, Uzbekistan—3.5%, Jordan—3.2%, others—33.1%. International students from post-Soviet countries form 29.47%, whereas the rest (70.53%) come from the other countries. The top 10 most popular Ukrainian universities among international students are Kharkiv National Medical University—5471 students, V. N. Karazin Kharkiv National University—4273 students, Odessa National Medical University—3543 students, Zaporizhzhya State Medical University—2588 students, Bogomolets National Medical University—2307 students, National Pirogov Memorial Medical University—2020 students, Interregional Academy of Personnel Management—1892 students, Dnipropetrovsk Medical Academy of Health Ministry of Ukraine—1807 students, European University—1728 students, I. Horbachevsky Ternopil State Medical University—1674 students. The number of international students increases each year; the academic year 2015–2016 brought to Ukraine 185 new international students, whereas this number increased up to 228 students in 2016–2017, and finally Ukraine hosted 239 new international students in 2017–2018.

The main complaints of foreign students studying in Ukraine are the quality of information acquisition, university and hostel facilities and prejudged negative attitudes of police officers. Taking into account that these issues represent only a short list of official complaints, we must assume that there many more problems than were reported

and that there are actual problems that are more serious in the content than were reported. We know, for instance, that foreign students' most fundamental issues start in their classrooms. Their first-year Preparatory Program, which is factually aimed at cultural integration, is complicated by the diversity of nations forming the group and sometimes by the cultural insensitivity of a teacher. Over time, the 2nd, the 3rd year or even graduate students become accustomed to being isolated, solitary and insecure entities in their classes and are comforted and regain confidence within their ethnic groups only. The negative effects of mishandled multicultural classrooms result in low academic achievements and even psychological trauma which can and do result in mental disorders.

The preparatory year is essential for an international student who has committed to spend 5-7 years of his or her life abroad. It establishes the basis for the student's further academic success or failure. That is why the role of a preparatory year language teacher is vitally important. In Ukraine, a teacher of a second language may not even have an international and intercultural experience which often results in cultural narrowness and callousness. However, even in these cases, a teacher who desires to succeed could be trained to appreciate and adhere to the basic principles of teaching in a multicultural classroom.

In Ukraine, second language classes (Russian or Ukrainian, rarely—English) are given to a group of 12-16 foreign students, who are grouped by the category of their chosen specialization. Therefore, there may be, in a single class, students from the Middle East (Iraq, Jordan, Palestine, Syria and others) and Africa (Morocco, Tunisia, Nigeria, Congo and others) with different educational and religious backgrounds. The first teacher's task is to determine how to make this group work effectively and create a friendly respectful atmosphere for every student in spite of their diversity. Language barriers may make new relationships most improbable. The result is often self-segregation of the various language and cultural groups. There is, however, a solution for this issue: "If the teacher uses traditional, competitive methods of evaluation and tasks that are standardized for all students, there will be a high level of agreement between students on the ranking of their classmates in an academic status-order" (Cohen, 1990, p. 9).

Cultural diversity in a classroom is not the only problem that a teacher has to deal with. Students come from different countries with different teaching and learning styles. They have different academic achievements and abilities as Ukraine accepts a wide range of students with varying strengths and aptitudes. Therefore, the next problem is the varied levels of language ability and study skills in a classroom which influences and creates challenges for the chosen modes of instruction. Very soon a multicultural classroom becomes even a more complicated formation—a multilevel classroom. Sometimes students come to Ukraine even without basic knowledge of English or any other foreign language, and a teacher having English or French as a language of instruction will have problems delivering information to those students. Primarily, these problems occur to Arabic-speaking students coming to study in Ukraine. Thus, another teachers' problem is the language of instruction, which, of course, often enough is the target language. From my own experience of teaching at the preparatory year program, bilingual or multilingual students may be employed as a bridge to assist the teacher in communicating basic tasks and lesson material. At the same time, it is important to ensure that information, which is conveyed, is not misinterpreted while a bridge-student is translating it from English into the native language of the group. Due to a culturally conditioned high level of pride, for example, Middle Eastern male students will rarely admit lack of understanding and ask questions. Middle Eastern female students also do not show that they do not understand a teacher's message due to their natural shyness and pride. To avoid this problem, a teacher can regularly check whether the material is understood by all the students through the use of various techniques and back-ups which ensure faithful reception and understanding.

Religion. Another important factor for a language teacher to keep in sight is religion. Even though religion serves as a source of consolation and motivation, it is also a source of a conflict. In light of this, the art of teaching relies heavily on the perceptions of the educator towards the group formed by representatives of different religions. A teacher must not show even the slightest sign of preference of any religion. He or she must be equally respectful to Muslims, Christians, Hindus or others regardless of his or her own religious belief. This need for tolerance applies equally to the choice and treatment of teaching materials for the class. If a teacher brings a text about Christmas in Ukraine, this could be balanced with a group discussion about the students' religious holidays, for example, the characteristics and fundamentals of Eid Al-Fitr or Eid Al-Adha celebrations. Students who are allowed to speak their own beloved traditions and beliefs usually react positively and are happy to share their cultural insights with others. Of course, by avoiding such topics as sex, alcohol and drugs which are taboo in some cultures, teachers can secure themselves from offending or confusing their students as well as associated administrative problems.

Time, One More Note. Besides religion, there is one more obvious difficult issue which a teacher must deal with in a multicultural classroom. Some problems related to differences in time perception have been mentioned above, and along with these there are some other challenges that can and often do arise due to variations in the ways that different cultures regard the concept of time. From observation, I have noted that Ukrainian teachers often lose their temper because of their students' regular instances of class tardiness. Let us note that these 'late' students usually come from the Middle Eastern countries. Many teachers will feel offended or disrespected due to the fact that some students do not even attempt to offer an excuse; they simply do not feel guilty for being late. When a teacher observes the same student arriving late in multiple class meetings, he or she will often notice that there is a consistency in regards to how late that student is each time. For example, instead of coming at 9:00 am, this particular student always comes at 9:20 am. A teacher has no choice but to accept that some students are always late because they have different perception of time. Different cultures have different attitude towards time: "Time is perceived via two separate schemata: monochronic time which is quantifiable and limited, and polychronic time which is not quantifiable and limitless" (Buckingham et al, 2000, p. 84). International students from polychronic cultures sometimes complain about the difficulty of completing course requirements and assignments on time; they even say they don't have enough time to take care of their personal needs. Thus, in the face of an inability to change these culturally based time perceptions in their students, educators must adopt patience and understanding while working toward the goal of helping their students shift their time perceptions to the Western standards of the culture whose language the students are attempting to acquire.

By following all the recommendations provided above, a teacher of a multicultural classroom is put in a better position to pursue the main aim which of course is facilitating the successful acquisition of a target language and culture. A teacher can help students not only to acquire a new language, but to immerse themselves in the surrounding culture without fear of losing their own values and beliefs. Thus, we can reconfirm that "successful second language acquisition is accompanied by second culture acquisition, i. e. linguistic competence is accompanied by [inter-]cultural competence" (Korhonen, 2002, p. 46). Achievement of this aim is complicated by mixed Ukrainian-Russian context (in Donbass region, for instance); and a teacher can help students to avoid embarrassment about learning a language in a different or mixed cultural context and show them how to enjoy the advantages of this situation. A teacher can also help students to distinguish the finer points between two interrelated cultures (for instance, Ukrainian and Russian) so that they can benefit from each of them and avoid the consequences of making faux pas.

It is beneficial for our research to study the situations when a foreign teacher comes to a homogeneous conservative class to teach a foreign language. According to statistical data for the academic year 2016-2017 (1437-1438) provided by the Ministry of Higher Education in collaboration with the Ministry of Planning and Information of the Kingdom of Saudi Arabia, we have the following picture in figures: the total number of new students in Saudi Arabia enrolled that year in language programs at all qualification levels of all higher education institutions was 183,972; the total number of foreign teaching staff in all the higher education institutions in Saudi Arabia was 34,124 for that year. A considerable number of students choose languages, including English and other foreign languages, as their area of specialization. At the same time, the number of foreign teaching staff, as we see in every year's statistical reports, is increasing. These factors emphasize the necessity of intercultural competence of educators as a requirement for successful learning.

Leaving the figures aside, we must notice that educational setting in Kurdish universities has even more complex nature if compared to Ukraine and Saudi Arabia. On the one hand, the majority of foreign language teachers come from English-speaking countries. On the other hand, we have Kurdish students with different cultural and educational background: Arabic-speaking students who have been brought up in Baghdad and the other locations of Iraq, Kurds from the Kurdistan Region of Iraq, Kurds from Iran, Kurds from Turkey and Kurds returning home from different parts of the world after forced emigration. The latter ones bear the language(s) and culture of those various countries from which they return. Moreover, depending on the location in the Kurdistan Region of Iraq, there are several Kurdish dialects that also present slight differences in the mentalities of the natives of those territories. Adding to that, there is a huge difference between public and private school graduates as the latter have more exposure to international teaching methods, other cultures and languages, more contact hours in foreign languages and literature, and usually a resultant higher level of foreign language proficiency. The complexity of the educational context of the Kurdistan Region can be shown in the following exemplary situation which I witnessed in my Kurdish postgraduate class in Methodology of Teaching Literature:

Delivering a model high school lesson, one of the MA program students (see group 6, Table 1), Akhink, told to one of her peers who was supposed to act among others as a high school pupil:

“Shame on you, Sipan!”

The student did not respond to this remark. But after the model lesson was over, he was commenting on his peer's lesson and mentioned that it was rude for a teacher in this cultural setting to tell her student “Shame on you!”

The other 6 students were divided supporting one or another of the sides, and there was no unity between them. Some were saying this phrase is acceptable, some were arguing against.

Finally, the teaching student uttered:

“I apologize, Sipan,” she said, “I did not know that we come from different cultures.” It seemed evident that she said that with ironic intonation.

Even though Akhink was a Kurd, she was brought up in Holland; she graduated from school there and behaved with European directness and openness. She preferred a democratic way of teacher-student communication with ironic remarks. Sipan, on the other hand, was a Kurd who was born and brought up in Syria and attained his BA in Damascus. As such, he demanded a more respectful attitude from his female teaching peer. As a teacher and mediator, I was compelled to offer my stance to help resolve the issue. I said: “Dear students, it is very good we have had a chance to experience this argument during the observation of a model lesson. That means that we will not so easily repeat this situation again. As you see, it is not only lesson material which must be carefully selected by the educator. We must also censor our vocabulary and monitor our cultural sensitivity depending on the context.”

Conclusion: Our teaching style needs to be adapted to a particular setting. Certain remarks and reaction we have can serve as triggers for others dependent on their cultural values, so once we become aware of what those triggers are, we can work to modify our tactics so that we can make a safe and comfortable environment for the students we would hope to educate.

3. NECESSITY FOR DEVELOPMENT OF INTER- AND CROSS-CULTURAL COMPETENCE IN TEACHER TRAINING

From all the abovementioned material, we can conclude that intercultural competence of educators is highly desired but entails much sensitivity and willingness to accept and adapt to foreign modes of thought and feeling. The role of (inter)cultural competence in contemporary teacher education is crucial (Ikpeze, 2015, p. 9-10). Implementation of this task is engaged from two levels: the administrative level of higher education establishments and through the competence of individual teachers. Moreover, the second one should be arranged at the state level. American scholars, having an elaborated system of effective education in multicultural settings, do not stop underlying the importance of this direction (Imel, 1998; Kalfadellis, 2005). Saffold (2008), working on intercultural sensitivity in urban schools, says that “teachers must be responsive and sensitive to the variety of cultures in the urban schools. Prospective teachers today must be willing to embrace minority children, to deconstruct and redesign curriculum, and to enact fair and equitable practices for all students” (p. 6).

General intercultural competence may be characterized by three major themes (or domains of ability): the ability to maintain and develop relationships, the ability to communicate effectively and appropriately with minimal loss or distortion, and the ability to attain compliance and obtain cooperation with others (Fantini, 2000, p. 27). All these components of general intercultural competence may be referred to as teacher's intercultural competence. According to Witsel (2003), teachers should develop such intercultural skills as getting to know the individual, understanding students' behaviour from their perspective, managing stress, gaining the ability to cope with ambiguous situations as well as unpredictable demands, being sensitive to the cultural background of students, adjusting the existing constraints and limitations, expressing their ideas in such a way that students will objectively and fully understand what the teachers have in mind. Teachers also need extensive retraining in methods of classroom organization and management so that they can expand their teaching repertoire to include complex instruction (Cohen, 1990, p. 20). In addition, teachers should work on their second language proficiency as a part of their intercultural competence.

Many Ukrainian teachers do not know anything about the history, culture and geography of the countries from which their students come. These limitations must be addressed by the professionals themselves as the initial step for overcoming intercultural misunderstanding. Teacher's training in ICC may be organized at the state level or by universities and departments. International students bring significant income to the education sector, and the improved quality of educational services could make the image of Ukraine more attractive in the global market.

Following the example of the USA, Ukrainian and Middle Eastern universities could organize intercultural counseling, which has already justified its existence being “the fourth force” in psychology, complementary to the other three forces or theoretical frameworks of psychodynamic, behavioral, and humanistic psychology (Buckingham, 2000, p. 78). This formation is normally aimed at giving to international students the opportunity to solve the students' culture-related problems with the help of a counselor. “Talk therapy” itself is an effective treatment for mental disorders, and many university psychologists are aware of this, but they are rarely available even for Ukrainian students. Having a lot of paper work, university psychologists are far from students' problems and, consequently, they rarely adequately serve international students. It is a rare case when Saudi Arabian and Kurdish universities have a campus psychologist at all.

Counselors of intercultural counseling would be able to deal with the common problems of trauma, eating disorders, substance abuse, psychological conditions requiring medication and also would be able to support students during normal stress and life cycle transitions. It is known that “some cultures do not make a clear distinction between physical and mental well-being, and, frequently, emotional difficulties are manifested in somatic complaints” (Buckingham, 2000, p. 79). Thus, international students often do not need a physician, but a psychologist, and those students may not admit this. International students affected by external factors over which they have little or no control (financial pressures, sponsorship factors, immigration requirements) are liable to experience mental problems and need continuous support at the university level. Moreover, international students may be grouped or judged, albeit unfairly, by their language or visible differences, becoming the target of ignorance and stereotypes. Many of us have witnessed such a mistreatment towards foreigners. Thus, intercultural counseling can be helpful, especially with students who come from collectively-oriented cultures.

Upon the arrival of international students, Ukrainian and Kurdish universities, like European or American establishments, could organize orientation sessions. Before starting actual studies, it would be a good idea to have introductory meetings and welcoming presentations, and the universities must have explained to the students where they are going to sleep and have their next meal. Hands-on support, such as information about how to make trips to a grocery store, drugstore or a bank, is also helpful. Unfortunately, these orientation sessions are often delegated to teachers and coordinators who may help students with their basic needs if they are sensitive to these needs. Very frequently students are left to fend for themselves to meet their everyday needs. Additionally, Ukrainian culture workshops, together with lessons in law, are most helpful, especially for newcomers from the Middle East. Meetings with current and former international students may be a good source of valuable information and encouragement for newly arrived international students.

The Ukrainian system of higher education might follow the suggestion of European Association of International Education, which aiming at the development of intercultural competence, proposes internationalization of higher education establishments. This means the process of integrating international dimensions into teaching, research and service: “An international dimension introduces or integrates an international/intercultural/global outlook into the major functions of a university or college” (Yang, 2002, p. 83). Going through internalization, the teaching, research and service functions of a higher education system become more internationally and interculturally compatible and attractive for foreign students. Academic study needs an international approach to stimulate critical thinking and inquiry about the complexity of issues and interests that bear on the relations among nations, regions and interest groups (Yang, 2002, p. 86). Hiring foreign teachers and participating in student, faculty and scholar exchanges, Ukrainian universities are taking the first steps in the direction of internalization, but this process should get more attention from the side of educators who are rarely willing to participate in international programs; therefore, they are scientifically isolated, do not address foreign editions and inventions and often prejudice international students based on common stereotypes and prejudices.

4. CONCLUSION

The research has, in a multifaceted way, presented peculiarities of teaching foreign languages and literature in a multicultural classroom in different cultural settings—Ukraine, Saudi Arabia and the Kurdistan Region of Iraq. The theories on multicultural classrooms acquire some specific characteristics in the Ukrainian ground due to their relative novelty for the Ukrainian educational system. Additionally, Ukraine has not yet resolved its Ukrainian-Russian language and culture collisions, which have recently escalated with the military conflict in the Eastern Ukraine. However, the Ukrainian-Russian question must not overshadow the more general and pervasive challenges that all teachers must face when having a group of students from different parts of the world. The issue of teachers' lack of intercultural competence is still not acknowledged by many educators. None of the countries in this research offer a centralized solution of the problem at the state level. Very few educators are aware that the focus in a multicultural classroom is shifted from subject-related objectives to culture-related issues that have to be solved wisely in order to advance the pedagogical goals that all universities value.

Teachers' intercultural responsibility is most crucial in language classes, as a language teacher teaches about culture and addresses cultural issues more than a teacher of other subjects. Thus, a second language teacher is responsible not only to teach language acquisition, but to expose students to strategies of cultural integration and preservation of cultural identity of each student. A language teacher in this case becomes a teacher of culture, history, literature and etiquette. What may be really helpful for a language teacher in a multicultural classroom is developed intercultural sensitivity which needs to become integrate into the professional qualities of a contemporary teacher.

Ukraine, hosting thousands of foreign students each year, must not neglect the need of the development of intercultural competence in the sphere of higher education. Most of the works, written by our domestic researchers on the topic of intercultural communication, are related to business and marketing, but development in the path of intercultural understanding in language education is at least as crucial and possibly more so. Integration into European and other world communities, which is so desirable for Ukrainian authorities, is impossible without raising the level of intercultural competence of Ukrainian educators. The initiative and responsibility lies on not only individual enthusiastic teachers, but also universities and state authorities, starting from the Ministry of Education and Science of Ukraine. It is recommended that training and orientation in ICC and CCC be made a mandatory program of teaching staff professional development as an initial step toward arriving at these stated goals.

Ukrainian education on its way to intercultural competence may then follow the standards and practices of the USA and Europe with their examples of providing international students with intercultural counseling services, organizing orientation sessions and working on internalization of educational establishments, including the development of appropriate teacher training and research methods. That is how Ukrainian universities may improve the quality of education, increase the value of certificates they are giving, and become more attractive for foreign students, which in turn will be beneficial for the international image of Ukrainian state.

Teaching experiences in Saudi Arabia and the Kurdistan Region offer many lessons and provide a general overview of the kinds of issues that arise in these parts of the world. Whereas in most of Saudi Arabian universities, new teaching staff are given an orientation which consists of short-term programs with the target of the development of survival and adaptation skills of newly arrived Western educators, the primary focus would be better directed at establishing rapport between internationally hired teachers, primarily Western-educated, and local Saudi students. The same point is relevant for the context of the Kurdistan Region. The challenges associated with teaching a foreign language in the region become even more complicated due to territorial disputes (e.g. Iraqi, Turkish, Syrian and Iranian Kurds), genocide and multiple displacements of the Kurdish nation (as well as the waves of emigration to far-abroad countries). The Kurdish nation comprises several ethnic and religious groups each with its own dialect of Kurdish language. Due to these issues and others, both educational acting parties—teachers and students—are forced to interact with widely different cultural and educational backgrounds and standards. In such a context, the role of intercultural competence cannot be overestimated. The excerpts from the research field notes taken during participant observation of 6 various groups in different educational and cultural settings highlight many characteristic challenges that local and foreign educators in these regions must face. In addition, these anecdotal segments offer specific strategies in the spirit of showing that such problems can be overcome through exposure, research, theory, practice, trial and error and an earnest desire on the part of educators and administration to identify and address these issues so that discourse can begin and ideas and experiences can be shared and improvements can be gained thereby.

REFERENCES

- Blake, D., Clapper, D., Fantini, A. E., Fantini, B. C., Sakamoto, K. (2000). Language and Culture Education and Training. In World Learning School for International Training: The Experiment in International Living. Brattleboro. Inaugural Issue on the Occasion of SIT's 35th Anniversary, 43-52.
- Bogdan, R. (1973). Participant Observation. *Peabody Journal of Education*, 50 (4), 302-308. Taylor & Francis.
- Brown. R. W., Englekirk, J. E., French, D. H., Johnston, M. C., Lange, V. H. W., Marckwardt, A. H., Politzer, R. L., Sommerfelt, A., Wheeler, B. W. (1953). Developing Cultural Understanding through Foreign Language Study: A Report of the MLA Interdisciplinary Seminar in Language and Culture. *PMLA*, 68 (5), 1196-1218. Modern Language Association.
- Buckingham, J., Finck, D., Hulnick, J., Drapelick, T. (2000). Cross-Cultural Counseling: A Student Services Perspective. In World Learning School for International Training: The Experiment in International Living. Brattleboro. Inaugural Issue on the Occasion of SIT's 35th Anniversary, 77-88.
- Byram, K., Kramsch, C. (2008). Why Is It so Difficult to Teach Language as Culture? *The German Quarterly*, 81 (1), 20-34. Wiley.
- Chetty, L.S. (1997). Problems Experienced by Teachers in a Multicultural Classroom Setting. Dissertation for the Degree of Master of Education. – Durban: University of Zululand.
- Cohen, E.G. (1990). Teaching in Multiculturally Heterogeneous Classrooms: Findings from a model program. *McGill Journal of Education*, 26 (1), 7-23.
- Corder, S., Meyerhoff, M. (2009). Communities of practice in the analysis of intercultural communication, In H. Kotthoff, H. Spencer-Oatey, *Handbook of Intercultural Communication*, 442-461. Berlin and New York: Mouton de Gruyter.
- Crawford-Lange, L. M., Lange, D. L. (1987). Integrating Language and Culture: How to Do It. *Theory Into Practice*, 26 (4), Teaching Foreign Languages, 258-266. Taylor & Francis.
- Fantini, A.E. (2000). A Central Concern: Developing Intercultural Competence. In World Learning School for International Training: The Experiment in International Living. Brattleboro. Inaugural Issue on the Occasion of SIT's 35th Anniversary, 25-42.
- Gudykunst, W. B. (Ed.) (2003). *Cross-cultural and intercultural communication*. Thousand Oaks: SAGE Publications.
- Guirdham, M. (2005). *Communicating across Cultures at Work*. New York, NY: Palgrave Macmillan.
- Hall, E. T. (1959). *The Silent Language*. New York, US: Doubleday.
- Hall, E. T. (1976). *Beyond Culture*. New York, US: Doubleday.
- Hidalgo, N. M. (1993). Multicultural Teacher Introspection. In T. Perry and J. W. Fraser (Eds.), *Freedom's plow: Teaching in the multicultural classroom*, 99-106. New York and London: Routledge.
- Education Statistics in Detail: Year 2017-2018 (1436-1437). Ministry of Higher Education of the Kingdom of Saudi Arabia, 2018. Retrieved July 10, 2018 from <https://departments.moe.gov.sa/PLANNINGINFORMATION/RELATEDDEPARTMENTS/EDUCATION-STATISTICSCENTER/EDUCATIONDETAILEDREPORTS/Pages/default.aspx>
- Ikpeze, C. H. (2015). *Teaching across Cultures: Building Pedagogical Relationships in Diverse Contexts*. Rotterdam, Netherlands: Sense Publishers.
- Imel, S. (1998). Promoting Intercultural Understanding: Trends and Issues Alert. ERIC Clearing House on Adult, Career and Vocational Education. Washington: Office of Educational Research and Improvement.
- Kalfadellis, P. (2005). Integrating Experiential Learning in the Teaching of Cross-Cultural Communication . *Journal of New Business Ideas and Trends*. 3 (1), 37-45.
- Kirch, M. S. (1973). Language, Communication and Culture. *The Modern Language Journal*, 57 (7), 340-343. Wiley.
- Korhonen, K. (2002). Intercultural Competence as a Part of Professional Qualifications. *Jyv skyl* : University of Jyv skyl .
- Lustig, M. W., Koester, J. (1999). *Intercultural competence: Interpersonal communication across culture*. 3rd edn. New York, NY: Longman.

- Matsumoto, Y., Okamoto, S. (2003). The Construction of the Japanese Language and Culture in Teaching Japanese as a Foreign Language. *Japanese Language and Literature*, 37 (1), Special Issue: Sociocultural Issues in Teaching Japanese: Critical Approaches, 27-48. American Association of Teachers of Japanese. Ministry of Education and Science of Ukraine. Ukrainian State Centre for International Education (n.d.). International Students in Ukraine. Retrieved July 10, 2018 from <http://studyinukraine.gov.ua/life-in-ukraine/international-students-in-ukraine/>
- Pinnegar, S., Hamilton, M. L. (2009). *Self-Study of Practice as a Genre of Qualitative Research: Theory, Methodology, and Practice*. Dordrecht, Heidelberg, London and New York: Springer.
- Pirjo, M. (2011). *Theory of Multicultural Classroom*. Turku Teacher Training School, June 15th. Turku: University of Turku.
- Saffold, F. (2008). Preparing Prospective Teachers to Work in Multicultural Schools. *Multicultural Learning and Teaching*, 3 (1), article 2. Berkeley: Berkeley Electronic Press.
- Sapir, E. (1921). *Language: An Introduction to the Study of Speech*. New York, NY: Harcourt, Brace and Co.
- Scherr, A. (2009). Schools and Cultural Difference. In H. Kotthoff, H. Spencer-Oatey. *Handbook of Intercultural Communication*, 303-321. Berlin and New York: Mouton de Gruyter.
- Scollon, R. (2004). Teaching Language and Culture as Hegemonic Practice. *The Modern Language Journal*, 88 (2), 271-274. Wiley.
- Scollon, R., Scollon S. (2007). *Intercultural Communication: A Discourse Approach*. 2nd edn. Blackwell Publishing.
- Shanahan, D. (1997). Articulating the Relationship between Language, Literature, and Culture: Toward a New Agenda for Foreign Language Teaching and Research. *The Modern Language Journal*, 81 (2), 164-174. Wiley.
- Tomlinson, B., Masuhara, H. (2004). Developing Cultural Awareness. *Modern English Teacher*, 13 (1), 5-11.
- Whorf, B. L. (1940). Science and Linguistics. *Technology Review*, 42, 229-231, 247-248.
- Wiseman, R. L. (2003). Intercultural Communication Competence. In W. B. Gudykunst, (Ed.). *Cross-cultural and intercultural communication*, 191-208. Thousand Oaks, London and New Delhi: SAGE Publications.
- Witsel, M. (2003). Teaching and Learning Issues in the Multicultural Classroom. *Proceedings of Effective Teaching and Learning Conference*, 6-7 November. – Brisbane: Griffith University.
- Yang, R. (2002). University Internalisation: Its meanings, Rationales and Implications. *Intercultural Education*, 13 (1), 81-95. Carfax Publishing.
- egarac, V. (2009). A cognitive pragmatic perspective on communication and culture. In H. Kotthoff, H. Spencer-Oatey, *Handbook of Intercultural Communication*, 31-53. Berlin and New York: Mouton de Gruyter.

**POLICY ANALYSIS AND DEBATE IN IRD (TIU) CLASSROOM:
A Collaborative Teaching/Learning and Assessment Strategy**

Dr. Neville D'Cunha

D.Ed. (Preservice), Ph.D., HD.Ed. (Inservice)

Associated Professor

International Relations and Diplomacy (IRD) Department

Faculty of Administrative Sciences & Economics

Tishk International University-Erbil, Iraq

Email: neville.dcunha@ishik.edu.iq

doi: [10.23918/vesal2019.a9](https://doi.org/10.23918/vesal2019.a9)

Abstract

This paper will explore the application of Policy Analysis and Debate (PAD) as an in-class teaching/learning and assessment strategy that has the potential to achieve program/course learning objectives and at the same time develop students' self-confidence, higher order thinking, writing as well as collaborative debating skills. III-Year students of International Relations and Diplomacy (IRD) 4-year degree participated in PAD that linked International Political Economy (IPE) most relevant contemporary topics to theoretical content from their current course. The IPE course covered a range of theoretical and practical perspectives in relation to politics, economy and society. Therefore, the topics of PAD included the changing nature of the global economy, diversity of IPE related development strategies, relation between inequality and poverty and the differing ways in which global economy is perceived by IPE scholars. Data was collected using survey methods namely personal interviews and documentation reviews. This pilot study focused on evaluating students' participation in PAD activities. The study found students' mixed performance in collaborative learning or HOTS (Higher Order Thinking Skills) assignments. The findings suggest that seven of the eighteen students in this study did not prefer the use of PAD in comparison to other teaching/learning and assessment strategies. This is because most students are not enculturated to participate in in-class activities and are content to just attend the prescribed classes and solely depend on the course-educator for their theoretical understanding. In spite of the inherent challenges, this paper concludes by considering recommendations for all lecturers of IRD to incorporate essential elements of PAD as a teaching/learning and assessment strategy to recreate classroom culture that ensures full participation of all students.

Keywords: Policy Analysis and Debate (PAD), collaborative teaching/learning, assessment, students self-confidence, subject-knowledge, higher order thinking skills (HOTS)

1. Introduction

The Egyptians as early as 2080 B.C.E. were one of the first cultures in recorded history to make use of debate. Protagoras is known to be the father of debate for implementing it as a teaching strategy in an educational environment back in 411 B.C.E. in Athens, Greece (Zare & Othman 2013; Ramlan et.al 2016). Despite its history as a teaching strategy in modern times, debates in the university setting have typically been restricted to students who are on competitive debate teams (Kennedy 2009). In spite of global interest resurgence in debate in higher education, many (if not most) high-profile efforts have not been rigorously evaluated. This has left critical gaps in knowledge about the outcomes of pedagogical debate interventions and, in particular, what is working and what is not. These gaps flow, in part, from the sheer heterogeneity of debate formats. Hence, to narrow the gap, the ability of debate to enhance collaborative teaching/learning and assessment in the classroom has been taken up for research in this introductory study.

The use of academic debate as a collaborative teaching/learning and assessment strategy in the classroom is expected to encourage proactive thinking, improve communication skills and facilitate immediate feedback from the teacher to the students. Classroom debate is a related teaching technique that may provide a significant learning experience for students and increase classroom participation. To engage in a debate is to discuss opposing views through social interaction. Preparing for a debate requires students to use library resources, take notes, define terms, formulate arguments and rebuttals, develop critical thinking skills, and work as a team (Fallahi & Haney 2007). According to Zare & Othman (2013), debate encourages students to learn course content better, since they are engaged in course content actively, broadly, deeply and personally. It also trains them to assess the data they get on a regular basis. In addition, debate provides a valuable opportunity to develop learners' oral communication skills.

Zare & Othman (2015) further state that, critical thinking skills and/or higher order thinking have been recognized as essential skills for the growing workforce of the 21st century. Activities like debates can enrich classroom environment, enhance meta-cognition and promote critical thinking. However, it is rather unclear if this activity can be implemented in TIU IRD classroom. This study aims to identify IRD III-Year students' perceptions and preferences on using Policy Analysis and Debate (PAD) as a collaborative teaching/learning and assessment strategy and specifically the impact of this activities on the participants' overall learning experience.

Statement of the Problem

Tishk International University-Erbil founded in 2008 usually conducts debates as an ELT (English Language Training) activity for first year undergraduates. However, not all students are involved in these debates. Besides, only students who are proficient in English volunteer to join these debates thus depriving the other undergraduates from taking part. To overcome this gap, during the 2019-Spring semester, all III-Year IRD students were required to participate in PAD. This was to foster equity and diversity among all students and to cultivate and sharpen their debating skills. Yet, it was unclear if debating was an effective learning and assessment method for IRD students. The researcher noticed that usually, the very mention of debate activities tended to cause some fear and discomfort among students. This peculiar situation led the researcher to conduct this study mainly to ascertain if debates help IRD undergraduates to learn better.

1.2. Research Questions

RQ1: Are classroom Policy Analysis and Debate (PAD) practices accepted as an effective teaching/learning and assessment strategy by TIU III-Year IRD students?

RQ2: Do PAD practices have an impact on IRD students' understanding of a subject, level of self-confidence and higher order thinking skills (HOTS)?

RQ3: Should PAD practices be incorporated as an integral part of teaching/learning and assessment strategy by all IRD lecturers?

1.3. Limitations and Significance of the Study

There are several limitations to this study. Firstly, only two PAD sessions were conducted during this study. The researcher understood that two sessions might not be sufficient to evaluate PAD's efficiency as a teaching/learning and assessment strategy. Secondly, the research focused only on III-Year IRD students, thus limiting the scope to only one particular group of students.

Nevertheless, the researcher believed that encouraging IRD students to participate in PAD will foster better teaching/learning and assessment as students take on a more active role during the PAD sessions and the lecturer's involvement is much reduced. Lastly, this study's significance rests on the premise that it may help to throw some light on how PAD may be utilized to enhance teaching/learning and assessment among students not only in the particular subject but across all the subjects offered in the IRD program of TIU.

2. Relevant Literature

Basically, the use of debate as a teaching/learning and assessment strategy can make the classroom more student-oriented where students can take responsibility for their own learning. Debates foster students active learning by giving them responsibility to understand course content, an approach that completely transforms their perspective from passive to active (Ramlan et al. 2009). Carter (2010) defines PAD as: "The debate topics coincide roughly with content sequencing in [Oatley (2012)] and debates occur throughout the semester when the relevant course material is covered. Students must prepare their papers and debates prior to exposure to lecture material covering the relevant topic (e.g., underlying theoretical concepts, data motivating the policy question, etc.), so that preparation requires students to actively study the underlying concepts as well as the [International Political Economy (IPE)] literature outlining arguments and evidence related to the specific policy topic." Therefore, the in-class debate has the potential to motivate learners to take an active role in the teaching/learning and assessment activity/strategy with the objective of presenting facts in a logical and systematic manner.

In addition to promoting active engagement and mastery of the content, debates afford many benefits. Because debates require listeners and participants to evaluate competing choices, they follow the call for activities that develop critical thinking skills by moving up Bloom's Taxonomy. The lower-order thinking skills of knowledge, comprehension, and application focus on rote learning or what students should think, whereas the higher-order thinking skills of analysis, synthesis, and evaluation focus on how to think. 'The short-term objective of acquiring knowledge should be tempered with the long-term goal of training the mind to think analytically and critically' (Kennedy 2009). The development of such high level mental processes can help develop critical thinking abilities of students wherein they are able to analyze, evaluate and make informed decisions as well as to propose logical solutions to issues at hand without being encumbered by their own cultural and social prejudices and preconceived notions.

Strengthening the argument further, many experts and researchers (Zare & Othman 2017; Ramlan et al. 2016; Kennedy 2009; Omelicheva 2007; Zare & Othman 2013; Hesse et al. 2015) agree that classroom debate is an approach which involves learners in the learning process, give them the chance to express themselves, develop the higher order thinking (HOTS), prevent rote memorization and misunderstanding, motivate the learners, and assist them to stay away from prejudice and make informed decisions and judgments based on valid sources of data. In her study, Omelicheva (2007) found that classroom debate helped the learners get involved in the intellectual practices which illustrate critical thinking skills (HOTS). The participants of the study also states that classroom debate provided an opportunity for them to practice and promote their presentation and teamwork skills. Kennedy (2009) argues that classroom debate can get the students actively engaged in the process of learning and also place more responsibility of comprehension on them. In addition, the learners' role will noticeably shifts to a more active approach rather than a passive one, and it helps the students to realize the value of learning as they participate and play a role in learning rather than lectured at and getting information passively.

In their study, Fallahi & Haney (2007) discovered that students had difficulty discussing controversial issues. Students feared that they would "say the wrong thing" or that their beliefs might not be "politically correct." After the application of formal debates, they found that the use of debate provided an atmosphere where undergraduate students could become more open-minded about controversial topics, more openly participate in classroom discussions, and minimize self-censorship. Besides, debates stimulate and promote higher order learning, such as analysis, synthesis and evaluation (Zare & Othman 2015). In addition, more advantages of debates consist of the possibility that "debaters come to realize that positions other than their own have value, and that reasonable minds can disagree on controversial issues" (see Zare & Othman 2015: 161).

Mohamed & Lebar (2017) made an attempt to explore assessment and classroom activity. Tasks in authentic assessments are based on performing complex cognitive assignments. Through authentic assessments, students play their role as they are given opportunities to justify and defend not only the solution but also the problem-solving process. Various instructions and instruments can be used for scoring. Scoring in authentic assessments enables students to master the desired performance. But Brown (2016) reported that the complexity of debate assessment represents issues on planning in-class debates.

All in all, out literature review clearly indicate that classroom debates helps students develop higher order thinking skills as well as improves their self-confidence and positively develop both oral and writing communication skills. Students learn to synthesize, analyze, and evaluate statements and arguments. Last but not the least, debates also promotes active learning which allows students to participate in the learning process creatively and actively.

3. Research Methodology

3.1. The Participants and the Debate Procedure

The sample size consisted of both regular and add-drop all 18 IRD III-Year students. This experimental cohort was exposed to Policy Analysis and Debate (PAD) as a teaching/learning and assessment strategy in their classroom during the 2019 Spring Semester of their IRD B.Sc 4-Year Degree program.

The students were given exposure to the Basic Academic Debate Style of debating. This debating is sometimes referred to as “Classical” or “Platform” style debating. Basic Academic debate (that is, without the options of heckling or World Style Points of Information), which proceeds without interruption from Parliamentary opponents or from cross-examination, is the purest form of debate. When all else is stripped away, Academic debate remains. It is suitable for novice debaters, who might be intimidated by the prospect of Parliamentary interruptions or cross-examination. But it comes alive in the hands of an experienced debater, who, free from interruption, makes effective use of time to bring his/her remarks to a powerful and moving conclusion.

The structure and method of PAD based on the above method was taught explicitly in the classroom during the IPE classes so that all the students were familiar with mandatory debating mechanism that was to be used. The students were divided into nine groups of two students each. The lecturer and students agreed on the content based on the subject textbook authored by Oately (2012) to be taken as the foundational input of PAD with regard to textual resources.

3.2. Data Collection

The data collection was done applying the survey method. The essence of survey method can be explained as ‘questioning individuals on a topic or topics and then describing their responses.’ Personal interviews and documentation review (see Carter 2010) were employed to collect the required data. They will be discussed in the following section.

3.2.1 Personal Interview

Semi-structured interviews were conducted with all the students at the end of the study. This particular format of data collection was deliberately selected because semi-structured interview is open, allowing new ideas to be brought up during the interview as a result of what the interviewee says. Face-to-face interviews were conducted in order to reflect emotions and experiences and explore issues with greater focus. Prior to every interview, the interviewees were briefly explained the objectives of the interview, the expected time it may last, and were orally asked to grant permission to write down their responses and use it for strictly research purposes. Besides, the interviewees were told that their responses and their identities will be kept strictly confidential.

3.2.2 Policy Paper Assignment

At the beginning of the 2019 Spring Semester, the whole class was divided into teams, each consisting of two students. Two teams were selected to participate in each classroom debate. One of the two students in a given team were assigned the responsibility for researching the affirmative position of the policy question and the other team member was assigned the responsibility for researching the negative position. Students were to independently research their assigned position and prepare a short paper summarizing the arguments supporting only that position on the policy question at hand. Requiring students to independently complete the paper at this stage was to ensure individual accountability.

3.2.3 Policy Debate Assignment

After preparing their policy position papers, students were called to meet with the other member of their debate team, who was assigned to research and prepare a position paper supporting the opposite position. The team members then shared/discussed their findings with each other and worked together to ensure that both team members understood the affirmative and negative arguments for the policy question. Then, together as a team, they evaluated the strength of various arguments/evidence and worked out a strategy in preparation for the debate. Since student pairs were working together to prepare arguments for their debates, this phase of the assignment supported positive interdependence through output goal interdependence. Requiring all team members to contribute equally to the preparation in advance of the debate supported positive interdependence by explicitly generating learning goal interdependence.

3.2.4 Data Analysis

The data obtained from the personal interviews, policy paper assignments and policy debate assignments were analyzed using the Statistical Package for Social Sciences (SPSS). The data is presented via tables and pie charts depicting categories, frequencies and percentages. A tabular data presentation facilitates representation of data in an attractive, easy to read and organized manner. Pie charts are a useful way to visualize information that might be presented in a small table. The Pie charts are presented at the end of the paper in the Appendix section.

4. Findings

Table 1: Demographic Information

Profile		Category		Frequency (N = 18)		Percentage (%)
		Female		10		55.55
		Male		8		44.45
		Category		Frequency (N = 18)		Percentage (%)
Gender	A	15-20		0		0
	B	21-25		11		61.11
	C	26-30		5		27.77
	D	31-35		2		11.11

Table 1: Displays demographic information of the participants (students) involved in the study. The percentage of female participants (55.55%) is higher than that of male participants (44.45%). The age variance for the cohort involved ranges from 21 years to 34 years.

Table 2: Prior-Debate Experience of the Participants

Profile	Category	Frequency (N = 18)	Percentage (%)
Debate Experience	Yes	14	77.77
	No	4	22.23
Analytical Writing	Category	Frequency (N = 18)	Percentage (%)
	Yes	8	44.45
	No	10	55.55
Verbal Reasoning	Category	Frequency (N = 18)	Percentage (%)
	Yes	6	33.33
	No	12	66.67

Table 2: Displays the various component of debate background of the participants (students) involved in the study. The percentage of students with debate experience came to Yes (77.77 %) and No (22.33%). The students were also exposed to analytical writing in their previous semesters; it was a mixed response with Yes (44.45%) and No (55.55%). Finally in Verbal reasoning skills was certainly disappointing with Yes (33.33%) and No (66.67%).

Table 3: The Impact Factors of Policy Analysis and Debate (PAD) Experience

Profile	Category	Frequency (N = 18)	Percentage (%)
Self-Confidence Level	Yes	8	44.45
	No	10	55.55
Subject-Knowledge	Category	Frequency (N = 18)	Percentage (%)
	Yes	13	72.22
	No	5	27.78
Higher Order Thinking Skills	Category	Frequency (N = 18)	Percentage (%)
	Yes	10	55.55
	No	8	44.45

Table 3: Displays the findings of the PAD process. The self-confidence score among students was nearly balanced with Yes (44.45%) and No (55.55%). The score for HOTS was nearly similar to Self-Confidence level with Yes (55.55%) and No (44.45%). The score for Subject-Knowledge was an eye-opener. Most students focused on this area as it was connected to assessment and improving their grade: the Yes (72.22%) offset the No (27.78%) by a huge margin.

5. Discussion

This study shows that the use of PAD as a teaching/learning and assessment strategy in the classroom gives positive impact to the students. In the current educational context, where students are widely exposed to technology, it is necessary to use a wide variety of instructional strategies because students learn in many different ways. The use of mundane methods of teaching most often leads to boredom and lack of interest in the topics being taught (Hesse et al. 2015). Teaching/learning and assessment relevant debates provide an opportunity for active participation of learners; because it allows direct interaction with the course material and collaboration with fellow students as the main medium of information transfer where they 'teach' one another through peer interaction while the lecturer plays the role of coordinator and advisor and remains in the background.

Through the study it became amply clear that PAD fostered students' active learning by giving them responsibility to understand course content, an approach that completely transformed their perspective from passive to active (Brown 2016; Carter 2010). Participants of the study viewed PAD in three positive ways which contributed to the improvement of critical thinking skills, avenue for gaining self-confidence and a way to increase specific knowledge on a particular topic and subject. Most students' responses were directed to a common finding that pointed to the three elements mentioned above.

The most significant outcome of the study was the awareness among students about the importance of working consciously to improve the level of confidence in classroom activities. Most of the students acknowledged that participating in PAD helped them to speak in public more confidently. In spite of being III-Year students, most of them admitted that often they encountered difficulty to express opinions and thoughts openly besides feeling intimidated by their peers. Participating in PAD, especially for students who had no prior experience in debate, provided a stage for them to speak and build-up their level of confidence.

The second impact of debating in the classroom is the development of higher order thinking skills (Wogu 2010) consisting of a combination of critical thinking and problem solving skills with balanced percentage between Yes and No. The students' responses and performance in PAD were surprising. Most of the students had to prepare for the debate in a forced manner. However, after the end of PAD sessions, many of the respondents pointed out that the debate experience combined with policy paper and policy debate assignments though difficult during the initial phase managed to help improve their research skills as well as enabled them to approach the given topic through diverse perspectives.

Additionally, some students in their face-to-face interviews complained that lack of time to prepare was one of the weaknesses of this strategy, but in the hindsight it indirectly contributed to the maximum use of critical thinking and problem solving skills. To elaborate further, if more time were to be given, students would probably have turned to Google to compile references and would then 'parrot' all the information found. Whereas in this particular debate (PAD) format, the lack of time in turn provided an opportunity for the debaters to think independently and process the information before using it for the debate in the best possible manner.

Analyses of the students writing assignments for assessment showed that the maximum impact of classroom PAD was on helping students to gain subject-knowledge. The results show that gaining subject -knowledge through PAD teaching/learning and assessment strategy was most significant compared to the other two outcomes. This was probably because all the debated topics/motions were directly related to the International Political Economy (IPE) field. The students stated that they learned quickly and critically through classroom PAD. The participants' written work proved that they learned to search for evidences and proofs to support their arguments, look for reasons, and see the issues from different angles and take multiple perspectives into consideration. In their interviews, the students added that rebuttals gave them the chance to put across their opinions and disagree with a viewpoint with much confidence. As a result, they appreciated it when they were granted the opportunity in the classroom PAD to speak and express their viewpoints and work in a team with their classmates.

Though there was overall positive feedback, a few shortcomings and weaknesses were also perceived by some of the students. Seven out of eighteen students found this strategies tiresome and time consuming. They expressed that too much of out-of-class time was taken up by these activities and they were also not keen to go through this grind to learn one subject while they were too busy with other personal and academic activities. Therefore, the researcher admits that there will always be daunting challenges when such novel teaching/learning and assessment strategies are put into practice from both the individual students as well as at the collaborative team level.

6. Conclusion

Generally the survey indicates that there is a positive perception and impression among the participants towards the use of PAD as a teaching/learning and assessment strategy in the IRD/IPE classroom. The overall experience of PAD and the processes that the students went through while taking part in the PAD activities increased the self-confidence level of the students to prepare and present their views in front of the audience on most relevant policy issues and definitely increased their ability to put forward ideas and opinions formed after much investigation, research and discussions within the team/group.

Though this activity did help them to increase the level of self-confidence and HOTS, the participants were fairly surprised that the more significant gains achieved through their involvement in PAD was their subject-knowledge. However, it has to be agreed that this survey was done on a very limited scale and has only investigated on a specific group of students who have had some limited exposure to this particular debate (PAD) mechanism. Besides the fact that the results of this research cannot be generalized to other situations, it has to be said that a more elaborate and encompassing research needs to be carried out to arrive at a more conclusive and acceptable outcome.

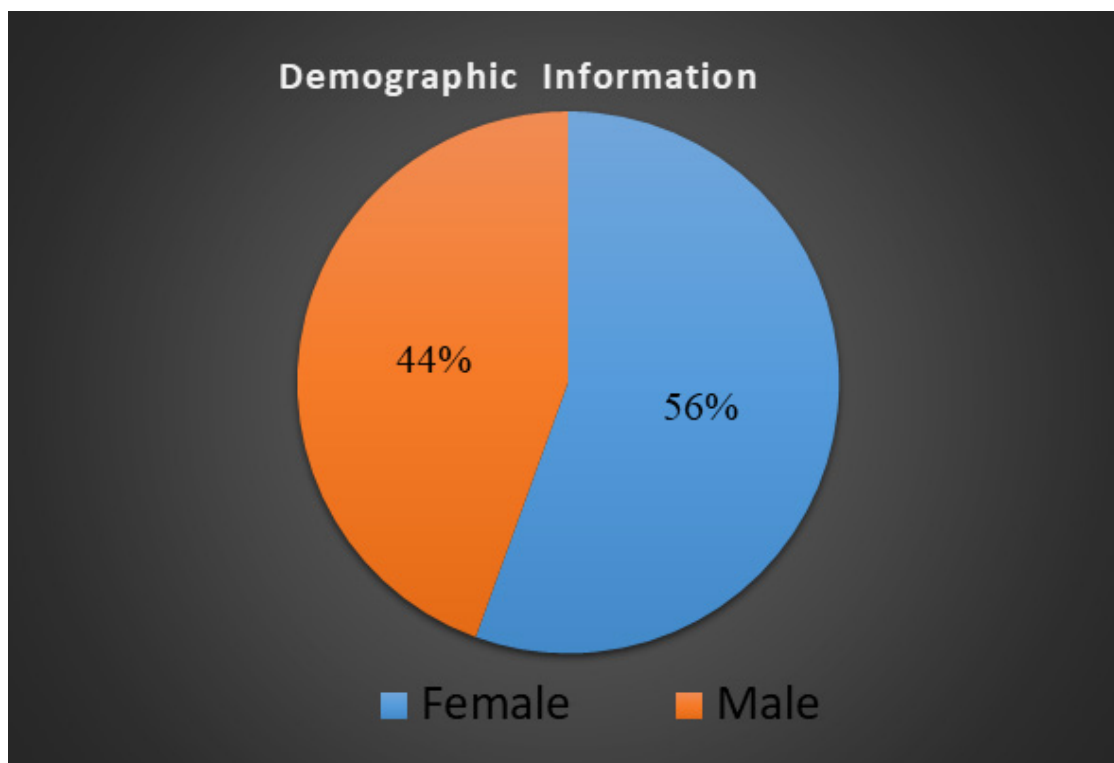
Hence, PAD creates a classroom space in which students abandon their passive roles and start to be active participants in the learning process. Students can use the abilities and skills gained through participation in PAD in various situations. Therefore, it is recommended that PAD or similar debating methods should be introduced and available to IRD students in nearly all courses to not only develop the students' academic performance but to achieve particular course and overall program objectives. In addition, enough time need to be granted to every student to get acclimatized to debating form of teaching/learning and assessment classroom strategic practices. Finally, it can be stated that classroom debate (PAD) is a constructive tool which can make definitive difference to the traditional lecturing approach. Debating form of teaching/learning and assessment strategy if fairly accurately practiced, appropriate and interesting topics are selected, and students are coached and instructed properly with the debate processes can go a long way in making transformative changes in the way IRD is taught in the IRD department. It can also motivate other faculties of Tshik International University to try such collaborative teaching/learning and assessment practices in their own classrooms..

References

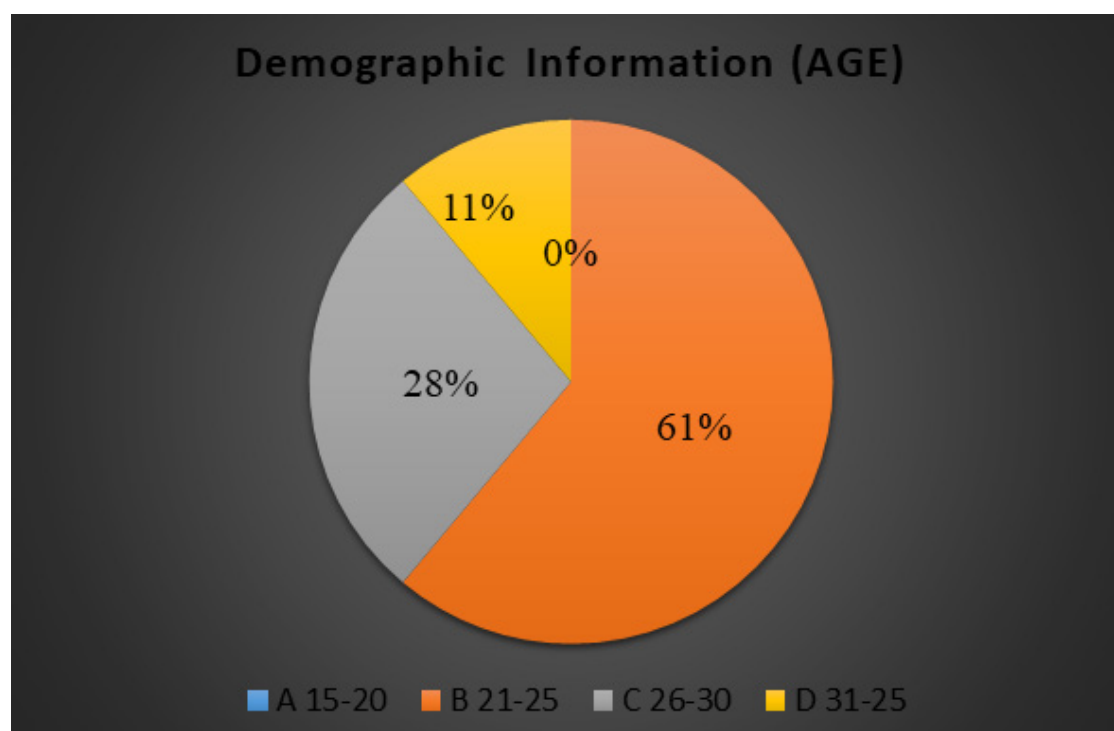
- Brown, Z. (2016). The complexity of in-class debates in Higher Education: student perspectives on differing designs. *Educational futures*, Vol.7 (2).
- Carter, L.K. (2010). A Cooperative Learning Approach to Policy Debates (with Application to an Economics of Poverty and Discrimination Class). <https://serc.carleton.edu/econ/cooperative/examples/61496.html>.
- Fallahi, C.R., & Haney, J. D. (2007). Using Debate in Helping Students Discuss Controversial Topics. *Journal of College Teaching & Learning* – October 2007. Vol. 4 (10).
- Hesse, F., Care, E., Buder, J., Sassenberg, K. & Griffin, P. (2015). A Framework for Teachable Collaborative Problem Solving Skills in Assessment and Teaching of 21st Century Skills: Educational Assessment in an Information Age, P. Griffin & E. Care (Eds.), Dordrecht: Springer Science+Business Media.
- Kennedy, R. R. (2009). The power of in-class debates, *Active Learning in Higher Education*. Vol. 10 (3): 225-236.
- Mohamed, R. & Lebar, O. (2017). Authentic Assessment in Assessing Higher Order Thinking Skills. *International Journal of Academic Research in Business and Social Sciences*. Vol. 7 (2).
- Northern Illinois University (n.d.) Classroom Debates. Faculty Development and Instructional Design Center. facdev@niu.edu, www.niu.edu/facdev, 815.753.0595.
- Oatley, T. (2012). *International Political Economy* (5th Ed.). Glenview, IL: Pearson Education.
- Omelicheva, Mariya Y. (2007). Resolved: Academic Debate Should Be a Part of Political Science Curricula, *Journal of Political Science Education* 3:161-177.
- Ramlan, F. A., Kassim, N.M., Pakirisamy, S., & Selvakumar, V. (2016). The Impact of Debates as a Teaching Strategy in the Classroom to Medical Students, *e-Academia Journal UiTMT*, Vol. 5, Issue 2 (<http://journale-academiauitmt.edu.my/>).
- Wogu, P. (2010). An Introduction to Logic, Critical Thinking and Arguments in Philosophy. <https://www.researchgate.net/publication/303858262>.
- Zare, P & Othman, M. (2013). Classroom Debate as a Systematic Teaching/Learning Approach. *World Applied Sciences Journal*. Vol. 28 (11): 1506-1513.
- Zare, P & Othman, M. (2015). Students' Perceptions toward Using Classroom Debate to Develop Critical Thinking and Oral Communication Ability. *Asian Social Science*. Vol. 11, No. 9.

APPENDIX

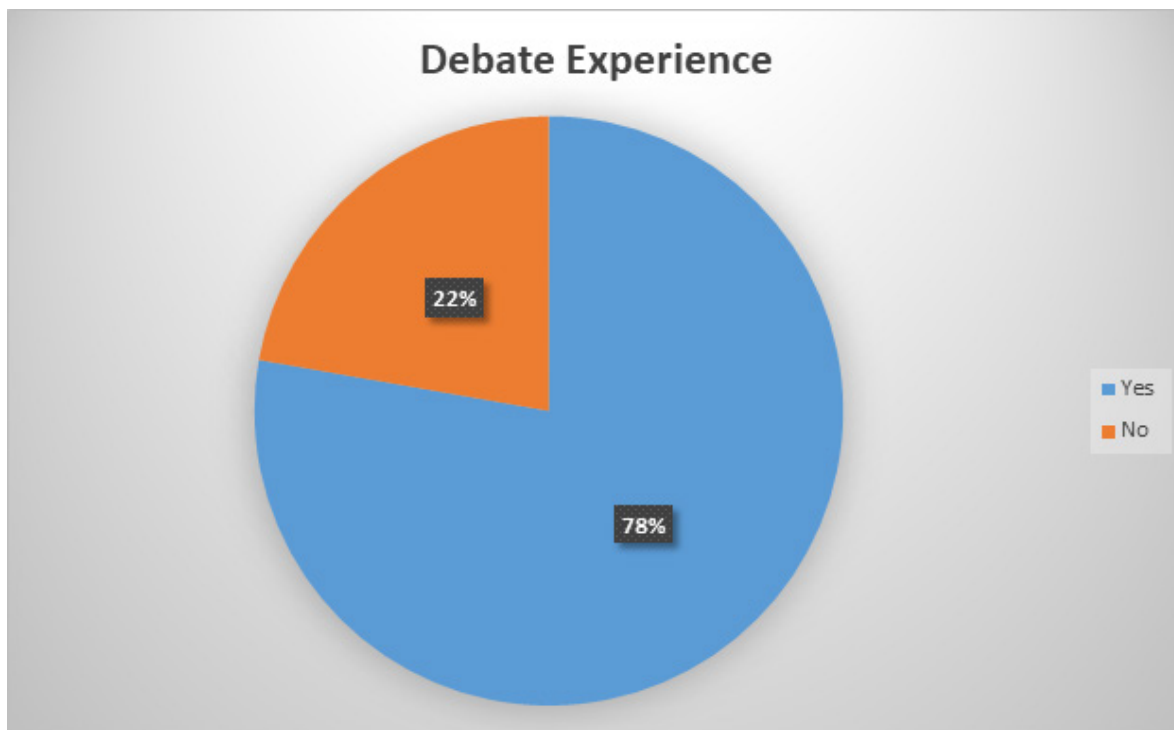
Pie Chart 1: Participants Demographic Information (Gender)



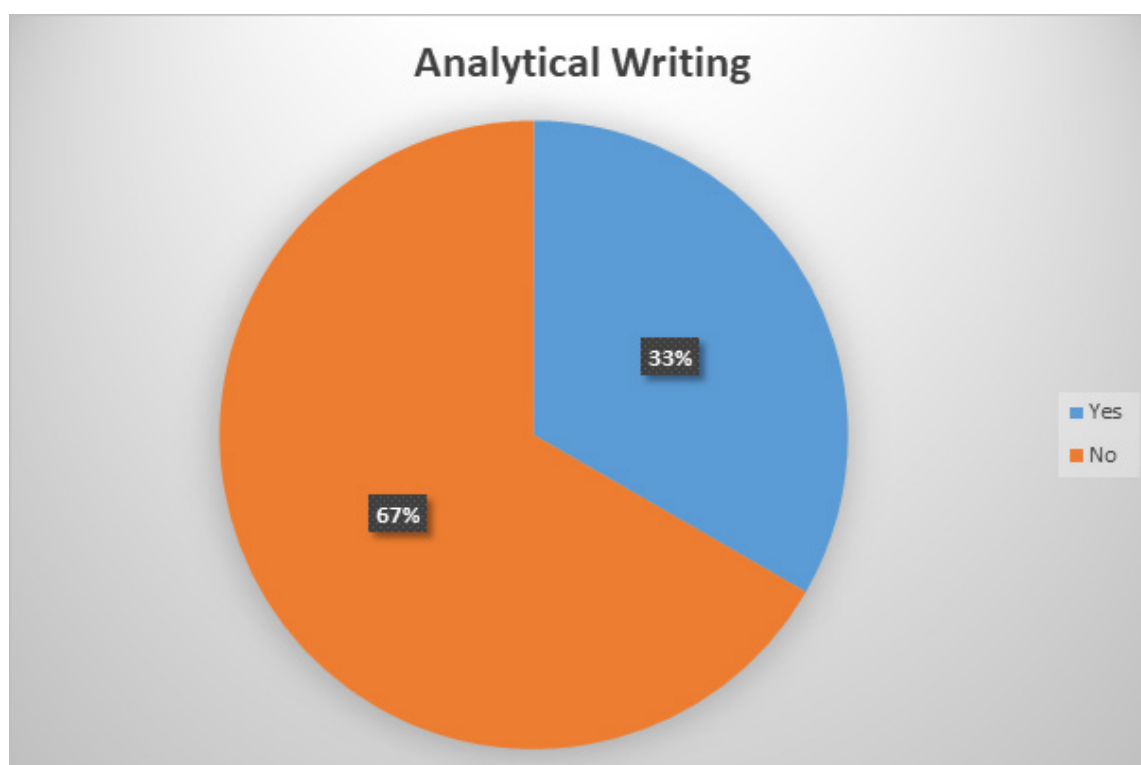
Pie Chart 2: Demographic Information (Age)



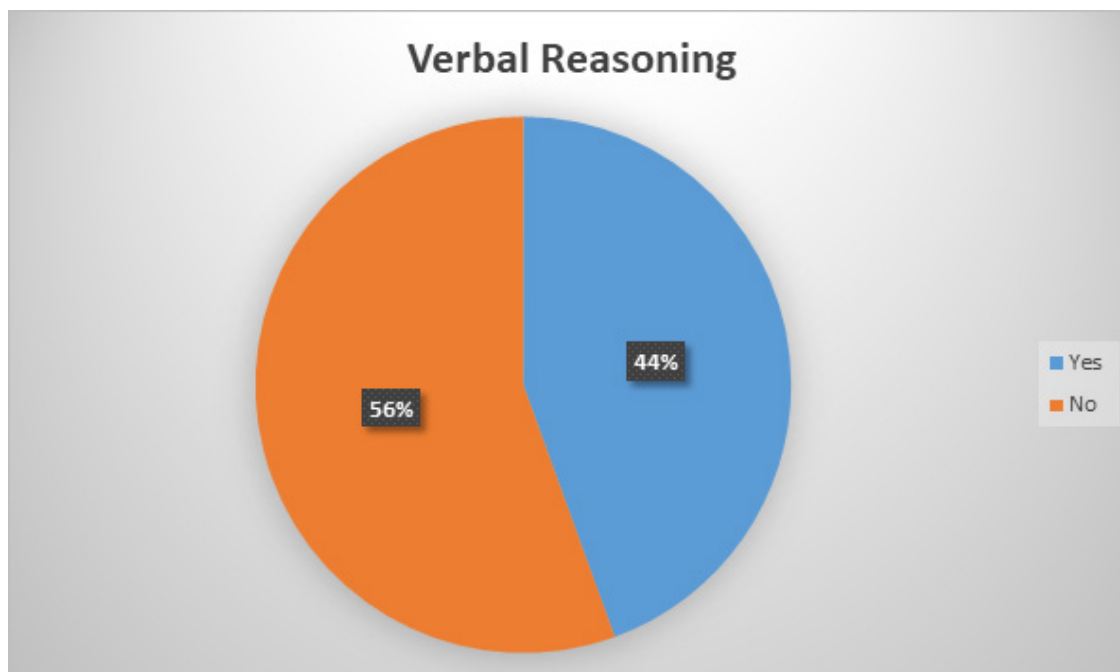
Pie Chart 3: Participants prior-Debate Experience



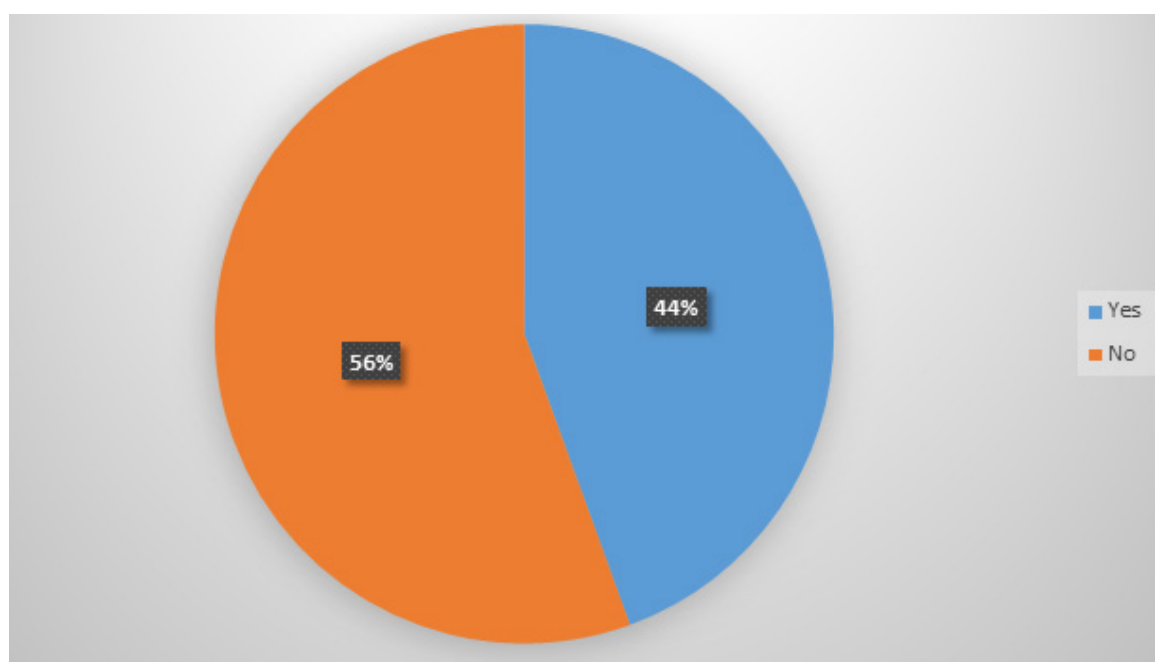
Pie Chart 4: Participants Prior-Analytical Writing Skills



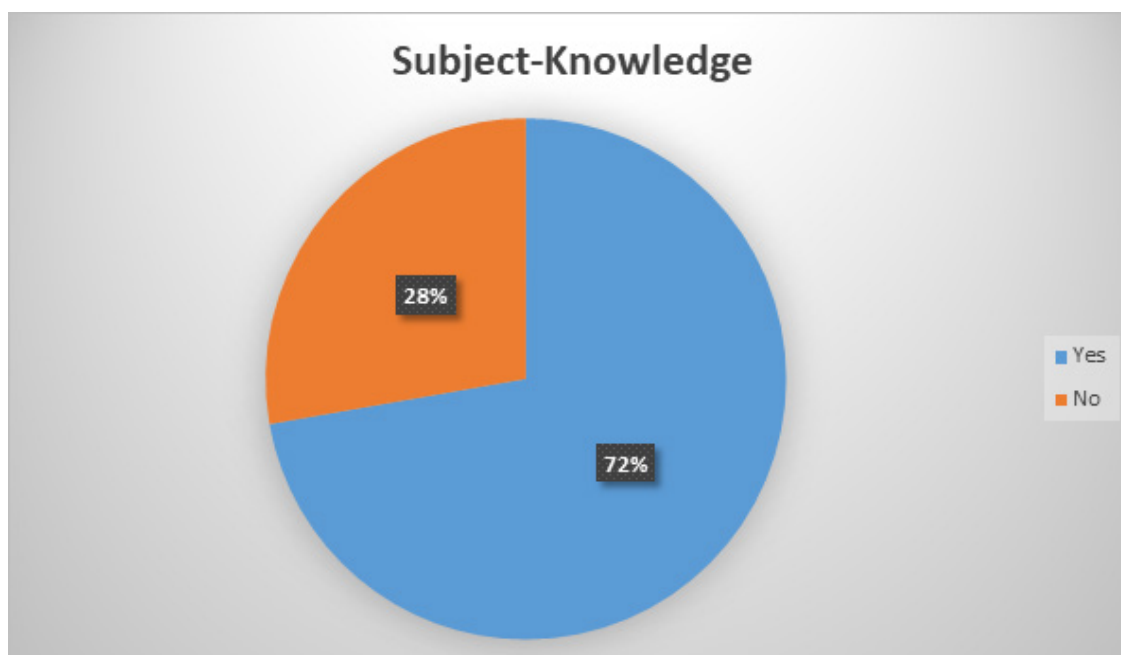
Pie Chart 5: Participants Prior-Verbal Reasoning Skills



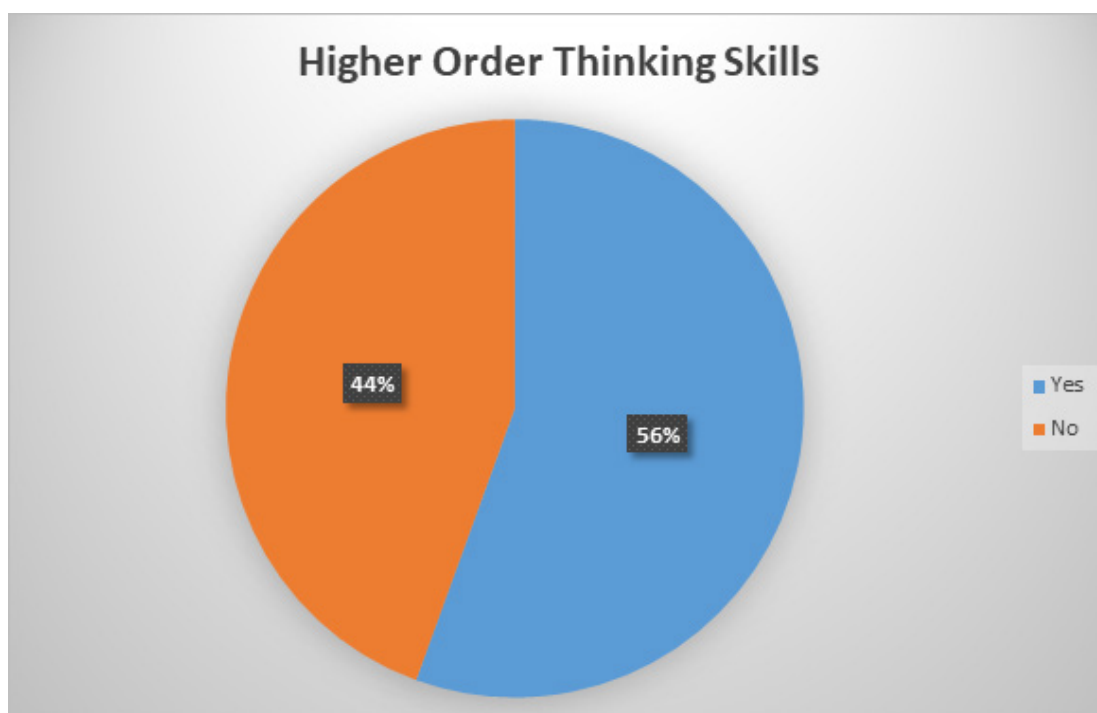
Pie Chart 6: Post-PAD Participants Self-Confidence Level Percentage



Pie Chart 7: Post-PAD Participants Subject-Knowledge Percentage



Pie Chart 8: Post-PAD Participants HOTS Percentage



Signalling Nouns in English Journalism: A Syntactic Analysis

Nawsha Ghalib Shareef, Asst. Prof. Dr. Anjuman Muhammad Sabir

Salahaddin University / College of Education

English Department

Kurdistan/Erbil

nawsha.ghalib@gmail.com , anjuman.sabir@su.edu.kurd

doi: 10.23918/vesal2019.a10

ABSTRACT

Signalling nouns are certain kinds of nouns which signal that their specific meaning is found in the context despite the perseverance of their inherent dictionary meaning. Syntactically, signalling nouns work in contexts that make them have the properties they do and identify them as such. The paper aims at scrutinizing thirteen English newspapers of 2018, three magazines, a scientific journal and a news agency for the prevalency of the signalling functions of signalling nouns in them and further analyzing the signalling nouns by providing frequency ranges of the lexico-syntactic patterns of signalling nouns. Although, based on Chomsky's work on anaphora, it has been hypothesized that an eminent position is occupied by the anaphoric uses of signalling nouns in all kinds of texts, the researcher refutes the hypothesis by presenting the results of the analysis where the cataphoric uses of signalling nouns have the highest level of frequency in English journalism. The researcher proclaims some new lexico-syntactic patterns and some new variants for the previously observed patterns in the corpus taken in the paper.

Keywords: Abstract noun, Encapsulation, Lexico-syntactic Pattern, Prospection, Signalling noun

1. INTRODUCTION

The concept of 'Signalling Noun' (SN hereafter), despite being one phenomenon, has been given different names by various scholars over the previous four decades (Hunston and Francis, 2000). Although it is remarkable that Flowerdew (2002) was the first researcher to present the term signalling noun, different terms have been used for the same phenomenon by other researchers to refer to different aspects of the area of SN phenomenon. Such as:

General nouns (Halliday and Hasan, 1976), Type 3 vocabulary (Winter, 1977), Enumerable and Advance labels (Tadros 1985), anaphoric nouns (Francis, 1986), Carrier nouns (Ivanic 1991), Advance and retrospective labels (Francis 1994), shell nouns (Schmid 2000), and Signalling nouns (Flowerdew 2002, 2003, 2006, 2015). Additionally, two recently used labels which are Discourse-Organizing nouns (Taqvist, 2016), and Metadiscursive nouns Jiang and Hyland, 2017).

Defining the concept of SN is tricky since the term signalling is attributable to the function of these nouns in which they establish links across and within clauses and the clarification of meanings of SNs is done only by reference to its context. Yet they are defined as abstract nouns which signal that their specific meaning may be found in the context of their use (Flowerdew, 2003). That is to say, although these nouns hold an invariable meaning of their own, they derive their accurate meaning in a specific context. As observed, in example (1), the SN risk refers back to 'developing respiratory diseases such as asthma, according to a study' if risk is used out of context, it can hold a very general meaning and mean exposure to any kind of danger. While in this particular example, what it refers to specifies its meaning as being the risk of developing respiratory diseases.

1. [Independent-Health-Babies born during pollen season at greater risk of developing asthma, study finds-September 16th, 2018]
Babies born during the grass pollen season are more at risk of developing respiratory diseases such as asthma, according to a study. Although the lexiconnaisseur of the term 'signalling' is known to be Flowerdew (2002), but he had originally borrowed the term from (Hoey, 1993) who contended that lexical signals tend to be the author's/speaker's unequivocal signalling of the intended organization which inaugurates a primary means whereby a reader/listener 'decodes' a discourse accurately.

There has always been the question of where can SNs be put in the borderline between open- and closed-class items. Following (Halliday and Hasan 1976; Winter 1977; Francis 1986 and Ivani 1991), the often observed indeterminacy between open-class and closed-class items in SNs is due to their most prevalent distinctive feature in carrying some characteristics of closed-class and some of the open-class items. Thus, they reach an agreement that SNs are positioned on the boundary between open-class (lexical) and closed-class (grammatical) items.

2. RESEARCH QUESTIONS

This paper aims at attesting English Journalism of 2018 for the prevalency of signalling nouns in them along with scrutinizing their syntactic features.

SNs are predominantly prevalent in academic discourse. They come about in almost every range of registers and genres (Flowerdew and Forest, 2015). In our case, to analyze SNs syntactically, 283 examples are taken from thirteen British newspapers of 2018 (viz. British Weekly, Bexley Times, Independent, The Morning Star, Mirror, Mature Times, The Guardian, Metro, Express, The Sun, The Telegraph, Evening Standard, The Economist), three magazines (viz. New Scientist, The Ecologist, and The Spectator), one Scientific Journal (viz. Nature) and one news agency (viz. Reuters).

The paper attempts to answer the following questions:

- a. Which signalling function of signalling nouns has the highest level of frequency in English journalism?
- b. Which classification of lexico-syntactic patterns of signalling nouns is regarded as the most comprehensive one?
- c. What are the new lexico-syntactic patterns observed in English journalism?
- d. Which lexico-syntactic pattern is found to be the most prevalent one in the corpus used in the study?

3. THE SYNTAX OF SIGNALLING NOUNS

In the identification of an abstract noun as a signalling noun, syntax plays a vital role. The lexico-syntactic patterns SNs follow are way too important for linking SNs with their content (i.e. what they refer to in a context) and declaring an abstract noun as an SN.

To pave the way for analyzing SNs in terms of their syntactic feature, one should give a label to the stretch of discourse that SNs refer to in a context.

The term 'Content Phrase' is used preferably to describe the stretch of context that SNs refer to (Simonjetz and Roussel, 2016).

Content phrases tend to be complete constituents as seen in example (2). The SN is printed in boldface type, while what the SN refers to (i.e. its content phrase) is underlined.

2. [The Economist-Technology- **E-cigarettes** are almost certainly better than smoking-September 20th, 2018] FOR decades, doctors and governments have been trying to wean smokers from their habit. It is a tricky task.

4. THE SIGNALLING FUNCTION OF SIGNALLING NOUNS

An abstract noun is only counted as an SN when its specifics are to be found elsewhere in the text (i.e. its signalling function).

The occurrence of an SN in a sentence signals the availability of its more specific information in the text. The signalling function of SNs operates in three ways which are, across clause, within the clause, exophoric and homophoric (Flowerdew and Forest, 2015).

4.1 ACROSS CLAUSE SIGNALLING NOUNS

Across clause signalling nouns have their content phrase in the neighboring clause other than the one in which they occur. Accordingly, due to the occurrence of their content phrase across the clause of the SN, they get their across clause signalling function.

Endophora is a phenomenon of expressions which descends its reference from something within the neighboring text. In this type of occurrence, SN derives its meaning either in the preceding or the succeeding clauses, (that is anaphoric or cataphoric) (Forutan and Nasiri, 2011).

4.1.1 ACROSS CLAUSE ANAPHORIC REFERENCE (ENCAPSULATION)

Anaphora is a word or phrase that refers to a previously used word or phrase which is mentioned earlier in the text. The word anaphor is taken from Greek (ana-) which means "back, up, or against". Thus, anaphor looks back for the word that it refers to (McCulloch, 2014). As seen in (3), the SN treatments has an anaphorical signalling due to looking back for its content phrase. It is noteworthy that the signalling function is happening across clauses.

3. [Nature-Health-Why Hasn't Science Solved Acne Yet?-September 1st, 2018] Charles often prescribes isotretinoin, an oral medication commonly known as Accutane (though that brand is no longer distributed) that falls under a class of treatments called retinoids. It's one of the best available treatments for acne.

The wide-ranging literature in pronominal anaphora resolution (e.g., Chomsky 1981 and Asher 1993) are acknowledged for inspiring the anaphoric reference in the study of SN. Thus, it is unsurprising to have most of the researches of SNs (Halliday and Hasan 1976; Francis 1986; and Conte 1996) on anaphoric SN uses.

4.1.2 ACROSS CLAUSE CATAPHORIC REFERENCE (PROSPECTION)

Cataphora is the opposite of anaphora. Cataphor is taken from the Greek (cata-) meaning “down”. It is a word or phrase which refers to a subsequently mentioned word or phrase (McCulloch, 2014).

If an anaphor refers to what is preceding it, a cataphor refers to what follows it. In the case of cataphora, the succeeding expression provides the information which is compulsory to interpret the SN (Quirk et al, 1985), as in (4).

The act of anticipating the content phrase in SNs is called prospection (Sinclair 2004). Hence, in (4) the SN say prospects its specific meaning. The cataphoric reference happens across clauses. That is to say in between the sentences in the text.

4. [Independent-Politics-London mayor Sadiq Khan calls for second EU referendum: ‘the people must get a final say’-September 16th, 2018] “After careful consideration, I’ve decided the people must get a final say. This means a public vote on any deal or a vote on a no deal, alongside the option of staying in the EU,” Mr Khan wrote in an article for The Observer.

4.2 WITHIN THE CLAUSE (IN-CLAUSE) SIGNALLING NOUNS

The signalling function of SNs can happen within the clause that it occurs. Interestingly, anaphoric and cataphoric references of SNs can occur within sentence boundaries as equally as how they occur across clauses. Consequently, their endophoric references are not restricted only to across clauses.

4.2.1 WITHIN THE CLAUSE ANAPHORIC REFERENCE

Anaphoric signalling function of SNs is rarely used within clauses (Oh , 2014). As seen in (5), the SN problems refers anaphorically to its content phrase. Noticeably, both the SN and its content phrase occur within the same clause, therefore they have within the clause signalling function.

5. [Reuters-Sport- Man City suffer surprise home loss to Lyon-September 20th, 2018] Ilkay Gundogan had an effort disallowed after Italian referee Daniele Orsato ruled that Raheem Sterling was offside but City’s frustrations in attack were not their only problems.

4.2.2 WITHIN THE CLAUSE CATAPHORIC REFERENCE

Like across clause SNs, the within clause SNs have cataphoric signalling function within the clause in which they occur. In example (6), the SN standpoint signals its content phrase cataphorically within the clause in which it had occurred.

6. [The Telegraph-Politics-‘Fort Trump’: US President expresses interest in creating military base in Poland named after him-September 18th, 2018] “Poland would be paying the United States billions of dollars for a base. We are looking at that more and more from a standpoint of defending really wealthy countries and not being reimbursed,” he said.

4.3 EXOPHORIC REFERENCE

Until now, those types of SNs have been discussed which are specified in the text. When SNs are not specified in the text, the readers/ listeners to comprehend the SNs’ full meaning have to look for its specification outside the text (that is the context of situation, the reader’s background or world knowledge, or their imagination) (Flowerdew and Forest, 2015).

SNs that are not recovered from the discourse would rather appeal to background knowledge to fulfill their signalling function. In such cases, they tend to have exophoric reference. One needs to apply the background knowledge for the comprehension process of the SN. Its application tends to be compulsory, not optional at all (Ivanic (1991). Henceforth, the higher the level of reader or listener’s background knowledge gets, the better he/she comprehends it. As noticed in example (7), plans has no content phrase in the text. It is left to the readers to work out what plans the writer is referring to.

7. [The Sun-Politics-Theresa May opens door to dumping Chequers plan for a soft Brexit – as Tories defend her from Boris Johnson onslaught-September 13th, 2018] Theresa May's initial plans brought her on side with those Conservatives who favour a "soft" Brexit. In this fashion, SNs function more as pronouns in the way that their existence signifies to the listeners/readers the need of looking for what the signal refers to, whether in the clause, elsewhere in the text or outside the text (Flowerdew, 2003).

4.4 HOMOPHORIC REFERENCE

In homophoric cases, the SN's referent is detected based on current or particular circumstances which are familiar to the readers or listeners (Flowerdew, 2002). In (8), the SN discovery, which ends an article about a scientific research on the origins of turtles, hints that it is already mentioned in the article and the reader is familiar to it.

8. [Mirror-Science-What the shell? Scientists discover the 228-million-year-old remains of a six-foot turtle WITHOUT a shell-August 22nd, 2018] The researchers hope the discovery will help shed light on the origin of turtles.

5. FREQUENCY RANGES OF SIGNALLING FUNCTIONS IN ENGLISH JOURNALISM

In the corpus study, 283 examples of SN usage have been taken and analyzed for the frequency of the signalling functions they have in their context (i.e. the anaphoric, cataphoric, exophoric and homophoric functions). As observed in Table 1, the total number of SNs in cataphoric function is 175. While 36 examples have been used anaphorically. The number of the SNs used in Exophoric function is 71, when only 1 example has the homophoric function.

Table 1: The total use of signalling functions in English journalism

Signalling Functions	The total use of the signalling functions in English journalism
anaphoric	36
Cataphoric	175
exophoric	71
homophoric	1

Considering the frequency ranges of signalling functions in English journalism, it could be concluded that the cataphoric signalling function of SNs is the most frequent one among the others, since 62% of the examples are used cataphorically. While 13% of the examples are anaphoric, and 25% are exophoric. The least frequent signalling function is the homophoric one since it is used rarely with 0%, as shown in figure 1

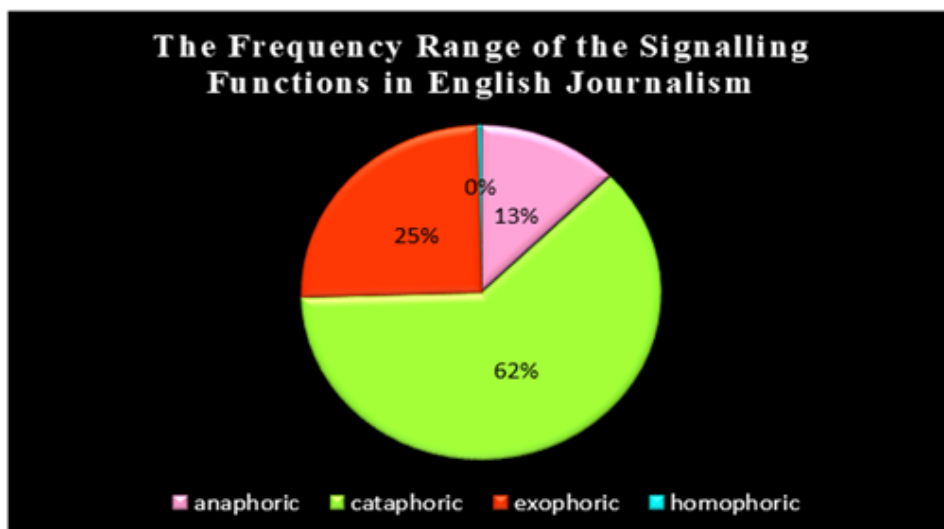


Figure 1: The frequency range of the signalling functions in English journalism

6. LEXICO-SYNTACTIC PATTERNS OF SIGNALLING NOUNS

Readers cannot deduce from the text what SNs refer to. Thus, the necessity of certain lexico-syntactic patterns come into sight (Gao and Zhang, 2017).

Nouns can be identified as SNs only when they are used in certain lexico-syntactic patterns. In other words, an abstract noun can be considered as an SN when it is inserted in such a pattern but stays as a normal abstract noun if no pattern is employed together with it. Therefore, the identification of SNs is highly reliant on their patterns.

As it can be observed in example (9), truth is used to appoint to a kind of truth which is not known what it might be. While truth in example (10) is used as an SN which refers cataphorically to the underlined part. Because it follows the lexico-syntactic pattern of (SN-PP), hence it is regarded as an SN. Contrariwise, in (9), it is not regarded as an SN since it doesn't follow any of the lexico-syntactic patterns of SNs.

9. [Metro-Politics-Barack Obama brands Donald Trump a 'demagogue bully' in scathing speech-September 14th, 2018] Obama did not refer to Trump by name, but instead said: 'Some things are complicated, when I was president I was confident the American people wanted the truth.'

10. [The Guardian-Politics-Four in 10 think British culture is undermined by multiculturalism-September 17th, 2018] More than a quarter of people believe MPs never tell the truth about immigration and half the population wants to see a reduction in the numbers of low-skilled workers coming into Britain from the EU.

These two examples prove the fact that one single abstract noun can stay as an ordinary abstract noun or function as an SN in altered situations. The identification of whether it is an SN or an ordinary abstract noun requires the

context and the lexico-syntactic pattern that it follows (Gao and Zhang, 2017).

The first researcher to present the most commonly used lexico-syntactic patterns is Schmid (2000). He examined two patterns which are:

1. Determiner + (Premodifier) + Noun + postnominal that-clause, wh-clause or to-infinitive .
2. Determiner + (Premodifier) + Noun + be + complementing that-clause, wh-clause or to-infinitive.

Any abstract noun, which can be inserted in one of these lexico-syntactic patterns, will be regarded as a signalling noun. Schmid, in 2018, improvises his list of patterns and further adds up some other patterns.

Other than Schmid, seven lexico-syntactic patterns of SNs have been examined by Liu and Wang (2016).

Table 2: Lexico-syntactic patterns of signalling nouns identified by Liu and Wang (2016)

Lexico-grammatical patterns	Abbreviation
1. shell noun + postnominal clause	N-cl
Variants:	
+that-clause	N-that
+to infinitive-clause	N-to
+prepositional phrase	N-PP (N-of, N-for, the /a /an-N-of, etc.)
+wh-clause	N-wh (which, why, when, etc.)
+preposition+ which-clause	N-P-which (N-in-which, N-for-which, etc.)
+fixed collocations	in fact, as a result, etc.
2. shell noun +be/Verb + complement clause	N-be /V-cl
Variants:	
+that-clause	N-be /V-that
+to/doing	N-be /V-to /doing
+nominal phrase	N-be /V-NP
+wh-clause	N-be /V-wh (what, when, whether, etc.)
3. shell noun + enumerative phrases	N-EP (like, such as, including, to mention a few, etc.)
4. multiple nouns or phrases	NG-be-N
+ be + shell noun	
5. anaphoric clause + demonstrative	th-N
+ shell noun	
6. anaphoric clause + demonstrative	th-be-N
+ be + shell noun	
7. shell noun + cataphoric clause	N-C-cl

One might question how do these lexico-syntactic patterns differ and why a linguist found one while the other didn't? There might be two reasons for that. The first is each study used different corpora. Thus a lexico-syntactic pattern might occur in one corpus and not identified in the other. While the second is that each researcher holds a different sight on what types of lexico-syntactic patterns can be considered as SN patterns. Each has a different understanding of what is a "true" SN pattern. Hence each develops his own standards to identify SN patterns (Gao and Zhang, 2017).

6.1 THE ANALYSIS OF LEXICO-SYNTACTIC PATTERNS OF SIGNALLING NOUNS

The following part analyses the lexico-syntactic patterns of SNs in English journalism. For the analysis, Liu and Wang's (2016) classification is adopted. Although their classification is based on Schmid's (2000) work, but they succeeded in extending their classification over Schmid's by adding up three more patterns. Since their classification is the most comprehensive and thorough in terms of the patterns analyzed, it is selected as the focus of this study.

The seven lexico-syntactic patterns are separated and analyzed with accordance to their signalling function in the text (either endophoric or exophoric). It further scrutinizes them for whether there is a pattern used by the journal writers of English journalism which is not included in Liu and Wang's (2016) classification.

6.1.1 LEXICO-SYNTACTIC PATTERNS WITH CATAPHORIC FUNCTION

SNs in cataphoric function follow four constructions according to Liu and Wang's (2016) classification. A new construction has been found in the corpus study and added up to Liu and Wang's four constructions respectively. The constructions are:

1. Signalling noun+ post nominal clause (SN-cl)

In this construction, the link between the SN and its content phrase is less straightforward. No matter whether the post nominal clause conveys the content phrase or not, the content phrase is reliant on the SN and the syntactic structure they occur in (Kolhatkar and Hirst, 2014). The variants of this construction are:

A. Signalling Noun +that-clause (SN-that)

Reflect on the SN allegations in (11), it is followed by a that-clause which is regarded as its content phrase.

11. [The Morning Star-Politics- British cuffs used to shackle political prisoners in Bahrain-September 16th, 2018] a HANDCUFF manufacturer in Birmingham is being accused of "fuelling oppression" over allegations that its products are being used to restrain political prisoners at a notorious Bahraini jail.

The researcher observes that, in certain cases in the corpus, the coordinator that is deleted in the (that-clause) following the SN and it would still be regarded as a well-formed sentence, as it can be observed in (12).

12. [Metro-Weather-Storm Helene poses 'risk to life' as it heads for the UK-September 14th, 2018] Helene is one of a number of tropical storms brewing in the region, with experts warning it poses a 'risk to life'.

However, the (that-clause) which follows the SN, is not always regarded as the content phrase of the SN in the corpus. Sometimes it modifies the SN while its content phrase is something else in the text. Consider (13) where the that-clause after the SN advice modifies it and the content phrase is the underlined be- complement clause.

13. [Evening Standard-Politics-John McDonnell says Labour could renationalise railways within five years-September 22nd, 2018] "We will abide by the legal advice that is provided to us. If the legal advice that is provided to us is we are not obliged to provide compensation to some, then we will follow that advice," he said.

B. Signalling Noun +to infinitive-clause (SN-to)

The SN right in (14) had the underlined to infinitive-clause as its content phrase.

14. [The Morning Star-Politics-Father shot dead by Taliban in Afghanistan after being deported from Britain-September 15th, 2018] A recent change in the law meant he was unable to exercise his right to appeal and was removed to Afghanistan in 2016.

The researcher notices that it is not always the case that the to-clause following the SN acts as its content phrase. There are cases where the to-clause post-modifies the SN and its content phrase would be another clause in the sentence like in (15).

15. [The Morning Star-Politics-Labour unveils plan for a financial transactions tax on 10th anniversary of Lehman Brothers collapse-September 15th, 2018] "In addition to the need for greater regulation, one of the key lessons to be learnt from the crash is that never again must we allow finance to become the master of the economy, rather than its servant."

A new variant for the pattern SN-post nominal clause is found in the corpus by the researcher, which is SN+ gerund phrase. Speculate about the SN ultimatum in (16) which has the post-modification to-clause while having its content phrase beginning with the gerund saying.

16. [Evening Standard-Politics-Theresa May speech: PM says she 'will not overturn the result of the Brexit referendum'-September 21st, 2018] Theresa May delivered a defiant ultimatum to European Union leaders in a statement from No 10 this afternoon, saying she would offer no more concessions until they give ground.

C. Signalling Noun+ prepositional phrase (SN-PP: N-of, N-for, the/a/an-SN-of, etc.)

In this construction, prepositional phrases follow the SN to become its content phrase. Different prepositions can be the head of the PP. In (17), the PP headed by the preposition of is the content phrase of risk. Whereas in (18), about is the head of the PP and content phrase of the SNs questions and doubts respectively.

17. [Independent-Health-Daily aspirin unnecessary for healthy older people, new study finds-September 16th, 2018] The study's authors found that aspirin taken daily by healthy adults over 70 did not significantly reduce the risk of non-fatal heart attacks, coronary heart disease and strokes.

18. [The Guardian-Politics-No 10 mocks Boris Johnson for condemning EU backstop plan he originally endorsed - Politics live-September 18th, 2018] Miller also expressed doubts about the phrase "people's vote" as a slogan for those campaigning, as she is, for the public to be given a say on the final Brexit deal.

The researcher witnesses cases where, sometimes, the PP that comes after the SN doesn't act as its content phrase, it would rather modify it as seen in (19) where challenge has its content phrase anaphorically (i.e. preceding it).

19. [Bexley Times-Sport-Billings reveals being Kent captain is a learning curve-September 13th, 2018] Yet the Kent wicketkeeper-batsman concedes he is still a rookie when it comes to commanding the Championship side. "It's been a challenge of late and a real learning curve for me," the 27-year-old said.

D. Signalling Noun +wh-clause (SN-wh) (which, why, when, etc.)

The SN events in (20), is followed by its content phrase that is a which-clause.

20. [The Spectator-Health-Getting less than five hours sleep a night 'doubles heart attack risk'-August 26th, 2018] Participants were followed-up for 21 years for the occurrence of major cardiovascular events, which included heart attack, stroke, hospitalisation due to heart failure, coronary revascularisation, or death from cardiovascular disease.

E. Signalling Noun+ preposition+ which-clause (N-P-which) (N-in-which, N-for-which, etc.)

F. Signalling Noun+ fixed collocations (in fact, as a result, etc.)

In (21), although fact is in a fixed collocation, it still acts as an SN since it looks ahead for its content phrase.

21. [British Weekly-Sport-Meet A Member: Miranda Wilson-August 31st, 2018] In fact, I am a bit of a 'Hidden Gem' in the area of Dialect Coaching!

2. Signalling noun +be/ Verb +complement clause (SN-be/ V-cl)

In such a construction, the SN phrase come about as the subject in the subject verb-construction, along with the linking verb be, and its content phrase is entrenched either as wh-clause, that-clause, or to-in infinitive clause (Kolhatkar & Hirst, 2014).

The Variants of this construction are:

A. Signalling Noun+ be/V+ that-clause (SN-be/ V-that)

In example (22), the SN mantra has a be-that clause as its content phrase.

22. [The Economist-Politics-EU leaders are united on Brexit but divided on migration-September 21st, 2018] A favourite early mantra of Brexiteer MPs was that German carmakers would pressure Angela Merkel to overrule other states (France, say) and let Britain cherry-pick the details of its new relationship.

B. Signalling Noun +be/V +to/doing (SN-be/ V-to/doing)

Dwell on aim in (23). It has a be-to clause as its content phrase.

23. [Evening Standard-Sport-Lionel Messi shows his priority is another Champions League trophy for Barcelona-September 18th, 2018] Lionel Messi is staying true to his word. The brilliant Barcelona forward knows he has extra responsibilities this season, in his role as club captain, and his biggest aim is to lead his team to European glory once again. Going by his performance on Tuesday, he clearly means business.

C. Signalling Noun+ be/V+ nominal phrase (SN-be/ V-NP)

Ruminate about the SN cause in (24) respectively, where both have be-NP as their content phrase.

24. [New Scientist-Health-The surprising foods that are messing with your gut-September 12th, 2018] The most common cause of gut problems is irritable bowel syndrome (IBS), a catch-all term ...

D. Signalling Noun+ be/V+ wh-clause (N-be/ V-wh) (what, when , whether, etc.)

To cogitate about question in (25), it is observed that it has its content phrase in be-wh clause where the head of the wh-clause is whether.

25. [Independent-Politics-Torture of terror suspect at CIA black site operated by current director Gina Haspel detailed in newly declassified cables-August 10th, 2018] The archive said one outstanding question was whether Ms Haspel wrote Cable 11359, from December 1 2002, which used remarkably vivid language to describe the torture sessions.

Alongside the variants mentioned for the pattern (SN- be/V -cl), the researcher comes across two other variants for that pattern where first the SN is followed by be-conditional clause as seen in (26) and second where the SN has been followed by V- Prepositional phrase as in (27).

26. [New Scientist-Health-Only one in five UK adults would choose to live forever if they could-September 18th, 2018] The question posed in the survey was “if you were offered the chance to live forever, how likely are you to take it?”.

27. [New Scientist-Health-The surprising foods that are messing with your gut-September 12th, 2018] What’s more, the secret to dealing with these problems could fly in the face of established healthy eating advice.

3. Signalling Noun+ Enumerative phrases (N-EP)

Enumerative phrases being headed by (such as, including, to mention a few, etc.) can follow an SN and act as its content phrase enumerating what the SN refers to. As seen in (28), the SN conditions is followed by the such as-phrase. When in (29), the SN theories is followed by Enumerative phrase headed by including.

28. [Evening Standard-Health-Type 2 diabetes: Symptoms, treatment and difference from type 1 for World Diabetes Day 2018-September 14th, 2018] This is because people with type 2 diabetes may develop a number of conditions, such as high blood pressure and cholesterol, which contribute to their risk of developing cardiovascular disease.

29. [Mirror-Science-AI system detects 72 mysterious signals from deep space – and they may have been sent by ALIENS-September 11th, 2018] Several theories have been put forward – including neutron stars, supermassive black holes, or even aliens.

4. Signalling Noun+ Cataphoric clause (SN-C-cl)

The SN has its content phrase as a cataphoric clause. Puzzle over (30), where the SN pledge has its content phrase following it as a cataphoric clause. The content phrase is regarded as a cataphoric clause for having the pronoun he in it which functions cataphorically referring to Jeremy Corbyn.

30. [Evening Standard-Politics-John McDonnell says Labour could renationalise railways within five years-September 22nd, 2018] Labour’s second in command, and Jeremy Corbyn’s ally unveiled his pledge ahead of the start of the Labour party conference this weekend. He said the country’s entire railway system would be in public hands within five years.

5. Signalling Noun + apposition phrase (SN-AP)

The researcher, moreover, detects an extra pattern in the corpus where the SN refers to its content phrase cataphorically in an apposition phrase. The content phrase of SNs in apposition is juxtaposed to it through using a punctuation in written texts that would overlap with prosodic features in spoken texts. Consider example (31) where the SN has its content phrase in an apposition phrase which is juxtaposed to it through a hyphen.

31. [Nature-Science-The Genes That Never Go Out of Style-September 18th, 2018] Some of these telltale traits—how often the gene is mutated, or the negative consequences of losing it entirely—certainly reflect the gene’s importance and its relevance to human disease. They’re the kind of characteristics scientists should be paying attention to.

While in example (32), the SN is juxtaposed to its content phrase via a colon.

32. [The Telegraph-Science-What personality type are you? Scientists finally find the four kinds of human-September 17th, 2018] Researchers at Northwestern University in Illinois sifted through data from more than 1.5 million questionnaire respondents and found at least four distinct clusters of personality types: average, reserved, self-centred and role model.

Lastly, in (33), the SN message has its content phrase in an apposition phrase being juxtaposed to it through a single quotation mark.

33. [Mature Times-Health-Words save lives-September 4th, 2018] NHS Blood and Transplant are urging families to talk during Organ Donation Week (September 3rd to 9th) with the message ‘Words Save Lives’.

6.1.2 LEXICO-SYNTACTIC PATTERNS WITH ANAPHORIC FUNCTION

In anaphoric function of SNs, due to using linguistic elements like (the, this, that, other, same, and such) the link between an SN and its content phrase is created (Kolhatkar and Hirst, 2014). Three of the lexico syntactic patterns with anaphoric function are:

1. Multiple nouns or phrases +be + Signalling noun (NG- be- SN)

The NG-be-SN construction is shown in example (34).

34. [Metro-Health-Ways to improve your sleep quality that actually work-September 14th, 2018] In fact, lack of sleep is one of the most common complaints of our time: Four out of five people in Britain suffer disturbed or inadequate – so-called ‘toxic’ – sleep.

The NG is not necessarily followed by a verb to-be. Another variant is found by the researcher for this pattern where the NG is followed by a linking verb and then SN (NG+ linking verb+ SN). Ponder over (35), the SN idea is being preceded by a noun phrase and the linking verb seem.

35. [The Economist-Science-Only a tenth of the human genome is studied-September 20th, 2018] Only a tenth of the human genome is studied Paying more attention to the rest seems like a good idea.

2. Anaphoric clause+ demonstrative+ Signalling noun (th-SN)

The SN, in (36), is preceded by the demonstrative this and the anaphoric clause which is headed by the anaphoric pronoun we.

36. [Independent-Health-Babies born during pollen season at greater risk of developing asthma, study finds-September 16th, 2018] Professor Erbas said: “We found these babies had lower IgE levels. “This significant finding indicates the possible development of a sensitisation barrier.

The researcher finds out that it is not always demonstratives which link SNs with their content phrases anaphorically. There are cases found in the corpus study where the determiners (viz. the and a) make SN to signal its content phrase anaphorically. The variant would be (Anaphoric Clause-The/a- SN). Give a thought to (37) where the SN is preceded by an anaphoric clause and the determiner a. On the other hand, the SN in (38) is preceded by anaphoric clause and the determiner the. The definite articles and the demonstratives come under the title specific determiners. Thus the researcher suggests a change in this pattern of Liu and Wang (2016), and rewrites it as (Anaphoric clause+ Specific determiners+ Signalling Noun).

37. [The Spectator-Health-Getting less than five hours sleep a night ‘doubles heart attack risk’-August 26th, 2018] However, the findings do suggest that sleep is important – and that should be a wake-up call to all of us.’

38. [The Ecologist-Science-Dolphins teach one another to walk on water-September 5th, 2018] Tail walking involves a dolphin rising vertically out of the water and then moving forward or backwards across it. The behaviour rarely occurs in the wild from this species but is a standard part of the routine in almost all dolphinarium.

3. Anaphoric clause+ demonstrative+ be+ signalling noun (th-be-SN)

In this construction, the SN is preceded by an anaphoric clause and a demonstrative as seen in (39).

39. [Reuters-Sport-Liverpool ready to compete for every trophy, says Van Dijk-September 20th, 2018] Van Dijk, who arrived at Anfield from Southampton in January, insists their faultless start to the campaign is just a small step on a journey the club hopes will end with a first trophy since the 2012 League Cup.

In conclusion, the lexico- syntactic patterns and their variants which are found in the corpus are presented in Table 3 and 4.

Table 3: The lexico-syntactic patterns with cataphoric function in English journalism

The Lexico-Syntactic Patterns with Cataphoric Function in English Journalism	Variants
1. Signalling noun+ post nominal clause (SN-cl)	a. Signalling Noun +that-clause (SN-that)
	b. Signalling Noun +to infinitive-clause (SN-to)
	c. Signalling Noun+ prepositional phrase

	d. Signalling Noun + <u>wh</u> -clause (SN- <u>wh</u>)
	e. Signalling Noun+ fixed collocations
2. Signalling noun +be/ Verb +complement clause	a. Signalling Noun+ be/V+ that-clause (SN-be/ V-that)
	b. Signalling Noun +be/V +to/doing (SN-be/ V-to/doing)
	c. Signalling Noun+ be/V+ nominal phrase (SN-be/ V-NP)
	d. Signalling Noun+ be/V+ <u>wh</u> -clause (N-be/ V- <u>wh</u>)
	e. Signalling Noun+ be/V+ prepositional phrase (SN-be/V-PP)
3. Signalling Noun+ Enumerative phrases (N-EP)	
4. Signalling Noun+ Cataphoric clause (SN-C-cl)	
5. Signalling Noun + apposition phrase (SN-AP)	a. apposition phrase juxtaposed by a hyphen
	b. apposition phrase juxtaposed by a colon
	c. apposition phrase juxtaposed by a single quotation mark

Table 4: The lexico-syntactic patterns with anaphoric function in English journalism

The Lexico-Syntactic Patterns with Anaphoric Function in English Journalism	Variants
1. Multiple nouns or phrases +be + Signalling noun (NG- be- SN)	a. Multiple nouns or phrases + verb to-be + Signalling noun (NG- V to-be- SN)
	b. Multiple nouns or phrases + Linking verb + Signalling noun (NG- LV- SN)

2. Anaphoric clause+ specific determiners + Signalling noun (th-SN)	a. Anaphoric clause+ demonstratives + Signalling noun (th-SN)
	b. Anaphoric clause+ definite articles + Signalling noun (the/a -SN)
3. Anaphoric clause+ demonstrative+ be+ signalling noun (th-be-SN)	

6.2 PREVALENCY OF SN LEXICO-SYNTACTIC PATTERNS IN ENGLISH JOURNALISM

In the corpus study, 283 examples of SN usage have been taken and analyzed for the frequency range of the lexico-syntactic patterns of SNs.

Figure (2) displays the lexico-syntactic patterns and their total use in the corpus study. The exophoric function of SNs is the most prevalent one along with the two cataphoric patterns of SN-PP and SN-that. Contrariwise, SN-P-wh is not used by the journal writers of English journalism, while homophoric, fixed collocation-SN, and SN-C-cl has been rarely used.

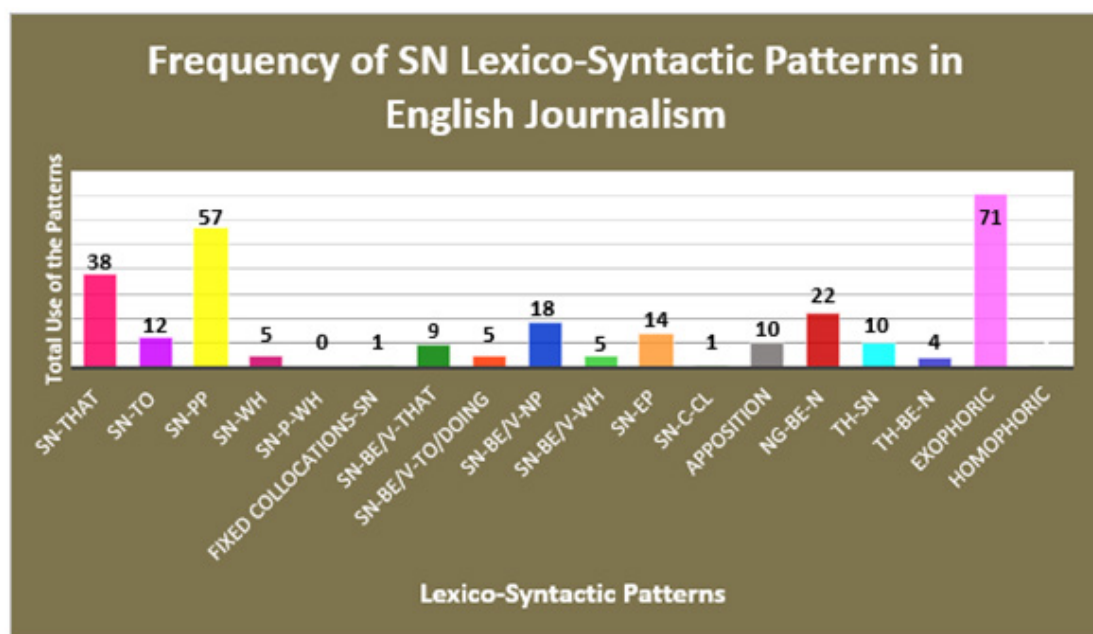


Figure 2: Frequency of SN lexico-syntactic patterns in English journalism

7. CONCLUSION

The following conclusions can be drawn from the analysis of the present study:

1. Syntactically, the frequency range of the signalling functions has been analyzed in English journalism. %62 of the examples had the cataphoric signalling function, while %25 of them had exophoric signalling function. The least frequent signalling function was anaphoric since %13 of the examples had anaphoric function, when %0 was homophoric. Thus, the result of the study refutes the hypothesis set forth by Chomsky that anaphoric uses of signalling nouns occupy an eminent position in discourse, since cataphoric uses of SNs have the highest frequency range in English journalism.
2. In spite of selecting the most comprehensive classification of lexico-syntactic patterns for the analysis of SNs in the corpus study, the researcher was able to observe new lexico-syntactic patterns in English journalism along with certain new variants for the old patterns. These include:
 - a) For the (SN-cl) cataphoric lexico-syntactic pattern, a new variant is found in the corpus study by the researcher which is (SN-gerund phrase).
 - b) For the (SN-be/V-cl) cataphoric lexico-syntactic pattern, two new variants are found in the corpus which are (SN-be- conditional clause) and (SN-V-PP).
 - c) A new cataphoric lexico-syntactic pattern is found in the corpus which is (SN-apposition phrase) where the SN has its content phrase in the apposition phrase. Three variants have been noticed for this new pattern which are (AP juxtaposed by a hyphen, AP juxtaposed by a colon, and AP juxtaposed by a single quotation mark).
 - d) For the anaphoric lexico-syntactic pattern (NG-be-SN), a new variant is observed in the corpus which is (NG-linking verb-SN).
3. The researcher rewrites the rule of Liu and Wang's (2016) lexico-syntactic pattern (anaphoric clause-demonstratives-SN) as (anaphoric clause-specific determiners-SN), since not only demonstratives premodify SNs for having their content phrase anaphorically. Cases are found in the corpus where articles (the and a) premodify SNs to make them have their content phrase anaphorically. Because specific determiners include both demonstratives and articles, therefore it is better to write 'specific determiners' than 'demonstratives'.
4. Each variant of the eight lexico-syntactic patterns found in English journalism, has been analyzed for their frequency range. 57 Out of 283 examples have the lexico-syntactic pattern (SN-PP). Thus, it has the highest frequency range among the others. The second most frequent lexico-syntactic pattern was (SN-that) for constructing 38 of the examples while 22 of them occurred in the pattern (NG-be-SN), whereas the other patterns were used less frequently.

References

- Asher, N., 1993. Reference to Abstract Objects in Discourse. Dordrecht: Kluwer.
- Chomsky, N., 1981. Lectures on Government and Binding. Dordrecht: Foris.
- Conte, M.-E., 1996. Anaphoric Encapsulation. In: W. De Mulder and L. Tasmowski, eds. Coherence and Anaphora. Amsterdam: John Benjamins, pp. 1-10.
- Flowerdew, J. and Forest, R. W., 2015. Signalling Nouns in English: A corpus-based discourse approach. Cambridge: Cambridge University Press.
- Flowerdew, J., 2002. A pedagogic grammar of signalling nouns in discourse. *Revista Canaria de Estudios Ingleses*, Volume 4, pp. 141-155.
- Flowerdew, J., 2003. Signalling Nouns in Discourse. *English for Specific Purposes*, 22(4), pp. 329-346.
- Flowerdew, J., 2006. Use of signalling nouns in a learner corpus. *International Journal of Corpus Linguistics*, 11(3), pp. 345-362.

- Forutan, A. and Nasiri, S. R., 2011. Signaling Nouns in English and Persian: A Contrastive Study. *Theory and Practice in Language Studies*, 1(10), pp. 1273-1283.
- Francis, G., 1986. *Anaphoric Nouns*. Birmingham: English Language Research, University of Birmingham.
- Francis, G., 1994. Labelling discourse: an aspect of nominal-group lexical cohesion. In: M. Coulthard, ed. *Advances in Written Text Analysis*. London: Routledge, pp. 83-102.
- Gao, Y. and Zhang, Y., 2017. Researches on Shell Nouns: from Definitions to Applications. *International Journal of Innovative Research and Knowledge*, 2(11), pp. 45-60.
- Halliday, M. A. K. and Hassan, R., 1976. *Cohesion in English*. London: Longman.
- Hoey, M., 1993. A common signal in discourse: How the word reason is used in texts. In: G. Fox, M. Hoey and J. M. Sinclair, eds. *Techniques of Description: Spoken and Written Discourse*. London: Routledge, pp. 67-83.
- Hunston, S. and Francis, G., 2000. *Pattern Grammar: A corpus-driven approach to the lexical grammar of English*. Amsterdam: John Benjamins.
- Ivani, R., 1991. Nouns in search of a context: a study of nouns with both open- and closed-system characteristics. *International Review of Applied Linguistics in Language Teaching*, 29(2), p. 93-114.
- Jiang, F. K. and Hyland, K., 2017. Metadiscursive Nouns: Interaction and cohesion in abstract moves. *English for Specific Purposes*, Volume 46, pp. 1-14.
- Kolhatkar, V. and Hirst, G., 2014. *Resolving Shell Nouns*. Doha, Association for Computational Linguistics.
- Liu, Q. and Wang, X. Y., 2016. Research on shell nouns in abstracts of master theses by science and engineering majors. *Foreign Language World*, Volume 2, pp. 52-60.
- McCulloch, G., 2014. *allthingslinguistic.com*. [Online] Available at: <https://allthingslinguistic.com/post/80401980855/anaphora-and-cataphora> [Accessed 16 September 2018].
- Oh, S.-Y., 2014. Use of Signaling Nouns in Published and Korean Student Academic Writing in Applied Linguistics. *English Teaching*, 69(1), pp. 147-172.
- Quirk, R., Greenbaum, S., Leech, G. and Svartvik, J., 1985. *A Comprehensive Grammar of the English Language*. London: Longman.
- Schmid, H.-J., 2000. *English Abstract Nouns as Conceptual Shells: from corpus to cognition*. New York: Mouton de Gruyter.
- Schmid, H.-J., 2018. Shell Nouns in English: A personal roundup. *Caplletra* 64 (Primavera, 2018), pp. 109-128.
- Simonjetz, F. and Roussel, A., 2016. Crosslinguistic Annotation of German and English Shell Noun Complexes. In: S. Dipper, F. Neubarth and H. Zinsmeister, eds. *Bochumer Linguistische Arbeitsberichte*. Bochum: Konferenz zur Verarbeitung natürlicher Sprache, pp. 265-278.
- Sinclair, J. M., 2004. *Trust the Text: Language, Corpus and Discourse*. London: Routledge.
- Tadros, A., 1985. *Prediction in Text*. University of Birmingham ed. Birmingham: English Language Research.
- Tåqvist, M. K., 2016. Facts and things: Advanced ESL learners' use of discourse-organising nouns. *Nordic Journal of English Studies*, 15(4), pp. 107-134.
- Winter, E. O., 1977. A clause-relational approach to English texts: A study of some predictive lexical items in written discourse. *Instructional Science*, 6(1), p. 1-92.

**The Linguistic Features of Legal Documentary Texts with Reference
to English and Kurdish**

Asst. Prof. Dr. Wrya Izzadin Ali,

English Department, College of Languages

Salahaddin University-Erbil Kurdistan Region, Iraq

Mobile No.: +964 750 461 7007 Email: wryaizzadin@yahoo.com

doi: 10.23918/vesal2019.a11

Abstract:

Advanced translation students are routinely trained in texts from a number of registers, to familiarize them with the concept of variation in language use. The term register has often been loosely used, which is not surprising in view of its generality: Halliday (1978: 31/2) characterizes the notion of register as at once very simple and very powerful. It refers to the fact that the language we speak or write varies according to the type of situation. It is also a form of 'prediction' and in order to predict the type of language associated with a particular context of situation, we need to know the field, tenor and mode of the discourse. Field refers to the institutional setting in which a piece of language occurs, tenor refers to the relationship between participants, and mode refers to the channel of communication adopted (id:33). The situational dimensions originally proposed by Halliday et al are still relevant although there has been much subsequent discussions on their scope and nomenclature.

Crystal and Davy (1969:71) introduced the term 'province' for the first dimension, describing it as linguistic variation according to the kind of occupational or professional activity, being engaged in. Mason (1982:24) proposed 'domain' which he defined broadly as 'social context'. A point of contention has been to what extent the subject matter of a text is part of its province.

Crystal and Davy are quite clear that the two are separate, 'province features' should not be identified with the subject-matter of an utterance, but Halliday feels that the subject-matter is an aspect of the field of discourse (1978:33). In the province of written legal texts, however, this is hardly contentious since the subject-matter, for all its variety, is generally reducible to an underlying logical structure. Every action or requirement from a legal point view depends upon a set of conditions which must be satisfied before anything at all can happen.

More problematical, perhaps, is the question of sub-classification of the province: the law includes many different activities, from the drawing up of statutes to the contracting of agreements between individuals, all of which need to be recorded in a written form. In addition, there are written instruments such as court judgments, police-report, and process-verbals which self-evidently belong to the legal domain; the latter are less predictable in terms of subject-matter and logical structure than the former, which in addition to statutes and contracts, include constitutions and charters, treaties, protocols and accords, and by-law and regulations.

Key Words: Register, field, tenor, mode, cohesion, coherence, structural, parallelism, context of situation, discourse, text analysis, legal documentary texts.

Introduction

Translation work of any kind is no walk in the park, but legal translation can be especially difficult to get right. For this reason, it is vital to not only legal translations done by translation professionals, but those who are experts specifically in legal translation.

For Newmark, 'Legal documents' require a special type of translation, basically, because the translator is more restricted than any other form (1982:47). The restriction is imposed by the purpose of legal language, which is designed not so much to enlighten language users at large as to allow one expert to register information for scrutiny by another. A legal translation is, thus, the archetypal 'covert' translation (in House's terms), viz. a translation not specifically addressed to a target culture audience i.e. not particularly tied to the source language community and culture (House, 1977:19). Yet, in spite of this and influence of foreign language models, at various linguistic levels, Kurdish legal texts exhibit their own features of structure and style. They make more use of grammatical cohesion, through reference and conjunction, and less use of passives. Also, they are not characterized by the use of archaic vocabulary and morphology. The two languages differ in their patterns of nominalization, creation of binominals and their use of highlighting and text markers. An appreciation of these structural and stylistic differences as well as of language –universal features of legal discourse can help translators produce acceptable translations of Kurdish and English Documents.

Problems of Legal Translation

Legal translation is one of the most challenging task in the field of translation... difficulties may arise due to various reasons like differences in legal systems followed in the countries where the source and the target language are spoken. Legal translation is, somehow, more complicated than other types of translation. In translating a legal documentary text from one language to another, the two legal systems have a bigger impact on the difficulty of the translation than the relatedness of the two languages. Translation should deal with the challenges caused by the incongruity of words' definition once translated. Nowadays, an accurate translation of legal texts has become highly significant. Thus, the translation of English legal texts into Kurdish or vice versa is a discipline in itself, which seeks to determine applicable rules methodology; it gives rise to a great number of problems.

The Aims

The aim of the present study is to investigate the linguistic features of Kurdish legal documentary texts, and compare them with their counterparts in English. The framework and points of departure of analysis will follow that adopted by Crystal and Davy (1969:193-217) for English legal documents. Methodologically, such a procedure is justified by the facts that the situational dimensions are held constant, allowing the linguistic features to be compared interlingually in a valid way.

In the course of analysis, references will be made to translation of these documents as well as to Kurdish versions of certain English original documentary texts in order to make points relevant to 'legal' translation. The purpose of such texts—sometimes represented as documentary, hence documentary translation—can be summarized as: defining entities (e.g. an organization, a federation), setting out fundamental principles and objectives (e.g. in a constitution), and laying down rights and obligations, e.g. of citizens, contracting parties. It, also, aims at creating a text that will be interpreted in the same way by legal professionals in the target legal system, as it would be in the original legal system. Thus, the aim of translation, here, is not to erase linguistic and cultural differences, but to accommodate them, fully and unpolegetically.

What is meant by legal documentary text?

Laws are expressed by language. The range of vocabulary is very wide. Large proportions of words are highly formal. There are many archaic words, borrowed words and technical terms.

During the history, legal English was influenced by Latin and French, following the Norman invasion of England in 1066, Anglo- Norman French became the official language in England.

The Characteristics of Legal Texts in English

Legal English now is regarded as a global phenomenon. It is the style of English used by lawyers and other legal professionals in the course of their work. Legal language includes a number of unusual features which are related to terminology, linguistic structure, linguistic conventions and punctuations (Quwaider 1984). Legal language is one of the many forms of English that is used in the field of law, in other words, it is a technical language specifically originated as a language of legal professionals such as judges, lawyers, legal assistants, etc. (Maley 1994)

The systemic linguistic features of legal texts in English

In general a legal language is a formalized language based on logic rules which differs from the ordinary natural language in vocabulary, morphology, syntax, and semantics, as well as other linguistic features, aimed to achieve consistency, validity, completeness and soundness, while keeping the benefits of a human.

Linguistic difficulties in translation arise from the differences found in the different legal cultures and legal systems. Legal translation is distinguished from other types of technical translation that convey universal information. Each legal language is the product of a special history and culture.

One of the main reasons why legal language is difficult to understand is that it is often very different from ordinary language. In legal language, writing conventions are different from ordinary language. In legal language, writing conventions are different like: sentences often have peculiar structures, punctuation is used insufficiently. Foreign phrases are sometimes used instead of ordinary phrases, unusual pronouns are employed, unusual set phrases are to be found, technical vocabulary, archaic words, impersonal constructions, use of models like “shall”, multiple negation, long and complex sentences, and poor organization are all problematic.

Because of the nature and function of law, the legal language has developed linguistic features like: lexical, syntactic and pragmatic to fulfill the demands of law.

A common feature of the syntax of legal language is the formal and impersonal written style joined with considerable complexity and length complex structures, passive voice, multiple negations and prepositional phrases are extensively used in legal language.

Another pragmatic consideration in legal texts is ambiguity, vagueness and other uncertainties found mainly in statutes and contracts. Legal writing is characterized by an impersonal style, with the extensive use of declarative sentences pronouncing rights and obligations.

Adverbial elements are very often coordinated, legal English is highly nominal, the insertion of premodifying elements is restrained. The verbal groups used in legal language are notable for the high proportion of non-finites. Long sentences, repetition of lexical items, complete major sentences, complex sentences are some other syntactic features that can be found in a legal text. The textual features of legal English are: Fewer patterns of spacing, less punctuation, clear logical sequence and initial capitalization.

The Stylistic Features of Legal Texts in English

To know the features and the stylistic characteristics of legal English is one of a great significance to those who work in such a field, as lawyers, judges and translators. Knowing the stylistic features will help them use such a type of register more efficiently. According to linguists, stylistics is not to list the kinds of style, but to observe and ascribe the language features of the main styles that is morphological, lexical and syntactic and also textual features. Concerning the morpho-lexical features of legal English, one can say that the range of vocabulary is very wide, large proportions of words are highly formal. There are many archaic words, borrowed words and technical terms, as well. In legal text analysis, linguistic features will be examined at different levels of language—graphitic, syntactic, lexical and discourse. Insofar as all levels are interrelated and intersect; however, it is a convenient way to consider the material systematically. Regarding Kurdish legal texts, they are similar to their English counterparts in layout-headings distinguished by longer or heavier type, serial numbering of paragraphs and subparagraphs—although, because Kurdish lack capitalization and italics, the graphitic choices are more constrained. In constitutions, the conventions of the preamble are observed (i.e. parties to the document in bold type at the head, followed by a series of non-finite adverbial clauses, of the bearing in mind and type, and declaration of assert).

Translation of Legal Documentary Texts

The main objective translation is rendering the original text in another language clearly, conveying the meaning and preserving style, technical and grammatical norms specific to the target language: to achieve this objective, a translator should not only possess perfect knowledge of languages, but also have special technical background or vast experience in that technical area. Legal translation is the translation of texts within the field of law. As law is cultural-dependent subject field, legal translation is not necessarily, linguistically transparent. Legal translation is, thus, usually performed by specialized law translators. It means translating business and legal documents, (contracts, agreements, business correspondence, articles of association, banking documents etc.) (Rylane, 1994). Translating legal texts, sometimes, can be tricky and often a literal translation is not possible or would not make much sense. Therefore, proper knowledge of the foreign language system is the key. In the process of legal text rendering or translation, one can regard the following steps:

1. Looking for equivalent legal items. If the legal terms are equivalent, they can be translated literally, one should avoid translating legal language into colloquial words.
2. It is obviously essential to have proper knowledge, not only of the meaning of the legal term, but also of its function within the whole system. In fact, full equivalent of legal term is very rare; instead there may be near full equivalence depending on legal development and context.
3. Finding subsequent in case of too much discrepancy. If there are no equivalence of legal terms, a translator has to find subsidiaries, usually, subsidiaries are expressed either by paraphrasing or by neologism, which is a new term created in the translation usually on the basis of the Roman law terms. (Sarcevic 2000)

Some of the factors that contribute to the difficulty of legal translation work:

- One of the most difficult aspects of legal translations that linguists have to work around is the fact that legal systems across countries can be completely different. This means that legal translations have to contend not just with two different languages and cultures, but two entirely different legal systems to translate between even sometimes it differs within the same country.
- For instance, the word “marriage” might be straightforward enough to translate across language. The laws surrounding ‘marriage’ differ dramatically culture to culture and even marital age differs.
- Thus, it is clear that legal translation is a very complex issue that a translator has knowledge of the source and target languages. They must have knowledge of the legal systems of the two countries in question.

Practical Practice in Translating Legal Document

1. Until the evacuation from Iraq is complete, the American forces shall continue to enjoy.....

(The fronting of adverbial clauses sometimes seems forced and it is possible that the Kurdish text is here being influenced by the translation.)

2. If a dispute arises among them... and should the contending parties apply to the council for the settlement of this dispute, the decision of the council shall then be effective and obligatory.

(It seems that the English text is less lexically cohesive. Lexical repetition in legal English is a reduction in anaphoric links between sentences, however, Kurdish through the greater differentiation of its inflectional morphology, is able to achieve considerable precision of reference through anaphora, while in the following example, Kurdish uses anaphoric reference where the English translation can hardly avoid (lexical) repetition)

3. The employee is entitled to one year leave with a full salary.

(Legal sentences are usually self-contained units which convey all the senses that has to be conveyed at any particular point and do not need to be linked closely either to what follows or what has gone before. Almost the only formal linkage to be found between the long and self-sufficient sentence is the repetition of lexical items. Kurdish legal texts exhibit this type of lexical cohesion)

4. The employee shall be appointed on a probationary basis for a period of six months extendable for a further period not exceeding six months.

(Ellipted passives are one kind of verbal element forming non-finite clauses which so characteristically post-modify nominal elements in legal English. Another kind is the active participle forms, which again generally correspond to finite structures in Kurdish)

5. During the period of probation, the contract may be terminated by either of the contracting parties.

(Because of the lexical statuses of modal verbs in Kurdish, the action may be nominalized, in English text the action would be expressed by a finite passive verb)

6. If the contract is terminated by the government....

(Even in the absence of modality, the nominal structure may be used in a way which avoids a passive form, but enables the agent to be mentioned)

7. The decision of the council, taken by an unanimous vote, shall be binding on all the member states.

(One of the most striking characteristics of written legal English is that it is highly nominal. Long complicated nominals are equally a feature of legal Kurdish Text, although there are differences in internal structuring. The nominal in Kurdish may be introduced by complimenizer L+finite)

8. In a dispute which may lead to war between a member state and another state....

(The English text here is less lexically cohesive, while Kurdish, sometimes, seems demonstrate this feature to excess...)

Conclusion

In rendering an original legal documentary text in another language, the translator needs to convey the meaning and preserve style, technical and grammatical norms specific to the target language. There should be a greater attention of legal texts, because translating law between languages is not a straightforward matter. The legal translator faces a real challenge of translating, not only words, but more importantly, legal concepts. These concepts are deeply rooted in a culture they derive from. Therefore, the legal text should be handled with precision and diligence. In fact, the translation of legal text is a complicated matter, requiring precision and accurateness. It is not enough for a translator to have command of a foreign language. He/she should also have a sound knowledge of the legal systems involved. The study will conclude with some general remarks about translation of texts within this register, some practical practice in translation of the legal documentary texts are given at the end of the study.

Bibliography

1. Baker, J.H.(1990),: An Introduction to English Legal History. 3rd.ed.London. Butterworth.
2. Crystal, D. and Davy (1969),: investigating English style, London, Longmans
3. Garner, B.A. (2002),: The Elements of Legal Style. Oxford, Oxford University Press.
4. (1989). A Dictionary of Modern Legal Usage. Oxford, Oxford University press.
5. Haigh, R. (2004). Legal English. Cavendish Publishing Limited.
6. Halliday, M. (1978),: Language as Social Semiotics. Arnold.
7. Halliday, M. and Hassan, R.(1976). Cohesion in English. Longman
8. Hiltunen, R. (1999),: Chapters on Legal English. Helsinki: Suomalainen Tiedekatmia
9. House, J. (1977). A Model for Translation Quality Assessment. Narr
10. Maley, Y. (1994). The Language of the Law. 1st. ed. New York. Longman
11. Newmark, P. (1982). Approaches to Translation. Pregamont.
12. Quwaider, H. (1984). The Concept of Register: As Exemplified In Annotated Translation from Selected Fields. M.A. Dissertation, University of Bath
13. Rylane, P. (1994). Legal Writing and Drafting. London, Blackstone press.
14. Sarcevice, S. (2000). New Approach to Legal Translation. 2nd.ed. London Kluwer Law International.
15. Savory, Th. (1967). The Language of Science. London
16. Wallace, Wa. (1981). How Registers Register: Towards the Analysis of Language Use.

Grice's Cooperative Principles in G. B. Shaw's Pygmalion

Omar Fouad Ghafor

University of Halabja, Department of English Language, Halabja

Email: omar.ghafor@uoh.edu.iq

Yadgar Faeq Saeed

Charmo University, Department of English Language

Email: yadgar.fayaq@charmouniversity.org

Hedayat Muhamad Ahmad

University of Halabja, Department of English Language, Halabja

University of Human Development, Department of English language, Sulaimani

Email: hedayat.ahmad@uoh.edu.iq

doi: [10.23918/vesal2019.a12](https://doi.org/10.23918/vesal2019.a12)

Abstract

The aim of this study is to apply all the cooperative principle maxims in the golden play of the famous playwright George Bernard Shaw, Pygmalion. When one of the maxims is non-observed or flouted among the characters' speeches, misunderstanding happens which creates many social, psychological and physical conflicts. The researchers tried to investigate the sorts of communications among the characters of the play, like social and educational ones through applying all the cooperative principle maxims (quality, quantity, manner and relation) that clearly highlights the reasons behind the ocean of the differences among the characters and society. Pygmalion is one of the prominent texts of the most widely read socialist writer in the English-speaking world, Shaw, it left a great and historical footprint in the world of literature and its impacts on the receivers is a non-stop one. Due to its greatness, the researchers tried to make another different meaning for the speeches of the play with the support of Grice's maxims.

Keywords: Pygmalion, Grice, cooperative principles, Social ranks.

Introduction

Conversation always needs meaning and meaning analysis is too controversial as the utterances are the main reasons for bridging both speakers and listeners together in a way the conversational partners believe in mutual understanding. Grice (1975) introduces his four maxims (Quantity, Quality, Relation and Manner). Paul Grice (1975) developed a principle of conversation 'Cooperative Principle' and claimed that effective communication needs some general principles of conversation from both speaker and listener, later referred to as Gricean Maxims. These principles will help people to understand the meaning of their speeches through dialogues and conversations they make and interpret the intentions of the utterances. Literature is a wide and effective era that consists of some genres, they include words and surely the words are holding meaning connotatively and annotatively.

Grice's Maxims (1975) are supportive in dealing with the words of literature in a way they help the literary text dealers to have creativity in the text analysis. One of the most effective genres of literature is drama, apparently it includes speech and the speeches are in need to be interpreted, analyzed and evaluated academically, due to that reason this paper works on the most influential and well-known play of the universal playwright George Bernard Shaw (1856-1950) his prophecy and footprint in writing is famous among intellectual figures. Grice's Maxims (1975) can be considered as a guide to clarify and analyze his intent in writing his universal play, *Pygmalion* (1913). Shaw is regarded as a rationalist writer and he believes that everything is reason dependent, (*Pygmalion* 1913).

He tells the life story of a poor girl who is selling flowers on street in London to be transmitted by professor Henry Higgins who is an intelligent phonetician into a girl who is having full quality of a real lady through teaching her the phonetics lessons, the exposition of the play is shown with the two on a rainy and cold night when some passers-by are around. The poor girl's name is Eliza Doolittle who has no family member support, her father is drunk and she lost her mother some years ago. Professor Higgins who is taking note from the different dialects of London's people is there and there is another good looking man who is professor Colonel Pickering that came all the way from India to meet professor Higgins in London, and there is another high class family with three members Mrs. Eynsfor Hill, her daughter Miss Clara Hill and her son Freddy who is entering Liza's life and becomes her partner in the end of the play. The family want to go home at late night but there is no taxi to carry them in that time of night before forcing Freddy to fetch one, while departing he encounters The Flower Girl for the first time and bumps her basket, it falls to the ground, but he leaves her, so, she informs him to watch his steps and called him with Freddy. After hearing The Flower girl calling her son by his real name and without any title, Freddy's mother worries about the event and thinks that, maybe, there is a love relationship or an affair between Freddy, his son, and Eliza, the flower girl. She investigates about the relationship between her and his son by asking the flower girl how she knows his name, the Flower Girl replies she does not know his name and randomly called him as Freddy, and she is right about that. This story passes and the professors introduce themselves to each other, they bet on Liza's dialect to be transformed into the duchess within three months and participate in the Ambassador's house party.

After reaching the deadline and through a tough experience of teaching, professor Higgins can win the bet after Liza's participation in the ambassador's house party in a very interesting way; she played her role in a perfect way and she proved that her ability is unlimited. Liza becomes angry when she hears the sadly conversation of the two professors about the bet, she shows her zeal by cursing the two down for their ugly deed and for exploiting her to satisfy their own egos. She leaves forever and approaches Freddy after the later proposes to her. As it is apparent at the end of *Pygmalion*, the play is different from the legend, while Mr. Higgins and Liza are separated forever but the legends sculptor and sculpture are united heartily, it means that Shaw wants to give a message that the ability of Liza who is the representative of women is unlimited and they are as powerful as men.

The Cooperative Principle

The Cooperative Principle (CP) is a conversational principle developed by Herbert Paul Grice, British philosopher of language, in 1975. He argues, "Participants expect that each will make a conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange." (Grice, 1975: 45) This means that the cooperative principle accounts for conversational implicatures, a theory which was originally coined by H. P. Grice in 1975 and an implicature is something the speaker implies with an utterance, even though it is not literally expressed. Participants of the conversation assume that a speaker is being cooperative, and they make conversational implicatures about what is said (Levinson, 1983, p. 101) and (Crystal, 1985, p. 153).

Humans are social beings and they usually talk with or to others. Grice believes that speakers want to be cooperative when they talk. According to him, cooperative means that the speaker knows that each utterance is a potential intervention in the personal rights, autonomy and wishes of the other. That is why we have to shape our utterances in a way that is as precise as possible to the context (Bach, 2003).

Grice designed the principle of cooperation to characterize conversation. He wrote, "Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged" (Grice, 1975, p. 183).

Grice's Cooperative Principle is a set of norms that are expected in conversations. It consists of four maxims, people should follow these maxims in order to be cooperative and understood:

- Maxim of Quality: the speaker has to tell the truth or something that is provable by appropriate evidence.
- Maxim of Quantity: the speaker has to be as informative as required, s/he should not say more or less.
- Maxim of Relation: the response has to be relevant to the topic of discussion.
- Maxim of Manner: the speaker has to avoid ambiguity or obscurity; s/he should be direct and straightforward (Bach, 2003).

The cooperative principle assumes that in conversation analysis the participants try to be informative, truthful, relevant, and clear. Grice, the founder of the principle, claims that "talk exchanges aren't merely a succession of disconnected remarks, and would not be rational if they did. They are characteristically, to some degree at least, cooperative efforts; and each participant recognizes in them, to some extent, a common purpose or set of purposes, or at least a mutually accepted direction" (Grice, 1975, p. 184) and (Nordquist, 2019).

Birner in her Introduction to Pragmatics explains the four ways in which the speaker can behave when it comes to CP, he or she can:

- Observe the maxims,
- Violate the maxims,
- Flout the maxims, or
- Opt out the maxims. (Birner, 2013, 43)

To observe a specific maxim means to obey it, i.e., to say the exact and the right amount of the words when someone asks a question and awaits the answer, moreover, observing is saying what you believe to be true and you have appropriate evidence for it, and it must be relevant to the question and, of course, precise, clear and unambiguous (depending on the type of the maxim in the asked question). Violating a maxim takes place when the speaker fails to observe it. Violating a maxim is different from flouting in that the speaker utters a statement and he or she is aware that it is false (non-observance of Maxim of Quality). To flout out a maxim means to violate it, too, but in this case the violation is obvious and blatant that in most cases the hearer is aware and knows when it takes place. To opt out a maxim is when the hearer refuses to be a part of the conversation, for example, my son wants to start playing a game with and I respond by turning to my mobile and read an eBook, I opted out (Birner, 2013, 43).

Grice's maxims in Pygmalion

Each academic utterance has a meaning with a mean purpose, it at least occurs between two people which are known as sender and receiver, to maintain this profession language has a lion share, as it is apparent language is the best device for communication, bridging this communication needs understanding which can be comprehended annotatively and connotatively through applying the all four maxims of Grice (Maxim of Quality, Maxim of Quantity, Maxim of Relation, Maxim of Manner) (Grice, 1975). In literature generally both meanings are common but special for drama, G.B.Shaw's Pygmalion is the most prominent sample for fulfilling this paper. There are many characters in this play; among them we select some speeches of some main characters of the play and apply all the maxims of Grice. In some parts of the play we encounter some speeches that some or all the maxims are observed in some other parts are not that are supportive to deliver meaningful purposes if we apply this maxim to them as follow:

Example One:

"The Mother: Now tell me how you know that young gentleman's name.

The Flower Girl: I didn't." (Pygmalion 3)

Here the maxim of quality is apparently non-observed, because the length of the answer is shorter than the length of the question. The answer could be "I don't know that gentleman's name)

Example Two:

The Bystander: {sparingly} who told you my people came from Selsey?

The Note Taker: Never you mind. They did {to the girl} how do you come to be so far east? You were born in Lisson Grove.

The Flower Girl: {appalled} oh, what harm is there in my living Lisson Grove? It wasn't fit for a pig to live in; and I had to pay four and six a week. {In tears} oh, boo-hoo-oo (5)

Here the quantity of the answer is much more than the question, the maxim of quantity is non-observed while the quality is also violated. It could be a name or at least a short answer for the question, also the maxims of relation and manner are non-observed in the speech of the Flower Girl because it she misunderstood the purpose of the Note Taker.

Example Three:

The Sarcastic Bystander :{ not attending to her} do you know where I come from?

The Note Taker: {Promptly}. Hoxton.

Here all the four maxims are well observed; when the reader comes across this speech the answer feeds him/her well.

Example Four:

MRS. PEARCE. Don't answer back, girl. You don't understand the gentleman. Come with me. [She leads the way to the door, and holds it open for Eliza].

LIZA [as she goes out] Well, what I say is right. I won't go near the king, not if I'm going to have my head cut off. If I'd known what I was letting myself in for, I wouldn't have come here. I always been a good girl; and I never offered to say a word to him; and I don't owe him nothing; and I don't care; and I won't be put upon; and I have my feelings the same as anyone else- (21)

In this example from Pygmalion the maxims of quality and manner are non-observed by in Liza's speech, while we read the speeches we can see that the message of Mrs. Pearce is clear, but the answer of Liza is ambiguous, clearly she violated the path of communication.

Conclusion

This paper is conducted to show the importance of the Grice's Co-operative principles which consists of four maxims quantity, quality, relation and manner and apply them to the well-known play of G.B Shaw so as to discuss and analyse the meaning of the play-speeches because they have deeper meaning, to understand the meaning of this play and get the purpose of them Grice's maxims are helpful to determine the aim of the utterances for example there is a lady who is the main character of the play and known as the flower girl she is not educated and

Her dialect is not interesting through the maxims that sometimes they are violated and sometimes not the quality of her speech is examined, meanwhile the other main character of the play Mr. Higgins who is completing the idea of the play he has conflicts (psychological, social) with the flower girl on the flower girl's dialect, he criticizes her accent then helps her to be transformed from gutter into a duchess. Finally it can be considered that all utterances have messages and these messages can be detected through applying Grice's maxims to them.

References

- Bach, K. (2003). Speech Acts and Pragmatics. Retrieved from Routledge Encyclopedia of Philosophy: <http://userwww.sfsu.edu/~k-bach/Spch.Prag.htm>
- Crystal, D. (1985). A dictionary of linguistics and phonetics. New York: Basil Blackwell.
- Grice, H. P. (1975). Logic and conversation. In P. Cole, & J. Morgan, Studies in Syntax and Semantics III: Speech Acts (pp. 183-198). New York: Academic Press.
- J., Birner, Betty (2013). Introduction to Pragmatics. Wiley-Blackwell, UK: Library of Congress.
- Levinson, S. C. (1983). Pragmatics. Cambridge, England: Cambridge University Press. Retrieved from <https://glossary.sil.org/term/cooperative-principle>
- Nordquist, R. (2019, January 11). The Cooperative Principle in Conversation. Retrieved from thoughtco website: <https://www.thoughtco.com/cooperative-principle-conversation-1689928>
- Shaw, G. B. (2004). Pygmalion. The Pennsylvania State University

The Throne As a Coffin in Shakespeare's Hamlet and Al-Majidi's

Hamlet Without Hamlet

Assist. Ins. Fawziya Mousa Ghanim

College of Islamic Sciences

University of Baghdad

doi: 10.23918/vesal2019.a13

Abstract

Shakespearean Theater has a great impact on Iraqi stage performance . Many of Iraqi dramatists have adapted the Shakespearean texts, and reproduced them. The paper exposes the differences and similarities in both plays. It aims at analyzing the theme of death through the recurrent images of the grave digger and actions. Showing the explicit and implicit references to the throne. The first section is an introduction , shedding light on the influences of Shakespearean Theater on Iraqi 's playwrights' perspectives and stage directions. The second section discusses the issue of death and how Shakespeare dramatizes it in the play. Death is a powerful threat to all of the characters and Shakespeare's mind as a dramatist ,and how he dramatically justifies it. The third section studies critically the idea of death representing by a throne which is transformed into a coffin along the whole play. It compares the sharing and counterpoints in the two plays. It explores the world of authority and its relation with death. It discusses the characters' mobility and their own guide- line towards the throne of power and death at the same time. The conclusion sums up to the findings of the study.

Key words: death, throne, Hamlet, Laertes, authority and honor .

INTRODACTION

William Shakespeare 's Hamlet has attracted the attention of many directors in the West and the East. They have tried to experiment their different visions and to present new approaches and interpretations of the play ;events, characters and spaces. The question that is often aroused : what does drive these directors to redirect the play , weather it is purely the desire for renewal or the genuity of the text itself. Otherwise, the text is opened to bounder less contemporary readings and approaches ,as well as various trends and experimental visions. If these directors are motivated by Shakespeare's texts , there are dozens of modern texts that fill their desires of renewed . But they seek deeply in the humanitarian , and political questions that conditioned the complexities of time, Intertwined interesting , conflict and ideologies. So as , they regard Hamlet as an open text to endless political, psychological , social and anthropological interpretations(Ali, 2016,p.1)

Hussein Ali Harif, an Iraqi artist claims that the Iraqi theatre has introduced Shakespeare in a creative way. And Shakespeare 's works were dealing with tyranny and mysticism. The environment of Iraq encourages the Shakespearian metaphors as they presented in the works of Sami Abdul Hamid . His works are like secret messages about tyranny and the former regime in Iraq. These messages reveal the tyrannical authority and its corruption. Hatif also mentions that Shakespeare was not a historian who dealt with the facts of history but he was a philosophical historian. He did not deal with history as historical facts, but was concerned with the philosophy by its people who represented kings, leaders and nobles. He presented them in the human way in their most vulnerable situations. He has the ability to empathize with what he

represents in the last scene and his understanding of history based on his understanding of the human soul(Ibrahim, 2016,p.1)

The director, Dr. Sami Abdul Hamid, agreed with the play critic, Abbas Latif, that the Iraqi theater is one of the best Arab theaters that presented plays of Shakespeare in both quantity and quality. Since the mid-1940s, and perhaps even earlier, Al-Shibli was the first who performed Shakespeare's plays like Merchant of Venice at the High Teachers' House in the mid-1940s and Julius Caesar at the Institute of Fine Arts. The director Hameed Mohammed Jawad directed Hamlet at the Institute of Fine Arts in Baghdad. He reproduced it in a surrealism way. Seven years later, Sami Abdul Hameed directed the play which entitled Hamlet As Arab. In 1980, Salah al-Qasab directed Hamlet in the context of what was known as "the scene of the picture". There were many of Iraqi directors who directed the play according to their visions and approaches. While there were three Arab dramatists had rewritten the play as they did with the text of Odepus. The plays which were recomposed such as ; Crazy Thoughts in Hamlet's Book by Naguib Sorour, Hamlet Wakes Up Lately by Mamdouh Adwan and Hamlet Without Hamlet(1991), by Khazal Al-Majidi. Al-Majidi in his play, Hamlet 'entire personality was removed from the play. The dramatist tried to prove that bad people were falling due the sins that they had committed. so that, they lived in the hell of life, because of their inner defects that led them to death(Ibid,p.3)

3

WILLIAM SHAKESPEARS'S HAMLET

William Shakespeare (1564-1616), an English dramatist, poet and actor. Hamlet (1599-1602) was one of Shakespeare's prominent works. It depicted the story of a prince who is struggled to fulfill his question, "to be or not to be:"(Shakespeare,2001,p.63).Death and its consequences is introduced by the appearance of Hamlet's father ghost. The political and social order is violated by the "unnatural death" of Denmark's king, and followed by a series of murder, revenge, suicide and coincidence deaths. Hamlet as a character becomes an agent of death, "because he thinks that he was "born to set it right"(1. 5. 351)and avenges his father's death. Throughout Hamlet's conflict with the idea of death, Shakespeare reveals the philosophy of death when it happened in all its shapes and motives.

Death portrays man's relation with the world around him\her. Once it is shown when Claudius murders his brother and marries his wife. This situation becomes an opening coffin to most of the characters in the play included Claudius himself. Death presents as a divine quest in Hamlet's case particularly when he meets his father's ghost. The ghost's speech reflects the horror of murder and the way that is used by Claudius:

Upon my secure hour thy uncle stole
With juice of cursed hebenon in a vial,
And in the porches of my ears did pour
The leperous distilment, whose effect
Holds such an enmity with blood of man
That swift as quicksilver it courses through
The natural gates and alleys of the body,
And with a sudden vigour it doth posset
And curd, like eager droppings into milk,
The thin and wholesome blood. So did it mine,
And a most instant tetter bark'd about,
Most lazar-like, with vile and loathsome crust

6

All my smooth body. (1.5, 30)

The king's body is destroyed by the poison. This poison symbolizes not only the king's death, but also the distraction of the whole kingdom. The uncertainty of death and its unapproachability dramatize clearly in Hamlet's speech: "the undiscover'd country from whose bourn / No traveller returns" (3.1.p.63). Hamlet in his earlier state regards death as a refuge or an escape from the problems, pain and grief. But, he accepts it as a quest for honor. He is ready to sacrifice his own life and defends his honor: "When honor's at the stake. How stand I then, / That have a father kill'd (4.4.99): "while to my shame I see / The imminent death of twenty thousand men, / That for a fantasy [...] / Go to their graves [...] He compares himself with the courageous Fortinbras and his army. They fight for a piece of land and fame, while he is hesitated to fulfill his quest.

It is not easy for Hamlet to manage the idea of death. After a mediated and contemplated journey, he lastly takes his step physically and spiritually to death. When he meets the two gravediggers, how they are jesting in the mid of the graveyard and Ophelia's death. Helen Phelps Bailey (1964,p.3) describes the paradoxical sense of Hamlet's and the gravediggers' feeling: "[A] grave is dug on the stage; some gravediggers, holding skulls in their hands, make bad puns worthy of their sort; to their abominable scurrilities, Prince Hamlet makes nonsensical replies that are no less disgusting". When Hamlet enters the graveyard, he admits the idea that death is fatal and universal. Besides, No one can escape it. The two gravediggers conversation ironically criticizes the religious arrangement according to human's level in society, while all people are subject to decay. They expose death's absurdity, inevitability and fatality. Death to them is their daily time of work. Hamlet in his

7

speech with the first gravedigger proclaims his final attitudes towards death as a worm that eats human's body. In his earlier speech with Claudius about Polonius:

In response to the King's demand, "where's Polonius?" Hamlet replies, "At supper", and goes on to clarify, "Not where he eats but where 'a is eaten. A certain convocation of politic worms are e'en at him" (4.3.96). His fear of death after life is transformed. He concludes that man's life is captured by 'providence' and fate. Otherwise, Hamlet discusses with Horatio people's "vicious mole of nature" (1.4.25). This nature causing them to be a victim of fate such as Claudius, Polonius, Laertes, and others. The throne, which represents the authority, power, policy and high position becomes a grave and a worm eats bodies.

Hamlet looks like a universal plea against treason, hate, violence, murder corruption and self-centered. Characters' death are divided in three groups: Hamlet with his indecisive action, Claudius, Polonius and Laertes in their Machiavellian actions and spirits, and Ophelia with her passive and depressed soul and personality. All of them are destined to die unwillingly, but in different destinations. The throne represents the untenable and tempted place. Claudius's meanness and pride are ironically manipulating on behalf of the crown. His lustful love for power and disloyalty become the sole essence of his downfall. When he commits his crime, he is not satisfied. He follows it by his conspiracy against Hamlet. While he prepares to kill Hamlet, a grave is prepared for him.

8

KHAZAL AL-MAJIDI'S HAMLET WITHOUT HAMLET

Khazal Al-Majidi is an Iraqi poet, researcher and a playwright. He is a researcher in ancient civilizations and Theology. Al-Majidi was born in Kirkuk (north of Iraq) in 1951. He completed his study in Baghdad, and got his doctoral degree from the Institute of Arabic History of Higher Studies in Baghdad 1996. The writer worked in Ministry of Iraqi Culture The Office of Cinema and Theatre till 1998. Between (1973-1996), he worked in the Iraqi Broadcast, magazines, newspapers, the Union of Iraqi Writers. Then he became a professor at University of Derna in Libya in (1998- 2003), taught ancient history and the history of arts. In 2003, he came back home, and worked as a manager of Iraqi Center of Civilization and Religions Dialogue. He was a lecturer of ancient history, Civilization and theology at University of Leiden in (2007-2014) and worked at many of open universities in Poland and Europe. Al-Majidi is a playwright and an author of fifty books in mythology, history, poetry, theatre and the history of religions. *Hamlet Without Hamlet* was published in 1991 and performed at different places in and out of Iraq. The play dealt with treason, corruption, death, decay, honor, honesty and love.

Hamlet Without Hamlet dramatizes Hamlet as a voice from a far place: "A voice from (the heart of the scene) , Oh .. I hope this strong and solid flesh would transform into a dew"(Al-Majidi,1,p499. Hamlet knows that his father is dead, and he comes back to Denmark. Accidently, he is drown in the sea and dead. The conflict in the play is strength by Polonius 's claim that he should be the king instead of Claudius or the late king. Ophelia has an active character and personality, she wishes to revolt against the new king and avenge Hamlet's father and Hamlet's death. She asks Horatio helping her in this quest, but he prefers to leave the country. The whole events take place where the throne becomes the place of power, corruption, violence

9

and death. Abdull-Ameer Naji, the director of the play produces the play on a stage shapes as a throne and a coffin at the same time. Claudius kills his brother and being the king. He marries his brother's wife. When she hears about the death of her son, she becomes sad and furies . She speaks with a bitter tone with Claudius:

King: All things become yours.

Queen: And yours too, while I lost two my husband
and my son is in my hands.

King: And Denmark Kingdom.

Queen: It is in my hand too.

King: So you denies our love .

Queen: Where is it ?(5.523)

He insinuates that they shared the secrets of love by her self-denial and his sacrifice. She assumes that their love is a corrupted relationship. Gertrude announces that their illegitimate relation and treachery against the king will lead to a series events of murder: "Do you know what a death of an honest man will do to the whole kingdom? A man who was killed unfairly. Oh , Claudius , we killed ourselves"(5.524) As a reaction towards her regret and remoras , Claudius hangs her. Then he was killed by Laertes who also killed his father to ascend the throne. He steps towards the throne and sits calmly: "And now, I want rain.. oh, this is rain, it waters me..Oh, I want the sun, this is the sun, it dries me". Laertes ascends the throne and at the same time he determines his tragic flaw. He goes to the gravedigger by his own self. There is no one who will avenge or murder him. Laertes goes to the gravedigger without a support of anyone. While the gravedigger prepares a grave to him and buried him alive:

Laertes : I am the only king and no one after me.

Gravedigger: (laughing), listen .. this palace filled by kings and
whatever I buried of them. Another new king will appear and there is no need to a king like you to denote this role for them.

Laertes: But I am the king, look at my clothes and you.

10

Gravedigger: You are a clown because you wears this clothes.. you will take the place of the clown my friend , but he is kinder than you.

Laertes: I will be crowned as a king , and I will punish you in front of people.

Gravedigger: If that will be real, you should thank me because I path the you for you. Before you , the tombs of five

throne.

holeover the

CONCLUSION

Iraqi dramatists and directors are interesting with most of Shakespeare's plays. They performed the major of his works. Some of his plays are acted as they are. Other plays recreated and modified to reflect Iraqis' agonies and crisis. Many of those who are concerning with drama encouraging by Shakespeare's universality of themes, issues and human actions. Shakespeare's Hamlet exposes the corrupted, violated and disordered kingdom. It plagues by the unnatural death of its king. Hamlet takes the responsibility to set it right as he declares in one of his speech. Al-Majidi's Hamlet Without Hamlet deals with the same ideas and themes. It differs from Hamlet in characters' roles and actions. Ophelia attempts to revolt against Claudius who was later murdered by Laertes.

The sharing point is the ambitious and vicious lusts to ascend the throne. Laertes bloody and destructive spirit leads to his final flaw in a grave that is prepared by a gravedigger. The graveyard scene in Hamlet reflects the painful reality of death. The grave is the strongest house that could be made by the gravediggers. The grave-maker's houses still till doomsday. This idea is manifested also in Hamlet Without Hamlet, the gravedigger has buried all kings included Laertes and human being in general. In the former play the gravediggers are jesting and buried dead people, while in the latter play, the gravedigger takes an action. Instead of only burring and preparing graves, he kills Laertes. He states his final plead that death is the mortality we are looking for.

13

REFERENCES

- Ali, A.(2016). Hamlet in the Arabic Experimental lab. https://m.facebook.com/permalink.php?story_fbid=903185679755801&id=895266460547723
- Bailey,H.P. (1964). Hamlet in France: From Voltaire to Laforgue. Geneva: Librairie Droz
- Ibrahim, A. (2016). “The Iraqi Theater Is Best Presented of Shakespeare in the Arab world”
<https://www.facebook.com/crdiraq/posts/%D8%A7%D9%84%D9%85%D8%B3%D8%B1%D8%AD-%D8%A7%D9%84%D8%B9%D8%B1%D8%A7%D9%82%D9%8A-%D8%A7%D9%81%D/>
- Jabra, J.I. (1991). “The Transformation of a Throne Into a Grave”. Completed Plays of Khazal Al-Majidi. Beirut: Lebanon.
- Majidi, Khazal, (2011). Completed Plays of Khazal Al-Majidi. Beirut: Lebanon.
- Shakespeare, W. (1992).The Tragedy of Hamlet, Prince of Denmark. <https://www.w3.org/People/maxf/XSLideMaker/hamlet.pdf>

Quality of Life and Emotional Intelligence among University Lecturers

Khalid Ismail Mustafa (Ph.D)	Azad Ali Ismail (Ph.D)	Zhwan Dalshad Abdullah (Ph.D)
Dept. Education & Psychology	Dept. Clinical Psychology	Dept. Clinical Psychology
Faculty of Education	Faculty of Science &Health	Faculty of Science &Health
Koya University	Koya University	Koya University

doi: 10.23918/vesal2019.a14

ABSTRACT

The study aimed to find out the level of quality of life (QoL), emotional intelligence (EI) and the relationship between them among lecturers at Koya University. A sample of 100 was randomly selected. Two scales were adopted: 34 -item for the quality of life and 17-item for Emotional intelligence. The validity and reliability of the instruments were at convinced level. The result showed Moderate level of emotional intelligence and a high level of quality of life; also, the result showed a statistically negative relationship between EI and one Quality of life dimensions: Health & Functioning Subscale. Some other demographical variable found to be regarded with EI and Quality of life.

Keywords: Quality of life, Emotional Intelligence.

Introduction

Quality of life (QoL) is a meaningful achievement and enjoyment in everyday life (Anjum, 2017). It is a subjective concept because the interpretation of each individual for quality of life depends on his/her personal perspective (Moritz, et al., 2016). It is associated with a positive value such as happiness, success, wealth, health and satisfaction (Bowling, 1995). It encompasses an individual's spiritual (emotional), social and physical well-being (Akranavi i t and Ruževius, 2007). According to WHO, QoL (1995) is an individuals' perception of their position in life in the context of the culture and value systems in which they live, and in relation to their goals, expectations, standards and concerns. It has become an important tool in health care (Al-Naggar, et al., 2013). The improvement of quality of life and well-being is the primary objective of any health care intervention (Church, 2004).

Emotions play a significant role in individual's lives because they are feelings which enliven life, allowing us to experience the joys and grief of our lives (Aghayar & Sharifi, 2008). On the other hand, intelligence is considered as one of the most desirable personality qualities in today's society, as it was claimed by Andoh (1998) it is the single most effective predictor of individual performance at school and on the job. However, emotional intelligence (EI): "is a kind of readiness, skill and capability this deeply affects an individual's abilities so that he /she may be motivated, control his/her emotions and manage his/her relationship with others" (Goleman, 1998, p.31). It is also the ability to identify, assess and control the emotions of oneself, of others, and of groups (Akomolafe & Grace, 2011). Salovey and Mayer (1990, p:189) defined emotional intelligence as, "the subset of social intelligence that involves 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 action.

Mayer, Salovey and Caruso (2004) offered another definition of EI as the capacity to reason about emotions, and of emotions to enhance thinking (Mayer, Salovey & Caruso, 2004: 197). According to Sobhaninejad and Yoozbashi (2008), people with emotional intelligence are able to control their feelings as well as others', distinguish between the positive and negative consequences, and be more creative and to aim their emotions and feelings at solving their own problems.

Emotional Intelligence plays a vital role in teacher's behavior and it is important for the success of their career. Teachers are considered as the main pillar in the educational system (Hans, et al., 2013). Quality of life also became an imperative issue to achieve the goals of the organization in every sector and also affects the social responsibility. This is because it can improve the family or individual work life (Ishak, et al., 2018). Emotional intelligence is proved to improve the quality of life of a teacher, by helping them in many areas such as to be less impulsive and control, better in coping with stress and greater self-assertive, in letting others know when you're feeling uncomfortable, being more positive and make better decisions, to communicate better, positively influence people and being emotional resilient (Anjum & Swathi, 2017)

Studies show a positive and significant relationship between emotional intelligence and the quality of working life (Manhas et al., 2015; Farahbakhsh, 2012; Van, 2014; Min, 2014; Alibakhshi et al., 2018). A strong correlation was found between life satisfaction and Perceived Emotional Intelligence (PEI) subscales of university teachers (Augusto Landa, et al., 2006). Luque-Reca et al., (2018) suggested that perceived emotional intelligence could promote personal but not external or environmental QoL aspects. A positive relationship was also found among physical education teachers (Kalantari, et al., 2012), and university students (Esmaeili et al., 2015).

Aims of the study

The study aims:

- 1- To explore the level of emotional intelligence among university lecturers.
- 2- To find out the level of quality of life among university lecturers.
- 3- To examine the correlation between emotional intelligence and quality of life among university lecturers
- 4- To highlight the effect of gender and marital status on emotional intelligence and quality of life among university lecturers when $\alpha=0.005$.

Hypothesis

1. H₀: there is not statistically significant relationship between emotional intelligence and quality of life among university lecturers when $\alpha=0.005$.
2. H₀: there is not statistically significant effect of marital status and gender differences on emotional intelligence and quality of life among university lecturers when $\alpha=0.005$.

Method

Sample

The sample of this study consisted of 100 randomly selected lecturers (72 male; 28 female) at Koya University, Erbil, Kurdistan Region/Iraq. The mean age class ranged between 31 to 36 years old.

Instrument

The study adopted two scales: 17-item for Emotional intelligence (Golman, 2001) with five options (never, rarely, sometimes, commonly and always) and adopted a 35 item scale (Ferrans and Powers, 2007) with five options (Very Dissatisfied, Moderately Dissatisfied, Slightly Dissatisfied, Slightly Satisfied and Moderately Satisfied) but 34 items were retained by experts and been used by current study, as follows:

Health & Functioning Subscale (15-items)	Social and Economic Subscale: (7-items)	Family Subscale: (5-items)	Psychological / Spiritual Subscale (7-items)
1- Your health?	16. Your friends?	23. Your family's health?	28. Your peace of mind?
2. Your health care?	17. The emotional support you get from your friends?	24. Your children?	29. Your faith in God?
3. The amount of pain that you have	18. Your neighborhood	25. Your family's happiness?	30. Your achievement of personal goals?
4. The amount of energy you have for everyday activities?	19. Your home, apartment, or place where you live?	26. Your spouse, lover, or partner?	31. Your happiness in general?
5. Your ability to take care of yourself without help?	20. Your job (if employed)?	27. The emotional support you get from your family?	32. Your life in general?
6. Your ability to get around, go places?	21. Your education?		33. Your personal appearance?
7. Your ability to do things with your hands and arms?	22. How well you can take care of your financial needs?		34. Yourself in general?
8. The amount of control you have over your life?			
9. Your chances of living as long as you			

would like?			
10. Your sex life?			
11. Your ability to take care of family responsibilities?			
12. How useful you are to others?			
13. The amount of worries in your life?			
14. The things you do for fun?			
15. Your chances for a happy future?			

To calculate the scores, each satisfaction item is weighted by its corresponding importance item. Hence, the values are combined, i.e., highest scores represent high satisfaction and high importance, and the lowest scores represent low satisfaction and high importance. This scoring scheme is based on the belief that people highly satisfied with areas of life they consider important have a better quality of life than those who are unsatisfied with areas (Ferrans, 1992)

Reliability and Validity

Both instrument were translated and adapted to the local language with satisfied level of validity and reliability. EI Questionnaire had high reliability (Cronbach's alpha= 0.875). The reliabilities of QoL Questionnaire (Cronbach's alpha=0.903. the validity of instruments was at acceptable level as well, Table (1).

Table(1): Reliability Statistics of Emotional Intelligence and Quality of Life Scales

Scales	Subscales	Cronbach's Alpha	No. of Items
Emotional Intelligence		.875	17
Quality of Life		.903	34
Quality of Life subscales	Health and functioning	0.853	15
	Psychology & spiritual	0.804	7
	Social and economic	0.70	7
	Family	0.775	5

Data Analysis

The analyses were performed using SPSS. Basic descriptive for quantitative variables was presented using mean, SD and percentage for qualitative variables. ANOVA and independent sample t-tests were used to compare the variance of scores. Significance level was considered at $P \leq 0.05$.

Results

The majority of the teachers were from the Humanities and Social Sciences Faculty (48%), followed by the lecturers of Science and Health Faculty (28%) and the lecturers of the Faculty of Engineering (24%). The age of the majority of the respondents (62%) ranged from 25-36 years, for future details see table (2), and majority married (78%) Table (3), 62% their age was between 25-36, Table (4).

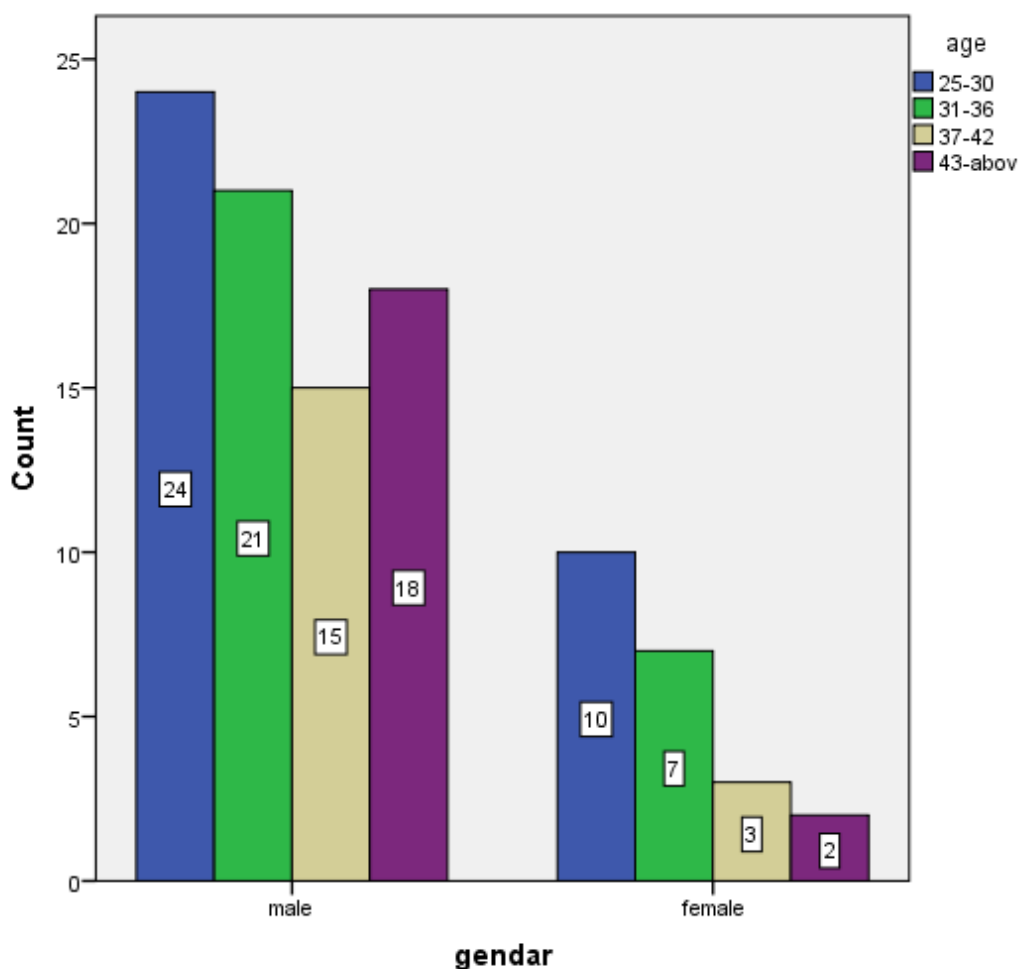
Table (2): Age classes of the study participants

Age class in years	Frequency	Percent
25-30	34	34.0
31-36	28	28.0
37-42	18	18.0
43-abov	20	20.0
Total	100	100.0

Table (3): Marital status of participants according to their faculties

Faculty	Single	married with no child	Having child	Total
Health and sciences	7	12	9	28
Engineering	6	4	14	24
Humanities and social sciences	9	6	33	48
Total	22	22	56	100

Table (4): age class of participant in regard to their gender differences



Quality of life and Emotional Intelligence

The mean scores of the respondents on EI (M: 43.97, SD: 9.95) and QoL (M: 133.9, SD: 14.43), Psychological & Spiritual Subscale 7-item (M: 28.71, SD: 3.95), Family Subscale 5-item (M: 20.73, SD: 2.81), Social & Economic Subscale 7-item (M: 27.5, SD: 3.52), Health & Functioning Subscale 15-item (M: 56.95, SD: 7.17). See (Table). From the data appear that EI is at moderate level while QoL is high, also the QoL subscales are all at high levels, see table (5).

Table (5): The general aim is to find out the main level of EL and OoL.

	Emotional Intelligence Scale 17- item	Quality of Life Scale 34-item	Psychological & Spiritual Subscale 7-item	Family Subscale 5-item	Social & Economic Subscale 7-item	Health & Functioning Subscale 15-item
Mean	43.97	133.9	28.71	20.73	27.5	56.96
<u>S.D</u>	9.95	14.43	3.95	2.81	3.52	7.17

Total Scores	2.59	3.94	4.1	4.14	3.93	3.8
Level	Moderate	Almost Satisfied	Almost Satisfied	Almost Satisfied	Almost Satisfied	Almost Satisfied

To find out the relationship between EI and QoL, the data was analyzed by using Spearman correlation, the result demonstrated no relationship between them ($r: -0.108$, $p > 0.005$). on the contrary the result revealed negative statistically significant relationship between EI and Health & Functioning subscale ($r: -0.24$, $p=0.017$), in addition, the QoL subscale all are showing the positive statistically significant relationships Table (6).

Table (7): Relationship between EI and QoL of participants

		Emotional Intelligence	Psychological & Spiritual	Family	Social & Economic	Health & Functioning
Quality of Life	Correlation Coefficient	-.108	.779	.772	.742	.852
	Sig. (2-tailed)	.288	.001	.001	.001	.001
Emotional Intelligence	Correlation Coefficient		-.120	.036	.104	-.240
	Sig. (2-tailed)		.238	.726	.308	.017
Psychological & Spiritual	Correlation Coefficient			.581	.651	.467
	Sig. (2-tailed)			.001	.001	.001
Family	Correlation Coefficient				.501	.562
	Sig. (2-tailed)				.001	.001
Social & Economic	Correlation Coefficient					.449
	Sig. (2-tailed)					.001

Gender Differences and Marital Status

Gender differences and marital status found to be not statistically affecting the EL of the participants. On the other hand, by using independent sample t-test, gender is significantly affecting QoL subscales: Health & Functioning, male (M: 57.76, SD:6.96) for female (M: 54.09, SD: 7.34), $t(98) = 2.162$, $p = 0.033$. see table (7) :

table (7): gender differences effect on QoL

QoL subscales	Gender	N	Mean	df	t	Sig.	Std.D	Mean Difference
Health & Functioning	Male	78	57.76	98	2.16	.033	6.96	3.67832
	Female	22	54.09				7.34	

Measuring the effect size (d) and percentage of variance explained (r^2)

Based on the equations of Cohen's $d = \text{mean difference} / \text{SD}$ and $r^2 = t^2 / t^2 + df$ (Gravetter and Wallnau, 2005), the result as follows:

A. To measure the effect size of gender difference the research used the following equation:

$$d = \text{mean difference} / \text{SD}$$

$$= 3.67 / 7.15$$

$$= 0.514$$

If the d is locating between $0.2 < d < 0.8$ the effect size is medium, which means the mean differences around half of (0.5) standard deviation.

B. To measure the total variance explained the research used the following equation:

$$r^2 = t^2 / t^2 + df$$

$$= (2.16)^2 / (2.16)^2 + 98$$

$$= 0.0455 \text{ or } 4.55\%$$

According to the above result that gender has an effect on Health & Functioning subscale and this effect size is medium (0.514), means the percentage variance explained is by the gender effect is 4.55%..

Marital status found to be statistically affecting the family QoL subscales by using ANOVA:

Single (M: 18.95, SD: 2.73) married with no kids (M: 21.38, SD:2.47) Having Kids (M: 21.16, SD:2.74), $F(2, 96) = 6.134$, $p = 0.003$, singles showed low family QoL subscales than married.

Table (8): the effect of marital status on family subscale of participants

Family status	N	Mean	Std. D	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Single	22	18.95	2.73	.582	17.74	20.16
Married with no kids	21	21.38	2.479	.541	20.25	22.50
Having Kids	56	21.16	2.74	.366	20.42	21.89
Total	99	20.71	2.82	.283	20.15	21.28

① marital status	② marital status	Mean	Std. Error	Sig.	95% Confidence Interval	
		Difference (I-J)			Lower Bound	Upper Bound
Single	married no kids	-2.42641 ^a	.81995	.011	-4.3784	-.4744
	Having Kids	-2.20617 ^a	.67627	.004	-3.8161	-.5962
married no kids	Single	2.42641 ^a	.81995	.011	.4744	4.3784
	Having Kids	.22024	.68773	.945	-1.4170	1.8574
Having Kids	Single	2.20617 ^a	.67627	.004	.5962	3.8161
	married no kids	-.22024	.68773	.945	-1.8574	1.4170

Measuring the effect size and percentage of variance explained : eta squared (η^2)

Based on the effect size equations of ANOVA (Cohen and Miles & Shevlin, 2001), the result as follows:

$\eta^2 = \text{SS between treatment} / \text{SS between treatment} + \text{SS within treatment}$

$\eta^2 = 89.946 / 89.946 + 693.764$

$= 89.946 / 783.710$

$= 0.1147$ or 11.47%

The effect size is medium according to Cohen (1988). According to the above result that marital status has an effect on family subscale and this effect size is medium (0.1147), means the percentage variance explained is by the marital status effect is 11.47%..

Discussion

Career is an essential part of each individual's modern life. A high quality of life is a requirement for increasing pleasure and satisfaction of an institution's employees, and is required in to motivate and accomplish to achieve the specific and desired aims.

The participant of this current study showed high an average level of quality of life with higher scores as well as the QoL subscales were at high level of satisfactions. In addition, the level of emotional intelligence of participant at moderate level and had no relationship with QoL except a significant negative relationship in regard to the quality of life subscales Health & Functioning: The marital status found to be not statistically related to EL, but significantly affecting the QoL, precisely the married with or without having child showed significantly level of QoL in compression.

The current study, showed the level of QoL of participant at satisfaction level, this result in line with other study result, that university teachers showed satisfied level of QoL (Hunger et al., 2016., Rao, et al., 2013) because the lecturers own a level of accommodation and prosperity at enough and convenience level before the local economic crises when the study been conducted. Gender differences found to be affecting a QoL subscale, males scored higher than females; therefore gender has been considered a part of QoL, but not all of it.

Gender, marital status and age had no effect on QoL (Esmaeili et al., 2015) in current study gender partially affecting and married statistically affected. These contradictions could be referred to multifactor influence on the quality of life.

The result of this research proved the opposite of another research, when it was found that females scored the highest score of males (Manju, 2014., Hashim and Khalil, 2018). The studies showed controversial result about the relationship between quality of life and emotional intelligence, whereas some studies have shown the existence of a positive relationship, such as the study of (Hashim & Khalil, 2018., Augusto Landa, et al., 2006., Esmaeili et al., 2015., Manhas et. al. 2015., Rey et al., 2013). Other studies have rejected the existence of a relationship between them (Abu Adiyar, 2014).

The current study had shown the negative relationship between health and function of quality of life subscales and denied between other two subscales, therefore emotional intelligence has been considered to be partially related to QoL, the same thing could be said about the gender.

Conclusions

The main aims of this study were to measure the level of quality of life and emotional intelligence among university lecturers, and to determine the relation between previous two variables. Also, to find out to what individual related variables such as gender differences and marital status have a statistically significant effect on emotional intelligence and quality of life. Based on the results of present study, the quality of life and emotional intelligence are at observable levels. Furthermore, IE partially related to QoL, and individual related variable such as marital status gender are partially affecting quality of life and statistically significant. For the better life and education, the result will contribute to the positive psychology and positive education, as we face all type of violence and terror in the region. Also, for the better quality of teachers life, authorities should take into confederation teachers emotions and demographical variables like gender differences and marital status, even though they affect partially

Limitations of the study

The limitations of this research include the nature of the population was confined to the lecturers only, and the research design was descriptive. In this regard, because of the importance of this issue, it is suggested that a compression study for the current economy with more details be carried out in other country universities.

References

1. Abu Diyar, Mossad (2014). The relationship between self-esteem and motivation to achievement and emotional intelligence and each other in a sample of blind and not blind children, Kuwait - Social Science Magazine, 40(2),101-129
2. Aghayar, S. and Sharifi D.P. (2008). Organizational emotional intelligence. Tehran: Sepahan Publications.
3. Akomolafe, M. J & Grace, P. O. (2011). Emotional Intelligence and Locus of control as predictors of burnout among secondary school Teachers. European Journal of Social Sciences, 20 (369).
4. Akranavi i t , D., & Ruževi ius, J. (2007). Quality of life and its components' measurement. Engineering Economics,2, 43-48
5. Al-Huwailah, A. (2017). Quality of Life and Emotional Intelligence in a Sample of Kuwait University Students. Journal of Education and Practice,8,(3), 180-185
6. Alibakhshi, H., Mahdizadeh F., Siminghalam M., & Ghorbani R. (2018). The Effect of Emotional Intelligence on the Quality of Life of Mothers of Children with Autism. Middle East J Rehabil Health Stud, 5(1): DOI: 10.5812/mejrh.12468.
7. Al-Naggar R.A., Osman, M .T. , & Musa, R. (2013). Quality of Life among University Students in a Single Malaysian Institute. Pensee Journal,75, (10).
8. Andoh, N. D. (1998). Get Smart: I.Q. and Emotional Intelligence, Retrieved on 21-3-2019: at <http://serendip.brynmawr.edu/bb/neuro/neuro01/web3/DawsonAndoh.html>
9. Anjum, A. & Swathi. P. (2017). A Study on the Impact of Emotional Intelligence on Quality of Life among Secondary School Teachers. International Journal of Psychology and Counseling, 7,(1), 1-13.
10. Augusto Landa JM, López-Zafra E, Martínez de Antoñana R, & Pulido M. (2006) Perceived emotional intelligence and life satisfaction among university teachers. Psicothema,18,152-7.
11. Bowling A. (1995). The concept of quality of life in relation to health. Medicina nei secoli, 7(3), 633.
12. Christopher, P. (2008). "What Is Positive Psychology, and What Is It Not?". Psychology Today. Retrieved on 22 March 2019 at www.psychologytoday.com/intl/blog/the-good-life/200805/what-is-positive-psychology-and-what-is-it-not
13. Church, M.C. (2004). The Conceptual and Operational Definition of Quality of Life: A Systematic Review of the Literature. Major Subject: Health Education. Texas.
14. Cohen, J. (1988). Statistical power analysis for the behavioral sciences (2nd ed.). Hillsdale, NJ: Erlbaum.
15. Cooper, R. K., & Sawaf, A. (1997). Executive EQ: emotional intelligence in leadership and organizations. New York: Grosset Putnum.
16. Esmaeili, R., Navaei, R. A., Godarzian, A.H., & Yousefi, M. (2015). The Effect of Emotional Intelligence Training on the Quality of Working life in Nurses. Journal of Health Science, 3, 241-247. Doi: 10.17265/2328-7136/2015.05.006.
17. Farahbakhsh, S. (2012). The role of emotional intelligence in increasing quality of work life in school principals. Procedia - Social and Behavioral Sciences 46, 31-35. Retrieved on 24 March 2019 at <https://doi.org/10.1016/j.sbspro.2012.05.062>
18. Ferrans C, Powers M. Psychometric assessment of the Quality of Life Index. (1992). Res Nurs Health, 15(1), 29-38.
19. Gable, S. L., & Haidt, J. (2005). What (and why) is positive psychology? Review of General Psychology, 9, 103-110.
20. Goleman D. (1998). Emotional Intelligence. Hellinika Grammata, Athens (In Modern Greek).
21. Gravetter, F. J & Wallnau, L. B. (2005). Essentials of Statistics for the Behavioral Sciences (8th Ed). THOMSON. Australia
22. Hans, A., Mubeen, S. A., & Al Rabani, R. S. (2013). A Study on Emotional Intelligence. International Journal of Application or Innovation in Engineering & Management (IJAIEEM), 2, (7), 359-366.

23. Hashim, S. H & Khalil, M. S. (2018). Self-efficacy, emotional intelligence, and quality of life amongst cancer patients. *Journal of Psychology and Clinical Psychiatry*, 9 (5), 450-455.
24. Hunger, M. B., Morosini, M. C., & Stobäus, C. D. (2016) Teacher Quality of Life: Perspectives about Their Welfare. *Creative Education*, 7, 2363-2379. DOI: 10.4236/ce.2016.716228
25. Ishak, I. D., Razak., Hussin, H., Fhiri, N., & Ishak, A. S. (2018). A Literature Review on Quality Teacher's Working Life. *MATEC Web of Conferences* 150, 05094: <https://doi.org/10.1051/mateconf/201815005094>
26. Kalantari, P., Moghani, H. M., Taghibigloo, N., & Honari, H. (2012). The relationship between emotional intelligence and physical education teachers working life quality in Zanjan. *International Journal of Basic Sciences & Applied Research*, 1 (2), 30-34.
27. Luque-Reca, Octavio, Pulido-Martos, Manuel, Lopez-Zafra, Esther & Augusto-Landa, José M. (2018). The Importance of Emotional Intelligence and Cognitive Style in Institutionalized Older Adults' Quality of Life, *The Journal of General Psychology*, 145(2), 120-133. DOI: 10.1080/00221309.2018.1437384
28. Manhas, S., & Sharma, A. (2015). "Relationship between Quality of Life and Emotional Intelligence of the Sample Youth." *International Journal of Current Research and Review*, 7(2), 1-5.
29. Manhas, S., Sharma, A., & Manisha. (2015): Relationship between quality of life and emotional intelligence of the sample youth. *Int J Cur Res Rev*, 7(2).
30. Maslow, A. H. (1954). *Motivation and Personality*. New York: Harper
31. Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional intelligence: Theory, findings, and implications. *Psychological Inquiry*, 60, 197-215.
32. Mentz, K. (2011). Change and the Quality of Work-Life of Teachers in Rural Schools in South Africa. Retrieved on 23 March 2019 at www.researchgate.net/publication/234712164_Change_and_the_Quality_of_Work-Life_of_Teachers_in_Rural_Schools_in_South_Africa
33. Min, J. (2014). The Relationships Between Emotional Intelligence, Job Stress, and Quality of Life Among Tour Guides. *Asia Pacific Journal of Tourism Research*, 19, (10), 1170-1190. DOI: 10.1080/10941665.2013.839459
34. Mortz, AR., Pereira EM., Borba KP., Clapis MJ., Gevert VG., & Mantovani MF. (2016). Quality of life of undergraduate nursing students at a Brazilian public university. *Invest. Educ. Enferm*, 34(3), 564-572. DOI: 10.17533/udea.iee.v34n3a16
35. N.D. Manju, Quality of work life: perception of school teachers. (2014). *International Journal of Education and Psychological Research (IJEPR)*, 3(2), 77-80
36. Rao, T., Arora R.S. & Vashisht, A. K. (2013). Quality of Work Life: A Study on Jammu University Teachers. *Journal of Strategic Human Resource Management*, 2, (1).
37. Rey, L., Extremera, N., and Trillo, L. (2013). Exploring the Relationship between Emotional Intelligence and Health-Related Quality of Life in Patients with Cancer. *Journal of Psychosocial Oncology* 31(1), 51-64. DOI: 10.1080/07347332.2012.703770
38. Salovey, P. & Mayer, J.D. (1990). Emotional intelligence. *Imagination, Cognition, and Personality*, 9, 185-211.
39. Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55, 5-14.
40. Sobhaninejad, M. & Yoozbashi, A. (2008) Emotional intelligence and management in organization. Tehran: Yastaroon Publications.
41. Van Leeuwen, B. M., Borst, J. M., Putter, H., Jansen, J. C., van der Mey, A. G., & Kaptein, A. A. (2014). Emotional intelligence in association with quality of life in patients recently diagnosed with vestibular schwannoma. *Otology & Neurology*, 35, 1650-1657. Doi: 10.1097/MAO.0000000000000423
42. WHOQOL Group. (1995). *Social Science & Medicine*, 41(10), 1403-1409.



Sex Inequality in The Handmaid's Tale

By Margaret Atwood

Halabja/Department of English Language

University of Human Development, Department of English language, Sulaimani

Hedayat Muhamad Ahmad

University of Halabja, Department of English language, Halabja

Email: hedayat.ahmad@uoh.edu.iq

doi: [10.23918/vesal2019.a15](https://doi.org/10.23918/vesal2019.a15)

Abstract

The aim of this paper is to discuss the theoretical challenges of women's life in *The Handmaid's Tale* which was written by a female character, Margaret Atwood is an imaginative novel which can be seen in the reality of most of the countries in the world which is narrated by a female character her name is Offred. It can be accounted as a cautionary tale in a dystopian world it is about the implementation of an excessive power over woman's life and the inequality, discrimination of the two sexes. Moreover the novel displays the spoiled frame of social life, apparently the government's bad intention toward woman's life. In this novel the lives of women are shaped by men in a way they are roughly stuck and assigned by men because the society is the patriarchal one which gives woman no rights of life, as a perfect instance is that they are even prohibited to embrace their wombs' fruit after they gave birth, the commander used to seek fertile woman hoping that through the illegal monthly intercourse with him having a child for the traditional family. The aim of this paper is to show how the women of Gilead suffered from the other gender.

Key words: *The Handmaid's Tale*, Sex inequality, Male dominance.

Introduction

Jacobsen in his paper *Gender Inequality* exposes that gender inequality percolates the world. In a way economically women earn less than men at their works, they are having a poorer life comparing to men, are less participating in all the sectors of life, while they have a greater share in their chorus, and deprived in their political representations in a way their attendances are less than men in the offices and political negotiations.

Socially gender inequality is common, men are more favorable than women, and they are more commended to violence, sexual insulting, isolation, and educational deprivation. *The Handmaid's Tale* shows the life style of females in the world generally and the Gilead society in special so it could be dealt as a feminist novel. A feminist analysis is an accurate way to understand the text well.

In Margaret Atwood's novel women are seen as objects in the hands of men, apparently they are oppressed by men's dominance, deprived to get their rights; even women are the slaves of men.

The story of *The Handmaid's Tale* is regarded as a political one which was the best seller novel in 1985, the main character of the novel is Offred who lives in Gilead which is well known as a theocratic state where women have no rights such as selection, choice and expression... etc. Offred with her peers live in a place that is called as gymnasium, she is selected to be the servant of a house which is known as the commanders house, its lady's name is Serena Joy she only has right to sex with the commander to create a child for him while he has a legal wife that his wife is infertile one, Offred is the teller of the story she explains that she has lost her family under the totalitarian power of Gilead where life is a true picture of hell for people in general and for women in special in a way they should listen and obey the power of the state regularly, life for female is very tough and difficult because they are under the will and control of men, they are behaved as toys nothing more. Time passes and Offred is introduced to a man his name is Nick by Serena Joy, he is doing sex with Offred secretly with the hope of making her pregnant and giving a child to the family. At the end of the story Offred is able to escape her bitter reality and follow her plan which is encountering her family and escaping the sad situation, as we see at the end that Gilead is fallen and the powerful eye of the state becomes blind which means the state is vanished and women become free.(Atwood, 1985)

Michel Foucault in his book *Power/Knowledge* states that "There is something in surveillance, or more accurately in the gaze of those involved in the act of surveillance, which is no stranger to the pleasure of surveillance". (p186)

In the explanation of this part, it can be mentioned that the author of the book wants to determine the act of surveillance which covers the whole life of Margaret Atwood's novel in general and the women's life specifically.

Liberal Humanism and Sex Inequality

To explain the history of sex inequality we need to consult some rich sources in the history of English society, Peter Barry in his critical book *Beginning Theory* sheds light on the past notions on the ocean differences between the two sexes in England's higher education, and states that "It was a church of England monopoly, there were only two universities, oxford and Cambridge, there were divided into small individual colleges which were run like monastic institutions, only men could attend them".(p12) Meaning that it has been handed down from old generations to the new ones. In Margaret Atwood's novel *The Handmaid's Tale* women were passive in their lives and they were cut from the natural their rights such as, freedom of life, legal marriage and education...etc.

The representation of women in literature as the author of literary texts was very important to convey their bad situations in life and to demand their rights at which level is seen as the most prominent figure of the field.

Sex Inequality in The Hand Maid's Tale

Gina Whisker in his critical book states that the readers of *The Hand Maid's Tale* should believe in the realistic performance of Offred's role in the tale and also the presence of her mother in the tale should be trusted as she exhibits the women's position. (p34) .The absence of women in life and the focus on their oppression has pushed Atwood to write this novel, she depicts a symbolic hierarchy of life that has been deformed by men, although women are allowed in power but apparently subjugated by men. In the 1980s who demanded for achieving their political, economic equality, while Offred and her friends collected their shoulder works.

Michel Foucault in his prominent book *The History of Sexuality* illustrates that sexuality cannot create power but it can help to achieve it in many different ways for the social resistance, therefore women use it for different intentions in *The Handmaid's Tale* Offred the main female character benefits sexuality to approach commanders life and open his heart to collect information about Gilead also she advantages sexuality to bridge her relationship with Nick so as to support and guide her to cast Gilead away. Offered aids sexuality to control the male characters' minds in this story and reaches what she wants although those who are alliance her sexually are known as illegal partners, but she does sex with them. One day the commander demands Offred to his office for a sexual meeting, she plans to missuses this time to achieve her needs such as, hand lotion, music and magazine, sex inequality will be bold after Offred enters the commander room and sees the true picture of discrimination in Gilead, that all the prohibited things which are not allowed for women to use in their lives are well-allowed and arranged for men to use. She becomes down hearted when she observes that there is an ocean difference between the life of men and women in Gilead from this chance she understands that there is a sort of huge power which is indefinable behind sexuality which can support women to exploit men easily, from this point she realised that this point is the best chance to see her daughter's destiny, sex made her to be dominant over the command's mind.(Atwood, 1985)

To precede the analysis of *The Hand Maid's Tale* as a representative of social and cultural motion in the novel some relevant events of the novel are required such as, night, women's limit, Red Center...etc.

Night

In patriarchal societies women praise night as a chance to resist and sleep on those dreams of life that cannot be achieved in the reality of the daytime. In *The Handmaid's Tale* female characters consider night as a free time to unlock their imaginative lives; women's verbalizations can be observed apparently at night in a way they disobey all the rules of life through discussing their daily matters and release their psychological oppressions by providing themselves freedom to walk on the ground on the ground of the Gymnasium and pronouncing their real names at their beds. The beginning of *The Handmaid's Tale* depicts these nightly activities and exposes the need of night time for the women of Gilead society.

We learned to whisper almost without sound. In the semi-darkness we could stretch out our arms, when the Aunts weren't looking, and touch each other's hands across space. We learned to lip-read, our heads at on the beds, turned sideways, watching each other's mouths. In this way we exchanged names, from bed to bed. (Atwood, 1985 p 2)

It is very logic to say that the hand maids see night as their golden chance to some activities while they had a very limited sort of freedom in the daytime, their excessive performance at night was regarded as an effort to toward freedom for them touching each other's hands looked like was considered as the freedom of expression besides that they implemented a method as a sign of communication which was called (lip- read). (Atwood, 1985)

Women's Limit

In *The Handmaid's Tale* the woman's jobs have been limited by the men this is not specified for the handmaids only, but generalized for all female ones, they had no chance to walk out, read and make their futures. They were oppressed and angled in some special spaces which were the gymnasium, commanders' houses and gardens where they should take care of the plants, the angels' instructions and fulfill the commanders' desires. (Atwood, 1985)

Due to the era of infertility which became reality as the result of that regard which defines women's role as a part of labor force they postponed their motherhood till they have found their jobs, in fidelity becomes less with the passage of age, apparently women's have lost their physiological strengths so both gender were barren while men didn't observe that but it can be seen in Gilead's Society, concerning birth controlling it is very needed to read there beneficiary article of Yinnopoulos which is supportive to understand this part of the novel and the picture the situation of women in Gilead where the writer shows a bunch of serious problems which appear after sex controlling through using pill, the side effects will cause the ladies sick such as, being fat, makes your voice unattractive and makes you to choose your mates wrongly...etc. Besides that using pill may damage the marriage relations because having no children leaves no satisfactory reason for the wife and husband to hold each other, he adds that to save our civilization we should have kids. (Yinnopoulos 2105)

Commander's ladies could not give birth, the role of creating new generation has been given to the handmaids, they were deprived from motherhood after they delivered their newborns, they only are expected to lay and leave the houses. In *The Handmaid's Tale* the commander's wife Serena Joy secretly tells Offred about her husband's infertility, she believes that the commanders manhood is doubtful so she guides her to implement her obligatory duty and have her sex with the house's servant Nick, the act will be done several times secretly as a picture of love or desire to make a new generation for the commanders family, Offred finds a good time to make a private conversation regarding the misery of her life after explaining her painful life to her, Serena Joy starts her talking and states that women have been manipulated and they are approaching their death day after day, each single minute is defined as the bitter flavor of death due to their miserable life in Gilead. She added that in past she was allowed to talk freely but she doesn't speak anymore, she has lost the strength of speech, she is controlled at home "I once had a garden. I can remember the smell of the turned earth, the plump shapes of bulbs held in the hands, fullness, and the dry rustle of seeds through the fingers. Time could pass more swiftly that way." (Atwood, 1985 p 10). Offred doesn't agree with such form of life and defined this type of life as a deformed one.

The dilemma of birth controlling involves the lives of many parents that are explained well by Susan Berry, in an article she states that the most devoted part of parents' lives is abortion that is a war against women. (Berry, 2017). In the Atwood's novel the handmaids should see their special doctors to test their bellies and the size of their bellies limit the range of their luck, Inside the waiting room there are other women, three of them, in red: this doctor is a specialist. Covertly we regard each other, sizing up each other's bellies: is anyone lucky? The nurse records our names and the numbers from our passes on the Compudoc, to see if we are who we are supposed to be

On the role of female characters in society Yinnopoulos vocatives Atwood's novel, *The Hand maids Tale* by stating that, nowadays the only power that can stand and renew the living tree of life is woman who is capable of giving birth to life which is the brightest side of existence that must be concerned and celebrated. (Yinnopoulos 2016)

Red Center

Apparently Offred is isolated in the Red Centre a centre which provides no life flavor, is a well-known place that has prison qualities and makes all the women prey especially the main character of the novel Offred, it hurts them psychologically, physically and socially which is shaping hell life to them. They are not allowed to leave due to that reason Offred selects an imaginative travelling in replace of physical one. As Atwood clearly mentions in her novel, offered flashes back her past memory, opens all her past pains to keep her memory alive and to take care for love and humanity. (Atwood,1985 p 230)

About the role of female in in life many writers have published their gorgeous ideas among them is Yiannopoulos who hopes to rebuild the personality of female in society in a way the place of women should not be only her kitchen and he states that women are the mean of life and existence. He adds another proposal while he says it is possible to create a female internet to keep female from online harassment in this way women can retake their social position back and show their abilities in life. (Yiannopoulos 2016a)

Conclusion

In a nutshell the paper was about sex in-equality which was applied to the prominent novel of Margaret Atwood, it showed that women were passive due to the dominance of men, they were entrapped, played and imprisoned by men. Atwood mentioned some sad places in her imaginative and well-known novel such as Red Centre, Commander's house and Gilead...etc., they were places which hurt all the women of Gilead in general and Offred specifically because they were run by men and they made women decentered in it means that men became dictators and women became victims.

Offred is the main character of the novel that depicts the truth of women's life in reality, her plight and all the difficulties that she faces in her life only because of one reason which is that she is solely has a bare fact that is woman.

References

- Atwood, Margaret. (1985).The Handmaid's Tale. Uk Random House.
- Barry, Peter.(2011) Beginning Theory, an Introduction to Literary and Cultural Theory. New Delhi: 3rd Edition.
- Berry, Susan.(6 October 2017).Abortion Industry Revs up, War on Women Over End, Contraceptive mandate. Breitbart.
- Foucault, Michel.(1980). The History of Sexuality. New York: Random House.
- Jacobson, Joyce P. (2011).Gender Inequality. Wesleyan University .
- Wisker, Giana.(2010) Atwood's The Handmaid's Tale.Continnum.
- Yannopoulos,Milo.(8, December). Birth Control Makes Women Unattractive and Crazy. Inbreitbart.
- .(26, August).How to Make Women Happy: Uninvent the Washing Machine and the Pill. Inbreitbart,



**The Analysis of T. S. Eliot's poem "The Journey of the Magi" as an
Allegory**

Shirin Kamal Ahmed

Assistant Instructor

University of Salahaddin/Erbil

College of Education /English Department

E-mail: shirin.ahmed@su.edu.krd

doi: 10.23918/vesal2019.a16

Abstract:

This research centres on analysing T. S. Eliot's poem "The Journey of the Magi" as an allegory. The research focuses on how Eliot designs his journey of faith in the form of figural allegory so as to seek the originality of his personal experience with the spiritual dimension of the poet's new commitment. The research will be divided into four sections: section one is about allegory :a historical overview, Section two will focus on Eliot as an allegorist and section three will be devoted to the analysis of the poem as an allegory. Section four will end up the research with a conclusion.

Keywords: allegory, journey , rebirth, Ariel Poems , Pilgrim's Progress, symbolism, biblical figure, spirituality,

I. Allegory : Historical Overview

Allegory is connected with far deeper beginnings of man's religious awareness and linguistic use. It was through language that his pursuit to achieve equilibrium between the inner and outer that allegory came to existence. Hence, "the origins of allegory are very ancient ... as a mode of expression ... so natural to the human mind that it is so universal. " (Cuddon, 1979:6) The universality of allegory is something inherent due to its inner-outer dichotomy.

The inherence of this mode in the way man minds the world makes it one of the archetypal modes in the human mind and experience. In this sense, Shelley (1962:228) emphasizes the susceptibility of original religions to allegory. Shelley means that allegory was an inevitable linguistic mode adopted to convey the early religious consciousness and teachings. Its inevitability is the due result of its neutrality and universality. In much the same sense C.S. Lewis (1958:44) argues that the origin of allegory is untraceable in that it is associated with man's existence and mind, and the nature of his thought and Language. So to be more specific, the spoken of religious roots of the allegorical use should be traced back to myth. Regarded as the embryonic form of the early religious thinking, myths made a great use of this artifice, and most of them turned up in the form of allegory. The reasoning myths, for instance, aimed at explaining the abstract, supernatural world and forces by attributing to these the characteristics of the human world as in the process of personifying gods and goddesses in the old times. As a result, " myth ... is to be considered as a form of allegory and an attempt at expressing universal facts and forces. The myth of Orpheus and Eurydice ... is a notable example of the allegory of redemption and salvation." (Cuddon, 1979:24) Furthermore, in the remote roots of philosophy, allegory was a means of reasoning and meditation as Plato's philosophical frame of the cave theory which was put in the form of allegory and is not so far from the mythical frame.

To dig deeper and further for a clear consideration of a solid ground upon which allegory should be approached and defined, then the Middle Ages period is the best starting point. The Middle Ages registers the beginning of the learned and conscious use of allegory as the most suitable means to convey the trends and modes of thought through literature. Hence a great deal of mediaeval literature was allegorical and had a religious underlying meaning due to the allegorical way of thinking which observed the world then as "...an imperfect reflection of the divine world." (Peck & Coyle, 1984:127) In fact, allegory was a means of understanding the essence of the world via viewing it religiously. As far as the nature of allegory of Middle Ages is concerned, Stephen Medcalf proclaims that allegory was a widespread tendency aiming at introducing the Mediaeval people, events and man's precepts and the characteristics of his existence. (Medealf,1981:28)

The nature of allegory and its establishment in the literary traditions of Europe were the main focus of the European theological thought. The psychological allegory which is a representation of an inner conflict between personified virtues and vices for the possession of the soul, establishes themes which were used frequently during the Middle ages. This is clearly shown in sermon literature, homilies, and theological plays beside the themes in the morality plays. (Medealf,1981:28) Also the study of the Old Testament and the New Testament is considered as a fertile ground that yields some approaches to the study of allegory. The Biblical allegory, for instance, was adopted and adapted to bear the newly Christian view of the universe in which the external and internal worlds were expressed through the mythical allegory wherein events or characters in the Old Testament serve as types of the events or characters in the New Testament. (Stephen Modcalf:147)

In contradiction of the theological foundation, it was supposed that the nature of allegory has derived its validity and recurrent use as a literary method from the European literatures, for instance; the Thomastic patters or theory of the four-fold allegory was adopted and considered as a poetic term by the mediaeval poet Dante whose *Divina Comedia* stands as the greatest allegory of the time. Commenting on Dante's work, T.S. Eliot (1932:243.)states that : "it (allegory) was not a device to enable the uninspired to write verses but really a mental habit which when raised to the point of genius which can make a great poet as well as a great mystic or saint." The allegory artifice has been adopted and adapted by various writers and poets who were involved whether consciously or not in expressing their religious and semi-religious and even their secular themes through the mask of allegory. But allegory, as a way of thinking and perceiving life spiritually, was ceased to be so since man stopped minding the world and experiencing it religiously. Thus It became merely a literary method or a mode that writers employ in their works. (Peck & Coyle, 1984 :127)

II. T.S. Eliot as an Allegorist

To start first with allegory as a term, it is derived from " the Greek (*Allegora*) which means a story in verse or prose with a primary or surface meaning and a secondary or under the surface meaning." (Cuddon, 1979 :24) In his distinction between true and false allegory, William Blake states that allegory is "a system of symbols which represents events in the spiritual world.(Quoted by Bowra, 1950:33) But Blake's mystic allegory was not limited to the traditional meaning of allegory in that it widens the scope of the allegorical scheme to cover not only the Christian view of the universe, but also the whole spiritual experiences. Recently, In his discussion of allegory, Northrop Frye (1964:90) talks about "actual allegory" or "continuous allegory" as distinguished from "naive allegory". Thus he explains there could be actual allegory when "...a poet explicitly indicates the relationship of his images to examples and precepts, and soirees to indicate how commentary on him should proceed. A writer is being allegorical whenever it is clear that he is saying: by this I also means that' so if this seems to be done continuously then we may say that this writing is an allegory. Allegory covers a wide range of functions which vary according to themes and purposes which the allegory is meant to convey.

Beside the religious bearings which are so long established and known in Eliot's poetry, in his *Ariel Poems*, Eliot's experiences were being much more depersonalized as they seek direct access to the Biblical and, to some extent, literary correlative experiences, events and characters. He achieved that through both form and content which marks Eliot's shift from symbolism to allegorization in the period of his poetic creation. Eliot's experiences with the Biblical literature, which had for long time been assimilated in Eliot's poetry, now retain their suggestiveness in both form and content. Formalistically speaking, Martin Scofield (1988:145) claims that *Ariel Poems* present a change in the style and versification; they are more prosaic, reminding of the Biblical pantry in their rhythms, beside their being less symbolist than Eliot's previous poems. This tendency towards reconsidering Eliot's works is due to the parallelism between form and content which formalistic criticism tends to devote. It is worth noticing that Eliot, who is the adherent of the literary and religious European traditions, is found to be deriving his subjects and experiences very indulgently in this phase of his poetry. Yet, he extends these themes in his poetic creation to initiate an expression to the new areas of experience so as to continue something that is already existed.

Eliot's new orientation in handling already existed themes is also due to the poet's intellectual conversion to the Anglican church in June, 1927. Ariel Poems which were written then mark this shift artistically and poetically. (Schofield, 1988:145) His religious conversion necessitates Eliot's straightforward treatment of the Christian themes with the least poetic measure, but retaining a high Christian spirit. The formalist and thematic change in Eliot's poetry indicates his shift from symbolism to allegorization; from the analytical treatment of defragmented Biblical symbols, as a part of the general poetic process, to the unitary and referential handling of those themes and symbols. This transposition of the symbols from the heathen ground to the Christian soil was presupposed by Eliot's conversion which entails a change in his symbolic system. This is also going along with Renal Hargrove's argument, according to her, T.S. Eliot's middle poetry initiates a new way towards renewal and rebirth and the new orientation in choosing contents that show the change in symbolism towards the unitary function of allegory. (Hargrove, 1986:89)

Recalling Blake's definition of allegory as being a system of symbols which presents events in a spiritual world will provide a better understanding of Eliot's handling of the Christian and spiritual themes to create his own symbolic system which mark his highly appreciated poetic creation and intellectual development. Also To quote Schofield (1988:146) "Ariel poems are a sense excursion and experiments in expressing a new state of mind.", the apocalyptic nature of Eliot's experience will be much understandable as it will promote the poet who has been working so far under the influence of the Christian traditions towards his symbolic system in order to convey this new experience.

As far as the poet's religious and intellectual conversion are concerned, the poet's being in rapport with his new Christian doctrine may pace upon a solid ground with Frye's emphasis on the urgent and firm connection between the images and the precepts and the artistic sustained process of the allegorical presentation. his connection is also hinted at in Eliot's essay of 1929, "Second Thoughts about Humanism", in which he refers to his shifting away from the symbolical use to the somehow strict allegorical use.

III. The Analysis of "Journey of the Magi" as an Allegory:

III. i An Introduction:

The allegory of journey is implied in most of Eliot's poetry, for instance; Prufrock's social journey, Grunion's historical journey, and the modern journey in "the Waste Land". The allegory of journey, however, is not exclusive to Eliot's poetry, but it is something prevalent in the world literature over centuries. That is why the theme of journey is granted an archetypal dimension in the human, artistic experience. As for Eliot's Journey of the Magi, it responds to the artifice of allegorical journey, and to the original faith journey as well. By allegorizing in this very phase of his poetic creation, Eliot seeks the originality of the personal experience lived. According to Paul De Man (1984:190), "the most original and profound moments in the work (are) when an authentic voice becomes audible in its authentically temporal predicament, (displaying) allegorical tendencies." Hence as an attempt at making his voice audible in this transitory period of his life, Eliot, in the Journey of the Magi, shows these allegorical tendencies. This is achieved through the religious or traditional allegory so long established in the Biblical and religious Literature in general, and, moreover, through Eliot's attempt at creating his situational allegory. Yet, allegory, in both the former and later sense, is associated with the spiritual dimension of the poet's new commitment. The Magi is firmly connected with the poet's own conversion. Among Ariel Poems this poem shows clearly this spiritual concern artistically considered. Quoting F.B. Pinion (1959:36) at length will clarify this point; "(Eliot) commitment was an act of faith implies uncertainty to this extent he remained agnostic. His subsequent poetry emphasizes almost insuperable difficulty of attaining a sense of unity with God, that intersection of the timeless with time which he calls incarnation."

T.S. Eliot is prettily knowledgeable about the bangs and suffering that accompany such spiritual journeys. However, some critics see that this poem depicts an experience which is universal and applicable to everyone making a similar journey. Moreover, the journey is not merely a historical event, but it is, as far as William Blake's definition of the term 'journey' is concerned, a spiritual event which marks the death and rebirth of the soul. So Eliot's journey is an incarnation of his religious and poetic experience which looks forward to the intersection of this secular world and the religious one as best exemplified in the Magus' journey. Yet the tension between these two worlds is what constitutes Magus' search. It is, in Grover Smith's words, "the monologue of a man who has made his choice, ... achieved belief in the incarnation, who is still part of the life which the redeemer came to sweep away." (Schofield, 1988:203)

III. ii The Analysis of “Journey of the Magi “ :

i. Topological, Prophetic and Typological Senses:

The first five opening lines of the poem are quoted from the Nativity Sermon by Lancelot Andrews, with Eliot's working his poetic ministry over them. This part of the sermon is quoted by Eliot himself in his essay about Lancelot Andrews. It constitutes an of the Magi's journey: "It was no summer progress. A cold coming, they had of it at this time of year to take a special a long journey in. The ways deep, the weather sharp, the days short, the sun fathers off, in so listitio brumali, the very dead of winter". ("Journey of the Magi", L.10) These lines had already been taken from the Bible with Lancelot's linguistic ministry being worked over them. Hence, so apparently the project of the journey is put forward in the inception of the poem. The poem opens with the physical hardships the Magus and his fellows expect to encounter. Also these physical obstructions stand for the difficulties accompanying the course of conversion. But this "very dead of winter" is highly, suggestive phrase as it reinforces and intensifies further the idea of death which infuses the Poem with an air of bleakness and acts as an anticipation of the yet-to-encountered difficulties. Furthermore, Eliot, more than once, started his poems with such wintery scenes, as in the openings of both "the Waste Land" and "Little Gidding", so as to pave the way for the would-be resurrection or spiritual rebirth.

The foreshadowing, gloomy and natural scene makes the Magus slip into nostalgic ("Journey of the Magi", feelings toward his old state of being; namely, "The summer palaces on slopes" ("Journey of the Magi", L.9), and "the silken girls bringing sherbet" ("Journey of the Magi", L.10), the fact which acts as a contrast to "the camel men cursing and grumbling/... wanting their liner and women" ("Journey of the Magi", L.11&12). This is telling the fact that "the Magi(have) left an extravagant and pleasurable existence for their current hardships, having traded in a life of luxury and leisure and sensuality." (Aquinas, 1967:797)

The contrast is intensified and sharpened when the Magus turns to recount the urban and secular parts of the journey. The lines: "the lack of shelters,/ And the cities hostile. and the toms unfriendly/ And the villages dirty and charging high prices." ("Journey of the Magi", L. 13-15), are indicative of the Magus' estrangement in an indifferent and hostile world. This recalls the imagery and atmosphere of the modern-city journey in Eliot's previous poetry, but with significant difference here: the Magus' journey is promising of some spiritual hope or salvation. Yet "the whole secular world, from the cursing camel men to the greedy innkeepers and lazy camels, seemed determined to impede their(the Magi) progress and often caused them to wish for their distant kingdoms." ("Journey of the Magi", L.15) Their inner wishes find their echoing's in the temptation of the outside. The Magi hear "...the voices singing in ... (their) ears, saying / That was all folly," ("Journey of the Magi", L. 19 & 20) which is something suggestive of the others' account or criticism of the journey. Besides, "saying" here implies a strong seduction occurring every now and then. Also, these voices is to make the Magi deviate from their purpose and indulge in wishful thinking of their past sensual world from which they have been uprooted and with which they are no longer in terms.

In the second section, which stands in opposition to the previous one, we have a description of a natural scene, part of which imagery comes from the poet's personal experience, and observation. Moreover, the natural and iconic symbols in this scene serve a great deal so as to constitute the topological or the moral allegory. In other words, all the objects in this scene signify the events to come in Christ's life. But what is more significant, as far as Eliot and his poetic creation is concerned, is the personal reminiscences which are commingled with the Biblical natural imagery and narrative. The imagery of this part of poem, furthermore, retains remnants having to do with the fertility myths of Eliot's early poetry. Moreover, in "the Journey of the Magi", the imagery has much to do with fertility, renewal and rebirth which are associated with Christ's advent to man's world. The Magi reach the Biblical "temperate valley" which is full of "smelling of vegetation / With a running stream and a water-mill beating darkness." ("Journey of the Magi", L.22-3) All these images are evocative of the incarnation associated with the coming of spring and the advent of Christ as well. The images in this poem are highly susceptible of the allegorical interpretation as the Magus' recounting is not finished yet; the freshness and innocence of this natural scene puzzles the Magus as to how his reaction to the present scene should be. Hugh Keener(1959:213) clarifies this through saying that: "ostensibly, the temperate valley seems as though it were the ultimate end of the journey's course clue to its paradisiac state, yet most of the details in this scene are confusing and promising of changing the whole symbolic code. This could be traced in the following lines: "And three trees on the low sky... And an old white horse galloped in the meadow Then welcome to a tavern with vine-leaves over the lintel, Six hands, at an open door dicing for pieces of silver, And feet kicking the empty wine-skins." ("Journey of the Magi", L. 24-29)

In these lines there is a shift from the literal and the topological levels to the prophetic and typological ones in the journey. These two levels, to draw upon Bede's distention, are best expressed in verbal and factual allegories respectively as they anticipate, through the natural scene, a change in the symbolic code or system. (MacQuoen, 1970:52) The reader will feel as if he is involved in a sense beyond the Magi's ken and actual experience. In other words, to quote David Ward (1973:240) "their (the Magi) journey is towards the Christ child, toward the evidence of incarnation, or the entry of the divine spirit into the world and into the flesh; (it is) ... towards the New Testament." After sensing physical relief the temperate valley provides, the Magus is now overwhelmed by the texture of the scene which is crying out with intimations because the Magus experiences a transformation in the historical pattern to actualize the primitive apprehension of the numinous.

The Magus roves the prophetic valley unawares. This wandering reaches the threshold of the New Testament being hinted at through the signs in the texture of the valley scene. So Eliot tries to hunt out the significance of those signs or intimations. The above poetic lines, as Williamson sees, signify events to come in the life of Christ, or things done to Him: especially His crucifixion. The three trees on the low sky symbolize the three crosses of Calvary held for crucifixion. They are the very three trees that initiate the Magus' paradoxical situation. He has come this long way to witness birth, yet death is implicit in this birth. The old white horse then is an ambiguous symbol because it is old and refers to the ceasing of the old dispensation. With the coming of Christ, and, on the other hand, it is a traditional symbol of death in the English tradition which is something that recalls the implicit death in the Christ's birth. (Ward, 1978:245) The rest of the above lines are driven from the poet's 'own observations as he mentioned them: in' 'The Use of Poetry and the Use of Criticism' (1958:62). Thus he asks:

Why for all of us, out of all that we have heard, seen, felt, in a lifetime, do certain images recur,
charged with emotion, rather than others? The song of one bird, the leap of one fish, at a particular
place and time: the scent of one flower, an old woman on German mountain path, six ruffians seen
through an open window playing cards at night at a small French railway junction where there was
watermill.

This extract is a highly quoted one since it has much to do with shedding light on Eliot's most poetry in general, and "the Journey of the Magi" in particular. Hence, the lines: "Then we came: to a tavern with vine-leaven over the lintel, / Six hands at an open door dicing for silver," ("Journey of the Magi", L. 26-7) Here, the poet's own reminiscences are being mixed with the Biblical narrative which is a new context in Gospel story which uses them in an intelligible way while they, in turn, qualify that context with other associations. These associations can also be traced in Eliot's early poetry. The images concerned here also transmuted from the general symbolic context into the limited religious and allegorical context. The tavern or bar, here, symbolizes the human soul having never known or having rejected Christ. The pieces of silver recall Judas Iscariot, the betrayer, and the soldiers dicing at the bottom of the croon to win Christ's garment. The empty wine-skins suggest the spiritual void of the old dispensation as well as that of the utterly, worldly, modern age. All this is imbued with, or suggestive of, death, whilst the vine-leaven hung in a symbol of life. So these images, either of life or death, are paradoxical ones juxtaposed together in temperate valley which is something very significant to the newly converted one. Yet it is worth noticing that the Magus' experience in the valley is paradoxical as far as the fertility ceremonies experienced in Eliot's early poetry are concerned. Hence, Robert Crawford claims, "Christianity is represented by Eliot's 'Journey of the Magi' as an escape from Frazerian cycles of fertility ... not as it is mere continuation. (Maxwell, 1952:113) Eliot's breaking with the mythical pagan continuation to join the search for renewal or rebirth of the new hope which represented by Christ is achieved in "the Journey of the Magi" both thematically and poetically.

But the winding path of self-questioning on the part of the Magus held the expedience in the pagan world of the first section and it has done the same with the second section with its highly Christian. Suggestiveness, stands still at this "But there was no infatuation...." ("Journey of the Magi", L. 29) This shows us that the Magus is completely confused about the prophetic signs he has just witnessed, and tells of his real state. He is not merely an observer, but he is the one who is wholly involved in the situation. In other words he has passed through what we can see to be a landscape crying out with significations of ministry and passion, and he can ascertain only that there is no information. With finding the place satisfactory, the narrative of the physical world of the journey is ended, and reached the anticlimax or the sense of the mundane experience which is implied in the word "satisfactory".

ii. Eliot's Situational Allegory:

At the first sight, it seems that as if this was the end of the Magus' journey. But, on the contrary, the third section propagates a new phase in the journey; while the outward journey is ended, the inner one is begun. They constitute hemispheres each; the physical hemisphere and the spiritual one. The movement is, sometimes, from one hemisphere towards another, either the physical which has the spiritual implied in it or vice versa. With this hemispherical movement, it also moves from one level of interpretation to another; from the narrative or figural allegory to the situational allegory. In the situational allegory the involvement of Magus is as an agency whereby the allegorical meaning is clarified through his intermediacy in a significant context or situation, and hence it is the situation that forms the allegory. The following lines may imbued something about Magus' situation: "All thin wan a long time ago, I remember,/ And I would do it again, but set down/This net down." ("Journey of the Magi", L. 32-4) With this recollection on the part of the Magus, the journey is shifted from the outward side to the Inner: one, and the entire significance of which is exercised and examined. The very spherical movement has resulted in the incarnation and conversion as well. Yet a question set for the Magus is this how much he can know from the incarnation alone. Hence the Magus tries to redefine himself and his experience in the light of this questioning, and by replying "I would do it again" implies his quest to substantiate his recognition of the past intimation and their role in his self-definition. Still the final or the perfect Movement is yet to come. It is one which represents the meaning of incarnation, the perfection, the physical and the spiritual. The completion ends the dialectic of death in life and life in death: "where we led all that way for/ Birth or Death"? ("Journey of the Magi", L. 33) This will intensify the questioning about the significance of the incarnation and reduce it to the birth-death dichotomy. As a result, this birth is the source of agony for the Magi since it leaves open the significance of incarnation. This symbolic transfiguration, which is accompanied with the sense of estrangement, stands in need of diagnosis and interpretation on the part of the Magus. On coming back home, the sense of estrangement and alienation is magnified, with Prufrock's questioning, "would it have been worth it, after all", in the Magus' mind. Thus the narrator says:

We returned to our places, these kingdoms,
But no longer at ease here, in the old dispensation
With an alien people clutching their gods
I should be glad of another death. ("Journey of the Magi", L. 40-3)

From "finding the place" up "to our places" the spiritual map of the Magus' journey is drawn. The old dispensation here is "the dispensation of the grace of God". The narrator is caught between two experiences and cannot feel at home with either and that gives him the sense of alienation and that is also his dilemmas. So in order to find his way out of this spiritual trap, he has to seek something else. The questioning that was put in the form of birth-death dialectic was understood in terms of renunciation and consummation. But here, being in a state of being caught between two worlds of experience and unable to understand the Christian mystery, then the magus is seeking another death a way out of both the pagan and the Christian worlds so as to guarantee his spiritual escape.

IV. Conclusion:

Through his iconographic symbols, Eliot designs his journey of faith in the form of prophetic or figural allegory, specifically in the first two sections of the Journey of the Magi which has been in need to be interpreted typologically. However, he modifies his design in the third section of the poem to be a situational allegory. In the light of the symbols that represent events in the spiritual world, he tries to interpret the prophetic situation. Hence he breaks the historical sequence and assumes the Magus' situation. He, in other words, reads or tries to read his own yet-to-be-revealed future. Eliot has added to the Gospel story in the light of his newly-acquired conversion. In spite of the now devotional spirit with which he tackled the theme of the Christian conversion, still he is working under the influence of the Christian traditions so long known to him. Yet, Eliot realigns the Gospel story to create new sensitivity in the deadened institutionalized Christianity. In other words, he puts his experience in a direct order of incarnation through the individual endeavor and the personal quest. By doing so, Eliot steps with the Magus' experience, which is correlative to that of his, further than the mundane Gospel narrative to create an experience of the purely spiritual conversion and the consequences of this conversion, as is clearly shown in the third part of the poem.

References

- Aquirmas, Thomas. "Summa Theologies". In *The Great Critics: An Anthology of Literary Criticism*. Compiled and ed. James Smith and Bad Winfield Parks. New York: W.W. Norton and Company, 1967.
- Bowra, C.H. *Romantic Imagination*. London: Oxford University Press, 1950.
- Cuddon, J.A. *A Dictionary of Literary Terms*. Harmondsworth: Penguin Ltd, 1979.
- Eliot, T.S. *Collected Poems*. London: Palter and Faber Limited, 1963.
- Selected Essays. London: Faber and Faber Limited, 1932.
- , "The Use of Poetry and the Use of Criticism". London: Faber and Faber Limited, 1933.
- Frye, Northrop. *Anatomy of Criticism*. Princeton: Princeton University Press, 1964.
- Hargrove, Nancy Duval. *Landscape as Symbol in the Poetry of T. S. Eliot*. Jackson: Mississippi University Press, 1986.
- Harris, Daniel A. "Language, History, and Text in Eliot's Journey of the Magi". *PMLA*, 95 (September, 1980).
- Kernner, Hugh. *The Invisible Poet: T.S. Eliot*. London: Methuen and Co. Ltd, 1959.
- Medcalf, Stephen. "Inner and Outer". In *The Later Middle Ages*. Ed. Stephen Medcalf. London: Methuen and Co. Ltd, 1901.
- Maxwell, D.E.S. *The Poetry of T.S. Eliot*. Routledge and Kogan Ltd., 1952.
- MacQueen John. "Allegory". In *The Critical Idiom*. Ed. John D. Jump. London: Methuen and Co. Ltd, 1970.
- Peck, John and Martin Coyle. *Literary Terms and Criticism*. London: Macmillan Education Ltd, 1984.
- Pinion, P.B. *A T.S. Eliot Companion*. London: The Macmillan Press Limited, 1959.
- Ray, William. *Literary Meaning: From Phenomenology to Deconstruction*. London: Basil Blackwell Publisher Limited, 1984.
- Shelley, Percy Bysshe. "A Defence of Poetry". In *English Critical Texts*. 3d. D. J. Enright and Ernst Cichara. London: Oxford University Press, 1962.
- Schofield, Martin. *T.S. Eliot: The Poet*. Cambridge University Press, 1988.
- Williamson, George. *A Reader's Guide to T.S. Eliot*. London: Theme and Hudson, 1955.
- Ward, David. "The Ariel Poems". In *A Selection of Critical Essays*. Ed. B.C. Southam. London: The Macmillan Press Ltd, 1978.

Teacher's Course Syllabus: Academic Routine or Personal Desire

Widad S. Shakir (Assistant Professor)

College of Languages- Salahaddin University- Erbil

sewda98@rocketmail.com

doi: 10.23918/vesal2019.a17

ABSTRACT

Course syllabus is obviously an important tool in university teachers' academic life. Teachers usually vary in their aim in preparing their syllabus as viewing it as an academic routine or being teachers' desire admitting its importance in teaching. The researcher predicted that not all teachers regard preparing course syllabus as a routine but there are teachers who believe in its importance as part of their teaching. The researcher used a questionnaire and was addressed to university teachers to fill it out to investigate their views and to detect the disadvantages teachers find in course syllabus and the influence of those disadvantages on their viewpoints. The results revealed that there are really teachers who believe in its importance to rely on in teaching and prepare it without being asked to, not influenced by the disadvantages of the course syllabus. It concluded that course syllabus is important in university teachers' life and teachers rely on it in their teaching and that they cannot dispense with it despite its disadvantages.

Key words: Course Syllabus, Importance of Course Syllabus, Motives for Syllabus. Disadvantages of Course Syllabus

1. INTRODUCTION

Course syllabus is an important part that contributes to the structure of higher education and it is used as a "planning tool" for the teachers and it plans the course for the students (Fink, 2012, p1). The word syllabus comes from "syllibos" of Greek origin which means "table of contents" (Das, 2012, p 1).

Center for Teaching Excellence CTE (2019, Para.1&2) also admits that course syllabus is an important part in higher education and this importance is apparent from the definition given to it stating that "The syllabus is a small place to start bringing students and faculty members back together(Cited in Sharon Rubin, 1985, p.5). This means that course syllabus is important and it contributes to the success of the semester actively. Moreover, CTE (2019) states that the syllabus acts as a "map" that directs the teacher to end the course effectively (para. 3).

There are some other definitions of course syllabus. According to Sbach (2016 para.2) a syllabus can be defined as a paper that communicates knowledge of the class. More importantly, it is stated that the syllabus at university is regarded as instructors' "passport for success"(" What's in a Syllabus and Why Does it Matter?", 2019, para.1). Due to the importance of course syllabus, teachers have to prepare their course syllabus before the course starts (Sbach, 2016, Para.1).

In a syllabus the following points should be included: teacher's biography and means of contact with the teacher i.e. e-mail address or telephone number,

through which students can contact their teachers, course description, the topics the teacher is going to cover during the course or during the academic year, the principles of the university, the aim of the course, grading policies, assignments and course schedule (Sbach, 2016 para.2).

Lots of syllabi do not contain certain necessary points. Some points should be included in teacher's syllabus such as the aim, the reason of taking the course, its appropriateness in the educational program, explaining the order in which parts of the syllabus is organized, explaining the purpose of the assignments, and what should the teacher test (CTE, 2019, para.2).

The syllabus presents a summary of what topics are going to be taught during the academic year or during the course. The topics are arranged in sequence. Sometimes the syllabus is replaced by "course book". The syllabus helps the teacher decide what to be covered during the year, but at the same time it would be a load on the students if the content is not what they are in need of (Scrivener, 1994 P.147).

The positive influence of the syllabus should be highly appreciated. The syllabus is the tool which identifies the points expected from the course. It presents the necessary "information" in regard of tests, marks and sources ("The Importance of Reading the Course Syllabus", 2019, para.1).

Students' appreciation of the course would be through the syllabus. It is not correct to believe that students' understanding of taking a course is clear, or to know what they are required to do, so course syllabus is of great importance in this regard (CTE, 2019, para. 2).

Students have to have a look at the syllabus to know the instructor, the aim, what is needed for the course and other kinds of information (Sbach, 2016, para.3). Therefore; students are required to read the syllabus carefully and remember the expected time for tests, assignments and papers and read the syllabus to be ready for the subject that is to be explained later (CTE, 2019, Para.3).

Fink (2012, p 2) mentions that course syllabus is necessary to be handed to students to write down any information added by the teacher and it should be given to students on the first day the course starts. Instructors all agree that course syllabus is useful and students benefit from the "course plan" (p 3).

The importance of a good syllabus is felt in its impressing the students by letting them feel the amount of work you used in designing the syllabus in order to make them learn about the course and in caring for your course. While a bad course syllabus will make your students feel that your information is not deeply thought of which means that the course is of poor quality. In addition, a syllabus can "set a tone" how your students will interact with you. The students will be encouraged to ask you for more information if the syllabus is written in a friendly way (Sbach, 2016, para.3).

What Farrell and authors like Scrivener, Richard and Chastain say about writing lesson plan can be said about writing course syllabus since both of them imply planning. Accordingly, it is stated that there are two motives which push university teachers to write course syllabus; "internal" and "external" (Farrell, 2002, pp30-38)

Concerning internal motive, teachers write course syllabus because they themselves benefit from the syllabus, they will have self-confidence, they would have control over the subject, know the difficulties that face them, and have the lesson move in a smooth manner (Farrell, 2002, pp. 30-38). In other words they "create" it willingly as a successful "tool" for their teaching (Taylor, 2017 p.1).

Teachers who have external motives for preparing course syllabus means that they do it as a routine that is required by the administrators and in particular by Quality Assurance Committee (Farrell, 2002, pp. 30-38 & Taylor, 2017, p. 1).

Cox (1994, p. 16) states that teachers usually write their course syllabus without being asked by their administrators, though it has become more necessary than before because of the increase in the number of students and caring for good teaching.

Having experience in teaching for a long period of time, old teachers are excused for not writing their course syllabus while "novice" ones should follow theirs lest they forget and miss the aim of the lecture and sometimes they have to write their syllabus again because they are unable to cover all the material (Chastain, 1988, p.336 & Richards, 2015, 178).

Teachers can teach a lesson very effectively without course syllabus, but preparing it is helpful for the teacher to have an idea about what he is going to teach and to provide more chances for the teacher to respond immediately to any unexpected events that may take place. Teachers should admit that writing a syllabus is “a thinking skill”. It involves predictions, anticipation, sequencing, organizing and simplifying”. (Scrivener, 1994, p. 123).

Fink (2012, p 1) states that although educators universally agree on the necessity for course syllabus in colleges (Cited in Doolittle& Siudzinsla, 2010, p 30), course syllabus has advantages as well as disadvantages (Das, 2012-2013, pp. 1-6).

Advantages of course syllabus can be summarized in giving an idea about the material being taught, what the students are required to carry out, the way students are going to learn (Das, 2012- 2013, pp 1-6). All in all, course syllabus is to the advantage of students and of teachers as well. It is useful in organizing classroom, i.e. class management. Students will also be able to contact their teacher via stored “contact information” when facing difficulties (Taylor, 2017, p. 2& 3).

Course syllabus has also disadvantages; the contents of the syllabus are to

be covered in a limited time “frame” as it is stated by Yunita (n. d) that one of the difficulties facing teachers is not having enough time to cover the material of the syllabus, certain topics are to excluded (Das, 2012- 2013, pp. 1-6). Richards (2015, p.184) states that such changes in the syllabus include for example discarding an “activity” due to the lack of time or adding an activity as a filler, adding an activity for the purpose of motivation or drop an activity if it is beyond students’ level. Tabari (2013, pp. 869-873) also claims that the teacher has to change his syllabus due to problems s/he faces such as not covering the material that the teacher intends to cover, mismatch between the topics of the syllabus and the time of the course and the existence of unreal subjects. The teacher has to change his syllabus by omitting some material or rewriting it taking into consideration the time devoted for the course. In addition to what was mentioned Das states that the prerequisites of the syllabus is not desired neither by the teacher nor by the students (2012-2013, pp. 1-6).

Though teachers are required to write their syllabi, they do not have to stick to their syllabi blindly because there are unexpected situations that take place and therefore they have to adjust their syllabi in accordance with the lecture while it is in progress. (Richards, 2015 p. 184)

To solve the problem of old syllabi, universities try to modify their syllabi rapidly and this complicates the challenges for teachers and students as well (Das, 2012- 2013, pp. 1-6).

The researcher predicted that despite being required by administrators to create course syllabus, there are teachers who create their syllabi willingly even if not asked to and admitting the importance of the syllabus. The researcher tried to find the relation between teachers’ viewpoint and the noticeable disadvantages of course syllabus. As no previous studies investigated university teachers’ viewpoint in this regard, this study tried to tackle this area to arrive at the desired results aiming at pinning down the relation between university teachers’ viewpoint and the influence of those disadvantages they find in course syllabus on their viewpoints.

2. THEORY

The researcher’s prediction was that teachers’ preparing course syllabus is not only to fulfill a duty that is required by Quality Assurance Committee but there are also teachers who admit the importance of course syllabus and they prepare it willingly even if not asked to do so. The paper also tried to find out whether the disadvantages of course syllabus influence university teachers’ point of view in preparing their course syllabus.

3. METHODOLOGY

To collect data on university teachers’ viewpoint regarding organizing course syllabus, the researcher conducted a questionnaire and university teachers were asked to fill it out. The items on the questionnaire are adapted from the sources used in the research and from the researcher’s experience in teaching. The questionnaire was filled out by teachers from four colleges of Salahaddin University-Erbil.

3.1. PARTICIPANTS

Teachers from four colleges of Salahaddin University participated in filling out the questionnaire. Twenty five teachers from each of the Colleges of Languages, Arts, Science and Engineering participated in filling out the questionnaire, i.e. the total number of the teachers was one hundred. Among the teachers, three of them were members of Quality Assurance Committee.

3.2. MEASURE

The result of the questionnaire was the source of the information that was needed in analysing the teachers' opinions of the topic that was investigated. A five scale response was used starting from Strongly agree to Strongly disagree next to the eight items that were listed on the questionnaire.

3.3. PROCEDURE

To implement the research, the researcher distributed the questionnaire with the help of the departments and/or the deanery to the teachers at the Colleges of Languages, Arts, Science and Engineering. The researcher clarified the items that were not clear to them. The Kurdish version of the questionnaire was given to those who did not understand the English one. Filling out the questionnaire needed 5-10 minutes on average.

4. RESULTS

The researcher predicted that there are teachers who believe in the importance of course syllabus; therefore, those teachers prepare their syllabi willingly even if not asked to by administrators. In general, university teachers admitted the importance of course syllabus in teaching (Table 1), though they admit at the same time that course syllabus is not read by the majority of their students and that most of the teachers are unable to cover all the topics of the syllabus because of missing several class meetings. Being an important tool of teaching, course syllabus, as teachers think, should be prepared by novice teachers and experienced ones as well.

Table 1 Questionnaire results for university teachers on course syllabus

Item	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. Writing course syllabus is very important to rely on in my teaching.	48%	43%	2%	5%	2%
2. Students read my course syllabus carefully to know what is expected from them.	5%	20%	13%	44%	18%
3. It is impossible to stick to the syllabus accurately.	13%	44%	2%	35%	6%
4. Students' skipping the lecture make the teacher unable to cover the topics listed in the syllabus.	34%	49%	2%	12%	3%
5. It is my desire to write course syllabus to guide me in teaching.	26%	48%	8%	15%	3%
6. The teacher is obliged to include unauthentic topics to make up for missed class meetings.	6%	31%	20%	31%	12%
7. Students rarely refer to course syllabus.	33%	46%	8%	10%	3%
8. I think experienced teachers do not need writing course syllabus.	7%	17%	10%	45%	21%

5. DISCUSSION

The researcher's prediction about teachers' belief in the role course syllabus plays in guiding teachers is highly supported by the results of the questionnaire. Among the one hundred university teachers, 91% of them agreed on the importance of course syllabus in teaching at university (item 1). This is what was manifested at the beginning of the paper by describing course syllabus as planning tool or regarding it as instructors' passport for success (Fink, 2012, p.1 & "What's in a syllabus...", 2019, para1). Yet 25% of them agreed that students read the syllabus carefully (item 2) while 62% disagreed to have their syllabus read carefully by students (item 2). The difficulty of following course syllabus accurately (item 3) received 57% of the respondents. This item is supported by Yanita (n.d. Abstract) who regards this point as one of the disadvantages of course syllabus. This is so because usually students (at Salahaddin University) skip lectures during the days any examination is going to be taken and also when students have oral examinations or graduation research examination. This case of skipping lectures reflects negatively on the covering of the topics included in the course syllabus (item 4). For these reasons we see that teachers responded with the rate of 83% in their disability to cover the topics listed in the course syllabus. This resulted in including some unauthentic topics to make up for the lectures not attended. By unauthentic is meant that unimportant topics are included (which can be skipped) lest students miss important material while skipping lectures. This will also result in changing the syllabus continuously as claimed by Tabari (2013, pp. 869-873) and Das (2012- 2013, pp. 1-6). The rate of agreement to this item was 37% while the rate disagreement was higher than that and was 43% (item 6). This rate (37%) indicates that those teachers would skip the missed topics without explanation or students stick to the university calendar accurately without skipping lectures. The percentage of teachers preparing course syllabus as personal desire (item 5) was 74% which is a satisfying rate and was not expected to be so high while only 18% disagreed to this item which means that they prepare their course syllabus as an academic routine because it is required from them by administrators. Concerning exempting experienced teachers from writing course syllabus, 66% of the teachers disagreed to this item (item 8) which implies the necessity of preparing course syllabus for novice teachers and experienced ones as well.

6. CONCLUSION

Reviewing the research, it is noticed that the prediction that was made by the researcher was supported by the results of the questionnaire that was conducted. Nearly all the university teachers who participated in filling out the questionnaire highly appreciated the role of course syllabus in guiding teachers in their profession and a noticeable number of them are willing to prepare their course syllabus even without being required by administrators because they regard it a map which directs them. We conclude that the weak points teachers find in course syllabus do not make them discouraged from writing course syllabus and besides that, the majority of the teachers believe that using course syllabus is not only useful for novice teachers but for experienced ones as well.

References

- Chastain, K. (1988). *Developing second language skills: Theory and practice*. (3rd ed.). New York: Harcourt Brace Jovanovich, Inc.
- Center for Teaching Excellence (CTE).(2019). The importance of the course syllabus. Retrieved 8/1/2019 from <http://www.duq.edu/about/centers-and-institutes/center-for-teaching-excellence/teaching-and-learning/importance-of-the-course-syllabus>
- Cox, B. (1994). *Practical pointers for university teachers*. London: Kogan Page Limited
- Das, J. (2012-13). "Role of syllabus in higher education: A critical study". *Global Research Methodology Journal*, Vol- II, 7th issue, Retrieved 18/1/2019 from www.grmrglaranya.com
- Farrell, Th. S. C. (2002). Lesson planning. In J. C. Richards & W. A. Reynandya (Eds.), *Methodology in language teaching: An anthology of current practice* (pp.30-38). United Kingdom: Cambridge University Press.
- Fink, S. B. 1/1 (2012). "The many purposes of course syllabi". Retrieved 25/1/2019 from <https://www.syllabusjournal.org/syllabus/article/viewFile/161PDF>
- Richards, J. C. (2015). *Key issues in language teaching*. United Kingdom: Cambridge university press
- Sbach, J. M.(March7, 2016). The importance of a syllabus. Retrieved 9/1/ 2019 from <http://dl.sps.northwestern.edu/blog/2016/03/the-importance-of-a-syllabus>
- Scrivener, J. (1994). *Learning teaching: The essential guide to English language teaching*. (3rd ed). A. Underhill (Ed.). MACMILLAN.
- Tabari, A. G. (July, 2013). Challenges of language syllabus design in EFL/ESL contexts, *Journal of Language Teaching and Research*, 4, 4, 869-873. Retrieved 25/1/2019 from www.academypublication.com.
- Taylor, K. (September 29, 2017). The advantages of a course syllabus. Retrieved 19/1/2017 from <https://classroom.synonym.com/the-advantages-of-a-course-syllabus-12586842.html>.
- The Importance of Reading the Course Syllabus. (2019). Retrieved 14/1/2019 from <https://www.eastfieldcollege.edu/pc/scholother/scholarship>.
- What's in a Syllabus and Why does it Matter?(2019). Retrieved 25/1/2019 from <http://ssd.umich.edu/article/what-s-syllabus-and-why-does-it-matter>
- Yunita, R. (n. d.).The Problems of Implementing Syllabus Faced by the Teacher at MTS Negeri Kepanjen. (Abstract).Retrieved 25/1/2019 from <https://www.researchgate.net/>

**Teaching Culture in Foreign Language Classes with Reference to English
and German Departments, College of Languages, Salahaddin University**

A Research by

Asst. Prof. Dr. Lanja A. Dabbagh

and

Dr Awat Yakub

Department of English, Department of German, College of Languages, Salahaddin University- Erbil (Hawler)

lanja_dabbagh@yahoo.com lanja.dabbagh@su.edu.krd awatyakub@hotmail.de

doi: 10.23918/vesal2019.a18

Abstract

The teaching of culture is neglected in the foreign language classroom, where cultural contents are introduced through activities designed for language instruction and skill practice. Regarding the benefits of learning about culture, attending the culture class has raised cultural awareness of foreign language classes concerning both native and target societies. This paper shows how arguments of language teaching experts in favor of a culture class in language learning is justified by some evidence provided by the researchers of this study through their experience of teaching English and German as foreign languages in the named departments at the college of Languages/ Salahaddin University. The study is written in both English and German with the support of sources in both Languages.

Key Words: Teaching culture, foreign language classes, English and German Languages

Introduction

The close relationship between language and culture is amazingly exemplified by the review of word connotations. Language aspects are the entities, events, states, processes, characteristics, and relations that occur in the culture, whether these are denoted to by single words or by phrases. There is a strong interactive influence between language and culture; the two cannot exist without each other. They join to create a living entity. It is universally accepted that language is a part of culture, and that it plays an essential role in it. A number of social sociologists consider that without language, culture would not exist. Language concurrently reflects culture, and is influenced and shaped by it. In the widest sense, it is also the symbolic illustration of a people, since it includes their historical and cultural backgrounds, as well as their attitude to life and their ways of living and thinking. Brown (1994:165) states that: 'A language is a part of a culture and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture.' This denotes that culture and language are inseparable.

According to (Peterson & Coltrane, 2003), the target language culture in a second and foreign language program has been considered as an crucial aspect of every stage to foreign language learning in that teaching the foreign language is not conceivable without an understanding and awareness of its cultural context. Without a cultural understanding, language learners cannot control language or be close to as its native speakers do. That is why language teachers and learners should be aware of the culturally suitable ways and behaviors and thoughts in the target language speech community, especially in the simplest ways of communication such as when addressing people, expressing gratitude, making requests, and agreeing or disagreeing with others.

Perkins (1988, p. 25) states that “language doesn’t exist outside a cultural context” and language educators insist that learning a language inevitably introduces students to a given culture. As teachers and educators we have to find a place in today’s language classes for the study and understanding of culture.

Teaching Culture in the Department of English

Teaching culture must be an essential part in English department if we aim at promoting intercultural communicative competence which is one of the goals of teaching English as a foreign language. Language is a culturally conditioned phenomenon that is why language and culture are interconnected and their relationship is central to language learning. Intercultural communicative competence provides students with the knowledge of social customs and practices of English and helps to reduce probable confusions of intercultural communication and makes communication well-organized.

After all, teaching culture deals with great variety of topics and teaching techniques. Our students can gain on a number of levels while learning about culture. Creating a “culture friendly” atmosphere and raising self-awareness is of great importance so the students do not feel as strangers by a different culture. It is always important to select topics that are related to teaching a target language culture in order to make the teaching and learning processes go smoothly. Some of these possible topics are beliefs, values, behavior, and, family. One of the greatest advantages of teaching culture is that learners grow the skill to understand cultures, including their own.

Conclusions

1. Students in English department need to be exposed to culture as a social phenomenon in language learning. This should be done by focusing the attention on ways and means to approach culture in the classroom. Through various activities that assist students in the process of language learning to develop adequate and coherent understandings of their cultural experiences will aid their learning of English.
2. Syllabus designers and decision makers can raise the learners as well as teachers’ alertness to the importance of culture in language learning through the establishment of suitable and valid cultural issues to be engaged in the language classroom, leading to the suggesting that teaching culture should be taught as a separate skill.
3. For a better language communication, we need to arm our students with ethnographic techniques to develop their ability to process and look for themes which they can discuss in English and related to culture. After all, language and culture are inseparable.
4. Training courses and workshops are important for teachers to get consciously familiarize with developments in the disciplines of anthropology, sociology, semiology, and social and cross-cultural psychology. What is more important is the urgent need for actual studies that address how in practice this could be done for a better understanding to the significant role of culture in language learning.

References

- Brown, H. D. 1994. *Principles of Language Learning and Teaching* (3rd edn). Englewood Cliffs, NJ: Prentice Hall Regents.
- Perkins, J. A. (1988). ‘The value of foreign study’. *ADFL Bulletin*. 20, 24-26.
- Peterson, E., & Coltrane, B. (2003). ‘Culture in second language teaching’. *CAL Digest*, 3(9), 1-6.

Landeskunde im DaF-Unterricht in der Deutschabteilung an der Salahaddin

Universität Erbil-Irak.

Keywords: Landeskunde, DaF-Unterricht, Fremdsprachenunterricht, Projektbasierte Unterrichtsform, Unterrichtsmaterial „Landeskunde“, Landeskundliche Ansätze, Kognitiver Ansatz, Kommunikativer Ansatz, interkulturelle Ansatz.

Einleitung

Es ist unbestritten, dass kommunikative Fähigkeiten und Fertigkeiten das Hauptlernziel des Fremdsprachenunterrichts sind. Dieses Ziel wird durch Vermittlung der grammatischen Strukturen, Wortschatzübungen und landeskundliche Inhalte über das Land der Zielsprache verwirklicht.

Es darf aber hier nicht unerwähnt bleiben, dass im Fremdsprachenunterricht grundsätzlich mehr Wert auf Vermittlung von sprachlichen Fertigkeiten (Hörverstehen, Sprechen, Leseverstehen, Schreiben und zum Teil auch Sprachmittlung) gelegt wird und die landeskundlichen Inhalte hingegen nicht ganz gezielt berücksichtigt werden. (Meyer, Robert (2008), S. 3)

Bis auf die Deutschabteilung ist dies auch fast in allen Sprachabteilungen in der Sprachfakultät an der Salahaddin Universität, aber auch in den sämtlichen Schulen in der Region, der Fall. Erwähnenswert ist, dass ausnahmslos in allen Schulen mindestens eine Fremdsprache unterrichtet wird. Dabei erwerben Lernende hauptsächlich Vokabeln, Grammatik und Aussprache, aber sie sind mit Landeskunde nicht vertraut.

Es ist jedoch festzustellen, dass beim Erwerb von oben den genannten Fertigkeiten und Übungen auch Landeskunde im Sprachunterricht in gewissem Maße vermittelt wird, auch wenn es auf den ersten Blick nicht so aussieht, da sie sehr eng miteinander verbunden sind. (Vgl. Erdmenger, Manfred (1996), S. 42-43) Diesbezüglich bringt Erdmenger seine Meinung wie folgt zum Ausdruck:

“Landeskunde beginnt jedoch bereits mit der semantische Seite der Wortschatz-vermittlung: sehr viele Inhaltswörter haben nämlich neben einer allgemeinen oberflächlichen auch eine landeskundliche Bedeutung. [...] Auch die Strukturen, so abstrakt sie nach ihren Regeln zu sein scheinen, haben einen landeskundlichen Bezug, denn sie müssen im richtigen Augenblick situationsgerecht und auf die Sprechergruppe bezogen verfügbar sein.“ (ebd. Erdmenger, Manfred (1996), S. 44)

Hier darf man aber nicht unerwähnt lassen, dass die durch Grammatik und Vokabular vermittelten landeskundlichen Inhalte für missverständnisfreie Kommunikation in Alltagssituationen nicht ausreichen.

Die vorliegende Arbeit beschäftigt sich umfassend mit Definitionen von Landeskunde und ihrer Bedeutung im Fremdsprachenunterricht. Zudem werden die verschiedenen Ansätze der Fremdsprachendidaktik (vor allem Kognitiver, Kommunikativer Interkulturelle) genannt, ihre Schwerpunkte besprochen und im Einzelnen kurz etwas genauer beschrieben. Darüber hinaus werden unterschiedliche Ziele des Landeskundeunterrichts bzw. der Ansätze beleuchtet.

Zum Schluss setzt sich diese Arbeit mit dem Landeskundeunterricht in der Deutschabteilung auseinander und versucht auf die folgenden Fragen einzugehen: Wie könnte man die landeskundlichen Inhalte besser und effektiver vermitteln? welche Methoden bzw. adäquaten Materialien sollten dafür verwendet werden? Wie sollen andere Abteilungen in der Sprachfakultät an der Salahaddin Universität landeskundliche Inhalte vermitteln?

Landeskunde und ihre Entwicklung

Landeskunde ist ein allumfassender Begriff und hat einen relativ langen Entwicklungsprozess erlebt, sie ist heute nach wie vor nicht eindeutig. Sie tritt jedoch vor allem in Verbindung mit Fremdsprachen auf und ist ein unverzichtbarer Teil des Unterrichts geworden.

Bis zum 21. Jahrhundert hatte die Landeskunde im Fremdsprachenunterricht eine untergeordnete Rolle aber durch die Globalisierung hat sie immer mehr an Bedeutung gewonnen und ohne Vermittlung der landeskundlichen Inhalte ist ein erfolgreicher Spracherwerb nicht mehr

vorstellbar. Auch wächst die Welt im Zeitalter der Globalisierung durch den globalen Austausch und Verflechtungen in vielen Bereichen (Wirtschaft, Politik, Kultur, usw.) zu einer Gemeinschaft zusammen und dies geschieht auf fast allen Ebenen. (Vgl. Richter, Peter Werner (2017), S. 47). Dennoch bleiben die kulturspezifische Besonderheiten bzw. Unterschiede weitgehend bestehen.

Es sollte nicht unerwähnt bleiben, dass die Landeskunde bis heute nicht als Gegenstand wissenschaftlicher Forschung anerkannt. Nach Auffassung von Erdmenger (1973 u. 1996), der sich mit der Didaktik der britischen Landeskunde spezialisiert hat, hat die Landeskunde keine wissenschaftliche Eigenständigkeit, sondern nur eine dienende Funktion im Fremdsprachenunterricht. Für ihn ist es nicht umzusetzen, die Didaktik der Landeskunde von der Didaktik des Fremdsprachenunterrichts zu trennen. (Otero Moreno, Concepción (2004), S.29) Ähnliche Meinung vertritt Zapp:

„Da es sich im Fremdsprachenunterricht aber nicht darum handeln kann, landeskundliche Kenntnisse um ihrer selbst willen anzustreben, haben sie nur insofern eine didaktische Berechtigung, als sie eine Voraussetzung für das Erreichen des übergeordneten Lernzieles, nämlich der fremdsprachlichen Kommunikation, darstellen.“ (Zapp, F.J. (1973), S. 74)

Auch Claus Altmeyer geht davon aus, dass im „System für eine eigene Landeskunde als Wissenschaft kein Platz mehr zu sein scheint.“ (Altmeyer, Claus (4/2002, S. 3)) Dieser Meinung vertreten auch andere Wissenschaftler wie Biechele und Padrós und betrachten die Landeskunde nicht als eigenes Fach: „Landeskunde im Fremdsprachenunterricht ist ein Prinzip, das sich durch die Kombination von Sprachvermittlung und kultureller Information konkretisiert (...) Insofern ist Landeskunde kein eigenes Fach.“ (Biechele, M. / Padrós, A. (1999, S. 167)).

In der Vergangenheit wurde von mehreren Wissenschaftlern wie Schmidt (1973), Manfred Bock (1980) und Höhne und Kolboom (1982) vergeblich versucht, diese als eine eigenständige Wissenschaft anzuerkennen. (Otero Moreno, Concepción (2004), S. 30-31)

Aufgrund dieser Tatsache schlägt Altmeyer vor, dass man die wissenschaftliche Eigenständigkeit der Landeskunde „als problemorientiertes und problemlösendes Tun zu begreifen...“ und „als ‚transdisziplinäre‘ Wissenschaftspraxis“ auszuüben hat. (Altmeyer, Claus (4/2002, S. 3))

Der Definition der Landeskunde

Heutzutage genießt die Disziplin „Landeskunde“ einen hohen Stellenwert im Fremdsprachen-Unterricht und dafür gibt es zahlreiche Definitionen und Beschreibungen. Einige davon werden im Folgenden präsentiert.

M. Erdmenger zufolge ist die Landeskunde „eine Disziplin, die überwiegend in Verbindung mit Sprache, Sprachstudium und Sprachunterricht auftritt. Sie ist die Kunde über diejenigen Länder, in denen die zu lernende Sprache gesprochen wird.“ (Erdmenger, M. (1996), S. 21)

Für D. Buttjes bedeutet die Landeskunde „alle Bezüge auf die Gesellschaft, deren Sprache im Fremdsprachenunterricht gelernt wird.“ (Buttjes, D. (1991), S. 112) Otero Moreno beschreibt die Landeskunde als „ein interdisziplinäres Fach, das Sach- und Sprachwissen verbindet und dieses mit einem interkulturellen Blickwinkel zusammenträgt und vermittelbar macht.“ ((Otero Moreno, Concepción (2004), S. 33)

„Landeskunde und Literaturdidaktik“ beschreibt ihrerseits die Landeskunde wie folgt: „Landeskunde umfasst mehr als Vermittlung von Faktenwissen. Es geht darum, Einblick in geschichtliche, politische und soziale Zusammenhänge und in das Denken, Handeln und Wahrnehmen von Menschen der Zielkultur zu gewinnen.“ (Bischof, M., Kessling, V., Krechel, R.(1999), S. 16)

H. Sölch bezeichnet Landeskunde als bedeutender Bestandteil des Fremdsprachenunterrichts und ohne sie beleibt jeder Sprachunterricht unvollkommen, denn die Landeskunde ist „eine notwendige Komponente des Deutschunterrichts. Deutschunterricht und jeder Sprachunterricht bleiben fragmentarisch ohne Landeskunde.“ (Sölch, H. (1995), S. 1)

Walter bezeichnet seinerseits die Landeskunde als „den Sachunterricht in den Fremdsprachen. Ihre Inhalte fördern Textverständnis und mündliche Kommunikationsfähigkeit und dienen als Ersatz für Erfahrung mit den Ländern und Sprechern der Zielsprache, sie betreffen sowohl Sozial- als auch Sachwissen.“ Walter, Gertrud (1981), S. 21) Und für Solmecke ist Landeskunde „ein spezifisch auf den Fremdsprachenunterricht bezogener Begriff und meint ganz allgemein den Einbezug kultureller Informationen über Zielsprachengemeinschaften als curricularen Bestandteil der Vermittlung einer Fremdsprache.“ (Solmecke, Gert (1982), S.3)

Ziel der Einsatz der Landeskunde

Die Kultur und Sprache hängen sehr eng zusammen und „die Sprache präsentiert die Kultur; durch die Sprache findet die Kommunikation statt.“ (Khomasuridze, Nato (2014), S. 4) Das heißt, die Art und Weise, wie man spricht und welche sprachliche Ausdrucksmittel in welchen kommunikativen Situationen anwendet, ist stark von der jeweiligen Kultur geprägt. (Kreß, Beatrix (26.06.2013)): „Eine Fremdsprache lernen bedeutet, mit einer fremden Welt in Kontakt zu treten, andere Regeln und Traditionen zu erkennen und andere Werte und Mentalitäten zu verstehen.“ (Khomasuridze, Nato (2014), S. 4)

Es ist offenkundig, dass jede Kultur ein eigenes System hat, in dessen Rahmen bestimmte Wertvorstellungen die Gesellschaftsordnung und das soziale Handeln vorschreiben, (Vgl. Stanjek, Karl (Hrsg.) (2009), S. 150.) – z.B. – wie ein Mensch sich ‚richtig‘ oder ‚falsch‘ verhält (Maletzke, Gerhard (1996), S.91) oder was gut, schlecht, schön, hässlich, wahr oder unwahr, wichtig oder unwichtig ist. (Visser, Marijek [u.a.] (2002), S. 30) Bestimmte Verhaltensmuster variieren von Kultur zur Kultur und bekommen unterschiedliche Bedeutung (Maletzke, Gerhard (1996), S.91ff) und Bewertung. (Visser, Marijek [u.a.] (2002), S. 30)

Wie bereits erwähnt wurde, ist aufgrund kultureller Unterschiede festzuhalten, dass beim Fremdsprachenlernen Wortschatz und grammatikalische Kenntnisse allein nicht ausreichen, um alle kommunikativen Situationen ohne Missverständnisse zu bewältigen bzw. um sprachliche Ausdrucksmittel situationsgerecht anzuwenden.

Sehr oft stellen Deutschlernenden fest, dass sie bei manchen kommunikativen Situationen scheitern, auch wenn sie sehr gut Deutsch sprechen, denn ihnen fehlen landeskundliche Inhalte der Zielsprache bzw. interkulturelle Kompetenzen und aus diesem Grund verstehen bzw. interpretieren sie bestimmte kulturspezifische Aspekte falsch. Um Missverständnisse und falsche Interpretationen in bestimmten kommunikativen Situationen zu vermeiden, sollen die Lernenden im Fremdsprachenunterricht neben dem Wortschatz und den grammatikalischen Strukturen auch noch Landeskunde der Zielsprache gezielt lernen und auch dadurch interkulturelle Kompetenz erwerben.

Daraus lässt sich die Schlussfolgerung ziehen, dass Lernenden durch die Vermittlung der Landeskunde im Unterricht das Land und die Kultur der Zielsprache kennenlernen und Situationen erkennen und sie analysieren können. Darüber hinaus werden sie in der Lage sein, auch ihre eigene Kultur bewusster wahrzunehmen, sie zu hinterfragen und ein Bild von der Kultur der Fremdsprache selbst zu machen. Dies führt einerseits zu einer beachtlichen Toleranz fremden Kulturen gegenüber und andererseits zur Überbrückung von Hemmungen und zur Minderung der Angst vor der Zielkultur.

Ansätze der Landeskundlichen Inhalte im Fremdsprachenunterricht

Nach Weimann und W. Hosch unterscheidet man zwischen drei didaktischen Ansätzen der landeskundlichen Inhalten im Fremdsprachenunterricht, die sich in der Praxis oft kaum trennen. (Weimann, Günter / Hosch, Wolfram (1991), S. 134 - 142) Diese handeln sich vor allem um die kognitiven, kommunikativen und interkulturellen Ansätze. (Tomkove, Ivona (2007), S. 5) Seit den 80er Jahren wurden weitere integrative und kulturwissenschaftliche Ansätze entwickelt, die immer mehr an Bedeutung gewinnen. Im Folgenden werden wir die zuerst erwähnten drei Ansätze vor dem Hintergrund der Fremdsprachendidaktik erläutern.

Da Landeskunde allumfassend ist, ist es für den Lehrenden oft nicht so einfach, Ziele und Inhalte für den Landeskundeunterricht zu bestimmen:

„Sie kommt nie an ein Ende und nie ist man fertig mit ihr. Sie umfaßt immer den eigenen Ausgangspunkt und das fremde Ziel, weswegen wir sie interkulturell nennen. Und beide Pole verändern sich permanent (ob wir es wahrhaben wollen oder nicht). Auch das unterscheidet sie von anderen Unterrichtsbereichen wie Grammatik oder Phonetik.“ (Pauldrach 1992, 15).

Kognitiver Ansatz

Kognitiver Ansatz wird auch als faktischer oder expliziter Ansatz bezeichnet und befasst sich mit faktischen und objektiven Inhalten bzw. mit Zahlen, Daten, belegbaren Tatsachen und Sachkenntnissen über das Zielsprachenland sowohl in der Gegenwart als auch in der Geschichte. Hier werden Fakten über bestimmte Themen z. B. über Politik, Wirtschaft, Geografie, Sitten und Gebräuche vermittelt. (Tomkova, Ivona (2007), S. 6) Und darüber hinaus werden die Lernenden Informationen über Haustypen in deutschsprachigen Ländern, über die Institutionen, z.B. über den Bundestag, das Wahlsystem und über die Kultur (z.B. über Museen, Musiker wie Mozart usw.) bekommen. (Zeuner, Ulrich (2009), S. 9)

Bei der Vermittlung der faktischen Inhalte im Fremdsprachenunterricht steht systematische Vorstellung der Kultur der Fremdsprache im Vordergrund und dies geschieht hauptsächlich durch Sachtexten, Statistiken oder Tabellen. So verfügen Lernende über Kenntnisse über Zielsprachenkultur und über Handlungsorientierung dort und infolgedessen können sie sich ein Bild vom fremden Land machen. (Bouzeboudja, M.G. (2016), S. 64). Hierzu äußern sich Erdmenger & Istel wie folgt: Lernende bekommen „Kenntnis über das speziell Andere der Zielkultur, aber auch das manchmal Ähnliche oder gemeinsame mit der eigenen.“ (Erdmenger Manfred & Istel, Hans-Wolf (1978), S. 14)

An dieser Stelle muss man besonders betonen, dass die Kommunikation hier nicht das Hauptziel ist, sondern nur von untergeordneter Bedeutung ist. „Dieser Ansatz konzentriert sich auf Beschreibung von Tatsachen, aber er gibt nur wenige Anlässe zu Diskussionen.“ (Bouzeboudja. M.G. (2016), s. 64).

Der kognitive Ansatz wird wegen seines enzyklopädischen Anspruchs kritisch betrachtet, denn „Alle Manifestationen einer Kultur sind Teile eines Ganzen, deren Gestalt und Bedeutung durch das Zusammenwirken historischer und funktionaler Zusammenhänge zwischen verschiedenen Aspekten dieser Kultur bedingt sind.“ (Picht, R. (1989 S. 54f).

Darüber hinaus gibt bei diesem Ansatz bzw. bei der Auswahl der Unterrichtsthemen Schwierigkeiten, da landeskundliche Inhalte sehr vielfältig und umfangreich sind, aus diesem Grund ist von essentieller Bedeutung, dass die Lehrende nur wichtige und interessante Informationen im Fremdsprachenunterricht vermitteln. Ein weiteres Problem ist die Komplexität der deutschsprachigen Länder. (Tomkova, Ivona (2007), S. 6)

Kommunikative Landeskunde

Der Kommunikative Ansatz ist eine sprachbezogene Landeskunde und wurde schon in den 70er Jahren entwickelt. Hier geht es sowohl um den sprachlichen Gebrauch der Fremdsprache in Alltagssituationen im Zielsprachenland als auch um Informationen darüber. Zudem handelt es sich um die Entwicklung bzw. Förderung der Gesprächsfähigkeiten in Alltagssituationen.

„Der kommunikative Ansatz von Landeskunde ist in engem Zusammenhang mit der kommunikativ orientierten Fremdsprachendidaktik zu sehen, die sich seit den 70iger Jahren entwickelt hatte. Lerninhalte werden nicht mehr anhand von „Gegenständen“ und/oder Institutionen der Zielkultur gewonnen; im Vordergrund stehen Erfahrungen, Kenntnisse und Einstellungen der Lernenden.“ (Zeuner, Ulrich (2009), S. 10)

Die Alltagskultur, alltägliche Erfahrungen und vielseitige Lebensbedürfnisse (Wohnen, Lieben, Einkaufen, Essen, Streiten, Freizeitaktivitäten usw.) stehen bei der Auswahl der Themen im Vordergrund. Das Lernziel ist also die Aneignung von Welt- und Alltagswissen, z.B. wie man sich im Zielland im Einkaufszentrum, Krankenhaus oder in der Bank verhält und welche Redemittel verwendet. Durch den Erwerb des Wissens über Zielkultur werden bestimmte Einstellungen wie Offenheit und Toleranz entwickelt und Lernende werden in der Lage sein, in alltäglichen Situationen missverständnisfreie Kommunikationen durchzuführen. Die angemessene Verwendung der Fremdsprache ist eine Voraussetzung für eine erfolgreiche Kommunikation und aus diesem Grund wird sie im Fremdsprachenunterricht intensiv geübt. (vgl. Biechle; Padrós (2003), 43)

Interkultureller Ansatz

Dieser Ansatz ist eine Weiterentwicklung des kommunikativen Ansatzes. Seit den 80er Jahren ist das Ziel der Fremdsprachendidaktik nicht nur die Entwicklung einer kommunikativen Kompetenz oder Vermittlung des Wissens oder der Informationen über die Zielkultur, sondern viel mehr der interkulturellen Kompetenz. Das bedeutet, Fähigkeiten, Strategien und Fertigkeiten sollen bei den Lernenden entwickelt werden, damit sie die fremde Kultur verstehen und mit ihr umgehen können. (vgl. Zeuner, Ulrich (2009), S. 11) Denn „Verständigungsfähigkeit kann nicht auf die korrekte Verwendung eines fremden sprachlichen Systems oder die situationsadäquate Verwendung von Sprache allein reduziert werden.“ (Ebd., S. 11) Durch diesen Ansatz ist es möglich, „die eigene und die fremde Kultur besser begreifen zu lernen“ (Ebd., S. 11).

Einsatz des interkulturellen Ansatzes im Fremdsprachenunterricht soll zur Entwicklung der Wahrnehmungs- und Empathiefähigkeiten, zur Solidarität, zum gegenseitigen Verstehen und Respektieren, zum Vermeiden der Missverständnisse, zum Abbau der Vorurteile, Fremdenfeindlichkeiten und Klischees über die Fremdkultur führen, was oft ganz schwer ist, da jeder ein bestimmtes Bild von der fremden Kultur hat, das nicht immer der Realität entspricht. (Vgl. Ebd., S. 11). Laut Thomas kann das interkulturelle erfolgreich sein, „wenn es zu einem interkulturellen Verstehen führt, das einerseits die Kenntnisse über fremde Kulturstandards und ihre handlungssteuernden Wirkungen umfasst und andererseits in der Fähigkeit zum Wahrnehmen, Denken, Verurteilen und Empfinden im Kontext des fremdkulturellen Orientierungssystems besteht.“ Thomas, A. (1993), S. 383)

Heute bzw. im Zeitalter der Globalisierung hat die interkulturelle Landeskunde an Bedeutung gewonnen und hohe Ansprüche an sie gestellt, da die Menschen aus verschiedenen Kulturen

immer mehr in Kontakt kommen. Daher ist es von essentieller Bedeutung, dass man sich mit Fremdsprachenerwerb auch mit deren Kultur vertraut macht. Landeskunde soll zudem internationale Kommunikation herstellen, Kontakten schaffen und sozialen und kulturellen Horizont expandieren. (Saxer, R. (1995) Heft 9)

Wenn Fremdsprachenlernende die interkulturelle Kompetenz beherrschen, werden sie in der Lage sein, in der fremden Kultur zu leben und mit den Zugehörigen dieser Kultur ohne Missverständnisse zu kommunizieren. Laut Christian Thimme ist der interkulturelle Kompetenz aufgrund seiner großen Bedeutung „ein (besonders wichtiges) übergeordnetes Lernziel auf der Lernzielebene der Haltungen, das andere, im kognitiven oder kommunikativen Bereich liegende Lernziele nicht ausschließt, sondern eng mit ihnen zusammenhängt.“ (Zit. nach Zeuner, Ulrich (2009), S. 12)

Landeskunde in der Deutschabteilung

Wie bereits oben erwähnt wurde, dass die Landeskunde ein sehr wichtiger Bestandteil des Fremdsprachenunterrichts ist und die Sprache und ihre Anwendungen völlig von der Kultur abhängig sind, kann man sie von einander nicht trennen. Im Allgemeinen ist es festzuhalten, dass Kommunikation mit den Muttersprachlern das Hauptziel der Sprachunterricht ist, diese könnte jedoch scheitern, falls die Lernenden über Landeskundliche Hintergründe der Zielsprache nicht verfügen.

Auch aus diesem Grund wird im DaF-Unterricht, in der Deutschabteilung, an der Salahaddin Universität Hawler (SUH) neben den Fertigkeiten bzw. der grammatischen Strukturen und Wortschatzübungen auch landeskundliches Wissen über die deutschsprachigen Länder und vor allem über Deutschland vermittelt. Im ersten Studienjahr lernen die Studierenden die landeskundlichen Inhalte nur durch Vermittlung von Grammatik und Vokabular. In weiteren Studienjahren werden jedoch extra Kurse für die Vermittlung der landeskundlichen Inhalte angeboten, z.B im zweiten Studienjahr wird der Kurs „Einführung in die Kulturstudien“, im dritten der Kurs „Weiterführende Kulturstudien“ und im vierten der Kurs „Didaktik der deutschen Kulturstudien“ angeboten.

Der Kurs „Einführung in die Kulturstudien“ richtet sich an Studierende des zweiten Studienjahres in der Deutschabteilung, die über das Sprachniveau A1/A2 nach dem GERS verfügen. Der Kurs bietet einen Einblick in relevante Themen und aktuelle Diskurse in deutschsprachigen Ländern an. Ein überschaubares Ziel ist hierbei auch die Entwicklung der Sprachkompetenz bis zum Niveau B1. Auf der inhaltlichen Ebene gibt der Kurs einen Einblick in die sozialen, historischen und politischen Entwicklungen in den deutschsprachigen Ländern. Bei der Themenauswahl werden u.a Wissen über die Gesellschaft, Geschichte, Politik und Demokratie vermittelt.

Bei der Begegnung mit kulturellen Interpretationsmustern stehen Studierende und ihre persönlichen Erfahrungen und Reflexionen im Vordergrund und nicht Fakten und Daten. Multiperspektivische und kritische Betrachtungen werden im Unterricht präsentiert und diskutiert. Im Kurs werden Fähigkeiten entwickelt, selbstgesteuert und kritisch mit dem Inhalt umzugehen. Auf der Sprachebene bietet der Kurs vielfältige Texte und Aufgaben vor allem zum Üben des globalen und selektiven Lesens, aber auch zum Aufbau der Hör-, Sprech- und Schreibfähigkeiten.

Der Kurs „Weiterführende Kulturstudien“ richtet sich an Studierende, die bereits über ein Sprachniveau von A2/B1 nach dem Gemeinsamen Europäischen Referenzrahmen (GER) verfügen sollten. Der Kurs verfolgt das Lernziel, neben der Erweiterung der vier sprachlichen Fertigkeiten und dem Ausbau der sprachlichen Kompetenz die Studierenden mit wichtigen Themen und Diskursen in den deutschsprachigen Ländern vertraut zu machen.

Auf der sprachlichen Ebene richtet der Kurs den Fokus weiterhin auf die Fertigkeit „Präsentieren“, z.B. Auswahl und Gliederung von wichtigen Informationen, Verwendung angemessener Redemittel für Einleitungen, Überleitungen, Abschluss und anschließende Fragen/Diskussion, sprecherische Umsetzung (Aussprache, Intonation, Tempo, Betonung, Lautstärke) sprachliche Gestaltung von Handouts zur Unterstützung der Präsentation.

Zudem erzielt der Kurs auf Ausbau der Recherchekompetenz der Studierenden. Die Studierenden werden dabei nicht nur die Bibliothek der Deutschabteilung intensiv verwenden, sondern auch Online-Ressourcen durchführen. Dabei lernen sie die Glaubwürdigkeit und Wichtigkeit der Quellen einzuschätzen und diese angemessen zu nutzen. Parallel dazu setzen sich die Studierenden mit unterschiedlichen Ansätzen der Vermittlung von landeskundlichen Inhalten und reflektieren auf fachlicher Ebene über Einsatzmöglichkeiten und Funktionen. Zudem befassen sich die Studierenden auch mit aktuellen kulturwissenschaftlichen Positionen und versuchen, eigene kreative Methode zu entwickeln.

Schwerpunkt bilden dabei Kategorisierungen und Konzepte (z.B. Familie, Männlich, Weiblich, Gleichberechtigung), räumliche Ordnungen (z.B. Westen/Osten, Orient/Okzident), Wertvorstellung (z.B. Bildung, Arbeit) und verschiedene Formen der kulturellen Erinnerung (z.B. Erinnerungsorte wie Schlachtdenkmal in Leipzig). Die Studierenden setzen sich im Verlauf des Unterrichtes mit Texten im weiteren Sinne auseinander, die diese Muster sowohl über konkrete Inhalte, als auch über Formen der Konstruktion von Wirklichkeit durch Texte, Medien und Diskurse (weiter-) verarbeiten oder auch herstellen, analysieren und reflektieren. Die individuellen Erfahrungen der Studierenden in der Auseinandersetzung mit kulturellen Mustern stehen in der Diskussion eher im Vordergrund, als die Beschäftigung mit Zahlen und Fakten über Deutschland.

Die Kursmaterialien sind aus aktuellen, authentischen Texten zusammengesetzt und die verwendeten Texte umfassen daher Zeitungs- und Zeitschriftenartikel, Bilder, Musik und Videos. Die Themen werden dabei stets aus mehreren Sichten und Anschauungsweisen behandelt, um so ein differenziertes und vielfältiges Bild der deutschsprachigen Diskurslandschaft darzustellen. Das Hauptlernziel des Kurses ist nicht die Vermittlung des bestimmten Wissens über Deutschland und die Deutschen, sondern der Ausbau von Kompetenzen im Umgang mit deutschsprachigen Texten und Medien.

Der Kurs „Didaktik der deutschen Kulturstudien“ richtet sich an Studierende des 4. Studienjahres, die bereits über ein Sprachniveau von B1/B2 (GER) verfügen sollten. Der Inhalt des Kurses besteht aus einem theoretischen und einem praktischen Teil. Das Hauptlernziel des theoretischen Teils ist die Einführung der Studierenden in den Arbeits- und Forschungsbereich „Landeskunde“ bzw. „Kulturstudien“ in Deutsch als Fremdsprache „Ansätze der Landeskunde“ – faktisch, kommunikativ, interkulturell, kulturwissenschaftlich. Zudem werden Fachbegriffe wie „Kultur“, „Landeskunde“, „kulturelle Muster“ – wie „Liebe“ und „Schönheit“ – sowie über „kulturbezogenes Lernen“ debattiert und reflektiert.

Im praktischen Teil wechseln die Studierenden ihre Perspektive und reflektieren über die Vermittlung der deutschen Kultur. Sie wenden das erworbene Wissen (in den Jahrgängen 1-3 und im theoretischen Teil des Kurses) an und lernen, es in Bildungskontexten anzuwenden. Die Studierenden analysieren Lehrmaterialien in Lehrbüchern und entwickeln auf der Grundlage authentischer Texte eigene Materialien kreativ so, dass man sie für verschiedene Zielgruppen verwenden kann.

Für alle drei Kurse wurde schon festgelegt, welche Materialien für den Landeskundeunterricht in Anspruch genommen werden könnten, die Lehrkräfte haben dennoch Spielraum, weitere Materialien zum Einsatz zu bringen. Hier sind die verfolgten Strategien und Methoden zum Unterrichten der Inhalte von großer Bedeutung. D.h., es ist sehr wichtig, dass die Inhalte auf wirksame und interessante Weise vermittelt werden, damit man die vorgesehenen Ziele erreicht. An dieser Stelle muss man besonders betonen, dass bis heute in der Deutschabteilung der Frontalunterricht als eine dominante Unterrichtsmethode eingesetzt wird. Es wird doch immer wieder versucht, weitere Unterrichtsmethoden anzuwenden, aber oft wegen der vorherrschenden Lehr- und Lernkultur bedauerlicherweise zu scheitern bedroht. Infolgedessen werden die oben genannten bzw. geplanten Ziele oft nur zum Teil erreicht.

Schlussfolgerung

Es ist festzuhalten, dass die Landeskunde eine wichtige Stellung im Fremdsprachenunterricht hat, sodass der Fremdsprachenerwerb ohne Verbindung mit der Landeskunde nur schwer zu realisieren ist, da die Landeskunde den Lernenden ein anschauliches Bild der Fremden- bzw. Zielkultur vermittelt. Durch die Vermittlung der landeskundlichen Inhalte, die sich u.a auf Fakten, Überzeugungen, Werte, Moralvorstellungen, Denk- und Verhaltensweisen, Wahrnehmungen von Zugehörigen der Zielsprache beziehen, werden Fähigkeiten so entwickelt, dass die Lernenden mit Alltagssituationen in der Zielkultur zurechtkommen können.

Wie oben angedeutet wurde, sind die eingeplanten Lernziele in der Deutschabteilung wegen der vorherrschenden Lehr- und Lernkultur nicht immer realisierbar. Aus diesem Grund möchte ich hiermit vorschlagen, dass die bisher verwendeten Unterrichtskonzeptionen für die Landeskunde im Sprachunterricht bearbeitet bzw. modifiziert werden, indem projektbasiertes Fremdspracherwerb im Unterricht integriert und geübt wird. In einem projektbasierten Fremdsprachenunterricht werden die Lernenden sowohl körperlich als auch geistig aktiv, selbstständig, kreativ und produktiv. Hier übernehmen die Lernenden die Verantwortung, erleben einige Alltagssituationen selber, wodurch sie auch ihre eigenen Erfahrungen machen. Zum Beispiel, werden sie mit landeskundlichen Missverständnissen konfrontiert. Meiner Meinung nach führt die projektbasierte Unterrichtsform zur Beschleunigung des Lernprozesses.

Die Arbeitsschritte bzw. Projektvorbereitungen nehmen sehr viel Zeit in Anspruch. Zuerst müssen die Lernenden die Arbeitsform und Durchführungsweise eines Projekts zur Realisierung der Landeskunde im Deutschunterricht kennenlernen. Dann können Lehrkräfte mit den Lernenden konkrete Projekte auftragen, in Gruppen Themen auswählen, Ziel der Projekte bestimmen und formulieren, die Projekte planen, die ausgewählten Themen gliedern, die Arbeitsschritte und -weise festlegen, die Aufgaben auf Lernenden aufteilen. Die Projekte sollen entweder in Partner- oder Gruppenarbeit durchgeführt werden, die Kommunikationsprache soll in unserem Fall möglichst auf Deutsch sein. Auf diese Weise wird bei den Lernenden Kommunikations- und Konfliktfähigkeit entwickelt und der Lernprozess somit schneller und besser. Projektbasierte Arbeitsform kann man für alle Ansätze, nämlich für den kognitiven, kommunikativen, interkulturellen usw. zum Einsatz bringen.

Hier darf es nicht unerwähnt bleiben, dass es heutzutage zahlreiche Materialien (Bücher, Lehrwerke, Zeitschriften, Zeitungen, Filme, Hörtexte usw.) für die Vermittlung der landeskundlichen Inhalte gibt, und eine große Anzahl von Quellen sich auch in der Bibliothek in der Deutschabteilung befinden.

Hiermit habe ich hoffentlich einen Vorschlag für die Vermittlung der landeskundlichen Inhalte durch projektbasierten Fremdsprachenunterricht in der Deutschabteilung präsentieren können.

Die Abteilungen der Sprachfakultät an der Salahaddin Universität (Englisch, Französisch, Türkisch, Persisch und Arabisch) sollten neben der - oben genannten - vorhandenen und eingesetzten Unterrichtsdidaktik für der Vermittlung der Landeskundlichen Inhalte auch die in dieser Arbeit vorgeschlagene Unterrichtsform „Projektbasierte Fremdsprachenunterricht“ als Beispiel nehmen, damit sie ihre Lernziele realisieren bzw. erreichen können.

Selbstverständlich fehlen die Quellen in den Sprachabteilungen, da sie sich bislang mit dem Thema Landeskunde im Fremdsprachenunterricht nicht auseinandergesetzt haben, deswegen soll jede Abteilung eine Kommission für die wissenschaftliche Arbeit für die Recherche bilden. Jede Kommission soll landeskundliche Quellen bzw. Unterrichtsmaterialien für ihre Zielsprache suchen und dann sie den Lehrkräften und Lernenden zur Verfügung stellen. Meiner Meinung nach müssen die Lehrkräfte eine Fortbildung zur Vermittlung der landeskundlichen Inhalte im Fremdsprachenunterricht machen, bevor sie überhaupt die Landeskunde in den Sprachunterricht integrieren.

Literaturverzeichnis

- Altmeyer, Claus (2002): „Theorie und Praxis Kulturwissenschaftlicher Forschung“. In: Zeitschrift für Interkulturellen Fremdsprachenunterricht. 4/2002. 1-14
- Biechele, Markus/ Padrós, Alicia (1999): Didaktik der Landeskunde, Berlin, Langenscheid.
- Biechele, Markus/ Padrós, Alicia (2003): Didaktik der Landeskunde, Berlin, et al Langenscheid.
- Bischof, M., Kessling, V., Krechel, R.: Landeskunde und Literaturdidaktik, Goethe-Institut, München 1999
- Bouzeboudja, Gh.-M. (2016) : Zum Beitrag der deutschen Universitäten zur Förderung der Vermittlung landeskundliches Wissen bei den ausländischen bzw. arabischen Studierenden in Deutschland . Doktorarbeit, Universität Oran 2.
- Buttjes, D. (1991): Landeskunde-Didaktik und landeskundliches Curriculum
- Erdmenger, Manfred (1996):Landeskunde im Fremdsprachenunterricht. 1. Auflage. Ismaning: Max Hueber Verlag, S42-43.

- Erdmenger, Manfred. & Istel, Hans-Wolf. 1978. Didaktik der Landeskunde. München: Max Hueber Verlag (Hochschulreihe)
- Khomasuridze, Nato (2014): Interkulturelle Kompetenz und Fremdsprachenunterricht. Zur Analyse georgischer Deutsch als Fremdsprache (DaF)-Lehrwerke, Grin Verlag.
- Lüsebrink, Hans-Jürgen (2016): Interkulturelle Kommunikation: Interaktion, Fremdwahrnehmung, Kulturtransfer, Verlag: J.B. Metzler
- Maletzke, Gerhard (1996): Interkulturelle Kommunikation. Zur Interaktion zwischen Menschen verschiedener Kulturen. Opladen 1996.
- Meyer, Robert (2008): Landeskunde im DaF-Unterricht, Grin Verlag, S. 3
- Otero Moreno, Concepción (2004): Kultur- und Sprachenvergleich in der Translationsdidaktik- Schwerpunkt Sprachen, S. 33
- Pauldrach, A.: Eine unendliche Geschichte. Anmerkungen zur Situation der Landeskunde in den 90er Jahren In: Fremdsprache Deutsch, Heft 6, Goethe Institut, 1992
- Penning, D. (1995): Landeskunde als Thema des Deutschunterrichtsfächer-übergreifend und/oder fachspezifisch? In: InfoDaF, Heft 6.
- Picht, R. (1989): Kultur- und Landeswissenschaften. - In: Bausch/Christ/Hüllen/Krumm (Hrsg.): Handbuch Fremdsprachenunterricht - Tübingen: Francke Verlag. - S. 54 - 60.
- Richter, Peter Werner (2017): Deutsche immer Kartoffeln: Eine philosophische Reportage, Verlag: BoD - Books on Demand, Norderstedt S. 47.
- Saxer, R.: Kinder und Lander In: Primar, Zeitschrift für Deutsch als Fremdsprache im Primarschulbereich, Heft 9, Köln 1995
- Sölch, H. (1995): Landeskunde mit der Zeitung, Gesamthochschule Kassel S. 1.
- Solmecke, Gert (1982): Landeskunde in Fremdsprachenkursen. Bonn: Pädagogische Arbeitsstelle des DVV.
- Stanjek, Karl (Hrsg.) (2009), Altenpflege Konkret Sozialwissenschaften, 4. Auflage, Verlag Urban & Fischer, München.
- Thomas, A. (1993): Psychologie interkulturellen Lernens und Handelns, Hogrefe Verlag, Göttingen.
- Visser, Marijke [u.a.] (2002): Kultursensitiv pflegen: Wege zu einer interkulturellen Pflegepraxis
- Walter, Gertrud (1981): Englisch, Kompendium Didaktik. München: Ehrenwirth.
- Weimann, Günter / Hosch, Wolfram (1991): „Geschichte im landeskundlichen Deutschunterricht.“ In: Zielsprache Deutsch 3, S. 134 - 142.
- Zapp, F.J. (1973): „Funktionen und Gewicht und landeskundlich-didaktischer Studien. Landeskunde versus Kulturkunde.“ In: Schröder, K. + Walter, G. (Hgg.): Fremdsprachendidaktisches Studium in der Universität. München.
- Zeuner, Ulrich (2009): Landeskunde und interkulturelles Lernen. Eine Einführung. Dresden: TU Dresden, Lehrbereich Deutsch als Fremdsprache
- Elektronische Medien
- Tomkove, Ivona (2007): Landeskunde und ihre Stellung in Lehrwerken für Deutsch, PDF, https://is.muni.cz/th/183850/pedf_m/Diplomova_prace.pdf, S. 5.
- Kreß, Beatrix (26.06.2013): "Sprache und Kultur gehören eng zusammen", <https://www.fluter.de/sprache-und-kultur-gehoren-eng-zusammen>

Teacher Quality Improvement Policy Issue in Kurdistan Region-Iraq

Serwan Abdullah Ismail

doi: 10.23918/vesal2019.a19

Abstract

A key factor in good education is having good teachers. This is not the case everywhere in Kurdistan Region- Iraq which has many public and private schools. In fact, teacher quality improvement (TQI) has become a hot topic of discussion for policymakers and implementers. This paper focuses on TQI policy issue in Kurdistan Region- Iraq. It investigates the issue, identifying main problems and challenges to provide recommendations for solving the issue. Data was gathered from 25 policymakers and implementers. The data was then analyzed through N-Vivo software. Through a grounded-theory approach, the main issues facing TQI policy in KRI were identified in terms of ten concepts each of which covering a particular category of obstacles in the way of TQI in KRI. The concepts, or challenges, point to poor quality teachers, lack of funds and experts for education, shortage of teacher training opportunities, poor communication between the Ministries, and a weak curriculum.

Key Words: Teacher Improvement, Policy Issue, Policy Implementation, Grounded Theory, Issues and Challenges

1.Introduction

This study explores the main challenges facing Teacher Quality Improvement in Kurdistan Region- Iraq. K-12 schools in Kurdistan suffer from shortage of quality teachers; therefore, the current researcher wanted to find out the main challenges that have caused this problem. The researcher also aimed at investigating ways to solve this problem; therefore, the researcher focused on a grounded-theory approach to this issue by interviewing participants who have first-hand view of the problem. The scope of this study is focusing on teachers who work for the Ministry of Education; namely, primary, basic, and secondary school education. This paper consists of seven sections. Section one introduces the topic and problem statement. Section two provides a background to the study. Section three is a literature review of the topic. Section four is methodology overview. Section five details the findings. Section six is a conclusion of the main findings followed by recommendations in the final section which is section seven.

Education is the critical means for human development, and consequently for social, economic, political, cultural, and moral development of a society and nation. It is also the important passage for modernization, emancipation, and civility of a society. Adams (2002) argues that education in a broad sense improves the capabilities of individuals and the capacity of institutions, and becomes a catalyst for the closely interrelated economic, social, cultural, and demographic changes that become defined as national development. From his analysis, Adams asserts that evidence is substantial that schooling and other forms of education can, in a supporting environment, make major contributions to the complex processes of technology transfer, economic productivity, individual earnings, reduction of poverty, development of healthy families, creation and sharing of values, learning the responsibilities of citizenship, and enhancement of the quality of life. Due to this, education is universally upheld as one of the basic human rights (www.unesco.org, March 2017) because education is instrumental in the eradication of illiteracy and poverty and the democratization of society. In this regard, governments around the world have dedicated a substantial amount of their budget to ensure quality education for children and youth, and there are several world agencies, such as UNESCO and UNICEF, that monitor the situation of education globally.

2. Research Background

This research was conducted in Kurdistan Region – Iraq (KRI). Kurdistan, an autonomous region or sub-country in northern Iraq, has an unshaken belief on the beneficial outcomes of development theory, putting a great trust on education and training for rebuilding itself economically and socially.

In education since 2003, the Kurdistan region has made remarkable progress in all aspects of its education system, comparing favorably with neighboring countries. The total number of primary and secondary students in Kurdistan increased from 843,000 in 2003 to 1.70 million in 2012 (a 98 % overall increase). Most notably, since 2009, the net enrolment has improved for basic and secondary education from 91.6% and 20.3% respectively in the academic year 2003–2004 to 95.9% and 88.9% respectively, in the academic year 2010–2011. Nevertheless, about 18.4% of the population was illiterate in 2009. Additionally, a total of 1,327 new schools had been built during the duration of 2005–2012, an average growth of 5% per year. However, indicators of students per class as well as schools working multiple shifts demonstrate the need for further improvements, especially in both quality and quantity of facilities and the education provided. In fact, many public schools had no choice but to run additional shifts (two to three shifts) or share buildings with other schools. Consequently, to accommodate multiple shifts, public schools were forced to reduce instructional period from five hours to four hours per session, thus impairing the quality of education. Nevertheless, after passing high school, students can pursue their higher education in 13 public universities and 11 private universities available in Kurdistan, which has a total enrolment of 115,000 university students, most of whom go to the tuition-free public universities (Ministry of Planning of Kurdistan Regional Government, 2012).

This study investigates teacher quality improvement (TQI) policy issue in Kurdistan region. This issue is essential for a good education because teachers not only deliver knowledge but also raise the children who are the future generation. This issue encompasses both teachers and the government. It is a two-way responsibility. On the one hand, teachers must be knowledgeable and professional. On the other hand, they need to be provided for and supported by the government.

Educators have frequently surmised or hypothesized that the quality of education can never exceed the quality of teachers (MOE Malaysia, 2012). This implies that the quality of teachers is the most critical factor in determining and elevating the standard of education in a country; hence, to improve the standard of education is to improve the quality of teachers first. The main reason is that teachers are instrumental in the delivery process or instructional process of students' development holistically, encompassing the cognitive, affective, spiritual, and psychomotor aspects. They spent most of their times with students directly or indirectly, and thus they determine the scope and level of knowledge and competencies to be induced into students.

3. LITERATURE REVIEW

3.1 The Policy Making Process

Hussin (2002) defines policy as a decision on governance made by either government agencies or private organizations for certain purposes such as pursuing development of society, addressing certain critical issues, maintaining the progress and sustainability of organizations, enhancing the welfare of people, regulating the discipline of people, or allocating resources and benefits to the people. Hallsworth, Parker, and Rutters (2011) assert that politics and policies in the United Kingdom and its former colonies are synonymous and integral to each other in public governance because political parties and many interest groups in society constantly interact with each other and affects public perceptions, values, and choices concerning what to be done to make things better. Good policies emerge from a combination of political maneuvering (mobilizing support and managing opposition, presenting a vision, setting strategic objectives) and technocratic enforcement (evidence of what works, robust policy design, and realistic implementation plans).

3.2 Policy Implementation Process

Policies "have their own life cycle" (Hussin, 2007, p. 19), generally consisting of three major phases: formulation, implementation, and evaluation. Formulation of public policies varies from government to government, some adopting the democratic participation of interest groups, while some others adopt the elite top-down approach in which top-level leaders or executives. In governments, the bureaucratic agencies of various types and levels are largely responsible for implementing policies formulated, and thus in this case, total comprehension of policy intent and content is critical for implementation. Policy implementation, according to O'Toole (2000), is "what develops between the establishment of an apparent intention on the part of government to do something, or stop doing something, and the ultimate impact in the world of action" (p. 266).

3.3 Vision 2020 of Kurdistan Regional Government (KRG)

After decades of political struggles since the 1920's, Kurdistan gained its autonomy as a self-ruling regional government in 1992 and was recognized as a formal political entity under the authority of the Iraqi Constitution of 2005. From then onwards, Kurdistan launched many development projects to improve its socio-economic infrastructure, funded by revenues derived largely from the oil and gas industry. The development plan report of the Ministry of Planning, Kurdistan Regional Government (2013) states:

The overall development vision of the Kurdistan Regional Government is a Kurdistan Region-Iraq where all the people enjoy the benefits of freedom, health, welfare, and economic security and opportunity (p. xii).

Literature on teacher professionalism and quality is abundant, especially by world organizations such as the UNESCO and OECD. The common trend today in many countries is the adoption of merit-based or performance-based policy as the way to improve teacher professionalism and quality. The assumption is that teachers as certified or licensed professionals must maintain their high merit in job and constantly upgrade their knowledge, skills, and job commitment. This is the professional ethic (Alyahmadi, 2011; Al-Abri, 2015).

Alyahmadi in his study states that the professional performance of teachers in schools has always been thought as to be a critical factor in the making of quality schools or excellent schools and in promoting students' academic achievement. A systematic teacher evaluation seems to be instrumental in enhancing teacher professionalism. Alyahmadi found that teacher evaluation in the Sultanate of Oman emphasized the developmental purpose of teacher evaluation. This emphasis increased the potential of evaluation to advance teaching and learning by promoting the professional development of the teacher. Moreover, decision making surrounding teacher career was much considered in teacher evaluation policy in the Sultanate. The study also revealed that: (i) the policy implementers were satisfied with the abundant resources; (ii) no pervasive social effect was observed as the results of the teacher evaluation policy; (iii) the Omani teacher evaluation system was characterized by authoritative and highly centralized administration; and (iv) the impact of teacher evaluation policy on teacher performance was minimal.

Teacher quality is related to teacher competency and satisfaction in service. Esmali Bari (2017) conducted a research on this issue in East Malaysia and he found that in general teacher competency is high among teachers in primary and secondary schools whether in urban or rural areas. The ten competency areas that all teachers must have were professional attribute, pedagogy, school administration, management of teaching and learning resources, classroom management, instruction plan and design, continuing self-improvement, usage of instructional technology, and awareness of educational and school goals. It was suggested that these competency areas should be included in the pre-service teacher training curriculum so that all teachers who graduated from all training centers possess a standard quality.

4. Methodology

The research was conducted using classic grounded theory (CGT). A significant characteristic of CGT is for the researcher to suspend preconceived notions about the topic and allow a theory to emerge from the data collected. Glaser (1998) stated that grounded theory is "the systematic generation of theory from data" (p. 12). Data can be collected from any source such as brief conversations, lengthy interviews, magazines, books, articles, documents, newspapers, videos, artwork, music, photographs, surveys, and personal observations (Birks & Mills, 2011; Glaser, 1998).

In the spirit of limiting preconceived notions, a preliminary literature review was not conducted. Thus, the subsequent literature review chapter is on the classic grounded theory. However, once a theory emerged, other pertinent literature was integrated into the theory. My decision to choose CGT was based on the premise of the theory emerging from the data. Unlike many generic qualitative research methods, CGT does not set out to verify a theory, but rather to develop a theory from collected data (Glaser & Strauss, 1967). CGT discovers a theory about patterns of behavior that resolve an area of primary concern for the participants in the substantive area (Glaser, 1998). This seemed like a logical approach to research in order to understand what behaviors impact successful aging.

4.1 Research Questions

This study attempts to answer the following research questions:

1. What are the rationales and aims used by the policy making officers in the Ministry of Education in designing the TQI policy issue?
2. What are the underlying problems and solution strategies for TQI policy issue?
3. What are the organization structure, mechanism, strategies, and resources needed for implementing TQI policy issue appropriately?
4. What are the kinds of competencies and dispositions of both the implementers and target groups involved TQI policy issue?
5. What are the constraints and challenges in implementing TQI policy issue?
6. What do the participants recommend for improving TQI policy issue in KRG?

4.2 Participants Selection

All the participants selected for this research were directly involved in either policymaking or policy implementation. Because the policy had two phases, both the policymakers and policy implementers had to be chosen and interviewed. The number of participants was 25. Several criteria were used for selection of the participants. The first criterion was degree of involvement by the participants in the two phases of TQI policy issue. The second criterion was position of the participants, whether a policymaker or a policy implementer, whether a top official such as a minister or a school director. The criterion for selection of education officers, teachers, and administrators is seniority of work experience. The purpose of selecting participants that are more experienced is to get more reliable and authentic information. In addition, they were also the “well-informed” (Yin, 2009, p. 108) participants as compared to junior ones.

4.3 Teacher Issue Policymakers and Implementers

Twenty-five policymakers and implementers were interviewed for teacher policy issue. Below is description of each interviewee:

Policymaker #1 He is one of the most senior and experienced General Managers at the MOE, and he started his education journey from the teacher position and director of school and went up all the way to the General Manager in many areas of education, eventually he became the Minister's Advisor. He is well aware of all policies and educational movements and activities in all stages. He is also very helpful to the unskilled ministers as well to the ministry's staff as well with the people who are seeking to do research on education to improve the education system in Kurdistan.

Policymaker #2 He is a dedicated scholar as well a senior teacher in Kurdistan. He left Kurdistan during 1990 and went to the UK. Through his education journey was able to get his PhD in Ethnomusicology and Sociology. He is involved with policy making at the higher education ministry level. He became professor the several universities Kurdistan such as Soran University, Sulaymani University, Salahaddin University, as well in some UK's universities. Eventually he became vice President of a large university, and member of the board at the Ministry of Higher Education.

Policymaker #3 He is one of the top people in charge of educational policy making and implementation in Kurdistan Region, and has political background but no teaching background. However, at the moment he is like other previous MOEs that manage the entire education in Kurdistan without having expertise in the field. He is young and trying his best to be successful, but the education need experts and professionals in order to be able to make change and to create a healthy educational environment and to bring up and to raise healthy society.

MOE Policy Implementer #4 She is one of the most senior Educators in the Ministry of Education in Iraq, and she is the Education Advisor for the ministry as well General Manager of Education. She holds many educational degrees and certificates, and participated in many seminars conferences, as well she is representing the Ministry of Education locally and internationally. She is also member of board of Policy Making at the Iraqi MOE.

MOE Policy Implementer #5 He is a General Manager at the Iraqi MOE, and part of the policy making members. He also has long educational background starting with teaching skills to directors and all the way to General Manager at MOE.

MOE Policy Implementer #6 He used to be the General Manager of Education at Salahaddin Province, and he has been serving for more than 40 years at the education field. He was retired at the end of 2017. He was supervising the entire schools and directorates in the Salahaddin City. As well he was board of Policy Making.

District Officer #7 He started his educational journey with teaching and school director, then division director at the MOE in Kurdistan Regional Government. He was hired as District School Director in Rwanzz City-Erbil Kurdistan.

District Officer #8 He worked as a teacher for about 10 years, then he became Chief of School Supervisors at Rwanzz district schools. He is in charge of the city center of Rwanzz and all schools of more than 50 villages.

District Officer #9 He is "Chief of a Tribe" with no background in Education. However, he became Chairman of Education Committee at Salahaddin Province which is related to the Iraqi MOE. Interviewing officials like him was necessary to understand and present their views on education.

School head #10 He graduated from Baghdad University in 1968-69. He was teacher for 10 years, and assistant director as well director for Sulaymani district schools and then in 2007 he became school supervisor. In 1999, he became education advisor then he found new education system for Kurdistan which is the private sector. His school cooperates with Chouaifat International School system. He is also CEO of Fobel and own all Chouaifat Schools in Hawler-KRG with agreement with Lebanese SABISS International School System. He with his partners were able to bring in new experiment to Kurdistan education system as well gave international educational opportunities for high talented kids of Kurdistan.

School head #11 He is a School Director at one of the villages at Rwanzz District School, he is working hard to apply whatever he has of knowledge and ability to serve the students. He had some training and participation with some International NGOs and learned many skills and gained some new skills of managing the school as well to bring in community to cooperate with school system.

School head #12 He was born on 1956 in Arbil, Tazil, Kurdistan. In 1981, he became teacher and continuing till today in education process. First, he was hired as a teacher in Shaqlawa at the suburbs for 6 years, then he went to Xabat for couple years. After that he exchanged his position with another teacher and came back to the center of Hawler. After serving as a teacher for about 20 years, he became a school director for 15 years.

Senior School teacher #13 He is a senior school teacher of district school in Erbil and also director of the Photography Union in Erbil. Through his long education services and teaching career, he is trying to apply whatever he knows in order to educate our new generations in proper way.

Senior School teacher #14 He is one of the mid age teacher at the Makok School in Erbil City. He had strong passion of teaching and educating generations in proper way, but due to several reasons he wasn't so positive about the outcome of their education system.

Senior School teacher #15 She is Highly educated and well known in Kurdistan and Iraq, she graduated from the UK institutions as well she was the first founder of Private School System in Kurdistan. She established Cambridge Private Schools in Erbil, Duhok, and Sulaymani. She is also having her own educational organization as well cooperating with the UK Embassy, UNISCO and Iraqi MOE and the MOE of KRG.

Senior School teacher #16 She is graduated from the Institutes of fine Arts in Sulaymani, in Kurdistan Region, as well she became teacher in London-UK. She is Bank Director now in Kurdistan. Through her educational background in the UK, she was well aware of the Education System in Kurdistan as well expressed her feeling and awareness for the sake of change and improvement.

Senior School teacher #17 He is a senior school teacher In Erbil Province. He had good education background as well some training with International Educational Organizations through his education services and background. According to his statement he got most of his training from Baghdad the capital city of Iraq, that means during the regime every thing was centralized.

School Head #18 He is a school director in Baghdad for about 20 years, then he became General Manager of Education in Baghdad under the supervision of Ministry of Education in Iraq. He is also member of the policy making board at the MOE.

School Head #19 through her education journey, she worked as school head for 25 years as well member of City Council in Baghdad. She had good education background and holding bachelor degree in Education from Baghdad University. She is supervising the education committee at the City of Baghdad-Iraq.

School Head #20 he started his education journey with teaching for about 15 years, and then he became school leader.

Senior School Teacher #21 After his graduation from teaching institution, he started with teaching Job in Xanaqin City. Due to instability, he had to move to Erbil-KRG. Then he was appointed as Mayor of Soran City in Erbil-Kurdistan. Then he transferred his residency to Sweden, and got teaching job more than 15 years. Through his long experience in education and management as well his strong knowledge of education, we found that he will be one of the important selection for interview and to learn from his views and experiences.

Senior School Teacher #22 She is one of the most accomplished educator in Iraq's history, now she is special education advisor of the Ministry of Education in Baghdad-Iraq. She is well educated and has more than 40 years' experience in education. She is also member of the policy making board at the MOE-Baghdad-Iraq, and she was Ministry's representatives for many conferences abroad and locally.

Senior School Teacher #23 he is from the City of Samarra, he first started his education journey as teacher in Baghdad School District. He continues teaching and working hard to educate our generations properly for the sake of raising the new generations in a healthy way.

Senior School Teacher #24 she used to work at the MOE in Baghdad, she holds bachelor's in biology, and she was working as a teacher at private schools in Baghdad. Right now, she is working as educational expert at the Ministry of Education in Baghdad-Iraq and head of Educational Relations between the MOE and all other local and international Educational Organizations.

Senior School Teacher #25 Psychology expert, Director of Fine Arts Institutions at the Managerial Sector, he had worked at the educational field for 29 years. In 1991 for the first time he was hired at the Qaramukian village at the suburbs of Hawler as elementary school teacher. In 1995 I went back to the University to getting bachelor's in psychology. Now, he is working General Director of all Fine Arts Institutions in in Kurdistan Regional Government.

4.4 Data Collection Procedure

In this study, relatively a large amount of time and multiple methods for data collection were used to get a clearer and in-depth understanding of leadership behaviors, best practices and capitals in selected transformed schools. The researcher used in-depth semi-structure interviews. The interviews were considered as the main source of data collection.

4.5 Interviews

Interviews can help researchers to get in-depth information from participants through interviewing. Merriam (2009) categorized interview 'by structure' as structured (standardized), semi-structured and unstructured interviews (informal). The most used type of interview in qualitative research is a semi-structured interview (Merriam, 2009; Packer, 2011). The purpose of the semi-structured interview is rapport development and to encourage the participant to speak (Packer, 2011). It includes a mixture of more or less structured questions with a flexibility in wording or order of questions (Merriam, 2009). It allows the researcher to probe or respond to the situation at hand (Merriam, 2009).

Consequently, for this study, semi-structured interviews were used to get an in-depth insight and understanding of policy making and implementation in the KRG. Interview protocols were developed and checked for their suitability by senior officers in the administration system. However, flexibility in questions remained throughout the interviewing process. Probing questions were used where required. Not only this but also interviews with the consent of the participants were recorded in order to avoid misunderstanding and misinterpretation of the response of participants. For this purpose, two quality tape recorders were used to minimize obstacle during the interview, and the researcher took notes during interview sessions. Then the recorded interviews were transcribed for analysis. The site and time of the interviews were decided on the basis of willingness and convenience of participants.

4.6 Data Analysis

Data collection and analysis are a simultaneous process in qualitative research that starts from the first day of data collection (Merriam, 2009; Miles & Huberman, 1994). Data collected through interviews consolidated, reduced and interpreted to make sense of them (Merriam, 2009). Since this research was done using grounded theory, the following

initial steps were taken during data collection and analysis:

1. Theoretical Coding: Theoretical codes conceptualize the relationship between substantive codes through the use of coding families by Glaser (1998).
2. Sorting and Theoretical Outline: Fundamental to creating a theoretical framework is sorting memos. The memos are sorted based on emerging theory and by the relationship between the concepts. The theoretical outline with the memos sorted into the outline was the first draft of the final write up. The next stage was to refine the write-up into a final product.
3. Writing: The goal was to discover an emergent theory to better understand how individuals manage issues and challenges of policymaking and implementation, and effectively communicate the theory in a final write-up.

FINDINGS

5.1 Summary of the Coding Process

The researcher began with open coding, because of the exploratory nature of the study, every bit of data that seemed to be useful was selected (Merriam, 2009). The texts the selected codes were labelled keeping in mind the research questions and conceptual framework of the study. Then, the researcher proceeded to axial coding and reanalyzed all codes and aggregate similar codes together to form potential categories. The repetitive words used in codes were examined to form categories as well codes giving same meaning were collated together. The codes emerged from data through open coding constant comparison was used to find similarities and differences. The similar codes were combined to form concepts.

5.2 Concepts

Strauss and Corbin (1990) outline procedures and canons of grounded theory. There they state “concepts are the basic units of analysis. A theorist works with conceptualizations of data, not the actual data per se” (p. 7). Teacher improvement quality is relatively behind compared to the situation of teachers internationally and regionally. This is a big issue because teachers raise future generations and without satisfied and quality teachers there will be a gap in knowledge of the students. The main problem facing teachers in Kurdistan is lack of updated knowledge and teacher life. Government should provide a good life for teachers and engage them in continuous knowledge improvement. This can be done by enrolling them in steady trainings and workshops. Under TQI Policy issue, following are the ten concepts presented and discussed.

5.2.1 Quality Teachers

This concept was a predominant concept in the Teacher Quality policy issue. All the teacher policymakers emphasized the importance of having good and quality teachers who have enough competency and updated knowledge to teach students in the best manner possible. The three policymakers first spoke about goals of any education policy which should be removing obstacles to positive education. Quality teachers are the ones able to do provide positive education to students. The policymakers spoke of a formula in which good teachers produce good students who build a good society because good teachers teach students human principles which are loving all human beings, living in peace, and being loyal to their homeland which is Kurdistan. Having quality teachers is not an easy task by the government and MOE. Not all schools have the same good quality teachers who usually work at highly reputable schools or private schools. Policymakers and implementers discussed the ways which can help improve quality teachers. They stated that the first step towards producing quality teachers and improving the performance of the existing teachers is by providing training and more training because in-service teachers can only improve through training. Training workshops by experts, foreign or local, are needed for improving teacher quality. The aim of every training course should be updating teachers’ knowledge, especially that of those teachers who have been in service for years. Another objective of teacher training courses should be improving teaching methods and approaches of teachers by applying the latest theoretical developments into practice.

The policymakers and implementers then discussed other way to improve teacher quality. One way is encouraging colleges and universities to better prepare teachers before graduation. This can solve the issue of poor teacher quality of the new graduates who can bring their new knowledge to schools and help other in-service teacher improve and vice-versa. Colleges and universities should focus more on practical methods of teaching such as hands-on methods, class activities, and extracurricular activities. They should also focus on psychology of teaching and learning to better prepare teachers for classrooms, dealing with student behavior and parental support because teacher and student behavior is an important aspect of successful education.

Another way to improve teacher quality strongly recommended by the policymakers and implementers was motivating teachers by providing incentives and rewards for good performance. Highly motivated teachers can perform highly, stated the policy implementers. Unfortunately, the current financial situation in KRI is not supportive in motivating teachers since the basic compensation for teachers which is salary is not given on time. This is a big issue for teachers and should be solved immediately.

5.2.2 Duty

The second common concept that emerged after the steps of data analysis was government duty and educational institutes duty. The policymakers repeated, during the interviews, that it the duty of the government to produce quality teachers. Government has to ensure that colleges are equipped with quality teachers to produce competent and knowledgeable teachers. It is the duty of the colleges not to only bring up good teachers but also graduate good leaders. To achieve this important goal, the government must have an organized system, up-to-date curriculum, good college teachers for educating students who then graduate to become teachers. A good organization structure for education-related departments of the government is necessary for successful education. Policy making and implementation should be organized bottom-up to give voice to lower-level government employees who are more aware of the education issues surrounding them. Another duty of the government and colleges is revisiting the curriculum to provide up-to-date knowledge and expertise to students. Moreover, government has a duty to be more selective in recruiting teachers by assessing their knowledge before recruiting them. Government and MOE should also continuously evaluate teachers for their performance and student achievement. In addition to the above duties of the government, colleges have a duty in recruiting teachers who really deserve a college teaching position because they bring up future K-12 teachers and other future college teachers.

5.2.3 Teacher Life

Good teachers are not born but rather produced at colleges and universities through good education. After the policymakers discussed the importance of having quality teachers for positive impact, and after talking about how to produce good teachers, they reiterated on economic factors that hinder good teaching. Among these factors, the factor that stood out the most was the issue of poor teacher life. Teachers in Kurdistan have poor salaries and poor living conditions. They stated that if teachers do not have good living conditions, they cannot focus on their jobs because they will be thinking about providing for their families. Having mentioned the duty of the government to produce good teachers, the policymakers stated that another duty of the government is to provide for teachers by giving them their salaries on time. All teachers need to be supported. The good teachers should be rewarded for their efforts. Providing for teachers is essential for successful education. Many teachers have gone on leave of absence from public schools and colleges which have reflected on those institutes in a negative way. Some teachers have moved to private schools and colleges because of low salary at public institutes.

5.2.4 School Capacity

Good teachers produce good students and a good society. It is government duty to enhance teacher education and provide a good life for teachers. Good teaching facilities are another reason for successful education. Without good buildings and learning equipment, teachers cannot deliver education in the manner in which it ought to be. This issue encompasses number of schools and quality of school buildings. Shortage of school buildings has been a long issue that has not been solved yet. In some areas in Kurdistan, there is only one school building with more three shifts. Students in these areas do not learn enough because they go to school for one third of the day. More schools need to be built to accommodate the increasing large number of students every year. When opening new schools, government should consider opening them equally in all geographical areas. Suburban towns and villages need more schools. School buildings need equipment as well. Instruments and tools such as computers, smart boards, iPads, books, etc., are all necessary for improving school capacity in KRI. In school buildings, the structure of classrooms needs to be redesigned in a way so as to help modern teaching methods.

5.2.5 Teacher Training

Producing good teachers and providing for them are important, however; keeping teachers in touch with the latest teaching standards and developments is not less important. In fact, continuous professional development for education staff and teachers is what keeps education effective. Teacher professional development is done through continuous teacher training workshops and seminars. It is duty of the government, the Ministry of Education, the Ministry of Higher Education to open teacher training centers and teacher programs. The need and importance of teacher training stems from the fact that there is always change in aspects of education. These aspects include teaching methods, approaches, new developments in science and management. Therefore, teachers must be equipped with the latest knowledge in their respective fields. The main solution for the poor education status in KRI as emphasized by the policy-makers and implementers was training, training and training. The interview participants reiterated this point more than often during their responses to most of the issues. In many places during the interviews, the questions asked by the researcher was about other policy issues but the response by the interviewees came to be about training. While it is calling for more training is something easy to ask, however, training should be strongly considered and implemented by MoE and MHE. It is a solution at the moment to solve many issues related to teacher quality. Solving other issues requires planning and time. Therefore, as a solution, training must be provided and mandated in all educational institutes. Teachers must respond to requests to participate in training courses at their institutes or in any other place, inside KRI or abroad. Making participation in training courses is necessary because as the policy makers and implementers stated education is taken for granted based on college degrees without improving on the existing knowledge by graduates. In other words, just being a graduate from a university guarantees qualifications to work as a teacher in schools, colleges, and universities. There should be criteria on how teachers are assessed before being given a position in schools or universities. They also need to be monitored and evaluated periodically by experts.

An issue inseparable to this concept is resistance to change by older teachers. Teachers who are graduates from 20 years ago, and have not updated their knowledge often resist new change. They teach information from their old textbooks and adhere to old standards. This issue must be addressed by the government by retiring those older teachers who resist change. This measure should be stretched to policymakers, implementers and officials who have been in charge of education in KRG for a long time and refuse to adapt to new standards.

5.2.6 Teachers' Disposition and Attitudes

While the policymakers and implementers criticized policymaking and implementation, at the same time, they reiterated their high commitment for serving because they viewed doing their job as a sacred mission. They stated that they did their job because it was their duty. They also stated that they have a high passion for their job. While blaming the two Ministries for poor organizational structure and management, they stated they use their knowledge and experience to serve the nation. This attitude and passion by the people in charge of policymaking and implementation is highly appreciated, however, there needs to be, as they stated, a good organization structure system to oversee the implementation. Although it is not to doubt what the interviewees stated but it is not uncommon to see teachers, managers, policymakers, and implementers not being good at their jobs. This was stated by the interviewees more than once. That is why they called for training all employees to better their knowledge and expertise. The issue is not to doubt their commitment but their qualifications at their positions because commitment without knowledge is not enough.

5.2.7 Impact of War

An external factor that has been a challenge in the way of policy implementation, according to the officials in both ministries, is the impact of war. It is a fact KRG was involved in the war on terror in the past four years. It started when ISIS attacked Kurdistan Region in 2014. It led to displacement of people in the middle and some northern areas of Iraq. The displaced people fled to Kurdistan Region and became an extra burden on the government which had to defend its borders. More than a million people were displaced to KRI. The KRG had to and still has to look after these people in terms of food, health services, education and accommodation. Most of the government spending went to the defense sector. People appreciated and enthusiastically participated in defending Kurdistan Region. The war on ISIS was declared ended with the return of Mosul to Iraqi government several months ago. While the war did in fact have a negative impact on the government performance, it is important that KRG have a good strategy to shift focus to the education sector by serving the people of the region because they were the first victims of the war.

5.2.8 Communication

Communication is one of the most important factors for the success of any objective. The concept of communication was common to most of the interview responses. The policymakers and implementers complained about lack or poor communication between the ministries, between top and lower officials, and the related agencies. For example, policymakers design and write policies but the implementers are not well informed about the new policies. The implementers often depend on their poor personal expertise to run duties. There is lack of communication between the Ministry of Higher Education and the Ministry of Education. The former works independently or remotely of the latter. The two ministries are not updated about the needs of the society. Another responsible side to the issue is the lawmakers who are often not well informed of how the ministries perform. There is a lot of confusion about organization structure of the two concerned ministries in terms of communication. One reason for this bad communication is the implementation structure which is all top-down in public sector. Individuals at top positions make decisions and sign them without planning a good implementation procedure for the individuals who are responsible with the implementation. Instructions are not clear for implementation.

5.2.9 Lack of Experts and Funds

Another constraint the some of the policy implementers often pointed to was lack of experts. While they often referred to lack of funds as an obstacle, the policy implementers emphasized the seriousness of the issue of lack of experts. They said sometimes there are funds but there is lack of experts to implement the policies successfully. These two constraints are hindering the educational development in Kurdistan Region. For example, there are so called experts who still do not have enough computer skills which basic skills are and required in the 21st century. They stick to old syllabi, books and methods of instruction. For example, an instruction session for them is talking for short period of time then having the students do the talking for the rest of the session. They do not make use of technological advancements such as PowerPoint presentations, emails for communication, and other useful tools.

Lack of funds depends on economy which is not in a good state these days but can and should be taken into consideration once the economy and financial stability allow it. However, lack of experts is a serious but neglected problem. In Kurdistan region, the idea of having enough experts is taken for granted because top people in charge consider years of experience as a criterion for becoming experts. They do not pay attention to improving graduate programs to produce professionals. Rather, they just continue running day to day errands without any long-term planning. It is time educators and people in high positions at least developed training centers and workshops to prepare professionals for policymaking and implementation. Another solution for shortage of experts is bringing experts from other advanced countries to train KRG employees, teachers, policy makers, policy implementers, managers, general managers, and even the ministers.

5.2.10 Curriculum

Besides focusing on training in their responses, the second most important issue the policy makers and implementers emphasized was curriculum. Training was the stakeholders' short-term solution for teachers' poor and outdated knowledge, curriculum was the long-term solution for solving the issue of teacher quality improvement. The interviewees stated that there are many shortcomings with the curriculum in all departments and across all fields of study. They stated MOE and MHE cannot have knowledgeable graduates when they follow curricula and syllabi that date back to three decades and sometimes more than that. For example, a department such as law school has books that are outdated. The teachers do not have other resources other than those old books and materials. Another issue with the curriculum is its focus on theory rather than practical implications of those theories. These are the reasons why the interviewees repeatedly called for redesigning the curriculum to make modern and in line with curriculum in advanced countries where it is updated yearly. For example, a book printed in 1967 has many more editions, however, in Kurdistan, teachers may only have access to the first edition. Redesigning the curriculum requires a lot of effort and expertise, especially foreign expertise who have more awareness of the latest developments in science and arts. Therefore, it is necessary for the government to seriously consider forming a task force for redesigning the curriculum with the help and supervision of experts. Along with redesigning the curriculum, access to new educational resources, especially books, is very necessary. Even if the government has difficulty obtaining books in print, it can coordinate with foreign universities to give electronic access to their libraries so that teachers and students can benefit from them.

6. Conclusion

This study explored the issue of Teacher Quality Improvement (TQI) in Kurdistan Region- Iraq. The study aimed at pointing to the main challenges that hinder TQI in Kurdistan region. The study employed a grounded-theory approach to tackle the issue. Grounded-theory approach is arriving at findings through analysis of data from participants. Therefore, it is research that is grounded in data. After data was gathered via interviews with 25 policymakers and policy implementers, the data was analyzed via N-Vivo software. The data was classified into codes. The codes were analyzed, and ten concepts emerged. The concepts are the main points that summarize the challenges. The main findings strongly suggest immediate attention to the challenges. One of the most important formula that researcher found through the interviews was, "good teachers produce good students who build a good society."

7. Recommendations

In response to questions, policymakers and implementers mentioned important recommendations for improving teacher quality in KRI. Among the important points were the following:

1. Teachers need training to cope with up-to-date changes in science and fields of study. Many policymakers and implementers complained that most teachers depend on their prior knowledge which they obtained from college years.
2. Curriculum is an essential step for improving teacher quality. Both teachers and students benefit from curriculum, therefore, a good curriculum is necessary for both sides to have up to date knowledge.
3. More focus should be placed on hands-on and practical teaching methods. Theories are important but not as practical as hands on teaching. An important teaching approach which encompasses hand-on strategies is experiential learning and teaching.
4. Teachers need to be supported both financially and psychologically to ensure they devote all their focus and time to their practices.
5. Teachers and school leaders should be given more power and authority to make decisions that serve the interests of their schools and students.
6. Teachers should be motivated by the government through incentives and rewards.
7. Teachers should be evaluated periodically to ensure they have been keeping up with the latest developments in science and school behavior.

References

- Adams, D. (2002). Education and National Development: Priorities, Policies, and Planning. *Advantage. Academy of Management Review* 23 (2): 242-66.
- Corbin, J., & Strauss, A. (1990). Grounded theory research: Procedures, canons and evaluative criteria. *Zeitschrift Fur Soziologie*, 19(6), 418-427.
- Hussin, Sufean (2002). Dasar pembangunan pendidikan Malaysia: Teori dan analisis. [Educational development policies in Malaysia: Theory and analysis] Kuala Lumpur: Dewan Bahasa & Pustaka.
- Hussin, Sufean (2014). Dasar sistem pendidikan: perspektif teori dan pencapaian, 1956-2014. In Abdul Rahman Idris, Hussein Haji Ahmad, Sufean Hussin, Simin Ghavifekr, and Mohammed Sani Ibrahim (2014). Analisis Strategik Dasar Pendidikan [Strategic Analysis of Education Policies]. Kuala Lumpur: Penerbit University Malaya.
- Hallsworth, M., Parker, S., and Rutter, J. (2011). Policy making in the real world: Evidence and
- O'Toole, L. J. (2000). Research on policy implementation: Assessment and prospects. *Journal of Public Administration Research and Theory*, 10(2), 263-288.
- Alyahmadi, Hamed Hilal Nasser (2011). The implementation of performance-based teacher American Economic Review 86 (2): 263-67.
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco: Jossey-Bass.
- Merriam, Sharan B. Merriam, Sharan B. (2009) *Qualitative research :a guide to design and implementation* San Francisco, Calif. : Jossey-Bass.
- Packer, M. (2011). *The science of qualitative research*. New York: Cambridge University Press.
- Miles, M., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). California: SAGE.
- Al'Abri, K. M. K. (2015). Higher education policy architecture and policy-making in the Sultanate of Oman: Towards a critical understanding.
- Birks, M., & Mills, J. (2011). *Essentials of grounded theory*. *Grounded theory: a practical guide*, 11-26.
- Glaser, B. G. (1998). *Doing grounded theory: Issues and discussions*. Sociology Press.
- Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). Thousand Oaks, CA: SAGE

Stress and Burnout among English Language Teachers as a Foreign Language at the Public Universities in Kurdistan: Possible Causes and Recommended Solutions

Kurdistan Mohammed Qadir

College of Languages, Sulaymaniah University, Sulaymaniah

Email: Kurdistan.m.qadir@gmail.com

Rasti Nawzad Ahmed

College of Languages, Sulaymaniah University, Sulaymaniah

Email: rasti.ahmed@univsul.edu.iq

doi: 10.23918/vesal2019.a20

Abstract

Teacher stress and burnout has become an increasingly serious global issue that affects almost all teachers at some point in their teaching careers. Therefore, enormous studies on teacher stress and burnout have examined the seriousness of the matter under discussion and its negative outcomes. Teachers have also faced this problem in the Kurdistan Region of Iraq, but the academics have not investigated the issue yet. Thus, this research is the first step to consider the issue in Kurdistan which is of utmost importance to motivate instructors to be leading characters by alleviating the salient factors that are associated with burnout. The study examines stress and burnout among the educators in Iraqi Kurdistan, and points out the root causes of stress and burnout among them. In addition, it investigates the way teacher stress and burnout impact EFL teacher's classroom performance. Finally, it finds and suggests some possible solutions to reduce stress and burnout among EFL teachers at public universities in the region. To achieve these objectives, the research is limited to the EFL lecturers teaching at the public universities of the Kurdistan Region. The situation of the lecturers teaching at the public universities around the region is identical, they all follow the mandates of the Ministry of Higher Education, except for the private universities, which follow their own mandate and have different regulations. The data collection method is based on semi-structured interviews with 13 lecturers from the colleges of Languages and Basic Education, teaching at the public universities in Kurdistan, where the educators teach the English language as a foreign language.

Keywords: Stress, burnout, EFL teachers and degenerative performance.

Introduction

As with most of today's types of jobs and careers, teaching has an association with chronic stress levels and impaired psychological well-being. Stress and burnout is a serious matter that affects almost all teachers at some point in their teaching careers, it has affected us and we can notice this also among our colleagues. The seriousness of this issue is at two levels: personal and professional that leads to poor quality education and hence it affects overall learning process.

Stress is linked with emotional and physical tension. Kyriacou and Sutcliffe (1978) define teacher stress as the experience of unpleasant emotions, such as tension, frustration, anxiety, anger and depression by a teacher which results from aspects of his profession. According to Greenberg et al. (2016: 3), "stress can be defined as the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker; job stress can lead to poor health including psychological and physiological symptoms (such as depression, anxiety, poor sleep patterns, etc.) and even injury".

Not only that, but if not dealt with in real time, it might even lead to burnout, impact the teacher's performance in and outside the classroom and eventually result in quitting the job. Burnout is a term originally coined by Freudenberger in 1974 to describe healthcare workers who were physically and psychologically depleted. According to Maslach (1982) burnout is an individual's response to the chronic emotional pressure of dealing extensively with other humans especially when they are in trouble or troublesome. However, the term is now commonly linked to human service professionals such as teachers, nurses, social workers, police officers, physicians, and therapists. Worth mentioning, Freudenberger (1974) was one of the leading investigators who used the term burnout to describe an individual's condition of physical and emotional exhaustion that was caused by excessive demands.

Every year, thousands of stressed and disillusioned teachers quit their jobs due to teacher burnout (Ingersoll, 2012). Nevertheless, Gallup (2014) states that 46% of teachers report high level of stress on a daily basis during a school year. Thus, 40 to 50% of new teachers leave the field of education during the first five years of service (Amos, 2014). Data collected about cases of stress and burnout among teachers indicate that in Western and Eastern countries around 60-70% of teachers show the symptoms of stress and 30% of all teachers show the symptoms of burnout (Rudow, 1999: 38). Investigation of this serious issue is relatively new, and even absent in Kurdistan.

Moreover, McGuire (1979) warned that public school teachers were experiencing a significant degree of burnout. Altogether, this might eventually create an impact on the teacher's performance inside the classroom and negatively influence the students' learning process. Thus, from that time on, various studies have been carried out around the world in order to determine the causes of stress, its related factors, causes and effects on teaching. Our aim is to carry out a similar study on EFL teachers at public universities in the Kurdistan region of Iraq and come up with some possible solutions that can be recommended to decrease, if not eliminate, the levels of stress and prevent burnout for the sake of teachers well-being and even better teaching results. Nevertheless, Payne (2012) states that because of the key role of teachers in the society and their role as the only model that the students have to direct them to be highly qualified individuals understanding and eradicating burnout is necessary. If stress and burnout are not viewed as a serious matter in Kurdistan and not dealt with effectively poor education, lack in proficiency and professional development will impair the merit of teaching and learning. The question at hand is how one determines stress and its signs and what the symptoms of burnout are.

Related Literature

Symptoms of stress and burnout

Burnout and stress are an issue of particular concern in people-oriented jobs in which the relationship between providers and recipients or the employer and the employee is of utmost importance to the occupation. It is important that one can recognize the symptoms of these two conditions and determine their causes. Since stress and burnout are different from each other, it is important that one can differentiate between them and this can be done through identifying the variation in their symptoms. According to Herbert & Warner (2014: 34), "stress is characterized by over engagement and burnout by disengagement, they also state that emotions are overactive with stress and blunted with burnout. Stress produces urgency and some hyperactivity whereas burnout produces helplessness and hopelessness. Stress produces loss of energy and burnout produces loss of motivation, ideas and hope."

Moreover, Segal et al. (2019) state that the cognitive and emotional symptoms of stress include memory problem, inability to concentrate, seeing only the negative, anxious or racing thoughts and constant worrying, loneliness and isolation, depression or general unhappiness and moodiness. They also mention that there are physical symptoms such as: aches and pains, diarrhea or constipation, nausea and dizziness, frequent cold and flu, chest pain and rapid heart rate. Nevertheless, stress can lead to anxiety disorder whereas burnout leads to detachment and depression. Stress's primary focus and damage is physical whereas burnout's primary damage is emotional, stress can be characterized by the inability to find pleasure in activities and burnout would be not being able to enjoy the activity. Also, Parker et al. (2012) explain that the signs of teacher burnout include, but are not limited to, illness, impatience, absenteeism, a lack of commitment, and poor job performance. However, the symptoms of burnout include: feeling irritable and quick to anger, no desire to attend social gatherings, increased complaints, chronic fatigue or exhaustion, chronic insomnia, change in appetite, physical symptoms, brain fog and finally emotional exhaustion that results in career failure. Moreover, these signs and symptoms are caused by factors that can be determined as their causes.

Causes of stress and burnout

Stress and burnout are conditions for which external factors are accounted as contributors in their development. There are of course many factors that can cause stress and burnout. However, the main critical factors associated with these conditions which can apply to teacher's stress and burnout are student misbehavior and classroom discipline problems, relationship with colleagues, role conflict and status, lack of autonomy, heavy workload, lack of support, the pressure to conform to legislative requirements, the stress of trying to balance home and work create a heavy burden on educators and finally the salary of the teacher plays also an important role in this phenomenon (Kamenetz, 2015; Martinetz, 2012; Fernet et al. 2012).

Consequences of stress and burnout

According to Vandenberghe and Huberman (1999) stress and burnout have influence on the following phenomenon which ultimately affect classroom instruction, and hence the whole system of education. They pointed out some negative consequences of stress and burnout. Firstly, sickness rate, that is being sick because of neurotic or psychosomatic disorders caused by stress. Secondly, absence that is high sickness rate causing high a rate of teachers absenteeism be it temporary absence happening in stress situations or permanent absence in burnout stage. Thirdly, early retirement among teachers that can be considered as a significant factor behind the poor teaching system. Fourthly, poor teacher performances as stress and burnt-out teachers perform less well than others. Fifthly, mood swing which is considered to be noticed at first stages of teacher burnout followed by negative feelings such as job dissatisfaction, depressive mood, dullness, lack of drive in the progressive stages. Finally, a change in the social behaviour of the teacher occurs when interpersonal relations are impaired between teacher-student, teacher- teacher, teacher-principle and teacher-parents. Thus, these main symptoms of burnout result in an overall sense of depersonalization between teacher and students which affects learning behaviour, discipline, student's motivation because burnt-out teachers lose teacher charisma, involvement, and strong emotion when they are in contact with students.

General Research Questions and Aims

The aim behind writing this article is to carry out an investigation into the phenomenon of stress and burnout among public university EFL teachers in the Kurdistan region of Iraq. Since this subject is a relatively new one, there is no research that has been conducted in this field in our region so far while the problem is really serious. In our investigation we have tried to answer the following questions. First, do teachers experience stress and burnout in their teaching careers? Second, what factors contribute to teacher's stress and burnout? Third, do stress and burnout impact EFL classroom performance and finally what can be done to reduce stress and burnout among EFL teachers at public universities in Kurdistan?

Method

Participants

For the sampling in our research we have chosen the purposive sampling strategy; homogeneous sampling as its sub-category, because we have focused on a group of 13 teachers that share the same characteristic and traits. They are all EFL teachers; most of them are young in their careers, who work at the public universities in Kurdistan, having very similar teaching hours and academic responsibilities. As it is stated by Dhivyadeepa (2015) the sample in purposive sampling is usually small and the main goal is to focus on particular characteristics of the participants that are of interest, which will best enable the research to answer the research questions. Dhivyadeepa (2015: 107) also mentions that the homogeneous sampling strategy is a purposeful sampling strategy "in which the researcher samples individuals or sites based on membership in a subgroup that has defining characteristics." The participants in our research consist of both male and female, working in different departments from different public universities in Kurdistan, namely: the University of Sulaimani, Salahaddin University-Erbil, University of Zakho, Charmo University and the University of Halabja. The request for subject participation was more, but due to time pressure, spatial limitations and workload in our profession we were only able to conduct interviews with 13 teachers. The age of the teachers varied, but in this study we have focused on teachers from an age range of approximately 30 years to 45 years old. We have selected this age range, due to the fact that stress and burnout is diagnosed in the first 5 years of teaching. If a teacher manages to make it through the first 5 years of the profession without experiencing any of the symptoms of stress and burnout, then he or she is unlikely to suffer from these conditions. As mentioned by Amos (2014), 40 to 50% of new teachers leave the profession after 5 years.

Instrument and procedure

Since our study is a qualitative research, we have chosen to use recorded semi-structured interview for collecting the data. The interview consisted of twenty-two in-depth questions that were structured according to our research aims. We believe that semi-structured interviews allow us to maintain flexibility and provide us with the chance to ask for explanation or more interpretation if an answer is unclear, and ultimately enables us to understand the nature of the problem in our region. According to Lodico et al. (2010) a semi-structured interview is planned carefully in advance, it includes an interview guide in which the researchers can change the order and wording of questions and even add to or omit questions depending on the flow of the interview. Through applying semi-structured interviews, we have been able to keep sufficient flexibility which has allowed us to ask additional questions and examine answers for more detail. It has also allowed us to give clarifications on the questions in times needed. As is stated by Bell (2005), one major advantage of interviews is adaptability and another advantage is the fact that the way in which a participant makes a response can provide data that a written response could hide. However, there are limitations to interviews. According to Bell (2005) interviews are time-consuming and there is the danger of bias, since it is a subjective technique. Nevertheless, we have tried to maintain objectivity throughout the interviews by not interfering in any response and avoiding asking leading questions. Thus, we have tried to ask the questions in an objective manner.

Results and Data Analysis

For the analysis of the data, we have chosen to apply a thematic approach, in which we have used codes for identifying the themes in the data from the interviews. For the coding, we have applied numbers; to group similar topics together. Finally, we have organized the codes into categories, which have allowed us to eventually identify different themes that have emerged from the coding process. Hence, we will present a summary of the results, which is according to the different themes that have emerged in the data, to answer each of the research questions in turn.

Are the participants stressed? If yes, has this led to burnout?

From the answers in the interviews, we can identify three identity profiles: unstressed, stressed, and burnt-out. Among thirteen interviewees twelve of them show the symptoms of stress which can be said that it has led to burnout in ten of them. That is to say one of them is unstressed, two are stressed and ten are burnt-out. The answer of one of the participants indicates that she is not stressed at all but that her job is rather challenging.

Participant (A) belongs to the unstressed category. Her answer varies greatly from the others. She is an assistant lecturer, who is required to teach only 12 hours per week according to the Iraqi higher education system which is reduced by committee membership by two hours at college level and one hour at departmental level, and has no administrative responsibilities, claims that she is not stressed but challenged by her profession. She says "I can say that I am overloaded with marking papers and not with the teaching process itself." The symptoms of stress and teachers burnout could not be identified from her answers when she was asked about them. It can be said that she is not under time pressure since she is only teaching twelve hours per week and has no extra teaching hours. Thus she can easily manage her time as she says "I can manage my time as I have lesson plans and clear teaching objectives and that her work environment is quite academic and professional."

Among the twelve participants two of them belong to the stressed category, they show the signs of temporary stress since they say that they only feel stressed during examination and paper checking period. Although they are stressed, due to their teaching enthusiasm and intrinsic motivation they try to cope with their work related stress. Participant (B) is a lecturer, who is required to teach eight hours per week based on his academic title and he says that he only teaches 8 hours per week for the current academic year due to completing his last degree in the middle of the academic year when the subjects were already distributed among the other lecturers at his department. He shows some signs and symptoms of stress such as, frequent head-aches, chronic musculoskeletal pain and exhaustion. He attributes these symptoms to work environment factors such as big sized classrooms, long commutes to work, lack of support from administrative staff and the low payment.

Moreover, participant (C) who is an assistant lecturer, teaching twenty hours per week at two universities, shows some symptoms of stress such as: feeling overwhelmed, angry and worried, experiencing insomnia, dizziness and tiredness. However, her strong passion and enthusiasm for teaching keeps her motivated, as she said “my inner peace and enthusiasm keeps me going.”

Furthermore, the last group is categorized as burnt-out, since their answers indicate that they have experienced some of the symptoms and signs of the highest level of stress which is called burnout. The answers are considerably identical and show emotional, physical, cognitive, and behavioral symptoms of stress which have been with them for a long time, such as frequently catching a cold because of poor immune system which is related to stress, chronic headache, hormonal imbalance, musculoskeletal pain, hypotension, iron and vitamin D deficiency, colon pain, stomach illness, dizziness, tachycardia, depression, chronic insomnia, memory problem and foggy brain, eating disorder (poor eating habit), sleep disorder as well as emotional detachment which have started to lead to teacher burnout among them. This can be clearly linked with the signs and symptoms of teacher burnout. Despite being intrinsically motivated, the teachers in this group have had experienced anger, irritation, impatience, depersonalization and emotional detachment with their surrounding including their students and colleagues. Also, they have faced illness, poor job performance, thinking about early retirement and even quitting teaching, job dissatisfaction and taking different types of permission of leave due to workload or stress-related sicknesses, such as unpaid leave and sick leave. Most of the participants claim that they try to be good but that they cannot be at their best and this makes them more stressed about their performance inside the classroom.

Furthermore, participant (E) claimed that he did not suffer from physical stress related sicknesses however, he said “I sometimes face psychological sicknesses, like sleeplessness and slight level of depression due to being overloaded ... in the last four years, each year twice, I officially requested leave permission for at least a week, using it for relaxing abroad and overcoming my depression.” Nevertheless, participant (H) stated that she suffers from hypertension, headache, hormonal imbalance and colon pain. The last is also true for participant (K). Also, participant (D) mentioned that she suffered from catching the flu frequently as a result of poor immune system. Another case in point is participant (F) who said “I feel quite dizzy while teaching and sometimes I have tachycardia and I am quite burnt out and depressed because I don’t have time to meet my family and friends, I feel that I am detached to the point that I am not in the mood to have a chat with my family and friends because I feel I am exhausted and I need to relax and to sleep most of the time... I am really irritated and annoyed by high pitched sounds and I hate to see the faces of my students and I want to shut the door of my office.”

Finally, most of the teachers in this group despite being highly committed and passionate about their job, are burnt out to the point of thinking about quitting their job and early retirement, only if they get the chance to do so, as a consequence of being completely overloaded. Nevertheless, some of them have asked for leave permission but were rejected by the university due to lack of teaching staff. For instance, participant (I) said that “being so stressed and bored, I took unpaid leave permission for two years and now that my leave permission is over, I am thinking about another way to get away from university.” He also stated that he was a translator before becoming a teacher, but because of his passion for teaching he decided to become a teacher instead saying “I chose to teach because I liked it and that motivated me to continue teaching but now I am not going to teach forever, if I get another opportunity, I will leave my teaching career.” However, participant (J) thought about quitting his job when he wanted to take unpaid leave permission and work in a private sector, but his request was rejected which as he claims, it maximized his stress level in his job. Furthermore, participant (L) mentioned that he wants to quit his job and states “I have a five years contract with the ministry of higher education, I have to finish my time of service then I want to quit my job.”

What factors contribute in causing stress and burnout among the participants?

As mentioned earlier, there are various factors that contribute to stress and burnout. According to the collected data, some of those factors have been detected for causing stress and burn out in our participants. To mention some: workload, the pressure to conform to legislative requirements, underpayment, and working part time which are all interconnected are factors that have caused teacher stress and burnout. Almost all of the samples, except for three suffer from heavy workload due to lack of teaching staff which is caused by lack of employment, such as teaching extra hours in big classes twice or three times as much as they are required to teach, and having other work-related responsibilities like committee membership, meetings, doing research and being actively involved in academic events as a legislative requirement conforming to which

lowers their self-efficacy beliefs, thus in turn increases their stress to the level of burnout.

Furthermore, due to the economic crisis in the Kurdistan region starting from 2014 many teachers have taken unpaid leave permission to work in the private sectors to compensate for their salary cut. As in 2014 public employees were not paid on time on a monthly basis as an austerity measure to solve the financial and political problems the region faced. The situation had become worse in 2016 when the Kurdistan Regional Government announced another austerity measure by reducing their salaries by 70% of its total, and this situation continued until December 2018 which made it absolutely difficult for the employees to cover their basic needs (Nawzad, 2019). As a result, the lecturers were obliged to quit their jobs or work part time in the private sectors to make a living (Mhamad, 2018). For instance, participant (D) is required to teach no less than ten hours per week, instead she is teaching eighteen hours due to lack of staff to fill in the vacancy caused by unemployment and giving unpaid leave permission. Participant (E) and (I) both teach over twenty-four hours while they are only required to teach ten hours per week.

Another factor apart from heavy workload is student misbehavior and classroom discipline problems. Unemployment and economic crisis has not only affected teachers but also students which consequently has resulted in lack of motivation and made them reluctant to actively participate inside the class. This eventually results in inactive classrooms and adds to teachers' stress and demotivation when they see that they cannot achieve their professional and educational goals which are their intrinsic motivators. As participant (F) mentioned that along with other factors, student misbehavior has contributed to her stress and burnout to the point that she does not tolerate seeing them. Also participant (I) said that he encourages those students who are troublemakers to not attend his classes and leave the classroom when they misbehave.

Moreover, the lack of collegial and administrative support is another reason why teachers are burn out. Some of the interviewees mentioned that they feel more stressed when they notice that they are not supported by both their colleagues and the administrative staff. This is evident in the case of participant (H) and (D) when they stated that nothing can give them more stress than working with uncommitted lecturers in a team, leaving their tasks undone, and not being questioned by those in authority due to favoritism or lack of support from above. Consequently, this obliges the committed lecturers to finish the uncommitted teachers' duties. This can also be seen in the case of those who are having or having had administrative responsibilities along with teaching, such as participant (M), (F), and (I). These participants have worked as the heads and head assistants, respectively, at their departments. They all mentioned that lack of support from their colleagues and the deanery made them more stressed while administrating the department.

Furthermore, much of teacher stress and burnout stems from facing difficulty in trying to keep a balance between home and work obligations. The participants mentioned that their work has negatively affected their familial relationships, for example participant (M) said "I feel am very away from my family, my children feel that I don't love them and even my wife does not understand my situation." Also, participant (J) said that he did not have time for his children as most of the time when goes back home, they are already asleep. Similarly, participant (I) mentioned that he cannot fulfill his familial obligations properly, thus his children always complain that he does not give them time. Last but not least, most of the teachers stated that they become utterly upset when they notice that their strong dedication is not appreciated by others; be it students, colleagues, administrative staff or family members.

The consequences of teacher's stress and burnout on their performance in EFL classroom

Teacher stress and burnout can have a tremendous impact on the teacher's performance and the student's language learning outcome (Lei, 2007). In order to understand the impact of teacher stress and burnout on their performance inside EFL classrooms, the EFL teachers were asked some question about their teaching ability and professional development, their performance inside EFL classrooms, and its impact on students' learning outcome. In general, the teachers were not satisfied with their professional development and complained about the fact that they do not have time to update their knowledge in their specialized field and develop their skills and that there are no teacher training courses to achieve this aim. They also believe that this affects their teaching ability. Respondent (H) and (D) and (K) claimed that it is difficult to develop professionally and update their knowledge because there are no training courses, webinars or enough workshops to promote teacher's academic and professional development. Hence, they believe that this affects their performance inside class.

When the teachers were asked about their performance inside the class, most of them considered themselves highly dedicated to their work, however they stated that they cannot perform the way they want in class due to being overloaded with work and not having time to prepare and plan their lessons properly. Also, that they are not able to do any extra curricula activities which in turn affects their performance in class and also the students learning outcome. Participant (F) mentioned that stress and burnout has affected her performance inside class negatively. She claimed that she is drained out of energy and has lost her enthusiasm in teaching; she reported “a burnt out teacher cannot perform well in class... I used to be happy about teaching and I engaged the students even when they were reluctant to participate, but now I am drained out of energy myself I have reduced the amount of activities and assignments in my classes.” Nevertheless, when participant (J) was asked about whether stress and burnout impacted teacher’s performance he said: “Well, it surely does. Since the teacher is like an orchestra conductor in the class, if he/she is stressed their feelings, emotions, behavior will all be affected which will in turn affect the instructions posed by teachers in the class. This will have negative consequences such as: students will feel bored, the plan of the lesson will not flow smoothly, and the students will then become passive listeners.” All in all, the interviewees indicated that they are trying to do their best, but they can do better if their situation changes and when they are under less pressure.

As for the students’ learning ability, the participants feel that their poor performance as a result of being stress and burnt out will partly affect the students’ learning outcome. As participant (C) believes, a teacher is a leader and facilitator and if he/she is not doing well, the learning outcome will be poor because language is an interactive process, so it affects the students’ learning ability. Also, respondent (J), (E), (H) and (D) think that once a teacher is stressed he/she will not perform adequately. This will have the students distracted and as a result, fruitful learning might not happen. This will also affect the atmosphere of the class and the way that the students are engaged. Furthermore, participant (H) claimed that stressed teachers do not care about their students and their teaching. It is obvious that if teachers care about their students, the latter will actively engage in the learning process.

Discussion and Conclusion

The purpose of the present study was to examine whether EFL teachers at the public universities in the Kurdistan region experience stress and burnout and what factors are acting as contributors to this phenomenon. Also, it investigated whether stress and burnout can impact the EFL classroom and finally it aimed at finding and solutions to reduce stress and burnout among EFL teachers. From our investigation, which included 13 samples from different public universities with similar work environment and duties, we have concluded that teachers in general show the signs and symptoms of stress which in most of them has led to burnout. Based on the participants’ answers, it can be said that the factors that result in teacher stress and burnout vary from one to another, but are similar to the studies conducted for examining this phenomenon around the world. However, some of the factors in this study differ from related literature, such as the austerity measure that was employed by the government to deal with the economic crisis that arose in the Kurdistan region since 2014, which is one of the main reasons behind teacher burnout. The answers illustrate that before the economic crisis the participants were temporarily stressed; during certain period of times throughout the academic year (paper checking and examination times, etc.). But the economic crisis and its consequences like the salary cut down, high rate of teacher attrition and taking unpaid leave permission have led to chronic stress and burnout among them, in turn affecting their ability and performance which has also affected students learning outcome in a negative way.

Moreover, based on this study, the results pointed out five connected factors that are recurrent in the interviews which are also stated to have resulted in teacher burnout in the previous studies. Firstly, high unemployment rate and teacher shortage which both directly and indirectly affect the teachers, as it increases their workload. Due to lack of enough teaching staff, teachers are obliged to teach extra hours and different subjects in their specialized area and even from other fields which they are not specialised in. It also indirectly leaves a negative impact on them, since unemployment demotivates students, and as a result they do not value education and do not respect their teachers which incite them to misconduct in class and create class management problems for the teachers. This in turn is another serious reason that generates teacher burnout. In addition, this study found that difficulty to conform to legislative requirements from the ministry of higher education is another critical factor of teacher burnout. As it can be concluded from the interviewee’s answers, there is a sense of low self-efficacy among teachers due to high demands on them to improve the education sector while they are overloaded. Finally, despite the presence of this high demand, the participants sense a lack of motivation and support from the managerial staff; from the departmental level to the ministry level, which has resulted in maximising their stress level to its fullest.

Teacher stress cannot be eliminated as teaching is a stressful profession by nature. However, it can be reduced to decrease and prevent the occurrence of teacher burnout as, according to Brock and Grady (2000), burnout is not a personal issue but it is organisational and it can be corrected and prevented. To do so, serious measures should be taken by the ministry of higher education and those in authority. Brock and Grady (2000) also point out several strategies for implementing, some of which can be effective in reviving the burnt out teachers and eradicate the problem among the EFL teachers in Kurdistan region, based on the causes that have brought about this problem in the region. The most functional and significant one is changing institutional policies and procedures. This can be initiated through making radical reformation in the educational system by changing it to a completely new system clear from corruption, in which workload is fairly distributed among teachers. Another strategy that they mention is decreasing workload which can effectively reduce teacher burnout in a way that they can manage their time well, keep a balance between their personal life and professional life, and allocate time for themselves and fulfil their familial and social obligations that can consequently be an effective stress relief. This can be done by employing new specialized teachers, implementing new research systems and procedures that can provide teachers with research leave, since it is difficult to teach and professionally develop oneself at the same time.

Another strategy is changing administrative behaviour and providing administrative support. Some teachers suffer from administrative dysfunction. Among the samples interviewed in this study, some teachers, especially those who are working as managerial staff, showed more symptoms of burnout due to lack of support from those who are in authority in dealing with uncommitted teachers and misbehaved students who cause stress in them. Thus, fairness and support from those in charge is crucial in building a safe educational environment.

Moreover, changing the teacher's environment is vitally important for a teacher's wellbeing and productive student learning outcome in EFL classes. Most of the interviewees mentioned big class size and having to check piles of papers as stressful. Thus, reducing class size and opening new universities can reduce this problem. Additionally, creating support networks is highly necessary to revive burnt out teachers. This can be done through opening psychological support centres where teachers can get advice from psychologists and psychotherapists who can listen to them in a safe environment.

One more vital strategy is encouraging professional development. This can be done through providing teachers with training courses in their expertise or the related fields. As the world develops rapidly, especially in terms of technological advancement, teachers need to be aware about educational innovations and ways of implementing them which in turn will enhance their teaching abilities and also the students' learning outcome. Nevertheless, teachers also need to be motivated both financially and professionally. From the result of this study, it can be concluded that interviewees are extrinsically motivated, but there are no extrinsic motivators in their workplace. Therefore, they need to be appreciated and motivated through both monetary and non-monetary incentives so as to encourage them to participate in workshops, international conferences or any other academic events. Organising and running webinars, workshops or any other programs related to the development in the field of EFL teaching are also strongly recommended.

Moreover, it is highly suggested that teachers' payment should be raised based on their workload, to a rate which they can afford their living expenses fully. Also, teachers must be paid their financial rights on time to assist them to become innovators in their field rather than being overloaded with working part-time jobs, just to be able to make a living. To conclude, teachers play a crucial role in educating and developing any society and are key figures in shaping the mind-set of the new generation; therefore, they need to be cared for, praised, appreciated and motivated.

References:

- Amos, J. (2014, July 21). On the path way to equity: Teacher attrition costs United States up to \$2.2 billion annually, says new alliance report. Alliance for Excellent Education. Retrieved from: <http://all4ed.org/wp-content/uploads/2014/07/Volume14No14.pdf>
- Bell, J. (2005) Doing your Research Project: A guide for first-time researchers in education, health and social science. 4th Edition. Berkshire: Open University Press, McGraw-Hill Education
- Brock, B. L., Grady, M. L. (2000) Rekindling the Flame: Principals Combating Teacher Burnout. California: Corwin Press, Inc.
- Dhivyadeepa, E. (2015) Sampling Techniques in Educational Research. USA, Raleigh: Lulu publications.
- Fernet, C., Guay, F., Senecal, C. B., & Austin, S. L. (2012). Predicting intra-individual changes in teacher burnout: The role of perceived school environment and motivational factors. *Teaching and Teacher Education. An International Journal of Research and Studies*, 28(4), 514-525.
- Freudenberger, H. (1974). Staff burnout. *Journal of Social Issues*, 30, 159-166.
- Gallup (2014). State of American Schools. Retrieved from: <http://www.gallup.com/services/178709/state-america-schools-report.aspx>
- Greenberg, M. T., Brown J. L., Abenavoli, R.M. (2016). "Teacher Stress and Health Effects on Teachers, Students, and Schools." Pennsylvania State University: Edna Bennett Pierce Prevention Research Center.
- Herbert R. & Warner Ph.D (2014) Stress, Burnout, and Addiction in the Nursing Profession. USA: Xlibris Corporation
- Ingersoll, R. (2012). Beginning Teacher Induction: What the Data Tell Us. Retrieved from: https://repository.upenn.edu/gse_pubs/234
- Kamenetz, A. (2015). The test: Why our schools are obsessed with standardized testing, but you don't have to be. New York, NY: Perseus Books Group.
- Kyriacou, C. and Sutcliffe, J. (1978). 'A model of teacher stress'. *Educational Studies*, 4, 1-6.
- Lei, Qin (2007). "EFL teachers' factors and students' affect", *US-China Education Review*. Retrieved from: <https://pdfs.semanticscholar.org/1cd0/050d479da7f05fefa9e9e8f2ee494ac7b2.pdf>
- Lodico, M. G., Spaulding, D. T. & Voegtle, K. H. (2010) *Methods in Educational Research: From Theory to Practice*. 2nd Edition. San Francisco: John Wiley & Sons, Inc.
- Martinetz, C. F. (2012). The stranglehold of state-mandated tests on education in the US: How to teach effectively in spite of this. Charleston, SC: Create Space Publishing.
- Maslach, C. (1982). *Burnout - the cost of caring*. Educational Research Association, New Orleans, LA. Englewood Cliffs, NJ: Prentice-Hall.
- McGuire, W. H. (1979). Teacher burnout. *Today's Education*, 68, 5.
- Mhamd, Aras M. (2018, October 15), Corruption corrodes Kurdish education. Retrieved from: <https://www.opendemocracy.net/en/north-africa-west-asia/corruption-corrodes-kurdish-education/>
- Nawzad, K. (2019, March 8) Kurdistan ends unpopular austerity measure, will pay public salaries 'in full. *Kurdistan 24*. Retrieved from: https://www.kurdistan24.net/en/news/34b6f15b-f457-4a18-a76f-01531dab5475?fbclid=IwAR2-3pY6ak5kDDkLK-QxQ3ygbxBOuR_rj2ORFlo-fGTWCM27aaAtdCb2xE
- Parker, P. D., Martin, A. J., Colmar, S., & Liem, G. Q. (2012). Teachers' workplace well-being: Exploring a process model of goal orientation, coping behaviour, engagement, and burnout. *American Journal of Education* 28 (4) 503-513.
- Payne, R. K. (2012). *A framework for understanding poverty: A cognitive approach*. (5th ed.). Highland, TX: aha! Process Inc.
- Rudow, B. (1999) *Stress and burnout in the teaching profession: European Studies, Issues and Research Perspectives*. In Vandenberghe, R. Huberman, A. M. (1999) *Understanding and Preventing teacher burnout: a sourcebook of international research and practice*. Cambridge, UK; New York: Cambridge university press
- Segal, J., Smith, M., Segal, R., Robinson, L. (2019) *Stress Symptoms, Signs, and Causes: Improving Your Ability to Handle Stress*. Retrieved from: https://www.helpguide.org/articles/stress/stress-symptoms-signs-and-causes.htm?fbclid=IwAR3ORO5qxq2ds-I7Y763C_RhNcjH_48LNg5PgYAYchYkOi4CbPiNFa8TmHGc
- Vandenberghe, R. Huberman, A. M. (1999) *Understanding and Preventing teacher burnout: a sourcebook of international research and practice*. Cambridge, UK; New York: Cambridge university press.

University Lecturers' Perception and Implementation of Project – Based Learning

**Fatima Jalal Taher, Translation Department, School of Languages, University of Sulaimani,
Sulaimani, fatima.taher@univsul.edu.iq**

**Dr. Aziza Kavlu, Coordinator of Preparatory School, TISHK International University Sulaima-
nia, Sulaimani, azize.kavlu@ishik.edu.iq**

doi: 10.23918/vesal2019.a21

ABSTRACT

This study is an endeavor to investigate the perception of Project-Based Learning (PBL) mainly with English as Foreign Language lecturers and other departments at the undergraduate level. This research explores the perception and awareness of the lecturers, especially those who teach English as Foreign Language (EFL), at undergraduate levels, and analyses the application of PBL by lecturers working at public as well as private universities. This study reveals that lecturers are not well-informed and well-aware of PBL projects, therefore, they are unable to guide students to do their projects according to PBL criteria and have problems in implementation of PBL projects. The findings of this study have important implications for the regulators of Higher Education system. It implies that the lecturers at university level should be equipped with required skills and information. Although, they are university lecturers, more time should be allocated for their professional development by themselves and by the regulators.

Keywords: Project – Based Learning, University lecturers, perception, awareness

1. Introduction

In the 21st century rapidly progressive globalization and ever-developing technology age, traditional education methods, standardized and stereotyped testing, assessment criteria, lectures generally fail to bring into compliance with the changing, expanding and advancing era where education has dynamic structure. Therefore, educators from kindergarten to Higher Education need to engage in on-going rapidly changing and modern society with increasing demands to life-long learners, innovators, critical-thinkers, analyzers who are able to provide research- based and authentic solutions to real life problems and social challenges not only as individuals but also as a member of group with well cultivated spirit of team. It goes without saying; there is not a unique teaching and learning method that is solely adequate to fulfill the above mentioned requirements. However, PBL (Project – Based Learning) has been recognized to be effective (Baysura, Altun, & Yucel-Toy, 2016; Habók & Nagy, 2016), student – centered (Beckett, 2006; Fook, Sidhu, Narasuman, Fong, & Rahman, 2015; Fragoulis & Tsiplakides, 2009), fruitful and multidisciplinary approach (Pack, Avanzato, Ahlgren, & Verner, 2004; Zancul, Sousa-Zomer, & Cauchick-Miguel, 2017) that improves the quality of learning and teaching (Blumenfeld et al., 1991; Lasauskiene & Rauduvaite, 2015; Solomon, 2003) and complies with 21st century competencies and domains (Chu, Reynolds, Tavares, Notari, & Lee, 2017a, 2017b; Hoose, 2017; Kavlu, 2015; Wahyudin, 2016).

1.1 Theoretical Background

Lecturers Perception towards PBL

In the process of literature review it was observed that there are numbers of research studies which have documented school (secondary, high) and university students' perceptions about PBL itself and its implementation. However, significantly fewer studies have addressed to teachers' views and perceptions on the efficacy of PBL especially university lecturers' and instructors' with adult learners. There are many studies have been proving the advantages of PBL in learning process in diverse context (Habók & Nagy, 2016; Thomas, 2000) but if the teachers / lecturers does not apply it, do not know how to implement, or do not find it beneficial so the students will be deprived of the benefits of PBL.

According to the researches PBL projects should be facilitated but not controlled by the teachers and assist learners to become autonomous learners (Bell, 2010). Project planning and implementation accepted highly time consuming and process which requires not only general information but also great attention and detail knowledge (Habok, 2015), what could count one of the possible reasons that teachers / lecturers do not want to use.

Literature review attested the positive as well as negative perceptions of teachers / lecturers towards PBL.

Beneke and Ostrosky (2009)'s teacher perception analyses revealed teachers' positive perceptions about PBL which increased learners' motivation and level of benefiting from PBL.

Teacher guidance is generally claimed to be significant in the process of PBL implementation. Although teacher is eager and motivated to apply PBL, it is difficult to accomplish the projects regarding PBL method requirements, unless teacher / lecturer receives adequate training, which should be not only theoretical but also practical in order to explore the full potential of PBL as a learning and teaching method (Wu & Meng, 2010).

Schools and universities' policies and curriculum requirements are also one of obstacles in PBL implementation (Habók & Nagy, 2016) and could be one of the reasons that teachers haven't felt the need to this method, or thus neither positive nor negative perceptions and beliefs were formed.

According to Baysura (2016)'s study with pre-service teachers in Turkey, it shows that teacher candidates are not able to define PBL precisely, and the reason might be that the concept was not learnt in-depth during the training. On the other hand, almost all candidates mentioned that they would use PBL, this is worrying in terms of proper PBL implementation. The following studies (Çıbık, 2009; Erdem & Akkoyunlu, 2002; Gültekin, 2005) also found the positive attitudes of teacher candidates towards PBL.

Several numbers of studies (Baran & Maskan, 2009; Çakan, 2005; Da & Durdu, 2011) ascertained that teachers and pre-service teacher candidates thought they would have difficulties in the process of PBL implementation such as; limited time (Harris, 2015), uninterested students (Brooks, 2016), students' procrastination behaviors and putting PBL into practice.

According to the study results of Adams (2018) in Guatemalan context teachers found that projects strongly improved students class participation probably due to the collaborative nature of PBL. Teachers also indicated that projects mostly effective way to learn language and acquire all language skills (Kavlu, 2016; Simpson, 2011). Overall, the study's findings explicitly stated that PBL positively perceived by the teachers as well as by students (Rochmahwati, 2015).

1.2 Problem Statement

Public and Private Universities in (Iraq – KRG, Sulaimania) instructors' perception about the implementation of Project – Based Learning in their institutions. Very few studies have addressed teachers (Habók & Nagy, 2016) and university lecturers' view related to PBL and hardly any research has been done in Iraq – KRG has not been investigated yet. So, it is an up-to date problem. According to (Adams, 2018) while some works of Project-Based Learning and EFL students in developing countries have been promulgated, the area of study still has a shortage of consequential statistics.

1.3 Purpose of study

The purpose of this study is to explore public and private university lecturers' insight on PBL as a student-centered trend at undergraduate level. The aim of this study is to gain in-depth information about the perception of the faculty members of KRG, Sulaymaniyah regarding PBL and to what extend its implemented at the university level.

2. Methods

2.1 Participants: The sample consisted of 48 lecturers who teach at public and private universities and different departments and different disciplines. All the participants are qualified lecturers according to the requirements of Ministry of Higher Education (MoHE) in Kurdistan, they are either MA holders or PhD holders. Lecturers' teaching years at universities ranged from 1 to more than 26 years in this study.

2.2 Methodology

This study consisted of two instruments: a questionnaire and interviews. The findings are derived from open-ended questionnaire and semi-structured interviews in which the participants are offered an opportunity to express their ideas, feelings, and perspectives about the studied issues.

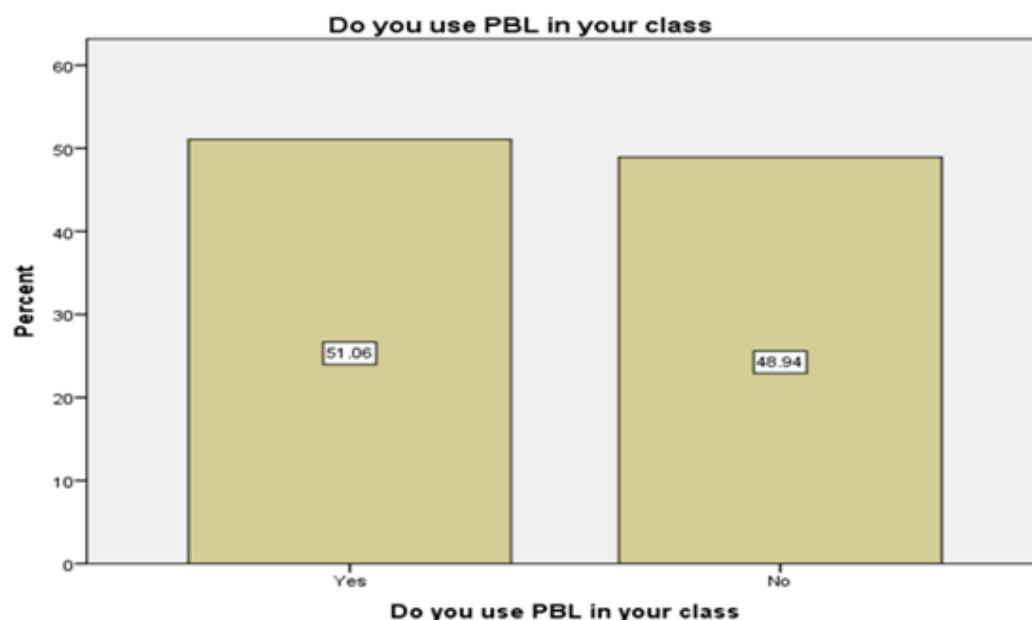
The Qualitative data enhanced more comprehension of PBL and the answers were a big support to enrich our paper. The Qualitative data enhanced more comprehension of PBL and the answers were a big support to enrich our paper. Open ended questionnaires were used to get benefit from the authenticity, richness, honesty and candor, depth of response which are all accepted the hallmarks of the qualitative data. Considering the significance and afore-mentioned strengths the open-ended questionnaire was applied, semi-structured interviews were used as well. Semi-structured format enabled participants to expound on the asked topics and allowed the researcher to ask interviewees to expand their ideas when necessary.

During the interview conduction, the research questions were congruent with interview questions, while listening the researcher seek clarity and deep understanding throughout the interviews of the respondents.

2.3 Data Collection

The data was collected, from both PBL users and those who don't use it.

Table 1- Usage of PBL in Classes

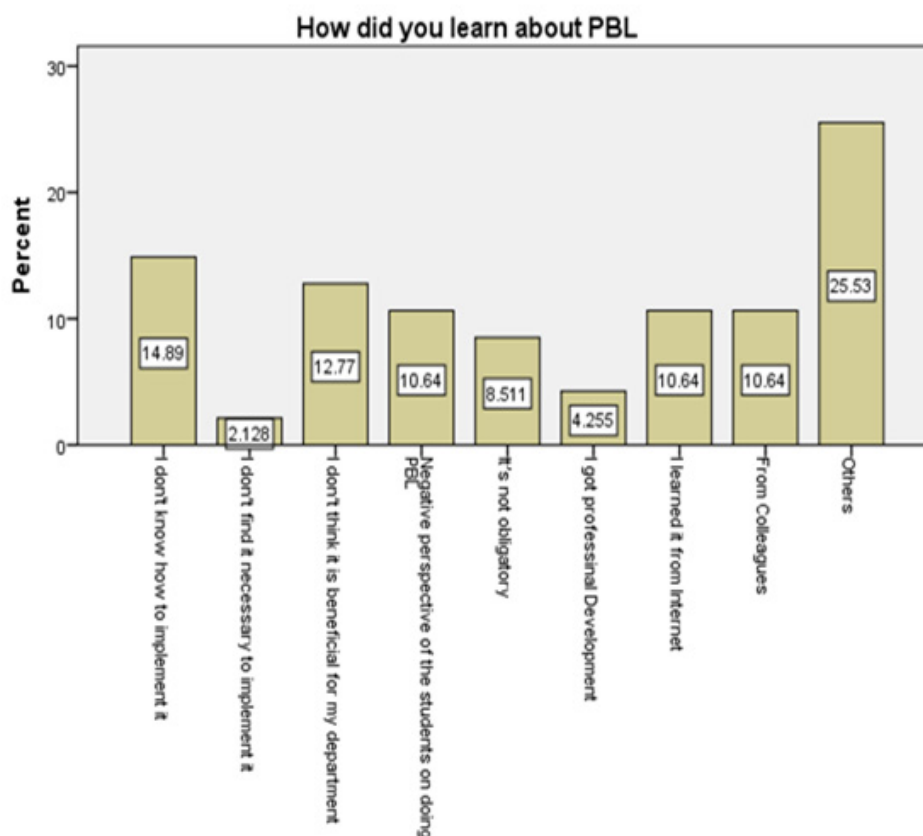


The above given data has shown that most of our participants have used PBL Projects which is 51.06%.

2.4 Findings

University lecturers perception about use of PBL:

Table 2- Necessity of use of PBL and procedures of learning PBL



The given data in table-2 has shown that Internet was of a good help to the lecturers at university because the majority of those who use PBL have learned it from the internet which is 10.64 percent of our participants. Besides, it has also proven that colleagues were cooperative to help each other to get introduced to PBL usage, it's also 10.64 percent. However, lack of professional development training is really clear in universities of Kurdistan of Iraq, only 4.255 percent of the lecturers have got Professional Development Training. Simultaneously, 25.53 percent of participants have chosen others, but while analysing others, most of them have said that they learned use of PBL while doing their degree either MA/MSc or PhD.

From collected data (48 participants) in Table-2, 14.89 percent of non PBL users stated that they don't know how to use PBL; this shows lack of technological knowledge among university lecturers, (participants) and also 12.77 percent of participants believe that they don't find using PBL beneficial for their departments, that means there is a negative perspective from the teachers and pre judgement to the use of PBL projects. Furthermore, 10.64 percent of the participants chose negative perspective of the students on doing PBL Projects which indicates that there is a negative comprehension on doing PBL projects by both sides (lecturers and students). This research and further attempts are outstanding endeavors to raise awareness among lecturers and students. Moreover, 2.128 of participants consider that using PBL is not necessary for their departments, so; it has been observed that the scientific departments are more towards using PBL while humanitarian departments and other departments are not. Some lecturers have learned PBL while doing their master's degree. Participant lecturers have notified that when students get used to PBL they feel more independent and autonomous learners. One of those samples have been received from College of Law, there are a large number of participants from law department, shortage of using PBL can be seen. According to the responses to the interview questions provided, Law department lecturer believe that is not obligatory to apply PBL that's why they do not use it.

Bitinas, (2006) in Lasauskiene & Rauduvaite, (2015) stated that lecturer's efficient action employs growth of educational project and its empirical execution. Besides, creativity plays a vital role in implementing PBL according to the data in Table-2, personal effort has played an outstanding role in executing PBL projects. Years of teaching also plays a big role. While collecting data the unwillingness and non-cooperative feature of the participants and response delaying were observed. Regarding checklist and rubric usage awareness, either the participants are not aware of it or they don't want to share it, it's a little ambiguous and it is the point that this study has not been able to discover. A remarkable observation through analyses - is one participant from Colorado State University, he is not using PBL at Civil Engineering and Environmental Science Department. He has facilities but he is not using project-based learning and he wanted to be honest so he declared that he has not used it.

Table 3- Teaching Experience and Use of PBL

Experiences * Do_you_use_PBL_in_your_class Crosstabulation

			Do_you_use_PBL_in_your_classes		Total
			Yes	No	
Experiences 1 to 5 years	Count		14	12	26
	% within Experiences		53.8%	46.2%	100.0%
	% within Do_you_use_PBL_in_your_class		58.3%	52.2%	55.3%
5 to 10 years	Count		4	10	14
	% within Experiences		28.6%	71.4%	100.0%
	% within Do_you_use_PBL_in_your_class		16.7%	43.5%	29.8%
10 to 15 years	Count		4	1	5
	% within Experiences		80.0%	20.0%	100.0%
	% within Do_you_use_PBL_in_your_class		16.7%	4.3%	10.6%
15 to 20	Count		1	0	1
	% within Experiences		100.0%	0.0%	100.0%
	% within Do_you_use_PBL_in_your_class		4.2%	0.0%	2.1%
20 and more	Count		1	0	1
	% within Experiences		100.0%	0.0%	100.0%
	% within Do_you_use_PBL_in_your_class		4.2%	0.0%	2.1%
Total	Count		24	23	47
	% within Experiences		51.1%	48.9%	100.0%
	% within Do_you_use_PBL_in_your_class		100.0%	100.0%	100.0%

According to the data in table-3, if experienced and novice (less experienced) lectures are compared a big difference can be seen. As it's shown in the above given data there are lecturers who have been working for more than 20 years but they are still enthusiastic to use PBL as they see using PBL as an obligatory tool for their department, for example Architecture Department participants, they have a good knowledge of PBL and they use it perfectly compared to Law Department.

Most of the participants of this study have learnt how to use PBL from internet so it implies that there is a lack of training courses to teach University lecturers how to implement and use PBL at Kurdistan Universities and also from different universities from around the world. A few of them said that they have learnt from colleague, only two of them said they have learnt PBL from professional training. Though the architecture department lecturers are perfectly using PBL but they still have a big problem with large number of students in each class and lack of facilities and size of the class and insufficient time to do the PBL projects successfully.

From the collected data lecturers of English departments they use PBL precisely and they manage it in EFL classes. They mentioned that they have less problems compared to other departments and just one English teaching lecturer hasn't used PBL in this study. Lecturers believe that students' performance would be great with PBL, they believe that through using PBL students will have more authentic and influential outcomes. Many English lecturers accredit that PBL should be implemented in each class. More of the PBL users are of the participants are from private universities because they seem to have more up-to-date and technological facilities and they had prompt reply to participate in this study's interview questions compared to public University lecturers.

An impressive finding has been found which is; in law department only one lecturer has used and implemented PBL and he was the only participant who answered in English so it can be derived that knowing English has a big role in using PBL and awareness of trendy techniques in the teaching and learning process, though he has only 2 years of teaching experience compared to other instructors with more years of teaching.

Translation Department lecturers have used PBL because they think that translation itself is a project and it is based on PBL projects so it should be based on PBL, most of those who do not use PBL either because they don't know how to use it or they believe that negative perspective of students might hinder them from using PBL. It has been also mentioned that some lecturers considered that they don't find using PBL beneficial as a lecturer teaching technique.

3. Results

It is clear from the data, lecturers in private universities use more PBL than lecturers at public universities, that might be due to lack of facilities and enthusiasm or motivation in public universities. Furthermore, lecturers from Business and Management, and Accounting Departments use PBL as well to stop spoon feeding process at university level as the students have been used to being spoon fed in the high school. The data was collected from different departments and different universities, different cities and different backgrounds, number of participants in the collected data is 48 participants. The data is reliable and multidisciplinary which makes it more valid.

3.1 PBL user's perception and Non PBL users Perception

According to the data analysis lecturers of scientific departments such as Geology, Civil Engineering, Architecture Engineering, Media, IT, ELT (English Language Teaching), Business, Kurdish departments have participated in this study. The data has asserted that lecturers of scientific departments and especially Architecture department apply PBL projects more because it is a requirement in compliance to the curriculum of their departments so they have more exposure to project implementation, participants from Geology departments from Science department use PBL in each class because they believe that scientific departments need PBL to be used and it's obvious that lecturers perception is to find out whether it is effective and influential and it has been mentioned that PBL should be a part of teaching in their departments. Those who know and implement PBL, they find it difficult and demanding to implement. The data shows that most of the lecturers are facing the following problems;

- a. large classes
- b. large number of students
- c. lack of time
- d. lack of equipment
- e. lack of personal and professional desire to learn trendy techniques for teaching

so the above mentioned reasons are the factors behind lack of using PBL. Two participants from the US one of them is a geologist and she uses PBL and she believes that it is required in her university to use it but the other one is a lecturer at engineering environmental department and he believes that he has managed teaching without using PBL. For some departments even in the US, it's ok to not use PBL. All participants from different departments and different places around the world, especially in Kurdistan and 2 in the USA, the criteria and the sample of PBL are to be learnt in the appendix of this paper it has been put there in order to be a pathway to new users of PBL as it believed that there are a large number of new learners of PBL.

3.2 Discussion

While deep analysis it has been noticed that there are differences in the use of PBL in the same lecture of same specialty, same experience but different work places such as the private university and public university, the private university lecturers say that it is a must here that learning goes through using projects, however, (Holm,2011) in (Habók & Nagy, 2016) specified PBL in a practice-based manner as "student-centred guideline that occurs over an extended time period, during which students select, plan, investigate and produce a product, presentation or performance that answers a real-world question or responds to an authentic. So, accordingly every public and private university lecturer should comprehend the value of using PBL. Technically it can be derived that Lecturers themselves can play a vital role in implementing PBL projects wherever they work, as Boss,2013) believes that interviews with teachers is necessary to know their real intention about PBL Projects, she thinks that interviews with teachers is to prepare a common ground for tight, suited and digital- era learning that energize the students about their future and performance.

Lecturers should understand the phases that each project should undergo, this understanding should also be raised among students because knowing the phases properly will enhance their willingness to participate in such projects better, as (Boss, 2013) clarified that there are four facets in every well-designed project, First, Project Launch; which is considered as an entry for enhancing students inquisitiveness into driving questions to build investigating experience. Second, Knowledge Building; students build background comprehension. Third, Product Development and critique: students creativity will be activated and discovered. Fourth, Final Presentation and reflection; students allocate their accomplished work with an authentic audience.

The one who teaches at Cihan University, College of Law, he is the only speaker of English among the lecturers of Law department participants and he is also the only user of PBL projects. He has sent us the rubric and the checklist according to his plan. So, the instructor's perception can play a big role in implementation of PBL even though the majority is not implementing it. Boss (2013) believes that PBL Projects requires similar role for teachers and students. A successful lecturer should involve every student in different projects as they like, students or teachers can not do anything alone because it is a cooperative process.

Donnelly in (Boss, 2013) insisted on using PBL as a trendy way of teaching by saying that Problems and questions are located in real world contexts: the attention is on the rational risk taking and testing and error- problem resolution.

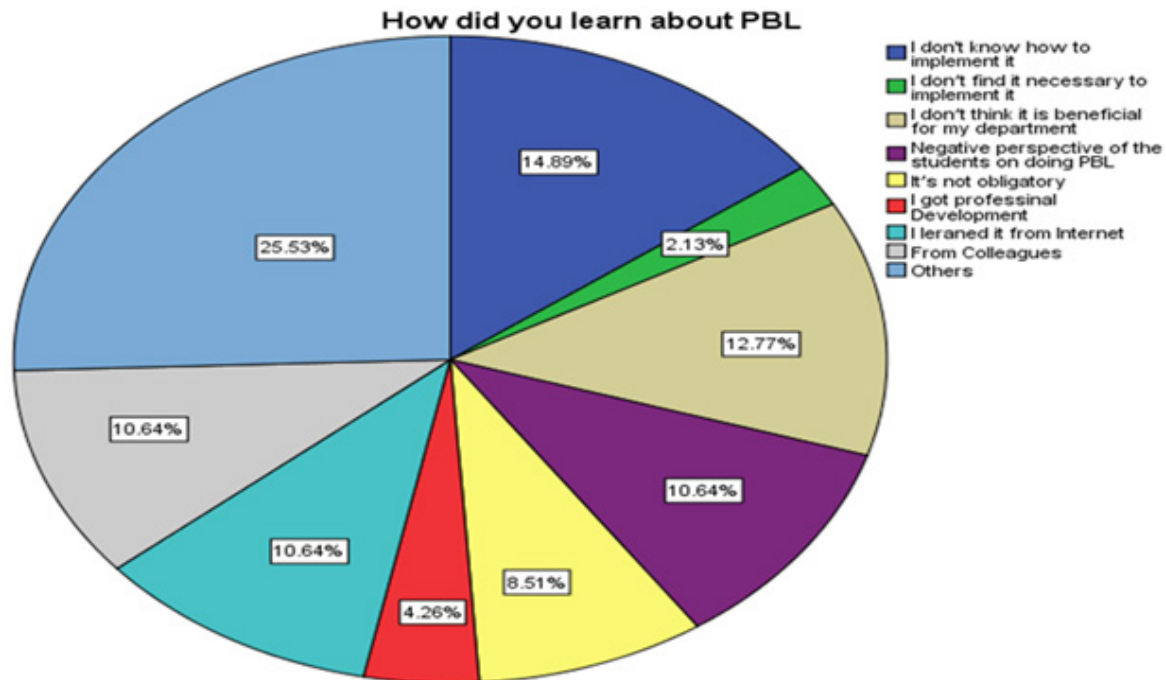
The data in table-3 has shown that each instructor's perception can play a vital role in implementation of PBL. The previous analysis has explored that the teachers with 5 to 10 years of experience are facing more problems with the use of PBL. However, lecturers of 1 to 5 years' of teaching experience also have this problem but the number of PBL users do not differ from the number of non PBL users. Another problem we have found out from table-4 is that the lecturers who ask students to use PBL are not teaching them how to do projects but they are only asking them to do projects and that can never achieve the real goal of PBL - projects. Lecturers should be equipped with the right information of doing PBL- Projects via training courses!

According to the data which is shown in table-4; negative perspective of the students was one of the prominent reasons behind less use of PBL by lecturers. This study has shown that the perception of lecturers can be crucial but for further research studies maybe the best option would be the student's perception about use of PBL, it would be more accurate to see their negative perception or positive one as students not to be decided by their lecturers to find out the hypothesis which hinders their teachers to use PBL. That could be so helpful to know whether they really want PBL projects to be used or not. It needs passion and patience for a lecturer and the students to see the product of their preparation in events about their projects.

According to the data in table-4, some participants have also said that they don't think it is beneficial for their departments which means that for some lecturers using PBL projects is a waste of time, but using PBL Projects is saving time instead of wasting it in the teaching process. The lecturer's awareness should get increased, more training should be given to the students, in order to comprehend use of PBL. So, they find it as an excuse to reduce their commitment to their job which will be 24/7 teaching process. They should come to the idea that when teaching becomes an ongoing process through implementing PBL projects, it becomes more productive. Thus, motivation and appreciation by the university is needed to enhance lectures enthusiasm to use PBL.

(Boss, 2013) has also found out that communication with parents and colleagues can be really an outstanding factor for achieving students success, furthermore, Ibid 21st century project should approach and encourage parents and other community members to find ways to support project work. For instance, they can provide feedback and share their skills and help them to defend themselves when they are required to ask an answer for the interlocutor.

Table 4- Percentage of procedures of learning PBL and use of PBL among lecturers



4.1 Conclusion

The era of technology and innovation needs creative and innovating lecturers. This paper has found that it's very necessary for every university lecturer to use PBL to enhance teaching process and to motivate students in order to empower their abilities to learn better, simultaneously, we have found out to create a friendly environment and a safe environment for students it is needed to use PBL. In this Era, It's very trendy for students to feel safe in their classes. This can be achieved by using PBL. Many lecturers face problems while using PBL so we suggest that training courses should be obligatory and offered by administration of Ministry of Higher Education in order to make learning and teaching process up to date and appropriate for the 21st century requirements. Though lack of technological knowledge was one of the reasons behind less use of PBL Projects but there are still opportunities for the lecturers to improve themselves and to be progressed by their universities.

Al Barwani, Al-Mekhlafi, and Perur Nagaratnam, (2013) in Adams, (2018) have discovered that EFL lecturers face a large number of demands each year, particularly in developing countries.

According to Baysura, Altun, & Yucel-Toy (2016) the principal purpose of the PBL method is to qualify students to originate solution oriented outputs for different circumstances that they encounter by associating their learning to actual. On the other hand, trying to find out the importance of PBL projects and the advantages of doing PBL in different fields, thus, according to Simpson (2011) in Adams, (2018) research designated that Project Based Learning (PBL) can be a more operative teaching scheme than habitual techniques.

3.4 Appendix Criteria for PBL and Data

Roles for This Document	Typically Performed by	Date and Signatures
Author	Dr. Aziza Kavlu – Lecturer of Advance English and Business Communication Skills	
Submitter	First Grade Architecture and Civil Engineering Departments' students	
Approver(s)	Head of Departments Head of Architecture Engineering Head of Civil Engineering	Mustafa Mukhlis Ilham Ibrahim

1. GENERAL INFORMATION

Department/Unit:	First Grade Architecture and Civil Engineering Departments, Ishik University, Sulaimaniyah
Type of the Project	<input checked="" type="checkbox"/> Academic <input type="checkbox"/> Social

2. PROJECT DESCRIPTION/BACKGROUND

Project based Learning Projects for Architecture and Civil Engineering 2017 – 2018 Academic Year's Summer School,
Topic: Build Your Dream Journey for Architecture and Civil Engineering Students

The project aims to enhance students' English language skills, investigating skills and digital skills.

Journey

- Dream
- Choose Country
- Sightseeing
- Natural Beauty
- Weather
- Accommodation
- Food
- Entertainment
- Offers

3. AIMS AND OBJECTIVES

The positive integration of English Language to authentic settings and investigative skills

- ✓ Shift from rote – memorization to investigating, authentic and learning by doing atmosphere.
- ✓ Get information and awareness about the place of English in their field education
- ✓ Acquire Research and interview skills, analyze data and information, and draw conclusion abilities.
- ✓ Practice public speaking skills while presenting results.
- ✓ Practical application of learning to the real world and the world of work
- ✓ Skill development including communication, team work and presentation
- ✓ Hands on learning, problem solving and development of creative solutions
- ✓ Development of an understanding about architecture and the built environment.
- ✓ 5 min video
- ✓ Leaflet
- ✓ Requirements
- ✓ **Real-World Oriented:** —connection to the real world, has a basis in, or application to, real-

Name of University: _____, Department: _____, Major _____, Gender: F /
M _____

How long have you been teaching at University? Since _____

Do you use PBL (Project -Based Learning) in your classes? Yes ____ No ____

If No, due to one of the following factors:

- a. I don't know how to implement it
- b. I don't find it necessary to implement it
- c. I don't think it is beneficial for my department
- d. Negative perspective of the students on doing PBL
- e. It's not obligatory

If Yes:

1. How did you learn about PBL?

- a. I got professional Development Training
- b. I learned it from Internet
- c. From Colleagues
- d. Others _____

2. Can you define PBL briefly from your perspective?

3. What type of PBL projects have you applied so far? (Please mention names and the results)

Project Names	Type	Results
---------------	------	---------

4. Do you think PBL projects are different from traditional teaching methods type projects? Why?

5. Do you think it is necessary to use PBL in EFL classes, Why?

6. Do you think every University Lecturer should implement PBL, Why?

7. Can you mention difficulties, problems and challenges you have faced while implementing PBL?

a. In the class _____

b. With students _____

- c. Personally_____
- d. Professionally _____
- e. Others_____

Dear participants,

This questionnaire is a part of our research in PBL (Project-Based Learning) and English Language Teaching. It is completely confidential and there are no right or wrong answers, so you can be as honest as you like! The answers you provide are used solely for academic purposes in this project. In fact, if you decide in the end that you would prefer not to participate in this survey, you will be free to opt out without any consequences and the answers that you have given will be discarded and not analyzed. Thank you.

References

- Adams, D. R. (2018). An Empirical Study on Teachers' and Students' Perception of Project Based Learning.
- Baran, M., & Maskan, A. (2009). Proje tabanlı öğrenme modelinin fizik öğretmenleri için ikinci sınıf öğrencilerinin elektrostatiğe yönelik tutumlarına etkisi. Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi, 12(1), 41-52.
- Baysura, O. D., Altun, S., & Yucel-Toy, B. (2016). Perceptions of Teacher Candidates Regarding Project-Based Learning. Eurasian Journal of Educational Research, 62, 15-36.
- Beckett, G. H. (2006). Project-based second and foreign language education. Project-based second and foreign language education: Past, present, and future, 1-15.
- Bell, S. (2010). Project-based learning for the 21st century: Skills for the future. The Clearing House, 83(2), 39-43.
- Beneke, S., & Ostrosky, M. M. (2009). Teachers' Views of the Efficacy of Incorporating the Project Approach into Classroom Practice with Diverse Learners. Early Childhood Research & Practice, 11(1), n1.
- Blumenfeld, P. C., Soloway, E., Marx, R. W., Krajcik, J. S., Guzdial, M., & Palincsar, A. (1991). Motivating project-based learning: Sustaining the doing, supporting the learning. Educational psychologist, 26(3-4), 369-398.
- Brooks, S. F. (2016). Examining the implementation challenges of project-based learning: A case study.
- Çakan, S. (2005). Proje tabanlı öğrenme yaklaşımının uygulandığı 6. sınıf matematik dersine ilişkin öğrenci ve öğretmen görüşleri: bir eylem araştırması.
- Chu, S. K. W., Reynolds, R. B., Tavares, N. J., Notari, M., & Lee, C. W. Y. (2017a). 21st century skills development through inquiry-based learning: Springer.
- Chu, S. K. W., Reynolds, R. B., Tavares, N. J., Notari, M., & Lee, C. W. Y. (2017b). Twenty-first century skills education in Switzerland: An example of project-based learning using Wiki in science education. In 21st Century Skills Development Through Inquiry-Based Learning (pp. 61-78): Springer.
- Çıbık, A. S. (2009). Proje tabanlı öğrenme yaklaşımının öğrencilerin fen bilgisi dersine yönelik tutumlarına etkisi. İlköğretim Online, 8(1).
- Dağ, F., & Durdu, L. (2011). ÖĞRETMEN ADAYLARININ PROJE TABANLI ÖĞRENME SÜRECİNE YÖNELİK GÖRÜŞLERİ. Education Sciences, 7(1), 200-211.
- Erdem, M., & Akkoyunlu, B. (2002). İlköğretim sosyal bilgiler dersi kapsamında beşinci sınıf öğrencileriyle yürütülen ekiple proje tabanlı öğrenme üzerine bir çalışma. İlköğretim Online, 1(1).
- Fook, C. Y., Sidhu, G. K., Narasuman, S., Fong, L. L., & Rahman, S. B. A. (2015). 7th International Conference on University Learning and Teaching (InCULT 2014) Proceedings: Educate to Innovate: Springer Singapore.
- Fragoulis, I., & Tsipakides, I. (2009). Project-Based Learning in the Teaching of English as a Foreign Language in Greek Primary Schools: From Theory to Practice. English Language Teaching, 2(3), 113-119.
- Gültekin, M. (2005). The Effect of Project Based Learning on Learning Outcomes in the 5th Grade Social Studies Course in Primary Education. Educational Sciences: Theory & Practice, 5(2).

- Habok, A. (2015). Implementation of a project-based concept mapping developmental programme to facilitate children's experiential reasoning and comprehension of relations. *European Early Childhood Education Research Journal*, 23(1), 129-142.
- Habók, A., & Nagy, J. (2016). In-service teachers' perceptions of project-based learning. *SpringerPlus*, 5(1), 83.
- Harris, M. J. (2015). The challenges of implementing project-based learning in middle schools. University of Pittsburgh,
- Hoose, S. (2017). The Effectiveness Of Project-Based Learning In Teaching Adult Esl Students How To Locate, Evaluate, And Use Evidence From Texts.
- Kavlu, A. (2015). The effect of project-based learning on undergraduate EFL students' reading comprehension ability. *Journal of Education in Black Sea Region*, 1(1), 39-44.
- Kavlu, A. (2016). Enhancement of English as a Foreign Language (EFL) University Students' Reading Skills through Project-Based Learning Implementation (Iraqi Case). PhD dissertation. Tbilisi: International Black University,
- Lasauskiene, J., & Rauduvaite, A. (2015). Project-based learning at university: Teaching experiences of lecturers. *Procedia-Social and Behavioral Sciences*, 197, 788-792.
- Pack, D. J., Avanzato, R., Ahlgren, D. J., & Verner, I. M. (2004). Fire-fighting mobile robotics and interdisciplinary design-comparative perspectives. *IEEE Transactions on education*, 47(3), 369-376.
- Phothongsunan, S. (2018). EFL University Teachers' Professional Development in the Thai Context.
- Rochmahwati, P. (2015). Fostering students' critical thinking by project-based learning. *Journal on English as a Foreign Language*, 5(1), 37-44.
- Simpson, J. (2011). Integrating project-based learning in an English language tourism classroom in a Thai university.
- Solomon, G. (2003). Project-based learning: A primer. *TECHNOLOGY AND LEARNING-DAYTON-*, 23(6), 20-20.
- Thomas, J. W. (2000). A review of research on project-based learning.
- Wahyudin, A. Y. (2016). The Effect of Project-Based Learning on L2 Spoken Performance of Undergraduate Students in English for Business Class. Paper presented at the Ninth International Conference on Applied Linguistics (CONAPLIN 9).
- Wu, S.-j., & Meng, L.-h. (2010). The integration of inter-culture education into intensive reading teaching for English majors through Project-based Learning. *Online Submission*, 8(9), 26-37.
- Zancul, E. d. S., Sousa-Zomer, T. T., & Cauchick-Miguel, P. A. (2017). Project-based learning approach: improvements of an undergraduate course in new product development. *Production*, 27(SPE).



**INTERNATIONAL VISIBLE
CONFERENCE ON EDUCATIONAL
STUDIES & APPLIED LINGUISTICS**

