

11th VESAL

INTERNATIONAL VISIBLE CONFERENCE ON
EDUCATIONAL STUDIES & APPLIED LINGUISTICS

ISBN 978-9922-9036-6-8

MAY 29th, 2021

TISHK INTERNATIONAL UNIVERSITY
ERBIL, KURDISTAN REGION, IRAQ

“Educational Breakthrough to Success”

VESAL
CONFERENCE PROCEEDINGS BOOK



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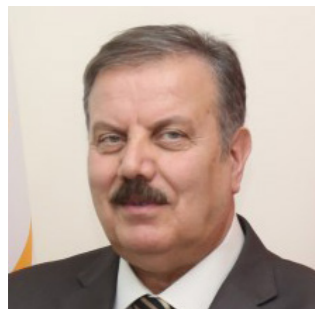
Faculty of Education of Tishk International University &
College of Education of Salahaddin University

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

“Educational Breakthrough to Success”



www.tiu.edu.iq/conf/vesal



Dr. Idris Hadi Salih
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 11th year of successful organization. The conference has already become a considerable brand and improving year by year. The aim of VESAL 2021 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.

The Organizing Committee of The International Visible Conference of Educational Studies and Applied Linguistics (VESAL 2021) 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.

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Dean of Education Faculty, Tishk International University

“Educational Breakthrough to Success”

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 re-think 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.

Friday, April 26, 2021

18:00-20:00 (during Welcome Dinner) at TIU, Main Building

Saturday, April 27, 2021

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.

Name Badges

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

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.

Lunch & Dinner

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, 2021 18:00-20:00

Lunch

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, 2021 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, 2021, 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, 2021 through the online system. The proceedings will be published on June 1, 2021.

A Polite Request to All Participants

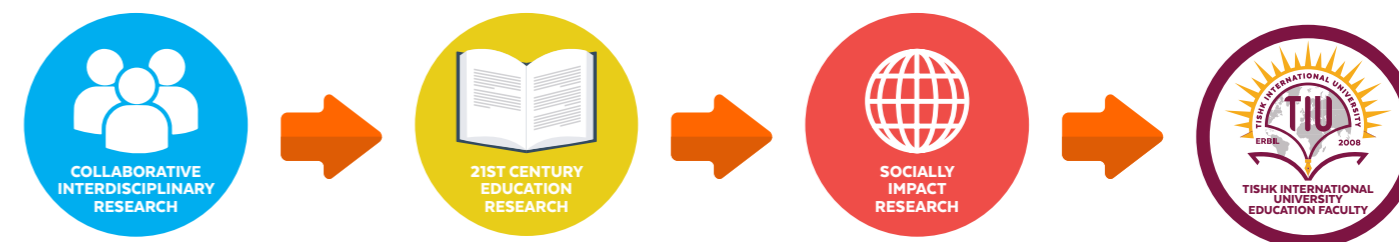
Participants are requested to arrive in a timely fashion for all presentations, whether to their own or to those of other presenters. Presenters are reminded that the time slots should be divided fairly and equally between the number of presentations, and that presentations should not overrun. Participants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

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 2021 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 2021

conference aims to contribute to the region and educators through international experts and researchers. The VESAL 2021 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 2021 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
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SCHEDULE AT A GLANCE

April 26, 2021 - Welcome Dinner and Registration

April 26, 2021 - Welcome Dinner and Registration
18:00 - 20:00 Speaker Registration and Welcome Dinner at TIU, Main Building

April 27, 2021

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, 2021

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, MAY 29th | 10:30- 11:15 | HALL 302



Dr. Peter Lucantoni
Professional Learning and Development,
Manager
(Middle East and North Africa)
plucantoni@cambridge.org

Future Learners Need Learning Strategies

Learners undoubtedly need help in order to achieve success, particularly if a high-stakes examination is involved. This webinar will start by thinking about learning and discuss what a learning strategy is, as well considering why these strategies are so important. We will also consider what the future holds for our students and what a future learner looks like. We will not linger on the topic of Covid!

“Educational Breakthrough to Success”



John P. Portelli
Professor, Department of Social Justice
Education, OISE, University of Toronto

The Challenges of Student Engagement: Beyond a Deficit Mentality

No one disputes the importance of student engagement. However, to realize proper student engagement poses several challenges. These challenges include: the misinterpretation of what engagement means, the overly technical application of engagement to the detriment of students' lives, the lack of consideration of the purpose of engagement. But the most problematic challenge is the reproduction of a deficit mentality on the part of educators and institutions. How may social justice and equity contribute to these challenges? The suggestions in this presentation are based on several empirical studies relating to student engagement in various countries.

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A Linguistic Analysis of Nostalgia in The Retreat, Piano, and Tintern Abby

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[doi:10.23918/vesal2021v1](https://doi.org/10.23918/vesal2021v1)

Abstract

Nostalgia is one of the most noted characteristics in English literature. Generally, nostalgia reflects the situation that one already has lost the loved past or object, but tries to reproduce the loved past in order to be with the objects again. It is not the location that generates the nostalgic effect. It is rather the harmonious relationships that are brought back and rendered even more ideal as they are at the same time reiterated as things gone and lost forever. Nostalgia deals with the relationships among individuals and human and nature. As such, nostalgic events involve psychological distance which are construed with abstract terms. They are also construed with concrete terms as they reflect relevance to the present or psychological proximity. Nostalgic, ordinary, and positive recollections, as well as distance of pertinent events in time and location are expressed through words and expressions. Recollections of nostalgic events include a great number of abstract terms and higher level construal while entailing concrete elements linking past to present. The unique consequences of nostalgic recollections in terms of affect, including a sense of authenticity are the themes of the selected poems in the present study. The aim of the study is to identify the terms and expressions used in the selected poems and how they manage to convey the poets' unusual and meaningful memories that are preserved, if not idealized, across time. The study is an attempt to deal with the topic of nostalgia by using linguistic analysis.

Keywords: Nostalgia, Language, recollections, memories.

1. INTRODUCTION

The New Oxford Dictionary (1998) defines nostalgia as “a sentimental longing or wistful affection for the past” (p. 1266). Nostalgia is a predominant and essential human experience—one that serves a number of key psychological functions. Nostalgia may be uniquely positioned to offer integrative insights across several important facets of human functioning. It pertains to a personally experienced past, but not all past experience evokes nostalgia. Nostalgia was considered to be the realm of psychological disorders for much of the 20th century. Scholars in the psychodynamic tradition described nostalgia as an “immigrant psychosis” (Frost, 1938, p. 801), a “mentally repressive compulsive disorder” (Fodor, 1950, p. 25), and “a regressive manifestation closely related to the issue of loss, grief, incomplete mourning, and, finally, depression” (Castelnuovo-Tedesco, 1980, p. 110).

Davis (1979) defined nostalgia as a:

“positively toned evocation of a lived past” (p. 18) and argued that “the nostalgic . . . experience is infused with imputations of past beauty, pleasure, joy, satisfaction, goodness, happiness, love Nostalgic feeling is almost never infused with those sentiments we commonly think of as negative—for example, unhappiness, frustration, despair, hate, shame, and abuse” (p.14)

Batcho (1995) and Holak & Havlena (1998), Shared the same point of view about nostalgia. They claimed that nostalgia is associated with positive affect. Ortony, Clore, and Collins (1988), on the other hand, have highlighted the negative side of nostalgia. They viewed nostalgia as part of the negative subset of well-being emotions. Specifically, they categorized nostalgia under the distress and loss emotions. The affective signature of nostalgia is considered to be sadness or mourning about the past. Peters (1985) also endorsed the view that nostalgia involves the wounding realization that some desirable aspect of one’s past is irredeemably lost. Nostalgia is equated with homesickness. The content of nostalgic experiences is what is important, especially in literature. The triggers that arouse nostalgia is yet another essential element in studying the topic. There is, also, the psychological functions of nostalgia that helps in understanding the reasons behind it.

Until the late 20th century, nostalgia was conceptualized as a negative emotion with adverse psychological and physiological symptoms (Sedikides, Wildschut, & Baden, 2004). This gloomy view of nostalgia has recently been challenged and the construct changed. Evidence indicates that nostalgia is mostly positive emotion, though shaded with negative emotionality (Wildschut, Sedikides, & Cordaro, 2011). Primary findings indicate that a crucial function of nostalgia is that it generates positive (rather than negative) in-the-moment affect (Wildschut, Sedikides, Routledge, Arndt, & Cordaro, 2010).

2. Nostalgia in English Literature

Nostalgia in English literature is a crucial theme to many writers, poets, and playwrights. It has been used as a theme throughout the ages, still is, and will continue, as long as humanity exist in the universe. Recollections provoke chiefly positive or negative affect on the path which leads to the topic of any literary work. Nostalgic recollections in English literature are characterized by a unique pattern of mental construal. It has a bittersweet affective signature.

Nostalgia is a rough-and-tumble emotion, not a rosy one, and its rocky structure and consequences may capture rather convincingly the vicissitudes of life. Indeed, evidence indicates that the unbridled pursuit of positivity can have detrimental consequences (Gruber, Mauss, & Tamir, 2011) and that optimal functioning requires a mix of positivity and negativity (Fredrickson & Losada, 2005), a mix that nostalgia offers. This is true to literature as well.

Reality is associated with psychological benefits such as higher life satisfaction and self-esteem (Goldman & Kernis, 2002), greater subjective well-being and lower stress (Wood, Linley, Maltby, Baliousis, & Joseph, 2008), and increased mindfulness and reduced verbal defensiveness (Lakey, Kernis, Heppner, & Lance, 2008). As it is evidence in English literature, especially in the selected poems of this study.

In literature, we can see that the nostalgic mental travel is distinct from ordinary autobiographical and positive autobiographical mental travel. It is an emotion, well expressed in the selected poems, that comprises unusual

and meaningful memories preserved and maybe increased across time, demonstrates a unique an abstract construal reflecting past perspective and concrete explanation reflecting present relevance. These features of nostalgic recollections in English literature, in general, may be the key which contributes to psychological benefits and functions that serve the themes of the literary works. Literature offers accounts of loss of community, through deaths of family members and other loved ones, or through exile from a homeland, also offer representations of mourning processes and reviews of other naturalized social practices that constitute belonging and exclusion.

3. Nostalgia and Language

Boym (2001) claims that the word nostalgia comes from the Greek, nostos- return home, and algia- longing. So, it is a ‘longing for a home that no longer exists or has never existed. Nostalgia is a sentiment of loss and displacement, but it is also a romance with one’s own fantasy’. Nostalgia is also, ‘the expression of yearning for an earlier time or place or a significant person in one’s history, the memory and significance of which or whom contributes to the sense of the self in the present moment’ (Rubenstein, 2001, p. 43).

The words and expressions that are used in association with loss and yearning is the scope of imagination for the literary works that these words can perform. Literary writers are interested in portraying what has not yet had shape or voice. They do that through particular words and expressions. They use language to acknowledge the readers of their feelings and emotions. Language is simply a well-shaped mask that hides certain values, emotions, ideas, feelings, and nostalgic memories. Through language nostalgic feelings and emotions are conveyed by the poet or the speaker; the one who is experiencing these feelings and uttering them in the selected poems. Poems, plays, and narratives that offer accounts of loss of community, through deaths of family members and other loved ones, or through exile from a homeland, also offer portraits of mourning processes and critiques of other naturalized social practices that constitute belonging and exclusion. These processes are carried put through the language used in the texts. The language of nostalgia is unique to these processes and can be traced back to the way how the writers, playwrights, and poets use language and engage it to fulfill their desire in portraying these emotions and feelings of nostalgia.

4. The Selected poems

4.1 The Retreat

Henry Vaughan wrote The Retreat because he wants to move backward, at least in terms of his spirituality, unlike most of the people in all ages, at all times like to move forward. The poem is about going back to infancy when the soul is pure and not corrupted; the poet is seeking perfect innocence in this world but this cannot be achieved and thus he finds a solution in the retreat to his childhood. The poet uses words that show nostalgia when he uses items to this end. The adjective ‘happy’ and the noun ‘angel’ show the purity of childhood:

Happy those early days! when I

Shined in my angel infancy.

(Lines 1-2)

The poem divides life into two phases: innocence and experience. The words ‘white’ and ‘black’ show these two phases of innocence and experience when he is mature and conscience is touching sin and his soul is drunk:

But a white, celestial thought;

When yet I had not walked above (Lines 6-7)

Before I taught my tongue to wound

My conscience with a sinful sound,

Or had the black art to dispense (Lines 15-17)

His soul only gets rid of this drunken state by remembering heaven and since he is a live, the only way available to reach there is by death which is clear in:

And when this dust falls to the urn,

In that state I came, return.
(Lines 31-32)

The reader is taken through forward 'love' and backward 'move', and twined rhymes 'love and move' identify this return as desired regression. The final word 'return' is a reflection of timelessness (eshuneutics.blogspot.com). The adult regresses to child to finish with an innocent truth that is all reflection and return. The beginning is often the end and to make an end is to make the beginning (eshuneutics.blogspot.com).

The poet also uses imagery, he notes that shadows of eternity were seen by him in natural phenomena such as 'clouds' and 'flowers':

When on some gilded cloud or flower
My gazing soul would dwell an hour,
(Lines 11-12)

The syntax is easy and unusual vocabulary is rare. The poem starts with an exclamation, 'Happy those early days!' As for the sounds, the poet makes sound semantically resonant as assonance represents and encapsulates 'place, race':

Before I understood this place
Appointed for my second race,
(Lines 3-4)

In the above lines, this could be traced back to the pre- conceived soul that is the pre- fall state of grace (a kind of Garden of Eden). It seems that according to Christian theology that the best way for a man to attain heavenly perfection is to die and ascend to heaven by moving in age, but the poet wants to go backward. He wants to negate his past sin and be washed clean from the beginning. So, in a way, the poet champions his soul above mind:

Some men a forward motion love;
But I by backward steps would move,

(Lines 29-30)

Finally, it is clear that the theme of nature is connected with the theme of paradise, glimpsed and lost.

4.2 Piano

David Herbert Lawrence, though best known as a novelist, wrote a number of poems about his close relationship with his mother Piano is one of them. It was written in 1918. Lawrence becomes nostalgic and he starts to remember his childhood, while a woman sings and plays the piano. The piano's harmonious sounds would move him back in time to his childhood years. When he was a young child, he used to sit under the piano while his mother played the piano, sang, and smiled. The smile was probably caused by the fact that the child was playing with her "small, poised feet". Piano is about the lost joy of childhood. The nostalgic atmosphere is skillfully conveyed by a precise choice of words and metaphorical images (Nava, 2014)

In each stanza the first two lines refer to the present while the last two transport the audience back to the persona infancy. Using the word 'vista' brings up the image of growing up which is similar to climbing mountains and in his adulthood the man is right at the top, from there he falls into his childhood again. The past in the poem is not

about over indulgence but simply a reflect of how nostalgia is a human condition (www. Academia. Education). The poem is in the first person singular. The softness of the poem is contrasted by the harsh word choice such as betray, vain, weep, which shows that the memories stored cause pain longing and desire for the past which is like great black appassionato.

In the first stanza the present and the past put tight together, the present tense is used for present and past time to show that the past is as vivid as the present:

Softly, in the dusk, a woman is singing to me;
Taking me back down the vista of years, till I see

(Lines 1-2)

He uses musical language to bring this memory to life by using sibilant sounds like 'softly, dusk, singing'. There is fluctuation of time sequence because it goes to the past:

A child sitting under the piano, in the boom of the tingling strings
And pressing the small, poised feet of a mother who smiles as she sings.

(Lines 3-4)

The poet uses simple words but they are effective and he uses onomatopoeia words such 'the boom of the tingling strings'. Also the piano serves as a symbol of the poet's childhood. The music reminds him of his happiest memories when he used to listen to music in the boom of the tingling steps and the cozy parlour.

In the second stanza nostalgia is triggered by the word 'insidious' and the song entraps him and takes him back to the days he longs to be which are painful to think of.

In spite of myself, the insidious mastery of song
Betrays me back, till the heart of me weeps to belong

(Lines 5-6)

The words 'in spite of myself and betrays me back' show that the man was in struggle whether to listen to the song or to go back to the innocence enjoy to his childhood. The words used are simple describing the vivid image in the reader's mind that of comfort warmth and acceptance (litxpertwordpress.com)

In the third stanza, he says that it is in vain for the singer to burst into clamour because he has travelled back to the glamour of his childish days:

So now it is vain for the singer to burst into clamour
With the great black piano appassionato. The glamour
Of childish days is upon me, my manhood is cast (Lines 9-10-11)

At the end the man between choosing the manhood and childhood, is obliged to go to his childhood to the effect that he weeps:

Of childish days is upon me, my manhood is cast
Down in the flood of remembrance, I weep like a child for the past.

(Lines 11-12)

The word 'down' is repeated twice which metaphorically means that he was depressed and crying for the past.

Finally, the only liaison between now and then remains the beautiful and dramatic piano appassionato which is tearing his soul (hellesdon.org/rattlebag/piano). Nostalgia is triggered by insidious song: "nostalgia can be triggered either by drugs, the weather, or by certain rhythms" (Richards, 1929).

4.3 Tintern Abbey

Wordsworth wrote about his experience going back to the Abby but focused on the emotional beauty of nature. From the first lines, the poet situates himself between two instances in time, creating the conditions for nostalgia. This is reflected in the language and the choice of vocabulary in the poem. The word five is repeated at the beginning which is anaphora and this adds rhythm and melody to the poem which matches with nostalgia. The repetition of the word five emphasizes the weight of time which separated the poet from this scene:

FIVE years have past; five summers, with the length
Of five long winters! and again I hear

(Lines 1-2)

The word again is repeated in the poem. He emphasizes the laps of time by stating 'again' (megaessays.com 156810/). He also repeats 'I' as in (I hear these waters, I behold, I view, I see) each shows personal engagement, vista affects him. He sees an idyllic landscape:

With a soft inland murmur.--Once again
Do I behold these steep and lofty cliffs,

(Lines 3-4)

The day is come when I again repose
Here, under this dark sycamore, and view

(Lines 9-10)

'Mid groves and copses. Once again I see
These hedge-rows, hardly hedge-rows, little lines

(Lines 15-16)

The reader gets a visual image of the pastoral settings as in lines (3, 4) where he uses onomatopoeic words like the word 'murmur' which allow the reader to gain sense of peace and tranquility that the water is providing. The rhythm of the poem is slow by using the words winter, water murmur. Wordsworth is in conflict between natural landscape and mental landscape, he wants to find a mutual depth so that he can find his soul self or his destiny. He wants to overcome final separation from the source of a mental nature. That is the fear of death.

These waters, rolling from their mountain-springs
With a soft inland murmur.--Once again

(Lines 3-4)

Wordsworth also uses past and present to narrate his poem, the past represent the innocence and the present represents the experience:

The day is come when I again repose

Here, under this dark sycamore, and view
(Lines 9-10)

Man and nature are not in opposition but seen as complementary elements as a whole recognizing man as part of nature (megaessays.com 63477). The poet talks about green pastoral landscape and claimed that nature never did betray the heart that loved her. He shows nature to be gentle nurturing force that teaches and soothes humans:

Of absence, these steep woods and lofty cliffs,
(Line 158)

Knowing that Nature never did betray
The heart that loved her; 'tis her privilege,
(Lines 123-124).

The poet is comparing his young self to his current state (Domrosh and Kevin, 2012):

With many recognitions dim and faint,
And somewhat of a sad perplexity,
(Lines 60-61)

He also thinks of the death as seen in the words used in the following lines:

Until, the breath of this corporeal frame
And even the motion of our human blood
Almost suspended, we are laid asleep
In body, and become a living soul
(Lines 44-47)

Loss and decay are also themes in the poem. The following lines show that the poet was in emotional pain because the sense of power as it existed in his memory is lost:

Their colours and their forms, were then to me
An appetite; a feeling and a love,
That had no need of a remoter charm,
By thought supplied, nor any interest
Unborrowed from the eye.--That time is past,
And all its aching joys are now no more,

(Lines 80-85)

In this poem doubt is foregrounded in the conditional mood in the structure of assertion and qualification. All three times in the generalized affirmation of the normal effectiveness of memory by using if clause which moves to a more specific related to the Wyc river, to Dorothy or to both the river and brother sister relationship. This doubt is confirmed by the use of double negative. The negation is also implied in other lines where he thrice exhorts Dorothy:

Nor perchance,
If I were not thus taught, should I more
Suffer my genial spirits to decay:

(Lines 112-114)

Of unremembered pleasure: such, perhaps,
(Line 32)

Of kindness and of love. Nor less, I trust,
(Line 36)

Have followed; for such loss, I would believe,
(Line 88)

The color green is the emotional center of the poem. It carries suggestion of power, peace, and protection, as in:

The landscape with the quiet of the sky.
(Line 8)

Among the woods ad copses lose themselves,
Nor, which their green and simple hue, disturb
The wild green landscape. Once again I see
(Lines 13-15)

In the last part of the poem, his focus turns from nature to his sister. There is an advice from the poet to his sister Dorothy not to forget nature, which is a plea that we also not forget him. There is interplay between remember and forget in the final lines of the poem. The landscape described in the poem is the memory of the poet. There is also a contrast between civilization and nature. Through the act of the memory of nature, the poet discovers a spin that commands all life. The poet combines their current setting with his sister's future memory of the moment. He is satisfied knowing that she will also carry the place, the moment, and the memory with it:

If I should be where I no more can hear
Thy voice, nor catch from thy wild eyes these gleams
Of past existence--wilt thou then forget
That on the banks of this delightful stream
We stood together; and that I, so long
A worshipper of Nature, hither came
Unwearing in that service: rather say
With warmer love--oh! with far deeper zeal
Of holier love. Nor wilt thou then forget,
That after many wanderings, many years
Of absence, these steep woods and lofty cliffs,
And this green pastoral landscape, were to me
More dear, both for themselves and for thy sake!
(Lines 148-160)

In the last stanza, he returns to the present to address his sister Dorothy. He explains that her presences offers a kind of continuity in his life. She offers continuity because the poet sees himself in her. Nature is not only an object of beauty for memories, but "the catalyst for a beautiful, harmonious, relationships be true. Two people land their memories of that relationship" (gradesaver.com).

5. Conclusions

1. Henry Vaughan wrote *The Retreat* expressing nostalgia in a way that conveys complex emotion, characterized by high-level mental consideration and propositional content. In the poem, he shows that nostalgia is a happiness-related emotion, yet, at the same time, it invokes sadness because of the realization that some desirable aspects of the past are out of reach and cannot be back again in reality. The poem focuses on the

emotional affect which is triggered by nature or an object going back to earlier stage of life where there is innocence or purity. Imagery as an important part of reflecting the nostalgic effects are seen by the poet as natural phenomena such as clouds or flowers. There is love for God, love for nature, love for purity, and innocence of childhood.

2. Wordsworth wrote *Tinturn Abbey* by creating an imagery which is an essential feature of the poem as well as the tropes of semantic transfer; repetition and heaps of images of nature. That is rhetoric is allowed to take the place of syntax, for it is concerned with rearrangement of words to produce an effect of sound and meaning rather than with the correct syntax of the language or even the logical arrangement of thoughts. Imagery encourages sense of solitude that man is among nature, using words such as wild which inspires deep feelings and thought which is full of emotions and tranquility.

3. D. H. Lawrence wrote *Piano* to carry over to the readers or the hearer a particular message which is embodied in the references of the individual words. In fact, in the sum of the references of the individual words of the message too. Every word has a meaning every time, and in every context it is used. The social, psychological and whatever feeling and mood the poet may have at that particular moment when describing the nostalgic setting is transferred harmoniously through the words of the poem just the beautiful melodies played by the pianist. The poem serves as a metaphor of nostalgia which is triggered by the vista of time, and in the conflict between past and present, the past wins.

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Innovative assessment: Reflect on the assessment tools and its strategies

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doi:10.23918/vesal2021v10

Abstract

This paper investigates innovative assessment types as a reflection of 21st century pedagogy and as an effective cognitive learning tool. There are many misconceptions about cognitive tools and assessment strategies however, there is no one right or wrong way but simply each teacher masters in one type of formative and summative assessment while using all types of assessments as a guideline in their classrooms based on many European authors and case studies. This paper highlights different assessment tools based on 21st century pedagogy aiming to evaluate the types of tools in summative and formative assessment in a viewpoint of innovative instructor while concluding to which is more sufficient when it comes to a new pedagogical teaching assessment.

This paper aims to answer how students can become learners through different tools of assessment criteria and peer review experiences? How 21st century instructor can evolve students in assessments? And is it possible to steer student learning in the desired direction aiming for life-long learning. In innovative assessment new beginners face many fears about the misconceptions and obstacles of assessment, this paper tries to answer how to choose wisely when it comes to maximize knowledge of instructions to achieve better student performance. We must understand that innovative assessment which is not a onetime event, it's a life-long learning process embedded into everyday instructions to give educators and students information needed so that they could understand what comes next in course structure and what they aim to achieve in the end of the course syllabus. (Handley & Williams, 2011; Rust et al., 2003). In innovative assessment educators get many chances to learn about Benjamin Bloom who created Bloom's Taxonomy and why we as 21st century educators should make Blooms taxonomy a first steppingstone in our teaching methodologies.

Keywords: Assessment strategies, Cognitive tools, Formative assessment, Pedagogy, Summative assessment

Introduction

Educators have many different definitions for formative and summative assessment and its tools thus, it can get confusing sometimes which is very understandable for a new teacher that just entered the academic field. Assessment is measuring student’s work performance and evaluating judgement about his performance in the classroom. Process of educators is more than simply assigning a grade to a student. Educators should aim to infuse knowledge and information on both teaching effectiveness and learning effectiveness: for instructors, it reflects academic achievements while for students it represents how much effort and work, they can undertake. However, key fundamental aspect of assessment tool is to help students learn from their assessed work and to improve their performance in future works. Giving students a limited chance to practice their understanding and teachers only a specific assessment style to assess students with is simply not enough in lifelong learning process. Thus, to enhance students’ success, we believe that instructors should make use of different assessment strategies or even trying to combine many assessment strategies based on the context and learning environment. (Birenbaum, 1996; Black, Harrison, Lee, Marshall & William, 2004; Brown, Bull & Pendlebury, 1997). To be able to best assess students, instructors also must be aware of the weaknesses and strengths of each assessment strategy and its suitability.

According to the book “Six questions to ask about assessment”, a traditional assessment also known as standardized test usually took place in examination form. Giving students a limited chance to practice their understanding and teachers only a specific assessment style to assess students with. Measuring students only by tests is a teacher -centered pedagogy, as 21st century educators must limit exam-based assessments and focus on different summative and formative assessment to maximize student’s productivity and measure each student’s ability.

21st century Pedagogy

Pedagogy is a miraculous phenomenon that is now considered a science practiced and taught by Finnish educators around the world. A beautiful country having magnificent architecture, distinct and historic culture, and a fascinating way of life, the citizens of Finland take pride in their education system chosen to be one of the best in the world with their unique teaching methodologies, in which offers equal opportunities to all (Falchikov, 2005). Hundreds of books

and research papers have been written and dedicated to pedagogy. Pedagogy follows certain principles that researchers have revealed over time. Originally, the German term pedagogy as such word does not exist in English. The corresponding English concept is “education”. There is a concept of pedagogy in Finnish, but more often we talk about educational science, which is a broader concept and mainly corresponds to the English concept of education. Pedagogy refers to the functions of education in relation to the teacher and the student.

Yrjö Engeström a Finnish professor specialized in psychology of teaching (1984) defines pedagogy as the science of teaching and learning, a process that facilitates learning or the acquisition of knowledge, skills, values, beliefs, and habits. Pedagogy refers to how a master, a teacher, a tutor can make a pupil, a student grows and behave in a desired way, depending on how the teacher hopes. To do this, the teacher must set a goal, which can be nonverbal, spoken, concrete, or abstract. To achieve this according to Fuller and Skidmore specialised in higher education and its assessment, the teacher must consider three main elements in pedagogical classroom. Following by these attributes the instructor will be able to stablish assessment strategies. (Fuller & Skidmore, 2014).

- Attitude: The teacher must motivate the student to pursue the goal, to adopt the values and attitudes that are prerequisites for achieving the goal.
- Information: The teacher must share information that will enable the goal to be achieved.
- Practice: The student must practice the skills that are a prerequisite for achieving the goal.

Innovative Assessment strategies

This section describes the different innovative assessment strategies that can be used in teaching and learning process as part of pedagogical method. But first and foremost, instructors should be equipped and aware of cognitive tools to achieve positive outcome in order to use these assessment strategies correctly. Starting from basic education until university education, Finnish pedagogy focuses on the student’s learning and competence

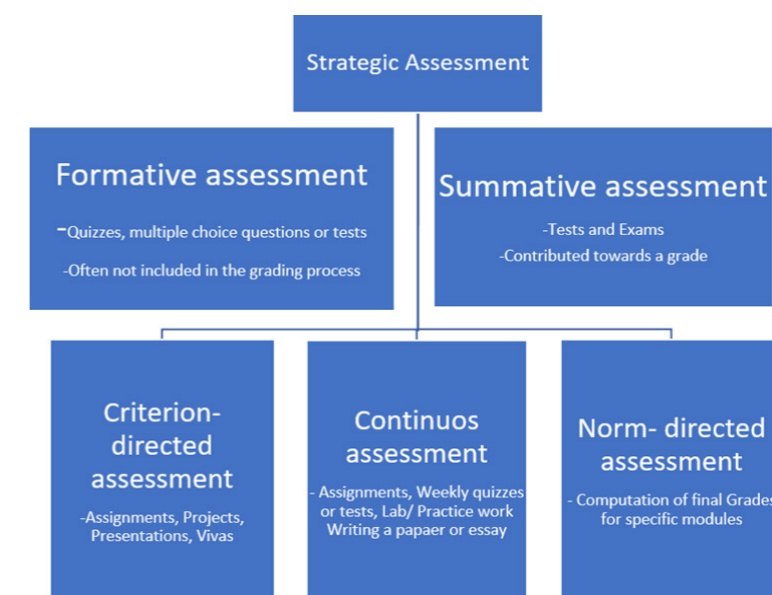
level through both formative and summative assessment.

Studies do not indicate the stage of study, learning environment, or group size for the reliability of a child’s peer review (Asikainen et al. 2014; Davey, 2011; Mostert & Snowball, 2013; Nulty, 2011; Vickerman, 2009). No differences were also observed when the subject of the peer review was an essay, final

exam, or group work (Davey, 2011; De Wever, Van Keer, Schellens & Valcke, 2011; Lindblom-Ylänne et al., 2006). Based on peer review, a reliability assessment method is on display in all humanities and natural sciences as well as physiotherapy, engineering, linguistics and nurse education (Asikainen et al., 2014; Falchikov & Goldfinch, 2000; Davey & Palmer, 2012; McGarr & Cliffmans, 2013; Welsh, 2007).

Several of the above-mentioned studies have shown that peer review is best suited to the evaluation of quantifiable performance when it comes to rating- based evaluation. Thus, it could be said that its introduction is easier for both the teacher and the students in terms of problem solving and reliability, if it is right - of assessing wrong-performance (Asikainen et al., 2014; Davey, 2011; Falchikov & Goldfinch, 2000). If students have clear criteria at their disposal, such as an assessment matrix or different types of model answers, the grades given by instructor do not differ significantly from the grades given by peer reviewers. Instead, the success of peer review through processes, working life skills, or qualitative output assessments requires more careful planning by the teacher (Vu & Dall’Alba, 2007). Orienting students and involving them in the planning and implementation of assessment is then central (Bloxham & West, 2004; O’Donovan, Price & Rust, 2004).

Assessment of student learning is formative and competence assessment is known as summative assessment. The student’s learning and competence are assessed always in relation to the objectives defined in the different disciplines. The task of formative assessment is to guide the student’s study progress and to support the set-in accordance with the objectives (Barnett, 1999). Self- and peer evaluation is part of formative evaluation. Competence assessment is summative assessment, makes visible how well and to what extent the student has achieved the set goals. To better understand these strategic assessments, the following table shows formative and summative assessment tools to enhance student’s success:



(Fig. 1) Assessment Strategies to enhance Students’ Success. Vu, T. T. & Dall’Alba, G. (2007).

Cognitive tools

In student-centred teaching on the concept of cognitive learning, teaching is seen as a systematic guidance of learning, not just as the transmission of knowledge. In 21st century teaching methodology the aim of syllabus is to generate thinking and reflection that helps to understand and teach students. Thus, the process of knowledge is emphasized while the goals are set loosely and the advance planning is not meticulous, but the teaching aims at the assessment strategies by learner-centred approaches, group reflections, pair work, projects and learning tasks instead of traditional exams. Bloom, B.S. (1965)

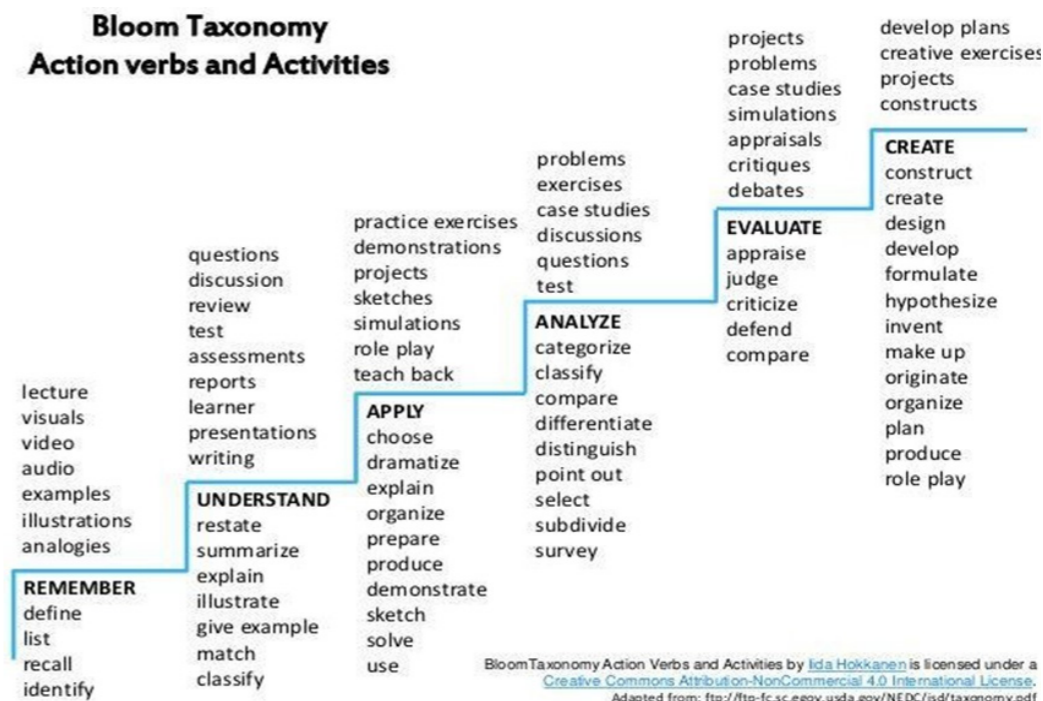
One of the cognitive tools is data collection processing that is seen as key; emotions and the surrounding reality are secondary in educators' point of view. Finnish professor Engeström (1987) specialized in education culture has structured the model of a complete learning process in his book, "Learning by expanding". The process can be divided into components, each of which requires specific types of learning actions from the learner. Engeström describes complete cognitive tools of learning through the following steps:

- Motivation: with the help of cognitive contradiction, the learner arouses a substantive interest in the subject to be learned.
- Orientation: the learner forms a conscious "lens", a basis for orientation, an explanatory or action model that promotes the assimilation of knowledge and the solution of related tasks, which helps him to see and select the essentials and to connect the details into wholes
- Internalization: the learner relates new knowledge to the previous one, interprets and merges the information into a new model
- Outsourcing: the principle of learning is applied, and it helps to solve concrete problems
- Assessment: the learner critically examines the validity and veracity of the explanatory and action model being learned
- Control: the learner looks at his or her own learning from a distance and consciously strives to improve his or her learning methods.

While in successful instructors teaching process, the teacher supports the student's learning process through activities. Another cognitive tool is based on Bloom Taxonomies action verbs, teacher's solution to a task has a significant impact on whether learners can stage their studies sensibly and carry out each of the above steps thoroughly enough. Based on Blooms Taxonomy teaching tasks can be distinguished by action verbs, such as the example below: Bloom, B.S. (1965)

- Preparing for the new and motivating topics priming the subject and arousing cognitive conflict in learners.
- Dissemination of new knowledge: "filling" the orientation base with additional information, processing, structuring, and interpreting the new subject - "finding" new knowledge using the orientation base by using different teaching methods.
- Reviewing what has been taught: re-focusing on the key points of the material taught, for example by reading or mentioning examples.
- Systematization is a clarifying structure of what is taught, for example through a teaching discussion.
- Developing Exercise Knowledge into a Skill: The goal is to automate certain performances through model and repetition.
- Solving new tasks of the orientation basis and assessment of one's own learning, the purpose of the assessment tools used by the

teacher is to develop in learners a conscious ability to control and assess their own skills.



(Fig. 2) Action verbs in Blooms Taxonomy.

The teacher must plan and implement the teaching in such a way that it uses teaching tasks flexibly and in a variety of ways, because there is no absolute correct order of teaching tasks in Blooms Taxonomy, rather each instructor can use the active verbs as cognitive tools based on their syllabus objectives.

1. Formative Assessment

Helps instruct guidance to instructors in all the level of understanding and progress of students. Formative assessment consists of quizzes, multiple choice questions or tests that are performed on a regular basis. These activities allow instructors to respond and recognize students' thinking and make proper judgments of students' progress and levels of trainment (Barnett, 1999). Based on this, instructors can provide feedback to students so that the latter can improve their future performance. On the other hand, the instructors can use this feedback to enhance their activities and adjust their teaching materials based on student's performance. Formative assessment forms part of the

teaching process and it is often included in the final grading. However, all studies of student experiences also reveal negative feelings among students. Students may have doubts in advance about the usefulness of peer review, whether the peer is competent and fair to evaluate, and whether they are themselves competent to evaluate others, but may value the experience afterwards (Vu & Dall'Alba, 2007).

Formative assessment is feedback that supports and guides learning. Feedback should help the student to understand the goals of the subject, to outline their own progress in relation to the set goals, and how to improve their performance in relation to the goals and assessment criteria. Self-assessment and peer feedback are part of formative assessment. Under the guidance of a teacher, students practice the skills of self-assessment and giving and receiving peer feedback Engeström (1987). They should be practiced as part of the study of all subjects. Self-assessment and peer feedback do not affect the grade or verbal assessment obtained in the subject.

Students must be explained the objectives of the subjects and the principles of assessment in a way that is appropriate for their age. Each student should have an idea of what he or she is supposed to learn and how his or her performance will be assessed. During the academic year, the student and his / her guardian are provided with information about the student's progress, work, and behavior. Formative assessment is always carried out to achieve the objectives of the subjects set out in the basics of the basic education curriculum and specified in the local curriculum. Formative assessment does not require documentation Engeström (1987).

Reform has sought to develop learning environments and working methods, especially in university level. The learning environment should be safe and inspiring to learn. The development of learning environments considers the special features of different subjects. In addition to the classroom, out-of-school environments are increasingly used as learning environments: people move around in nature and visit museums or companies, for example. The task of formative assessment is to guide the progress of the student's studies in relation to the set goals. Formative assessment helps the student to understand their own learning, identify their strengths and develop their work to achieve the goals set for the subjects (Barnett, 1999). Formative assessment is part of teaching tool.

Games and other virtual environments are also part of learning environments. In the teaching of each subject, diverse working methods are used so that students also learn different skills with them. Technology is playing an increasingly important role in everyday school life, and students are better able to participate

in the development and selection of their own learning environments. In basic education, diverse working methods are used. The choice of work methods is guided by the goals set for teaching and learning, as well as the needs and interests of the students (Asikainen et al. 2014; Davey, 2011; Mostert & Snowball, 2013; Nulty, 2011; Vickerman, 2009). The choice of working methods also considers the characteristics of different subjects and the promotion of broad-based competence. The use of information and communication technologies as a way of working also promotes opportunities for students to develop their work and learn the skills they will need in the future.

The goal of the teacher is to create a whole that secures perfect learning. The dissatisfaction with the loss of trust in schools that is experienced for decades are clear hallmarks for much needed change in our school system. Addressing the need for transforming our educational system to learner -centered pedagogy. A strong need for a new approach into learner-centered paradigm in today's schools reflects our societies loss of trust among unprepared counsel-or educators. Current teacher-centered school systems are striving for standardization and has not been designed to meet individual learners' needs.

Rather it was designed to sort students into workers and managers. Forcing students to move on with the rest of the class regardless of whether they have learned from the syllabus and thus many students accumulate learning deficits and eventually drop out (Asikainen et al. 2014; Davey, 2011; Mostert & Snowball, 2013; Nulty, 2011; Vickerman, 2009).

While learner-centered pedagogy is a package of acquired shared knowledge and skills from teachers to students that are essential tools for a full participation and preparation of students in modern society. Learner-centered approach is to help students discover their learning styles, motivations and acquire effective studying and researching skills. According to a case study in Moated and Cox article, there are steps in which counsellor educators take to engage students that has accustomed to traditional teaching shift to learner- centered pedagogy. Falchikov (2005). Help them set achievable goals Encourage them to assess themselves and classmates Help them work cooperatively Insure them that they know how to exploit all available resources for learning, and ability to research

Generally, counsellor educators benefit from shifting to learner-centered pedagogy while being reflective about one's teaching practice. Whatever methods of teaching is used in the classrooms, it is likely many will see merit in

both approaches. Counsellor educators are autonomous when it comes to shifting into learner-centered pedagogy. After all, finding your preferred teaching identity depends on how effective is infused knowledge in your teaching style and classroom settings. However, learner-centered approach is a guide map for counsellor educators to create a safe space where spontaneous learning occurs in classrooms. Infusing learner-centered pedagogy able higher education system to develop Informative Age emergent counsellors.

2. Summative Assessment

Summative assessment focuses on the learning outcomes of the teaching objective. It seeks to determine students' level of knowledge and skills while ensuring that the student has received enough knowledge and skills to be able to progress in their studies. The assessment carried out during the studies also includes summary of student's competence after the learning process, the result which are communicated to the students in certificates or assessment bulletins.

Lifelong learning refers to a person's ability to learn and develop throughout his or her life, including after completing university or other formal education, both in working life and in other communities (Boud, 2000). Kearney (2013) uses the concept of "sustainable learning" for lifelong learning, which is an essential skill in this millennium. The need for lifelong learning has become more important as society has changed the so-called a risk society in which careers are more fragmented and sporadic and competition in the labor market is fiercer (Barnett, 1999). A person needs to innovate and learn throughout their lives in order to have the ability to adapt to an ever-changing work life (Boud, 2000; Kearney, 2013).

The changing and evolving world demands new kinds of skills and abilities from individuals. In addition to knowledge and skills, students must have the ability to think critically, analyze, solve problems, and collaborate with others. Expertise requirements change with the change in society and working life, and this also poses new challenges for evaluation: how to produce experts equipped with new working life skills (Tynjälä, Slotte, Nieminen, Lonka & Olkinuora, 2006, 76). Assessment practices should evolve with a changing society to meet these new needs in working life and take into account the needs of lifelong learning. There has long been an emphasis among assessment researchers on the need for an assessment culture to change from a culture of measurement to a culture of developing and supporting learning (Birenbaum, 1996; Black,

Harrison, Lee, Marshall & William, 2004; Brown, Bull & Pendlebury, 1997). Evaluation culture refers to those values and beliefs that influence how the academic community sees the goals and tasks of evaluation and that guide community evaluation practices (Fuller & Skidmore, 2014). Instead of a strong controlling grip and teacher leadership, assessment practices in which the student is an active actor should be favored (Boud, 2000; Black et al., 2004; Bryan & Clegg, 2006; Kearney, 2013; Sluijsmans, Dochy & Moerkerke, 1999).

Objectives and tasks of the evaluation

Evaluation can be divided according to what kind of goal or task it has. Diagnostic, formative, and summative are commonly used terms to describe the objectives of evaluation (Brown et al., 1997; Crisp, 2012). Diagnostic assessment aims to assess the level of competence before training, it can be carried out for example, with preliminary assignments. The central principle of formative assessment is that the student receives feedback on his or her learning, which allows him or her to develop his or her own learning.

Continuous assessment during the course, for example through intermediate assignments, is suitable for this purpose. When comparing to Summative assessment, refers to an assessment designed to assess how well

students have learned what was intended to be learned. This is a final evaluation according to Falchikov (2005) that mentions evaluations as having two key roles. The task of controlling and selective assessment is to ensure that students reach a certain level of competence before moving on with their studies. If, on the other hand, the task of assessment is to promote learning, the key is to guide and motivate learning through feedback and, with this, to develop students' self-assessment skills.

According to Crisp (2012), all assessment events during training could be divided into four different types according to their purpose (Figure 1). The terms diagnostic, formative, and summative could be reserved to describe familiar perspectives in which the goal of assessment is to influence students' current learning. The term integrative could be used to specifically describe those assessment events whose primary goal is to influence students as learners of the future. In practice, the achievement of the first goal mainly affects how students cope and develop in the performance of summative assessments, while

the latter is linked to the development of students in the regulation of their own learning and lifelong learning.

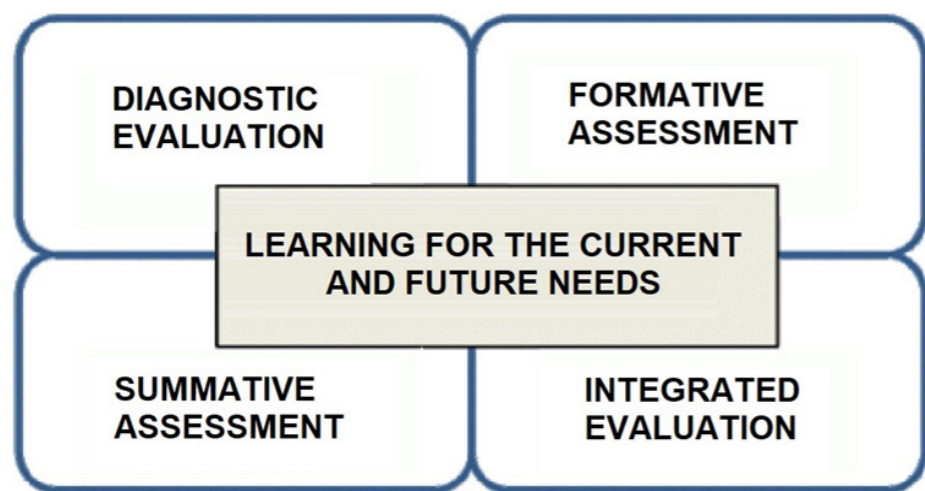


Figure 2. Evaluation can be described by four different objectives (Crisp, 2012, 39)

Crisp's (2012) model is based on the fact that the promotion of lifelong learning is seen as one of the tasks of evaluation. Boud (2000, 151) has used the term "sustainable assessment" for assessment that meets the needs of lifelong learning. The principle of assessment in support of lifelong learning is that feedback from learning should benefit students in the long run in future learning situations as well (Boud, 2014; Hounsell, 2007; Knight, 2002). In the longer term, assessment should also provide opportunities for students to develop their ability to assess their own progress and achievement of goals, and to promote students' confidence in their own abilities. In addition, it is seen as important that students should be involved in assessment so that assessment and feedback can also benefit them for a longer period of time (Boud & Falchikov, 2006).

Through involvement in assessment, students learn to assess their own performance and reflect on the quality of their own work, which is also useful in working life after graduation (Falchikov, 2005).

Regardless of purpose and function, assessment of learning should be reliable and fair (Brown et al., 1997). Central to this are two concepts: the reliability of the assessment and the validity of the assessment. Reliability refers to how accurately and appropriately an assessment is made of exactly what is to be assessed and, on the other hand, how consistent the assessment is. The evaluation should be consistent and free from randomness and

other external variables, such as who evaluates and in what situation. For example, the physical condition of the teacher or the degree of stress must not affect the

outcome of the assessment or who makes the assessment. Thus, two different evaluators should end up with a similar evaluation (Sadler, 2009). Validity of assessment, in turn, means that assessment should measure the competence it is intended to measure and, accordingly, grades should reliably reflect the quality, scope and level of competence (Sadler, 2009). The assessment should meet these key criteria in order to be reliable and fair.

To ensure reliability and fairness, it is recommended that the assessment be based on pre-established criteria (Brown et al., 1997). In criteria-based assessment, students' competence is assessed in relation to pre-established criteria. They should reflect what students should know after the course, that is, relate to the objectives of the course. In constructively streamlined teaching, goals should not only be described by defining the content to be learned, but also the level of understanding sought should be described (Biggs & Tang, 2007). The openness and transparency of assessment criteria is important so that students know the criteria on which they will be assessed. Students should also be made aware of what the purpose and task of assessment is at any given time (Crisp, 2012).

The need for a change in university assessment culture

Differentiated instruction theme was one of the important themes that was mentioned in the student-centered approach module. which is an approach for useful teaching that implicates providing different techniques to all students for understanding new data with regard to obtaining subject; processing, forming, or understanding concepts, and improving teaching tools and evaluation methods so that all learners in a classroom be able to learn efficiently, irrespective of differences in ability. Students vary in culture, language, gender, motivation, ability, personal interests...etc. and teachers must be aware of these variations while they develop a program of study. By considering varied learning needs, teachers can develop personalized instruction so that all learners in the classroom can learn effectively. Differentiated instruction is a way of teaching that balances learner differences in willingness levels, interests, and learning outlines. A classroom includes all students and can be successful. For doing this, a teacher puts different anticipations for assignment completion based on students' individual needs. It is obvious that understanding different learning styles is an important way to understand student differences and contribute to student development. Wolfe (2001) claims that information is acquired through the five senses: sight, smell, taste, touch, and sound. The information is stored temporarily, and the brain decides what to do with the learned information. "The more of these stimuli that are activated, the more impact the data has on the brain". This information is relevant to differentiation,

which can trigger multiple senses and consequently have a greater influence on intelligence. Gardner's perspective of the multiple intelligences is a departure from the view that intelligence is a single, measurable unit (Gardner, 1999).

Gardner's theory focuses on eight intelligences; Visual-Spatial (picture smart), this type of learner learns best with visual icons, is often artistic, and is able to read maps, blueprints, and graphs with ease. Verbal-linguistic (word smart), has strong reading skills, is able to write well, and can often process academic lectures effectively. Musical-rhythm (music smart), learners who process information by associating it with beats and rhythms that allow them to understand data and store it in the brain. Logical mathematical (number smart), is a linear thinker and needs order and systematic directions in order to process the knowledge in their brain. Bodily-kinesthetic (body smart), benefits from physical and practical learning activities; interpersonal (people smart), needs to interact with others in order to process information and benefits from group brainstorming. Intrapersonal (self-smart), processes information best by working alone in quiet solitude and finds working with groups to be distracting. Moreover, the last intelligence type is Naturalistic (environment smart), gains brain stimulation when in a natural, outdoor environment, and improves engagement with tasks when exposed to the sights, smells, and sounds of the outdoors. The multiple intelligences are learning tools for problem-solving; upgrades students and discovers their potencies, making opportunities for all students, by enhancing the classroom through multiple procedures and assessment method

Peer review as a rating determiner and feedback provider

Studies have shown that peer review is well suited for both formative and summative purposes (Falchikov & Goldfinch, 2000; Nulty, 2011; Topping, 1998. Studies from different disciplines and from both initial and final stages).

Phase I studies have shown that in peer assessment, students become involved in the assessment process and that the quality of learning also improves through student activity (Asikainen, Postareff, Heino & Virtanen, 2014; Davey & Palmer, 2012; Gouli, 2008; McGarr & Glifford, 2013). By assessing the performance of other students, the student also becomes acquainted with the criteria of knowledge quality in his or her own field of study and learns from his or her peers. Peer review has been seen as a way to incorporate work-life skills training such as giving and receiving feedback into courses, and it helps

students to critically reflect on their own skills, knowledge and expertise in their own discipline. Thus, peer review provides the capacity for lifelong learning.

From a teacher's perspective, peer review can be seen as an effective way to provide feedback to a large group of students and enhance the individual teacher's use of time (Asikainen et al., 2014; Davey & Palmer, 2012).

Significance of evaluation criteria

Through assessment criteria and the involvement of students in assessment, it is possible to steer student learning in the desired direction (Handley & Williams, 2011; Rust et al., 2003). The key would be to discuss the assessment criteria with the students or even to involve them in the development of the criteria so that they really understand the criteria and can also use them to support self- and peer review. Assessment criteria also facilitate the teacher's work in assessing students, as the criteria facilitate the making of interpretations and decisions and often also speed up assessment (see, e.g., Hailikari et al., 2014; Sadler, 2005).

However, the use of evaluation criteria also has its downsides. Too precise and detailed criteria may prevent students from assessing their overall competence. It is also not always possible to determine in advance what will be learned during a course. In this case, it does not make sense to make use of precisely defined and detailed criteria in the assessment. Such criteria have also been criticized for not conforming to expert work practices. The work of an expert is often evaluated on the basis of multidimensional and holistic criteria, which also makes it possible to evaluate competencies that could not be defined in advance (Sadler, 2009). In any case, discussing the assessment criteria with students is essential so that they can be used in a meaningful way to support self- or peer assessment and so that the student can mirror his or her own competence in relation to the criteria.

Utilization of student's self - assessment

If assessment tasks are seen as supporting life-long learning, self-assessment is a natural part of assessment practices: self-assessment is always a learning situation in which the student assesses his or her own level of competence and

often also reflects on his or her own learning process (Andrade & Du, 2007; Falchikov & Boud, 1989). When a student acts as an assessor himself or herself, he or she gains an understanding of the quality standards of competence in his or her own field of study and learns to relate his or her level of competence to the criteria used (Boud, 2000, 161). At its best, self-assessment encourages the student to adopt an in-depth understanding-generating

approach to learning and promotes the student's ability to regulate their own learning (Ozogul & Sullivan, 2007).

The ability to assess one's own competencies does not develop without internship, so students should be involved in the assessment process, go through assessment criteria, and justify why self-assessment is done (Kearney, 2013; Rust, Price & O'Donovan, 2003). Assessment should also be practiced throughout the training (De Grez, Valcke & Roozen, 2012; Topping, 1998). The novice is unfamiliar with the practices and way of thinking in the field of science and the novice does not have the level of knowledge of an expert, so assessing one's own competence can be challenging. Indeed, a meta-analysis of self-assessment studies revealed that more experienced students were more accurate in their assessments than novice students (Falchikov & Boud, 1989).

The study case conducted in Aalto university in 2018 examined the consistency between student self-assessment and teacher assessment and found that consistency was reinforced by careful planning of the assessment process in addition to the factors mentioned above. There were also differences between disciplines, with self-assessment in science being more consistent with teacher assessment than in other sciences. The case study showed that the use of self- assessment, at least in the communities under study, was very low.

Reliability and fairness of peer review

In connection with peer review, a question immediately arises and doubts about its reliability and fairness as a method of evaluation (e.g. Patton, 2012). Both teachers and students may have doubts about whether a peer is qualified to assess another student's performance or whether the assessment should be left to an expert in the field (Carvalho, 2013; Vu & Dall'Alba, 2007). However, several studies have shown that the grades given by students do not differ significantly from the grades given by teachers (Asikainen et al., 2014; Davey & Palmer, 2012; Falchikov & Goldfinch, 2000; Nulty, 2011). The similarity of

the grades given by students and teachers has been used as a measure of reliability, and the assessment made by the teacher has in principle been interpreted as reliable.

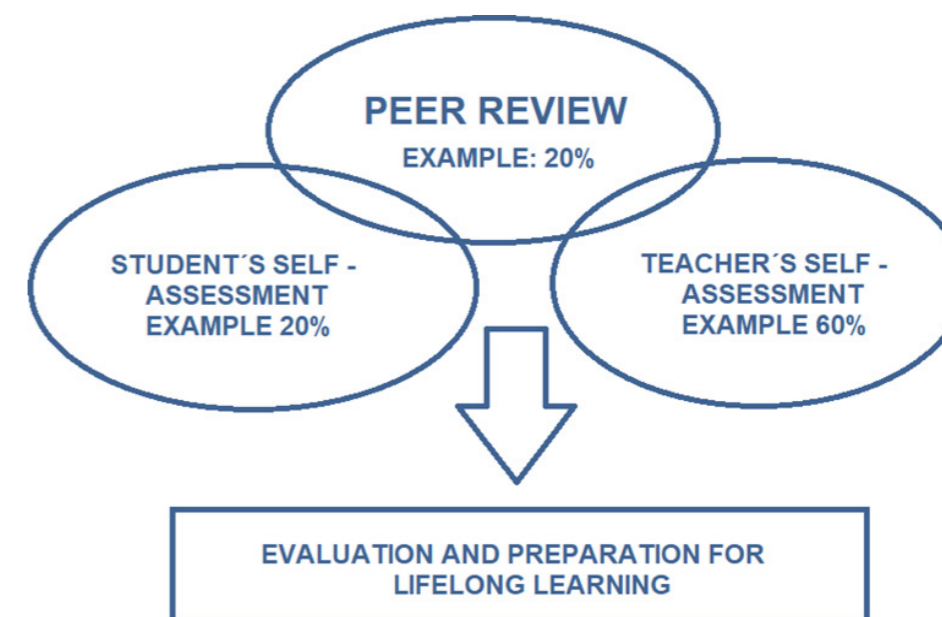


Figure 3. Self-assessment and peer review as part of assessment practices that support lifelong learning. The figure has been modified on the basis of Kearney's (2013) article (p. 281) as reference.

Studies on peer review of essays found that it was easier for students to evaluate the structure of an essay and non-essence content (Lindblom-Ylänne, Pihlajamäki & Kotkas, 2006; Mostert & Snowball, 2013). A similar result was obtained in a study in which engineering students gave higher grades on average for verbal assignments than for teachers, but for numerical assignments, the assessment made by students was consistent with teachers (Davey, 2011). A meta-analysis by Falchikov and Goldfinch (2000) included the results of 48 quantitative studies. In summary, they note that the reliability of peer review is enhanced when the focus is on outputs or processes, rather than on professional practices such as teaching skills or patient work. Clear assessment criteria and their handling together with students also improve the reliability of peer review.

Students' experiences of peer review

Studies show that students' experiences of peer review are largely positive and that student's value, for example, how much they themselves learn by participating in assessment (Davey & Palmer, 2012; McGarr & Clifford, 2013; Vu & Dall'Alba, 2007). Through peer review, you learn to understand what the assessment is based on, what kind of skills a good grade requires, and how a good answer or other performance is built. At the same time, you get feedback on your competence and learn to evaluate the level of your own competence in relation to the criteria. When making an assessment, by familiarizing yourself with other students' responses or other performance, the student deepens his or her own understanding of the topic being addressed (Vu & Dall'Alba, 2007). For example, in Davey's (2011) study, students felt that peer review effectively aided learning and aroused interest in content. The evaluation criteria and getting to know them were, in the opinion of the students, an absolute prerequisite for the evaluation to take place. It seems that discussing the assessment process and assessment criteria together with students is essential for how positive and useful students perceive peer review (Lindblom-Ylänne et al., 2006; Vu & Dall'Alba, 2007; Welsh, 2007).

In addition, they may experience that the whole peer review process takes too much time (Asikainen et al., 2014). Students may also question the use of peer review in determining the final grade, even if they would otherwise value it (Patton, 2012). The question of the fairness of assessment is often at the heart of students' negative experiences. Carvalho (2013) examined the experiences of university students in a particular economics course for seven consecutive semesters. Of the students (N = 120), 70% considered the peer review positive and 30% negative. Negative experiences were associated with students perceiving the grade they received as unfair. A study by Davey and Palmer (2012) compared the similarity of grades given by two different sets of students to grades given by a teacher; in one group the students had model answers at their disposal and in the other they did not. The result showed that the peer review was equally reliable in both groups, but the student groups experienced the peer review differently. Students who did not have model responses found the assessment more challenging and were a little more cautious about the idea of using peer review in other courses in the future. Thus, students' negative experiences do not necessarily affect the reliability of the assessment, but they

do have an impact on how well students commit to assessing each other's performance.

Conclusion

Based on the case studies, it has come to light that student's can become life-long learners through different tools of assessment criteria such as self-assessment method. The 21st century instructor can evolve students in self-assessments which will highlighted the importance of sustainable assessment, with the aim of assessment being to support students' lifelong learning abilities and self-assessment skills (Boud, 2014; Crisp, 2012). Underlying this has been the concern that current assessment practices do not support the development of students' working life skills, ie key skills for lifelong learning. According to the literature, lifelong learning can be supported by assessment practices that practice the assessment of one's own competences, and here self- and

peer assessment are seen as integral parts of the assessment as a whole (Boud & Falchikov, 2006; Crisp, 2012; Kearney, 2013). By assessing one's own competence or that of one's peers, one gets an idea of the quality standards of one's own discipline and learns to relate one's own level of competence to the criteria used. Central to this is the need to involve students in the whole assessment process and, in particular, to develop feedback practices so that assessment and feedback benefit students for a longer period of time (Boud & Falchikov, 2006; Boud & Molloy 2013). Thus, adding peer and self-assessment as a natural part of assessment practices would be important to support both the deepening of student competence and different working life skills and lifelong learning.

However, the need to develop evaluation does not focus on individual evaluation methods, but on the need to change the evaluation culture. Researchers have emphasized the need for a change in evaluation culture since the 1990s (e.g., Brown et al., 1997). The prevailing perception among assessment researchers is that a culture of assessment based on competence development can better respond to the changing demands of society (Boud, 2000; Bryan & Clegg, 2006; Sluismans et al., 1999). In the competence development perspective, assessment is seen as an opportunity to promote student learning rather than to measure competence. In this case, the question is in particular how the assessment can be designed in such a way that it serves as

a learning situation for students and a facilitator of learning at the same time. Understanding the different goals and tasks of assessment is essential for a culture of assessment to evolve towards assessment that supports lifelong learning (Crisp, 2012).

We have pointed out that, according to our own research, the prevailing assessment practices are still quite traditional, and in light of them, there is still much room for improvement in assessment practices that promote lifelong learning (Halinen et al., 2013; Postareff et al., 2012). It should be noted, however, that the research context is rather limited and no comprehensive research has been conducted in Finland on the evaluation practices of university education and how they support lifelong learning. However, our results are in line with other evaluation research: evaluation has changed quite a bit compared to how university teaching has been developed (see, e.g., Deneen & Boud, 2014, 589). Assessment culture is reflected in teachers' perceptions of assessment, and these perceptions in turn strongly guide assessment practices (Postareff et al., 2012; Samuelowicz & Bain, 2002; Watkins et al., 2005). Thus, a "circle of traditional assessment" is easily created, in which the community assessment culture is reflected in teachers' perceptions of assessment, and with it traditional assessment practices are also rooted in practice. These practices, in turn, further reinforce the traditional evaluation culture.

Indeed, the development of evaluation and lasting changes in evaluation practices require an open discussion across the community about the tasks and objectives of evaluation (Deneen & Boud, 2014; Segers & Tillema, 2011).

Evaluation should therefore be planned and developed, for example, at the curriculum level, in order to engage the whole community in the development of evaluation (van der Vleuten et al., 2012). Resistance to change in the development of assessment often arises precisely because teachers feel that they alone cannot make changes to assessment, and change should therefore be led from a higher level (Deneen & Boud, 2014). Another key reason for resistance to change is that teachers may not be aware of the new goals of assessment and the assessment practices that support them. The third challenge is the lack of time and resources. Indeed, it seems that raising teachers' pedagogical awareness and leading education are key to the development of assessment practices. Involving students in the development of assessment would also be essential to help students understand the purpose of assessment and adopt new assessment practices.

Overall, a systematic and systematic approach to assessment, implemented, for example, in some medical education programs (see van der Vleuten et al. 2012), overall appears to be rare on a larger scale. There would be a

need for a more comprehensive inventory of current assessment practices in order to obtain research data on the extent to which assessment practices that support lifelong learning are already in place. In the future, it would be interesting to study, in the context of Finnish universities, whether students' lifelong learning skills could be developed if the objectives and assessment practices of assessment were planned as part of a broader curriculum.

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- Fig. 2 <http://ftp.fc.sc.egov.usda.gov/NEDC/isd/taxonomy.pdf> (accessed: 23.04.2021)
- Fig. 3 Crisp, P., Watkins, D., Dahlin B., & Ekholm, M. (2012) Awareness of the backwash effect of assessment: A phenomenographic study of the views of Hong Kong and Swedish lecturers. *Instructional Science*, 33, 283-309.
- Fig. 4 Kearney K. (2013) Engaging with peer assessment in post-registration nurse education. *Nurse Education in Practice*, p. 281

The Implementation of Problem Based Learning in English Department, College of Languages at Salahaddin University-Erbil

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doi:10.23918/vesal2021v13

Abstract

Problem Based learning (PBL) has not been used as a teaching strategy in English departments at Salahaddin University-Erbil because of students and teachers' unawareness, the large classes and shortage of time to cover the syllabus. This paper is an attempt to implement PBL in EFL classes and find out its effectiveness. The aim of this paper is to describe and analyze PBL, to implement it in EFL classes and to find its influence on developing students' skills. PBL was used in one of the elective courses for 4th year students and a questionnaire was delivered to find out how effective this strategy is and what skills students developed as a result of using PBL. It is concluded that PBL has improved students' critical thinking, independent study skill, personal and social responsibility, and strong communication skills. The outcomes of the study are a pointer for EFL educators to deploy PBL as a teaching strategy to enhance students' English language ability.

Keywords: Communication Skills, Critical Thinking Ability, Independent Study Skills, Problem-Based Learning,

1. INTRODUCTION

Education is a vital issue when it comes to preparing the next generation to face the constantly changing future. Old-fashioned learning styles in classroom-based education failed to provide the necessary skills required to keep pace with the constant development in all aspects of life and education. Researches in the learning methods have unlocked new views in Problem-Based Learning (PBL). The PBL approach is both an instruction and curriculum. It is an instruction that helps students to go through challenges in order to pursue answers to real world (open-ended) problems by themselves or in groups, rather than learn primarily through lectures or textbooks (Silver and Cindy, 2004). It is a curriculum where all the material is taught in the form of problems.

The problem of the study is that PBL has not been used as a teaching strategy in English department due to some concerns such as unawareness of students and teachers, the large classes and shortage of time to cover the syllabus. Therefore, the researchers tried to implement it in EFL classes and find out its influence and effect. The aim of this paper is to describe and analyze PBL and implement it in EFL classes to find out its influence on developing students' skills.

2. PROBLEM BASED LEARNING

Jonnassen and Liu (2008) state that PBL was implemented in order to change the different methodologies that were used in medical education because they did not have any relation with real life situations. PBL was adapted later and integrated into other fields of education. Now, PBL is connected to new pedagogies, or to active teaching methods; one of them is Constructivism, which gives priority to the cognitive procedures in students' learning.

Problem solving is learned through PBL because it is an instructional method where students learn through facilitated problems that have different solutions. The main goals of PBL are to helping students develop flexible knowledge, students directed learning (SDL) skills, effective problem-solving, and intrinsic motivation (Silver, 2004). Acquisition of critical knowledge, problem solving proficiency, self-directed learning strategies and team participation skill are increased by PBL (Rattanavich, 2008).

PBL is a teaching strategy where students are kept in a challenging situation, where they are provided with some simple and unstructured problems (Barrows, 2000; Rattanavich, 2008). Gómez (2016) states that PBL must contain real-world problems that uphold inquiry and encourage students to develop teamwork abilities and set high intellectual challenges such as posing questions, thinking critically, making decisions, and drawing reasonable conclusions to evidence learning.

Students are required to find a solution for a problem by working in groups. The role of the teacher is minimized to a guide and organizer only. PBL has been defined, redefined and modified in various ways for different courses (Herreid, 2003).

Generally, PBL is applied by organizing the class into small groups, the teacher being the facilitator providing a number of easy problems to the students and guiding them into how to tackle these problems. The element of guidance is lessened as the students gain confidence (Merrill, 2002). The process can be stream-lined by as long as the students are at the first steps of the problem, at later stages they can be challenged with some less complex problems and so on, till they reach maturity and could face more realistic problems (Merrill, 2002). The steps students follow to solve a problem starts with discussing the problems, defining them in the light of their prior knowledge, forming hypotheses, setting their learning goals and ending with organizing further learning. After sorting out the solutions, they present these solutions to the whole class or to larger groups. The students also reflect on what has been learnt through the process. Savoie and Hughes (1994) as cited in Anonymous (2009) wrote about a process that they used to design a problem-based learning experience for their students. They described certain actions for creating such a process like identifying a problem suitable for the students, connecting the problem with the context of the students' world so that it presents authentic opportunities, organizing the subject matter around the problem, not the discipline, giving the students responsibility for defining their learning experience and planning to solve the problem, encouraging collaboration by creating learning teams and expecting all students to demonstrate the results of their learning through a product or performance. These steps were followed in this research by 4th year students to solve two realistic problems. Moreover, they used outside sources to find more solutions to the problems.

2.1. Advantages of PBL

There are several advantages of PBL for teachers and students among which are the following:

1. PBL provides the opportunity for students to learn and use what they learned in their future careers. This will equip critical thinking and problem-solving skills at an earlier stage of their life and career.
2. PBL develops students' interpersonal skills. It helps them work in groups. That will nurture communication skills and boost even students with different and possibly inconsistent natures to find a mutual ground, or at the very least a way to work together without continuous pressure.
3. PBL provides teachers insights into students learning habits. With each new problem which is proposed and completed by the students, teachers receive an indication into the interests, passions and motivators of their students. Everything about a given problem gives teachers vital information about the learning habits of the students.
4. The PBL process improves students' individual and social learning skills; as students' proficiency in these skills increase, these students will achieve many learning benefits.
5. It provides a healthy and safe environment for the students to have a better opportunity to participate freely in the discussions.
6. It promotes open-mind thinking which enhances self-confidence, especially when taking students' individual differences into consideration.
7. In this process, constant encouragement and instructions are delivered particularly when giving assignment which helps students in a better controlled time management. (Ng Chin Leong, 2009:41-43).
8. PBL promotes flexible knowledge, effective problem-solving skills, self-directed learning, effective collaboration skills, intrinsic motivation and other soft skills required in the 21st century (Silver, 2004).

3. PROCEDURES

The procedures are divided into three steps: need analysis, implementation and evaluation.

In the first step, the topic of PBL was introduced to teachers from different language departments at the College of Languages at Salahaddin University-Erbil through conducting three workshops by the researchers to show the importance, steps, and how to implement and use PBL.

In these workshops:

1. Some questions were asked and some activities about PBL were given to know how much the teachers are familiar with PBL and whether it is used or not in their classes.
2. Examples of PBL implementation and use were introduced to them.
3. The advantages of using PBL in language classes/ university level were introduced and explained intensively.
4. Suggestions were taken from the teachers about how to implement PBL in different classes of language and literature.
5. Teachers' methods of teaching experiences were discussed to show the similarities and differences among them and with PBL.
6. Results and conclusions of the workshops were used to enrich the present work.

The second step is the implementation. The sample of this study is thirty-six 4th year students in the English Department/ College of Languages at Salahaddin University-Erbil in the academic year 2018-2019. PBL was implemented in "Methodology" class_ an elective course.

The first researcher started teaching the elective course in December 2018. She explained the aims, importance and steps of PBL. She followed recent methods of teaching like cooperative and collaborative learning, brainstorming, discussion, team work which are necessary to solve problems. The students were asked to solve two problems during the course working in teams and following the steps of PBL. The first problem was "How to increase students' motivation to study harder and do the assignments on time". This problem is authentic and relates to students' everyday situation; thus, it is interesting to them. They distributed the tasks among the members of the team. They were asked to consult some sources to help them find other solutions to the problem. The solutions they arrived at were discussed and presented in the class by all the teams.

Below are the main solutions students found for the first problem:

1. The teacher should make the subject enjoyable, clear and give more examples for full understanding of the subject.
2. The teacher should give students opportunity to participate.
3. The teacher should be aware of students' individual differences and know the different techniques and strategies of teaching to choose the most suitable ones.
4. The teacher should treat the students equally by giving equal attention and opportunities for learning.
5. The teacher should prepare the subject in advance.
6. The parents should create a suitable environment for their children to study and prepare their assignments.
7. Working in group is a very interesting technique for students to get their partners ideas about the subject and to understand the subject matter.
8. Teachers should create a comfortable environment and treat their students in a friendly manner. This motivates students to participate in class activities.
9. Teachers can attract students' attention by using humor, jokes & challenging questions which engage students in class activities.
10. The feeling of satisfaction, confidence & success has an important effect on motivation. Teachers should provide activities that allow students accomplish certain tasks & feel that they can do them. Teachers can also give positive feedback like "Good job! Well done! and give rewards "
11. Teachers need to know their students and call them by their names as much as possible.
12. Students need to feel connected with others, because it is hard to feel motivated to do much of anything if they feel like an outsider in a classroom community.
13. Teachers need to provide opportunities for success and track students 'progress.
14. Teachers need to help students find intrinsic motivation.

The second problem was given to them in the mid-term exam to solve it independently to see if the experiences they get and the skills they developed in solving the first problem help them to solve this problem individually. The title was "How to deal with the phenomenon of group absentees at University level". This also was an authentic problem since all Kurdistan universities suffer from this phenomenon. The solutions were summarized by the researchers and were written on board to be discussed in class.

Below are the main solutions students arrived at for the second problem:

1. Students should be informed of absentees' regulations.
2. Absent students should be followed up by department and teachers.
3. There should be punishment for those who do not attend class regularly.
4. The material should not be explained again to those who have group absentees and should be included in the exam.
5. The departments should assign the days that were expected to have group absentees as days of exams and assignment delivery.

As for the evaluation step, a questionnaire was prepared using Google form including 6 skills that PBL develops in addition to another item that asks for other skills they developed as a result of implementing PBL in teams and individually. Validity and reliability of the questionnaire were obtained. This questionnaire was sent to all students via email to respond to it in order to find out the effectiveness of this teaching strategy. This is the link of the questionnaire:

https://docs.google.com/forms/d/160c7H5cGYI8IKOTZSg_ouUftUCRCCGYMi4iPcoG2QH8/edit

4. RESULTS AND DISCUSSION

Figure 1 below shows clearly how students developed problem solving skills when they worked on two problems only. This is a positive indicator that if students were trained on problem solving skills through realistic situations, they will develop these skills. Explaining the importance, steps and aims of PBL and providing real problems helped students develop problem solving skills.

1. I developed effective problem-solving skills

32 responses

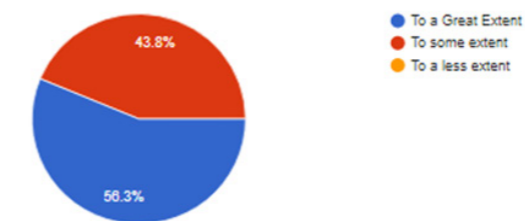


Figure 2 shows that students developed effective collaboration skills. This was clear in the group work students were involved in throughout the academic year. The enthusiasm to work with other members of team and other teams helped students develop this skill, help each other, and take the responsibility of their and others' learning.

2. I developed effective collaboration skills

31 responses

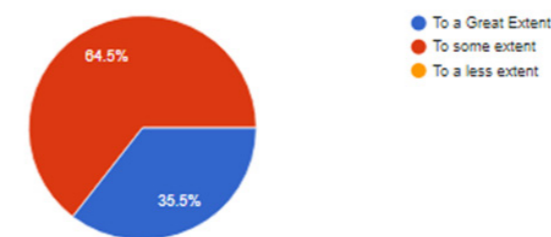


Figure 2: Results of item 2

As for the communication skills, students developed these skills as a result of their continuous communication with each other in the groups. Meanwhile, they were encouraged to speak English language all the time and were given feedback during discussion process and were followed up. Moreover, being able to communicate in a safe environment without being embarrassed helped developing such a skill. Developing this skill to a less extent by 9.4% of students is normal since there are some students who were absents or late in some classes. See the figure below:

3. I developed effective communication skills

32 responses

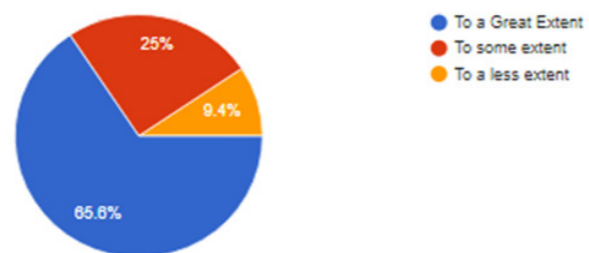


Figure 3: Results of item 3

More than half of the students developed time management skill to some extent while 40.6% developed it to a great extent. This is also a good indicator of the effectiveness of PBL on developing students' soft skills. These skills could be transferred to real life situations and to other courses as well. Many of the groups were able to distribute the tasks among themselves and were committed to a large extent to deliver their assignment on time and this is evident in their responses.

4. I developed time management skill

32 responses

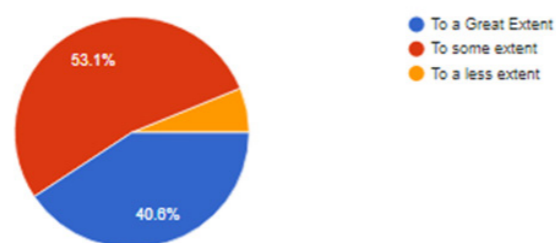


Figure 4: Results of item 4

Students' intrinsic motivation is increased and the reason could be the way the researcher showed them the importance of this strategy in developing many skills and their ability to transfer what they learned to other courses and to real life situations.

5. I developed intrinsic motivation

32 responses

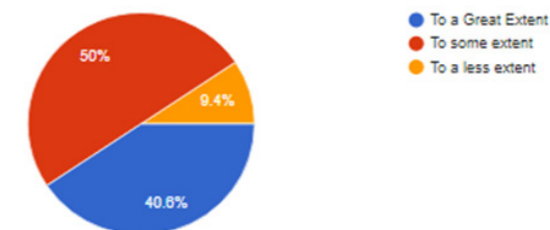


Figure 5: Results of item 5

Being able to solve other problems individually in the mid-term exam is an indication that solving problems as a team helped students develop certain skills that enabled them to transfer such skills to other situations where they are alone and under the pressure of exams.

6. I developed Self Directed Learning skills (I am able now to solve problems by myself)

32 responses

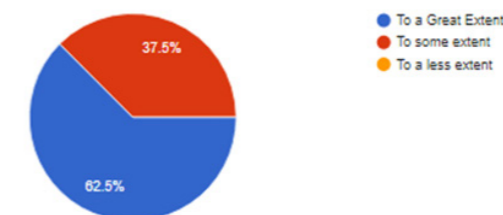


Figure 6: Results of item 6

Developing all these skills whether to a great extent, to some extent or rarely to a less extent shows that teachers are wrong in their concerns about the ability of our students to do such tasks and solve different problems or to work actively in teams. This class was a normal class but with new methods of teaching that provides safe environment and continuous encouragement. The students attended the class even where there were group absentees in the department. The following up and the encouragement helped them have this sense of ownership where they felt the lecture is theirs and everyone is responsible for his and others' learning as well.

The last item asks students about other skills they developed as a result of PBL. The skills that students developed and their percentages are illustrated below:

13 students added other potentials or skills they learned and developed as a result of implementing PBL.

These are illustrated in the table below:

Table 1. Results of item 7

No.	Skill	%
1	Class management	7.7
2	Creative thinking skill	15.4
3	Critical thinking skill	7.7
4	Doing tasks on time	15.4
5	Self-reliance	7.7
6	Leadership skill	7.7

7	planning	7.7
8	Questioning	7.7

Table 7 shows how students learned and developed other potentials and skills in addition to what was mentioned in the questionnaire. This also indicates the importance of implementing PBL in EFL classes and clarifies its positive effect on students especially when teachers provide creative and challenging activities with safe environment for learning.

5. CONCLUSIONS

Concerning the workshops, it is concluded that

1. Teachers were partially aware of PBL, and though did not use it completely in their classes. The teachers followed some of its procedures occasionally like dividing the class into groups and putting the students in some situations where they have to discuss some issues in the class.
2. Although EFL teachers have positive attitude towards PBL as a new and effective strategy they still have concerns regarding large classes, students' low level and coverage of syllabus.
3. EFL teachers were eager to learn more about PBL that is why they asked for more workshops about the topic and courses to better comprehending and engaging the process into the educational system at the College of Languages.

As for the questionnaire, it is concluded that:

1. EFL students developed effective problem-solving skills, self-directed learning, effective collaborating and communication skills and intrinsic motivation with different ratio.
2. EFL students also developed other potentials and skills like creative and critical thinking, leadership, planning, questioning, class management, and self-reliance.
3. EFL students experienced brainstorming in this process specially when engaged in equal participation and discussions.
4. EFL students were freely involved in the healthy and safe environment provided by the process to become self-directed learners.

6. RECOMMENDATIONS

1. Teachers need training in using PBL and its procedures in the classroom. Comprehensive training and encouragement are required to motivate teachers and make them resourceful enough to plan and use PBL effectively.
2. Teachers need to give at least 2-3 problems to students during the academic year in order not to affect coverage of syllabus. Moreover, they can solve the problem of large classes by dividing the class into small groups to do all the assignments.
3. PBL is one of the best teaching strategies to develop students' soft skills; so teachers need to use this strategy and provide safe environment to best implement it.

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Legal Translation of Divorce Contracts in Iraq and the USA: A Comparative**Study****Alan Hoshyar Azaldin¹ & Iman Hamza Othman² & Rfaai Rashid Mohammad³****Erbil Polytechnic University, EPU, Erbil, Iraq****alan.azaldin@epu.edu.iq****iman.othman@epu.edu.iq****rfaai.muhammed@epu.edu.iq****doi:10.23918/vesal2021v14****Abstract**

The following study investigated the meaning and implication of Language for Specific Purposes translation (LSP) and application of LSP in legal texts. It first draws on different accounts regarding the meaning of LSP and it then moves to define legal texts. After that, the importance of text corpora in the understanding and analysis of LSP is tackled by drawing on its impotence and application for LSP. The study ends with a comparative account of the American and Arabic marital agreements by analyzing two actual samples of divorce contracts.

Key words: LSP, Legal text, Translation, Legal Language

INTRODUCTION

Different types of language uses can be distinguished depending on their communicative or functional properties. Language for Specific Purposes (LSP), for example, is that language which is “used for particular and restricted types of communication (e.g. for medical reports, scientific writing, air-traffic control) and which contain lexical, grammatical, and other linguistic features which are different from ordinary language” (Richards and Schmidt, 2010:321-322). Consequently, not all texts yield the same structures or meanings to translators or interpreters, and they sometimes need to exert more efforts when dealing with specialized texts. In this context, Palumbo (2009) explains Language for Specific Purpose Translation (i.e. LSP translation) as the “translation of texts dealing with subject-specific knowledge, using specialist terminology, having a particular communicative purpose and addressing a specific audience” (p.108). As a matter of fact, the term LSP is usually used as an overarching term which includes the translation of papers or texts related to different areas of the specialized use of language in scientific, legal, technical, financial and entrepreneurial domains (ibid). For Reiss and Vermeer (1984), those texts with special terminologies or use provide translators with an “information offer” which they have to decide how to interpret based on the function they want to achieve. In his “Skopos” theory (the Greek word for ‘purpose’), Vermeer states that the translator has to work according to a purpose in that he/she should “translate/interpret/speak/write in a way that enables your text/translation to function in the situation in which it is used and with the people who want to use it and precisely in the way they want it to function” (in Nord 1997:29). Based on this assumption, the translator’s aim should be concentrated on achieving a purpose output which can be used communicatively in the desired context. As an illustration about that, Sandrini (2006) sees LSP as that translation which must be “build on the concept of specialized communication” (p. 108) or the translation which aims at communicating meanings or structures for designated community e.g. legal language, medical language, etc.

When Vermeer and Sandrinilookat LSP from its communicatively-specialized aspect, Picht (1996) approaches the concept cognitively and highlights the semiotic aspect of LSP. Hoffmann (1993) establishes the cognitive process of LSP as resting on two components when saying that specialized communication is a matter of the “exteriorisation and interiorisation of knowledge systems and cognitive processes, motivated or stimulated from outside or inside, concentrating on subject-matter events or series of events” (Hoffmann 1993: 614, in Sandrini 2006: 108-109). The “exteriorization” process refers to the act of the translator in setting the context of the document and trying to understand its cultural aspects, whereas “interiorisation” is a reference to situating the output within the new context. What is worth mentioning in this regard is that the process of exteriorization and interiorisation occur on the cognitive level and not on the communicative or linguistic one.

Legal Texts

The emphasis on the functional or communicative aspect of translation takes special importance in the sense that there are some texts which are culturally-specific like the translation of legal texts. These texts, like many other ones found in different technical fields, require special attention. Furthermore, it is a general consensus among many translators that legal translation poses an especially particular difficulty due to the nature of such texts. For example, Racoma (2017) explains that legal translation has one aspect that requires special attention when saying that “legal translation is different because law is culture-dependent”. The same idea was expressed by Simonnæs (date not mentioned) when saying that “legal translation is inherently linked to the particular legal culture of its source text which more often than not is different from the legal culture in the target text” (p. 92). Consequently, the main problem found in legal translation is the fact that it is culturally specific in the sense that different cultures have different codes of laws or rules. As an illustration about that, the legal treatment of marriage in the Arab world is totally different from that in the USA due to effect of the culture. Legal texts are generally much more complicated than regular texts which follow a more straightforward discourse, structure, lexis and diction. Hickey (1998) generally defines legal texts as those that “usually make or amend the law or regulate relationships between persons, being informative, explicative and factual often referring in specialized terminology

and complex style to realities, concepts and distinctions that are not material, concrete or physical” (p.224). On the other hand, Busse’s (2000) classification of legal texts include nine types like those texts dealing with regulations, rules or statutes (normative texts) or those that explain or interpret the aforementioned texts, and finally those written in a court of law and the discussion involved. Still some scholars like Šar evi (2000:11) suggested a categorization of legal texts into three classes based on the function of the language used as in: 1) texts which are centrally prescriptive, 2) those which are wholly descriptive but could contain a prescriptive language and or 3) those that are totally descriptive. However, Harvey (2002) calls on having a more inclusive definition of legal texts by including text types such as court documents, wills, trusts, contracts, etc. which he dubbed as “bread and butter’ activities for lawyers and legal translators” (p.178). These texts include all sorts of legal documents such as identity documents, financial documents, official reports, transcript, filed patents, legal rulings or proceedings, wills, trusts, contracts, etc.

The Role of Corpus Analysis in LSP

A quality-product on part of a translator in LSP depends primarily on his/her understanding of the properties of the text the translator is dealing with to achieve the communicative purpose needed. To achieve a “communicative translation teaching” (Colina, 2003, p. 14; Reiss, 1976; Nord, 1997), the essential role of the analysis and teaching of texts type cannot be overlooked in LSP. According to Colina (2003:15), those training to be translators are supposed to be acquainted with how the type of the text affect the translation process due to the fact that each text type bears some distinct language functions, and a successful translation is that which meets that communicative function.

Texts analysis rests primarily on an understanding of the genre of the text being translated or analyzed; the main concern of Corpus linguistics which is concerned with the analysis and categorization of different text types. There are different definitions of a corpora of texts (Sinclair, 1991; Atkins, Clear and Ostler, 1992; Pearson, 1998) but most of which agree that a corpus is a collection of texts for a systematic analysis. For example, Palumbo(2009) illustrates that language corpora stand for the “collections of texts put together in a principled way and prepared for computer processing” (p.25). However, this process of text compilation must be subjected to clear and detailed criteria. Rizzo (2010) contends that a general corpus is designed to get a “reference for contrastive analysis or to provide a description of the general language” (p.3) in contrast to a specialized-corpora which aims at collecting “samples of a particular variety or register of the language” (ibid).

Sinclair (1996) identifies four general criteria for text compilation as quantity, quality, simplicity, and documentation. In an earlier work, Sinclair (1991) identifies fundamental guidelines regarding the compilation of a corpus as follows:

1. The communicative function of the language is more important than the language used, and hence this is what should be selected;
2. The corpus built should be representative of the language form used and special care should be exerted in this regard;
3. A contrastive analysis should be applied to those features which are purely contrastive;
4. Corpus-structure related principles should not be big in number, well separated from each other, and effective in describing a corpus which represents the variety of the language being examined;
5. Information in the text that is not that of the alphanumeric string of its words and the way they are punctuated has to be saved independent from the text and brought when the application dictates so; and
6. The language samples to be analyzed include complete documents or speech events with their entire transcripts or should resemble this criterion as close as possible.

On the other side of the spectrum, Rizzo (2010) identified four stages of compilation of a corpus analysis as follows: Representativeness, size, variety, chronology and the types of texts or genres. For Biber (1993), “representativeness” of the corpus text, defined as that feature which includes the range of variety of the language of the population, is the most important one to consider which dictates the size of the corpus. As for the size of the corpus, Pearson (1998) contents that a count of one million word is generally advised for a specialized corpus. However, Sinclair (1991) says that a small corpus may be made out of a number between 10 to 20-million words; nonetheless, it will not be quite practical to describe the

language fully. Still, it is important to consider the different variety of language samples since “Corpus-based analyses have proved that there are considerable differences in the use of lexis, grammar and discourse features among language varieties” (Rizzo, 2010:6). Another aspect which is important to take into consideration is the time lapse of the language sample (i.e. the chronology of the sample) which should not exceed a time lapse of 10 years (Pearson, 1998). And lastly comes the genre of the text defined by Hatim and Mason (1997, in Palumbo, 2009:53) as “conventional forms of texts associated with particular types of social occasion” (p. 218).

Based on the aforementioned discussion, it can be said that the process of text compilation for a corpus analysis rests on collecting texts that are representative, include a good range of linguistic or communicative varieties, and are recent and comprehensive in terms of their types. What is more, the process should take into account the overall kind of analysis: General vs. Specific. For the purpose of LSP, understanding the procedures of text compilation is vitally important for an understanding of the communicative function of specialized texts.

American Marital Agreement and Legal Language

Divorce in the USA is governed by the state law not by the federal law. All states permit divorce of no fault (i.e. divorce which can be achieved even when there is no direct act such as treason or violence) and this is based on the pretexts of differences that cannot be settled, a breakdown that cannot be remedied, and having no emotional life or affection between the wedded individuals (Evans, 2009). From the middle of 1990s, a number of states started working with a marriage of covenant which permit couples to make divorce more difficult. Based on the no-fault divorce system, the ending of marriage will not need an allegation or a testimony or evidence from either party. However, the states of Tennessee, South Dakota, and Mississippi ask for a mutual consent agree met in case of having no-fault divorce (ibid). Now the opposite is true concerning the at-fault marriage which requires a proof or a rightful allegation. In his review of the legal English used in jurisdiction, Mellinkoff(1963) summarizes the characteristics of such language as follows:

1. Often uses common words but with unconventional or common meanings or indications
2. Often uses of Old English, Latin words or phrases
3. Often uses words from old French or Anglo-Norman
4. Often use of jargons (argot)
5. Often uses a lot of formal words in addition to the use of words or phrases which could have more than one meaning
6. The expressions, words, or style is often very precise

Crystal and Davy(1969:203, in Gazi and Bnini, 2019) point out that English legal texts contains a great amount of linguistic conservation which is imbedded in instructions as judgments from the court, reports from the police, constitutions, protocols and regulations. The two researchers also point out that legal texts can be described as being formulaic and can be predicted and are written in a mathematical fashion.

As a matter of fact, appendix () contains a marital settlement agreement and it can be said that it has the following properties:

Layout

The layout is long as it contains many pages in addition for being sectionized. As it can be seen in appendix () there are twelve sections as follows: Introductory provision, Custody and visitation, Child support, Spousal Support, Property, The Family Residence, Retirement Benefits, Other property provision, Other general provisions, Property warranties and remedies, General provisions, Signatures and date. Furthermore, the agreement is further organized into headings with numbers within the different sections. It is also typed on the computer and it does not contain any stamps.

Lexis:

When it comes to the words or phrases used in the American marital agreement, there are reference words such as hereafter, hereby, herein, thereafter etc. it can be seen that there is the use of “parties” in reference to the husband and wife. Moreover, there are many legal terms related to the law of divorce as in irreconcilable differences, child custody. The main

modal used is [shall] in addition to having a lot of technical words such as [custodial, commencing, allocated, hearing, etc.] and the use of technical phrases such as [a proper showing, wage assignment, assumes custody, be deemed part of etc.]

Structure

It can be seen that there is the use of a variety of grammatical structures: Present simple, simple past, present perfect. It also contains a comprehensive array of punctuation marks and is well-punctuated

Arabic Marital Agreement and Legal Language

Legal language in Arabic has two principal foundations: Islamic Law and Common Law. Legal discourse has its own idiosyncratic features and distinctive structures. Emery (1989) states that:

The main characteristic of the Arabic legal discourse is its reliance on the Islamic Law and the Common Law. Hence, there will be a lot of expressions and words which have their own religious underpinnings. According to Emery (1989), Arabic legal texts are special in that they have their:

“own features of structure and style. They make more use of grammatical cohesion (through reference and conjunction) and of finite structures than their English counterparts, and less use of passives. In addition, 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 in their use of highlighting and text markers. (p. 10)

El-Farahaty (2015, pp.31-51) lists a number of features of the Arabic legal discourse as follows:

1 – the words are religious, very closely related to the culture, formal, make a lot of gender-based reference, and contain a lot of Archaic terms.

2 – The structure contains nominalization, passivation, modals, complex sentences, no clear boundaries between sentences, inconsistency in terms of using punctuation, and the use of doublets and triplets.

3 – the textual features contain a lot of lexical repetition, lot of reference devices, and conjunctions demonstratives.

In contrast to the American marital agreement, it can be seen that the Arabic one (see appendix) is much shorter and it is sometimes handwritten. When the American paper is well-organized and well-punctuated, the Arabic one rarely uses any punctuation or even not existing. It can also be seen that the Arabic divorce agreement is more less like a long complex sentence.

CONCLUSION

Language for Specific Purposes is distinguished by its use of special terms. These terms are related to a specific field of knowledge and they can only be understood by specialist in that field. As a matter of fact, the term LSP is usually used as an overarching term which includes the translation of papers or texts related to different areas of the specialized use of language in scientific, legal, technical, financial and entrepreneurial domains. Achieving a quality-translation when dealing with texts of terminological nature is best achieved when translators are well aware of the properties of these texts. In another sense, LSP is highly related to corpus analysis.

The concentration on the purpose or goal of texts or what they are training to communicate is of paramount importance when it comes to legal texts since these kinds of texts are related to the culture. In other words, each culture can come up with its own laws and regulations. For example, it was noted above that American Divorce contracts use everyday words but with a different meaning, old English or Latin words or phrase, jargons and a precise style. On the other hand, Arabic legal texts rely heavily on the Islamic law.

The following study helped in shedding the light on some stark differences between American and Arabic divorce contracts in terms of style, layout and content. This issue should be taken into account whenever translators try to translate Divorce Contracts from Arabic into English or vice versa.

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9 Costs

9.1 Each Party shall pay their own legal costs.

10 Breach

10.1 If a Party breaches a material provision of this agreement, and fails to remedy such breach within 10 Days of the date of receipt of a written notice from the aggrieved Party requiring him to do so, the aggrieved Party will be entitled to any remedy available in law, without further notice.

11 General

11.1 This agreement constitutes the whole agreement between the Parties.

11.2 This agreement may only be amended if the Parties agree to the amendment in writing, and sign the written document – which must be attached to this agreement as an Annexure.

11.3 No Party shall be bound by any express or implied term, representation, warranty, promise, or the like not recorded in this agreement.

11.4 All legal documents, notices or other communications must be delivered to the following address of the Plaintiff, which will act as his *domicilium citandi et executandi*:

11.5 All legal documents, notices or other communication must be delivered to the following address of the Defendant, which will act as his *domicilium citandi et executandi*:

11.6 Non-legal documents, notices or other communication between the Parties may be by electronic communication; where a "read receipt" must be attached to each and every electronic communication sent so it can be determined that the electronic communication was received and read by the other Party.

12 Signatories

12.1 Signed at Johannesburg on this the ____ day of _____ 20____:

12.1.1

Plaintiff

Witness:

Witness:

12.1.2

Defendant

Witness:

Witness:

إقليم كردستان / العراق مجلس القضاء رئاسة محكمة استئناف اربيل محكمة الاحوال الشخصية اربيل	 Council of the Judiciary	هه رتي كوردستان / عيراق نه نجومه ني دادومري سه ريكايه تي دادگاي تيهه نويته وهي ناوچه دي هه ويتر دادگاي باري كه سي هه ويتر
التاريخ : ٢٠١٨ / /		العدد : ٢٠١٨ / /
تشكلت محكمة الاحوال الشخصية في اربيل بتاريخ / ٢٠١٨ من قاضيها السيد () المأذون بالقضاء باسم الشعب ، وأصدرت قرارها الآتي : - المدعي / وكيله المحامي المدعى عليها / وكيلها المحامي القصرار //		
<p>لادعاء المدعي امام هذه المحكمة عن طريق وكيله بان المدعى عليها خطيبته غير مدخول بها بموجب عقد الزواج المرقم () في (/ / ٢٠١٨) الصادر من محكمة الاحوال الشخصية في اربيل وبسبب عدم التفاهم بينهما طلقها خارج المحكمة بتاريخ / / ٢٠١٨ طالبا من المحكمة تبليغها بموعد المرافعة والحكم بتصديق الطلاق الواقع مع تحميلها الرسوم ومصاريف الدعوى، وفي اليوم المعين لها تشكلت المحكمة بحضور طرفي الدعوى فبشرت باجراء المرافعة الحضرية العلنية فكرر المدعي عريضة دعواه طالبا الحكم بمقتضاها و اضاف بانه نظرا لعدم التفاهم بينهما طلق زوجته المدعى عليها قبل الدخول بها خارج المحكمة لأول مرة في تاريخ المدعى به باتفاقهما ورضاها ثم ابرز نسخة من عقد الزواج المرقم () في (/ / ٢٠١٨) الصادر من محكمة الاحوال الشخصية في اربيل ولاقرار المدعى عليها بكل ما ذكره المدعي جملة وتفصيلا من حيث الزواج والطلاق الواقع بينهما خارج المحكمة واتفاقهما على الطلاق والواقع وابدى عدم ممانعتها في اصدار الحكم وفق طلبها عليه ولعدم بقاء ما يقال وبالطلب قررت المحكمة الحكم بتصديق الطلاق الذي اوقعه المدعي بتاريخ / / ٢٠١٨ على زوجته المدعى عليها واعتباره مطلقا واقعا للمرة الاولى بموجبه لا يجوز له رجعة زوجته المدعى عليها الا بعقد ومهر جديدلين مع الزامها بعدم الزواج الا باكتساب هذا الحكم للدرجة القطعية مع تحميله الرسوم ومصاريف الدعوى واتعاب المماهة لوكيل المدعى عليها المحامي قادر مبلغا قدرها دينار وصادر القرار استنادا لأحكام المواد ٢٤ و ٢٨ و ٢٩ و ٤٧ من قانون الاحوال الشخصية والمواد (٢١ و ٥٩) من قانون الاثبات و (١٥٤ و ١٦١ و ١٦٦ و ٢٠٣ و ٢٠٠) من قانون المرافعات المدنية والمادة (٣٥) من قانون المماهة.. حكما حضوريا قابلا للتمييز وافهم علنا في / / ٢٠١٨ : القاضي ٢٠١٨ / / بالتة العرا الرهم القطعية معاون نصا ٢٠١٨ / /</p>		

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doi:10.23918/vesal2021v12

ABSTRACT

As a response to the inaccuracy of government-owned media in their representation of the facts and the bias of news media which has resulted in suppressing the voice of the voiceless, a novel style of writing plays has become popular in theatre which is called verbatim theatre. The verbatim theatre practitioners have relied on various means of collecting information in compiling their plays in an attempt to question the quality of information that the media consumers consume. They collect information from different sources, and thus the term verbatim theatre has remained contested because of the varieties of the sources the playwrights use. Therefore, one of the main obstacles the critics have faced is defining it. Some critics define it as a form of documentary theatre and some others as a technique, while others define it as a new genre. The aim of this study is to give a clear-cut working definition of verbatim theatre to reduce skepticism around its authenticity. For this reason, the paper traces the development of the reality theatre by demonstrating the differences between all the types of reality theatre (tribunal, historical, and documentary theatre) in terms of their practices and writing processes, such as data collection, compilation, edition, censorship, and rearrangement.

Keywords: Documentary Theatre, Reality Theatre, Tribunal Theatre, Verbatim Theatre

1. INTRODUCTION

The present age is marked with bewilderment and skepticism. This is partly due to political polarization which has consequently polarized societies all around the globe. The opposing political parties with different beliefs and ideologies use mass media to influence the society- each party communicates information the way they desire the public to receive. This results in bombarding the public with contradictory information to the degree of befuddling the public opinion which could easily wreak havoc in any society which leads to suppressing weak or unprivileged voices. Thus, amidst such chaotic conditions that are brought about by the bias of the media, the public's thirst for factual information cannot be quenched via the mass media. In such situations, other mediums are needed to provide the public with unbiased information. In this regard, literature has stepped in due to the vital role it plays in directing the individual's thoughts. However, fictional literature cannot also slake the media consumers' thirst for authentic information. Since, by nature, "theatre is political" as Augusto Boal (1994) rightly puts it, it has taken a new direction and interfered in journalism by watchdogging the quality of information the media provide. This theatre-journalism interaction has given birth to verbatim theatre.

Verbatim theatre as a new medium emerged to serve some functions, such as reacting against media's inaccuracy in news reporting by relying on various revolutionary methods of garnering information and divulging details of the skeptical

reported incidents. Lane (2010) points out some factors that contribute to its emergence and popularity. These are: Firstly, the passiveness of the current British playwrights in political affairs; secondly, corruption of the government institutions which are supposed to pursue the common good of people; and finally, some international events such as 9/11 and the subsequent war on terror. Although, its practitioners claim for providing the public with unbiased authentic information, there are some commentators and critics who question its authenticity, and believe that the poignant question as where to get authentic information has not been resolved. This is most probably related to the controversy over the definitions of the term which has been confused with reality theatre and documentary theatre. Therefore, the objective of this article is to give a satisfactory definition that tries to reduce skepticism around verbatim theatre which is pivotal in raising unheard voices.

An attempt will be made, in this paper, to point out, and then settle the controversy over the definitions of the term. All the disputable definitions will be addressed in relation to the concept of authenticity. Thus, before discussing the consensus about what verbatim theatre actually means, the article sheds light on the concept of authenticity to establish theoretical framework for the analysis and discussion. Then, the term verbatim theatre will be critically analyzed with a critical reading of its disputable definitions on the basis of its practice and writing process, such as data collection, compilation, edition and rearrangement.

2. AUTHENTICITY:

Before preceding to examine the disputable definitions of verbatim theatre, it is necessary to define authenticity which is also a subject of philosophical debate, to set a framework for the discussion. The term authenticity can be loosely defined as being truthful; however, there is not a single definition of it which is agreed upon by the majority of professional scholars. It rather embodies a multitude of concepts. As Varga (2012) states the meaning of authenticity heavily depends on other contexts, and thus it is determined by other related background concepts. However, it is unnecessary to explain all the possible senses that come under the umbrella of authenticity as most of them would be irrelevant to the subject of this paper. To illustrate the meanings which are relevant to communicating information to the public, one must explain the notion of authenticity in relation to the concepts of originality, honesty and integrity.

With reference to originality and genuineness, authenticity means something or someone of a genuine origin or authorship- not being faked or imitated (Van Leeuwen, 2001). The Oxford English Dictionary refers this sense back to someone or something that "rightly or properly bears the name". Moving on now to deploying this meaning in the field of journalism and literature particularly verbatim theatre, the originality of characters and their stories is vitally important. For the sake of veracity of the information that one receives, the question as whether the characters and their experiences which are represented in a verbatim play are factual characters from real life, characters with fake identities or fictional characters must be posed. In that sense, authenticity is used as genuineness and realness of characters and events.

With regard to the concept of honesty, authenticity can be defined from both existentialistic and ethical points of view which are deeply related to being honest and presenting the truth. First, to define it from an existential perspective, it means to be truthful to oneself and one's inner feeling to the extent that one's actions and moves be in harmony with the individual's belief and nature (Stanford Encyclopedia of Philosophy, 2014). In addition, authenticity can be identified as an "ethical ideal", as Bauer (2017) and Varga (2012) put it. In that sense, being genuine to yourself and in your representations has obviously to do with integrity and ethic. It is here that the two concepts of authenticity, namely existential and ethical aspects, overlap. Taking the existential aspect of it which emphasizes the importance of self-consciousness and self-awareness, an individual needs to be authentic to him/herself, and then act accordingly. Moreover, considering its ethical aspect, one must not compromise on one's ethical values for the values established by the surrounding when the two are averse to each other. Taking these definitions into account, one can argue that a reporter be it a playwright taking the role of a journalist or a journalist must adhere to these concepts for an authentic reportage.

To conclude, authenticity, with respect to journalism and authentic and unbiased reporting, can be established and verified in three cases. To begin with, journalists or playwrights who decide to gather and report the news must be genuine to themselves and have unimpeachable journalistic integrity without giving in to external pressure. Then, the people who give the news must also be honest in reporting incidents. Next, in the case of theatre and performance, actors and directors

must also be authentic and be faithful to the original sources. It should be obvious that these concepts of authenticity have also to do with verbatim theatre as a various medium of news reporting.

3. CONTROVERSIAL DEFINITIONS

The overlap of the contemporary theatre with journalism has brought about a variety of novel techniques, forms and styles in writing and performing plays. The emergence of such diversity in writing has led to a dispute among the critics and commentators of verbatim theatre over the terminologies used to refer back to those types of plays written as an attempt to fulfil the role of journalism that the journalists themselves have failed to accomplish. What all these plays have in common is that they represent factual events that happen in real life, but being concealed, misrepresented or slanted by the media. Therefore, they can be categorized as fact-based theatre. To examine all the defining terms used to identify fact-based theatre, one needs to trace it back to its origin.

The idea of "documentary", according to Paget (2009), was coined in the twentieth century which became the principal technique for expressing ideas and representing facts in the fields of literature, film and theatre as a result of the advancement of technology, "faith in fact" and the belief in the possibility of changing the status of the world via providing unbiased information. In addition, the term 'reality theatre' was coined by Meg Mumford and Ulrike Grade to refer to any kinds of theatre which revolves around factual events, and it is used interchangeably with documentary theater (Wake, 2010). In British theatre and performance, documentary was used by some theatre companies, such as Unity Theatre in the 1930s and Theatre Union in 1940 which performed a documentary piece, namely, Last Edition- a living newspaper dealing with events from 1934 to 1940. In addition, the theatrical works of Peter Cheeseman at the Victoria Theatre in Stoke-on-Talent, from 1965 onward, were documentary and their materials were first-hand information (Paget, 1987). Cheeseman himself (as cited in Paget, 1987) confirms the authenticity of the subject of his plays when he states: "the key to our work is the painstaking use of primary source material painstaking, protracted and scrupulous use of historical evidence." However, it was not until 1987 that the term "verbatim theater" became familiar in the theater when Paget used it to identify the theatrical works of 1971 onward which broke tradition of documentary theatre by using recorded materials, owing to the development of technology as Hutchison (2009) notes that "central to verbatim theatre is the use of technology, both literally on stage and symbolically". It is worth noting that the terminological controversies about verbatim theatre arose from this time period.

In the USA and Canada, the terms documentary theatre, reality-based theatre and verbatim theatre are used interchangeably and without any confusion to describe all fact-based plays (Wake, 2010, and Stephenson, 2019). However, in the UK, these terms are distinguished from each other, and hence resulted in a considerable confusion. Some commentators and practitioners of verbatim theatre use reality theatre as an umbrella term for fact-based theater, and thus perceive verbatim theatre and documentary theater as its subgenres, while others identify documentary theatre as an umbrella term for this kind of theatre. On the contrary, some others perceive verbatim theatre as a genre or just as an alternative name for documentary or reality theatre. Others merely view it as a technique of writing documentary theatre. Still, some theatre critics define it as a form of documentary theatre. Settling this controversy over these terminologies is of vital importance for understanding this type of theater, and hence probing the veracity of its stories.

Wake (2010) uses the term 'reality theatre' to refer to any kinds of theatre that centers on factual stories, and then she categorizes this general term into six categories, depending on the distance between the playwright and the person who is the subject of the play: autobiography; community; verbatim; documentary; tribunal and history. Thus, on the basis of this thesis, each of the documentary, verbatim and tribunal theatres is a distinct form of reality theatre. Wake elaborates on the difference between these subcategories pointing out that verbatim theatre is solely based on collected information about serious events of a community's real life which has obtained by a playwright or an actor from interviewing the members of that community. Along this line, the actress Eliza Logan introduces the term as a play which is about real life events and revolves around important themes that have special value for the community. She further notes that the theatrical piece is made from the interviewee's interview with those who are mostly influenced by the events. However, according to Wake, documentary theatre, rather than focusing merely on interviews in collecting authentic data, relies on blending a wide range of documentary sources, and it can even be created without conducting interviews. Furthermore, on the contrary to documentary plays, tribunal theatre depends only on the formal scripts of legal proceedings. These legal proceedings may include a legal case, a parliamentary inquiry or a royal commission. The tribunal plays also intend to

present the subject of the proceeding in a more objective way rather than in a subjective manner. In addition, she believes that they are different from the verbatim theatre, in the sense that verbatim plays are purely based on interviews, while tribunal plays barely use interviews.

In contrast, Michael Billington (2012), for it provides factual information and stimulates the spectators, describes verbatim theatre as a genre. He notes that verbatim theatre is a source in which truth is untwisted, despite of the playwright's editions of the text at every pace of the writing procedure from conducting the interview to its performance. Then he adds, '[i]f we now accept [verbatim theatre] as a genre, it is not only because it offers necessary information. It is also because it can move and stir us as profoundly as any fiction.' This definition is weak with regard to reducing skepticism around verbatim theatre because when it is treated as a genre it means it can collect information from various sources and by many means as long as it is documented, so that is more likely to pose question on the reliability of the sources and the truthfulness of the characters themselves.

On the contrary, some critics acknowledge the idea that considers verbatim drama as a technique rather than a form of documentary theatre. The editors of *Verbatim Verbatim*, Will Hammond and Dan Steward, are among those playwrights who accept this thesis. In their introduction, on the basis that verbatim as a term is meant to be the origin of speeches in a theatrical text, they suggest that it is a technique not a form (Hammond and Steward, 2008). A playwright, after attempting to collect information from taped scripts of old records like scripts for a legal proceeding or interviews of 'real people, writes out the script of their speeches. After that, he/she edits the interviewees' words, arranges them, or places them into a context to create a 'dramatic presentation', in which the real people who become the characters of the play are played by actors.

Along similar lines, David Lane (2010) concurs with this thesis and accepts Hammond and Seward's suggestion that 'verbatim defies any straightforward categorization'. He further argues that employing a blanket term for verbatim theatre will do unjust to most of the plays that it covers, thus 'it is perhaps best considered as a process or a 'technique'. In this sense, it is in 'the selection and arrangement of the verbatim material' that all verbatim plays identical. However, he notes that they are different in their methods of collecting subject materials, and the way they show this in performance. The subject materials of verbatim plays can be gathered from different sources such as: "face-to-face discussions with the writer or actor, written testimonies, transcriptions of court hearings and printed journalism or recordings of interviews and news reports. It could then be structured as a tribunal construction, a fluid collage of written and spoken statements and interviews, a combination of statement and fictional scenes based on evidence, or even a mixture of interpretative dance and text".

On the other hand, Paget (2009) persuasively suggests that verbatim and tribunal theatres are 'the latest British manifestation of documentary theatre'. He introduces verbatim theatre as a form of documentary theatre that utilizes recorded interviews-'vernacular speech'- as its essential source material. Likewise, Robinson, in an interview in 1986, (cited in Paget, 1987), characterizes verbatim theatre as a form of theatre firmly predicated upon taping and subsequent transcription of the interview with 'ordinary' people, done in the context of research into a particular region, subject area, issue, event, or combination of these things. This primary source is then transformed into a text which is acted usually by the performers who collected the material in the first place.

Paget and Robinson's perception of verbatim theatre is similar to Wake's thesis in the sense that they both put emphasis on recorded interviews as the basic source of verbatim theatre. However, they are different in that Wake differentiates between verbatim and documentary, while for Paget any documentary piece which utilizes interview as its essential source, be it recorded or unrecorded, can be called verbatim no matter if it uses other documentary materials or not. Thus, it can be argued that what Wake calls documentary theatre is equivalent to what Paget calls verbatim theatre.

4. AUTHENTICITY OF VERBATIM THEATRE

Having defined authenticity to fit the context of this paper, and pointed out the arguable definitions of the verbatim theatre, now, one must not forget that there is a major caveat when referring to verbatim theatre as a reliable source of information. Some critics and verbatim theatre practitioners affirm the veracity of knowledge delivered through verbatim plays; however, some others question its veracity claim. The majority of those who argue that the materials presented in verbatim plays are authentic are mostly its major practitioners. For example, Nicolas Kent (2008) asserts that "the strength of verbatim theatre is that it is absolutely truthful" for it has the ability to believably illustrate two sides of an argument using people's actual word. Max Stafford-Clark (2008) also affirms this claim stating that in making verbatim plays they

extensively research the cases and talk to the affected people, and he avers that he is faithful to his interviewees. Regarding representing facts, David Hare (2008) also makes a similar point stating that verbatim theatre "does what journalism fails to do", and notes that people trust the playwright more than they trust the journalists, since they "don't have the bad record journalism has for misrepresenting people". Similarly, Richard Norton-Taylor (2008), a journalist and playwright, believes that theatre can get him "closer to the truth" than journalism does. In addition, Billington (2012) adheres to this view as he believes that in an age of skepticism when politics and the media have lost credibility, reality-theatre can "offer a source of relatively uncontaminated truth".

Nonetheless, there are still critics and scholars who are deeply skeptical about the credibility of the verbatim theatre. A case in point is Spencer (2007) who considers verbatim plays being partisan when in writing about Robin Soans' play, *Talking to Terrorists*, he says this 'biased piece failed to convince me'. The playwright David Eldridge also questions the authenticity of verbatim theatre believing that the subjective edition and arrangement of the plays makes them nothing different from a work of fiction. Thus, one can infer that skepticism arises on the writer's part during the editing process and rearrangement, and this is related to both the existentialist and ethical concepts of authenticity. However, many of the playwrights assert their faithfulness to the source material despite the difficulty of editing the interviews and collected factual data, and fashioning them into a play.

To conclude, one can argue that the dispute over the credibility of verbatim theatre is partly related to the blurry nature of its definition. To handle this dispute, and hence try to reduce skepticism around its veracity, adhering to Paget's definition, when he describes it as a form of documentary theatre, can help to some extent. For, according to him, verbatim theatre as a form of documentary theatre relies on real words of people from other sources and recorded interviews. As Edgar (2008) states, providing evidence, verbatim theatre does not suspense disbelief, it rather invites the viewer to question the reality that they have perceived from the media. In this case, since the sources are available to the audience to cross-examine, one can argue that there would be no room for being unfaithful to the sources undetected by the viewer even if the playwrights edit it subjectively. Ethically speaking, the playwrights cannot be dishonest when they wear the sources on their sleeves. However, utilizing other definitions of verbatim theater is more likely to lead to issues pertaining to its authenticity, authorship and truthfulness. It is likely to cast doubt on the truthfulness of the sources if one accepts it as a genre of theatre merely for its capability of affecting the audience and using real people and real incidents as its content, disregarding what means of collecting data is used. In addition, defining it as a technique, one might face the same problem. Since those critics who treat it as a technique identify any play using vernacular speech as a verbatim play, be it interweaved with the writer's imagination during the writing and editing process or not. This too can easily lead to skepticism as Kent (2008) rightly states that "any overzealous editing and imagined scene would be dishonest" in verbatim plays.

CONCLUSION

To summarize, as journalism and the mainstream media have failed to reach the demands of the public in terms of providing untwisted information, verbatim theatre as a medium of providing authentic knowledge, has functioned as a platform for suppressed and voiceless individuals and groups to make their voice heard. It considers sensitive international and national issues which are misrepresented. Therefore, understanding what one means by authenticity is crucial because the concept of authenticity is vague and complex in itself. In this paper, the usage of this term is restricted to both the existentialist and ethical concepts.

Furthermore, verbatim theatre is also a fuzzy term. It is defined as a genre by Billington, a subgenre of reality theatre by Wake, a technique by Hammond, Steward and Lane, and as a form of documentary theatre by Paget. All these definitions of verbatim theatre appear to be similar on surface in that all the views agree on the fact that verbatim theatre deals with real people and real incidents, although they are different when examined closely with respect to data collection, edition, rearrangement and compilation. However, the best way to deal with the issue of credibility and authenticity is likely to be recognized as a form of documentary theater which uses real words of interviewees and people which are collected from other sources not mingled with the author's imagination. This way, instead of representing reality it can present reality by reporting cases with fidelity to the sources allowing the audience to cross-examine what they hear to be real by themselves.

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