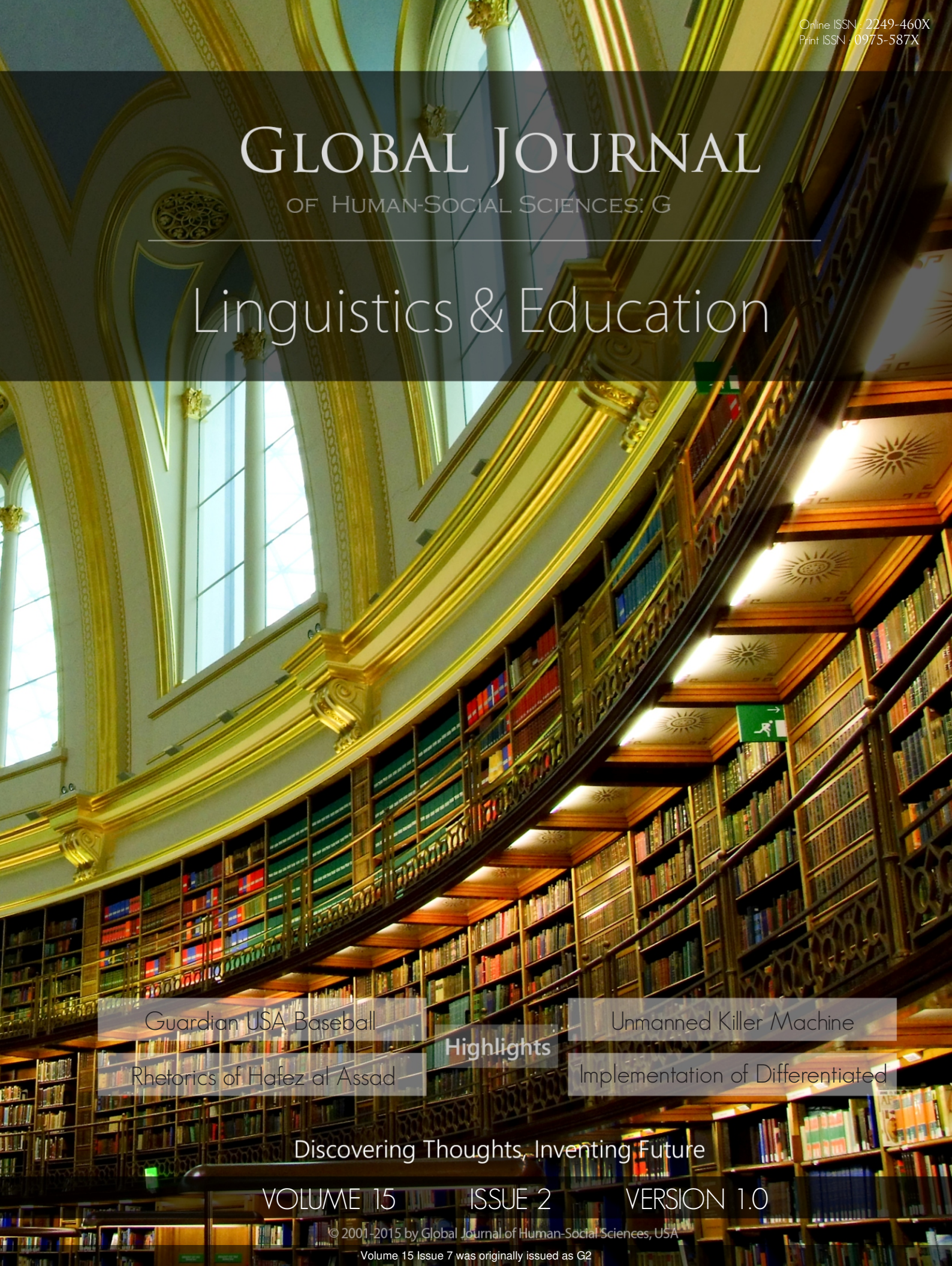
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Rhetorics of Hafez al Assad

Highlights

Unmanned Killer Machine

Implementation of Differentiated

Discovering Thoughts, Inventing Future

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An Investigation into the Errors Committed by First Year under Graduates in the Department of English at Jahangirnagar University

By Md. Didar Hossain & Md. Tareque Uddin
United International University, Bangladesh

Abstract- English has currently been spoken all over the world, which substantially influences its development. In Bangladesh, English is taught at all levels of education. Moreover, it has become a notion that if a person does have a good command of English, that person is going to get a very good job. To learn English, a learner has to go under a complex process of committing errors. This paper is meant to present how the English variety in Bangladesh has been phonologically and grammatically written and spoken full of errors. This paper reviews errors on grammatical, lexical, and phonological aspects of written and spoken English with theoretical background and procedure of error analysis. It empirically through qualitative and quantitative method finds out the errors in pronunciation, grammar, articles, auxiliaries, and prepositions and also reflects the possible reasons behind the errors in written and spoken English. Finally, it provides some recommendations for effective remedial measures and feedback techniques for developing spoken English in the light of the theoretical and empirical findings of the research.

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An Investigation into the Errors Committed by First Year under Graduates in the Department of English at Jahangirnagar University

Md. Didar Hossain [α] & Md. Tareque Uddin [σ]

Abstract- English has currently been spoken all over the world, which substantially influences its development. In Bangladesh, English is taught at all levels of education. Moreover, it has become a notion that if a person does have a good command of English, that person is going to get a very good job. To learn English, a learner has to go under a complex process of committing errors. This paper is meant to present how the English variety in Bangladesh has been phonologically and grammatically written and spoken full of errors. This paper reviews errors on grammatical, lexical, and phonological aspects of written and spoken English with theoretical background and procedure of error analysis. It empirically through qualitative and quantitative method finds out the errors in pronunciation, grammar, articles, auxiliaries, and prepositions and also reflects the possible reasons behind the errors in written and spoken English. Finally, it provides some recommendations for effective remedial measures and feedback techniques for developing spoken English in the light of the theoretical and empirical findings of the research.

I. Introduction

The uplift of new Englishes in Asian region (especially in India and Bangladesh) has been accompanied by innumerable deviations from native norms at the level of grammar and pronunciation. In the wake of the world wide communicative approaches to English language teaching-learning program, many learners in *English as a Second Language* (ESL) and *English as a Foreign Language* (EFL) situations give priority to meaning over accuracy of language forms or expressions. Today a good many English teachers and instructors are teaching their students to communicate spontaneously, fluently and effectively in language teaching brushing aside the age-long tradition of teaching hard and fast rules of grammar, which was once pivotal of their pedagogical activities. For them, *Communicative Language Teaching* (CLT) means to teach language by attending to functional rather than the structural features of language. Nevertheless, according to Littlewood (1981) "One of the most characteristic features of communicative language teaching is that it pays systematic to functional as well as structural aspects of language." (cited in Richards and Rodgers, 2002). But it is important that with the rise of "communicative competence", one needs to pay heed to accuracy of sounds, forms and patterns of language since it entails communicating in accordance with the fundamental systems or rules of the target language that learners are supposed to master to the extent that they can fulfill the conditions of producing grammatically and phonologically correct sentences or utterances (quoted in Abi Samra, 2003). Hence the cautious learners of English even in the context of CLT ought to do away with errors they are likely to commit very often with a view to attain accuracy in speaking as well as writing. However, the focus in this paper is only on the phonological and grammatical errors committed by the first year undergraduates in the Department of English at Jahangirnagar University in writing and speaking.

a) The Situation of English in Bangladesh

With the first growth and amazing mounting demand of English as an international language of communications, presently the necessity of attaining communicative competence in English for the students of Bangladesh has become almost obligatory. Realizing the gravity of this fact, our educationalist and expertise in English language have introduced English as one of the compulsory subjects for the students in the system of our public education. In our country, every year a large number of students are passing in S.S.C, H.S.C. and Degree examination being qualified in English language. Unfortunately, these students though are certified in English cannot communicate in English effectively rather committing common errors.

As a language is a living phenomenon and as it is always in a state of flux, ever since its birth English language has undergone a number of changes. The English of Chaucer and the English of our time are different from each other in many ways. Even, there are many varieties of English among the English speaking countries. As an intrinsic complex task it is one of the most different abilities to acquire accuracy and fluency in spoken English. Speaking varies between native speakers (NS) who think and speak in the language used and non-native speakers (NNS) who think in their

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own native language. Evidently, learning English as a second or foreign language is not at all an easy task as it is an artificial process. Because, while speaking, NNS have in general, to think about all those rules they need to apply, rules that NS are supposed to have internalized. Therefore, it requires particular efforts on the part of the learners from the very beginning of their acquiring the target language (TL). Again, while learning second or foreign language the habit of one's native language often interferes. This is the reason why Bengali learners are very much liable in making errors in spoken and written English.

Apart from that, as a conscious process in learning second language motivation and exposures to the TL on the part of the learners are two vital facts. But, in our country most of the learners of English lack in motivation and exposure from the very beginning of the learning English. Presently, it is widely agreed that the target language is a system of rules that the learners has to acquire, and that while acquiring a language committing errors are a natural and unavoidable part of this process (Doff, 1988). So students need not undergo feelings of guilt or inadequacy when they perceive committing errors. Even in many cases, committing errors or mistakes do not induce any kind of shame or guilty feeling in them when such inefficiency comes to the forefront. Although these students have been studying English all their lives as one of the compulsory subjects, their errors are frequent and therefore worth paying much attention. The reason is a great many teachers in our country are not very serious about practicing; detesting and correcting errors in their spoken and written English. As a result, most of the learners fail to speak and write in English properly.

Besides, most of the school teachers are not well trained to prepare an effective lesson plan and to teach English. In fact, the situation of learning and teaching of four basic language skills (reading, writing, listening, and speaking) is not satisfactory in Bangladesh because teaching technique in our country emphasizes only on reading and writing but ignores and listening both in teaching and testing. Even, our teachers of secondary level students are not aware of the importance of correct pronunciation though a few teachers being expert in pronunciation do not show any interest it in class to guide his/her students. Besides, designed by the CLT program the selected secondary level textbooks are not so well organized or planned to teach students the theories of pronunciation. That is why; the students in Bangladesh might learn the grammatical rules in writing and reading form but cannot interact effectively because of failures in applying the proper rules and accents in spoken and written English.

Being concerned with these problems, we have decided to conduct an *Error Analysis* (EA) in this paper, which is for Johanson (1975) "the best tool for describing and explaining errors" that ESL/EFL learners make while speaking English.

i. *Error Analysis*

The assortment of error and their analysis is a common practice in a SL/FL teaching program in many countries across the world. Error Analysis is an effective device to analyze learners' errors in a scientific way. The aim of this method is to detect common errors and evolve a pertinent and effective teaching-learning and testing strategy and remedial necessary in certain marked out areas of the target language based on feedback obtained from the learners. The basic premise of this method is that there is a close correspondence between the identification of weakness and the success of method designed to eliminate them (Sherman, 1997). This method helps to pin down those specific areas of TL, which may require precise attention in the selection and preparation of syllabus and text book materials that they represent them. Therefore, Error analysis is a "multidimensional and multifaceted process", which implies much more than simply analyzing error in the spoken (or written) English of learning and counting them for frequency.

ii. *Rationale Behind Choosing Error Analysis*

Error Analysis is a productive device not only at the starting point of learning a foreign language but also during the various phases of that language teaching and learning program. The "knotty" areas of a foreign language very often bewilder pupil to the extent that they feel discouraged to learn that language. Undertaking it from the beginning, teachers, course designers or textbook writers will be able to unravel those complicated areas of the target language that perplex pupil. In this case the procedure they follow is, of course, purely systematic. In Corder's (1967) article "The Significance of Learner's Errors" errors were described as

While the teaching program itself goes on, Error Analysis performed on a limited scale can expose exquisitely both the "successes" and "failures" of the program. Then appropriate remedial measures can be looked for and implemented both on consolidate the successes and more significantly to eliminate the failures as the program steps forward. Thus, strong and effectual curative measures can be devised by Error Analysis (Corder, 1967, 161-170).

Error Analysis is more important in the field of language learning also because it ultimately benefits the learners. In fact, errors may be considered as the founts of information that are significant to ascertain what specific tactics learners are following in picking up the TL. They are also enormously helpful to assess learners' output. Once teachers or instructors come to know about the struggle of learners to learn the target language (TL), they try to come up with useful solutions and suggestions to help them. A study of the various

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kinds of errors made by TL learners would guide teachers not only to identify program and materials are required. Therefore, in addition to helping ESL/EFL teachers to find out and categorizing the errors through TL learners' output EA help them to interpret the learning strategies of (Interlanguage) learners. It also provides a guide line to detect the level of linguistic and communicative competence of the learners along with their writing ability. It also helps to detect the level of linguistic and communicative competence of learners as well as is effective in identifying the influence of mother tongue on learners' TL while learning it. Apart from this, EA may be helpful to speculate the amount of interest learners reflect in acquiring the TL. Thus, EA has been beneficial in many ways in the domain of language teaching (Duskova, 1969, p. 11-36).

This is why we have undertaken Error Analysis in this paper. With the aid of this tool, we will try to trace the common errors especially errors in *accents, articles, prepositions and auxiliaries* committed by the secondary level Bengali students in spoken English. We believe that EA will provide us ample scopes to locate the sources and remedies of those errors in the spoken English of the learners in the perspective of our country.

b) Objective(s) of the Study

It is indeed a matter of regret that serious efforts have been made by the Government and educationists for improving the state of affairs of English language teaching for the first few decades in Bangladesh, a bad situation is still found to exist in the achievement of English among the students of all levels, especially among the university level students. Therefore, it becomes imperative to identify the level of achievement by the students in written and spoken English. The objectives of this paper are to make an attempt:

1. To identify the fossilized forms and accents in written and spoken English.
2. To explore and uncover the reasons overlooking teaching correct pronunciation of SL/FL in Bangladeshi context.
3. To identify some frequent grammatical errors especially errors in articles, prepositions and auxiliaries in spoken English committed by the first year undergraduates in the department of English at JU through the aid of Error Analysis (EA).
4. To use EA in detecting, describing, categorizing, and diagnosing committed errors in spoken English.
5. To look for remedial measures in the marked out areas of the target language.
6. To recommend some possible error corrections and feedback techniques for learners as well as teachers in the class.

II. Chapter Two: Error Analysis and its Areas

a) Error Analysis

Error signifies the deviation from a selected norm or set of norms. In case of ESL (English as a Second Language) errors are considered as being the result of the persistence of existing mother tongue habits in the new language. Though error occurs in both receptive and productive activity, it is most readily noticed in speech and writing. The examination of the errors committed by the L2 students in both spoken and written medium is called Error Analysis (EA). According to Corder (1971) "the study of error is part of the investigation of the process of language learning. In the respects it resembles methodologically the study of the acquisition of the mother tongue. It provides us with the picture of the linguistic development of a learner and may give indication as to the learning process" (p.26) As a branch of applied linguistics, EA demonstrate that learner errors were not because of the learner's native language but also they reflect some universal learning strategies, as a reaction to contrastive analysis theory, which considered language transfer as basic process of second language learning as what behaviorist suggested. On the other hand, EA deals with the learner's performance in terms of the cognitive processes they make use of in recognizing or coding the input they receive from the target language. Therefore, the primary focus of EA is on the evidence that the learners provide with an understanding of the underlying process of SLA (Second Language Acquisition).

It was Pit Corder (1967) who for the first time recommended error analysis for ESL/EFL oriented pedagogical activities. In one of his articles he pinpoints the huge potential for applying new hypotheses about how language is learned in the native language of learners to the learning of their target language. At this point he remarks "Within this context the study of errors takes on a new importance and will I believe contribution to a verification or rejection of the new". In the same article Corder claims that learners' native language(L1) is different from their target language (TL) in respect of motivation rather than any other facts. He conveyed that like a child adult learners too will inevitably learn a second or foreign language if they are exposed to the desired language data. He also postulates that at least some of strategies adapted by learners of L2 are appreciably identical with those by which L1 acquired. Having focused on the process of SLA, Corder turns to error in order to explain its role in the target language learning process. He says that at the time of learning a mother tongue, no one expects that a child would generate only forms or expressions which according to adults are accurate or non-deviants. Actually adults interpret a child's inaccurate utterances as signals that it

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is in the process of acquiring language. It is very likely that erroneous forms would put forth the important evidences of its knowledge of its mother tongue at any point of its development.

Different definitions of "error" have been developed from different stands in error analysis literature. Corder's definition of error can be said to be partly traced back to the Chomskian dichotomy between competence and performance. Where as a mistake is a random or non-systematic performance slip owing to memory lapse or physical state like fatigue or excitement and so on, an error is a systematic deviation made by learners who have not had a good command over the rules of the target language yet. Corder also added that errors are systematic and predictable; they can reflect learners' existing underlying knowledge of the target language development which he calls "transitional competence".

Stvens (1969) theorized that, "errors should not be seen as mere problems to be overcome". Rather they should be taken as normal and inevitable features that signify the criteria that learners employ while acquiring the target language. He held that if one had examined a regular pattern of errors in the performances of all learners in a particular setting and if some of them had shown their progress through this pattern, one could have taken their errors to be proof of accomplishment in the target language learning rather than proof of failure.

To Ellis (1991) it seems awkward to focus on "what learners get wrong than on what they get right". Still he says, "there are 'good reasons' for paying good attention to errors and they are as follows. First, there is a conspicuous feature of learner language, raising the importance of 'Why do learners make errors?' Second, it is useful for teachers to know what errors learners make. Third, it is possible that making errors may actually help the learners to learn when they self-correct the errors they make" (Ellis, 1991, p. 15).

Finally, it is very reasonable to comment that, EA has made a substantial contribution to SLA research. And at the end it is clear that errors were not something to be avoided but were an inevitable feature of the learning process.

i. *Error Analysis: Steps*

Now-a-days the analysis of learners' error has become a significant part of applied linguistics, a development that owed much to the work of Corder. For error analysis research Corder has suggested the following steps:

1. Collection of a sample learner language
2. Identification of errors
3. Description of errors
4. Explanation of errors
5. Evaluation of errors.

For the first step in the error analysis it is needed to decide what samples of learner language will be used for analysis and how to collect this samples. Once a corpus of learner language has been collected, the errors in the corpus have to be identified. It is also necessary to establish a procedure to recognize errors. The description of errors requires attention to the surface properties of the learners' written and utterance based on linguistic categories. This type is closely related to a traditional EA undertaken for pedagogic purposes, as the linguistic categories can be chosen to correspond closely to those found in structural syllabuses and language text books. After identifying and describing errors, the next step is to explain them which are concerned with the sources of the error that is accounting for why it is made. It involves an attempt to establish the process responsible for fossilizing L2 acquisition. The final step, error evaluation involves a consideration of the effect that errors have on the person(s) addressed either in terms of the addressee's comprehension of the learners' meaning or in terms of the addressee's affective response to the errors. In this way, the evaluation of learner error poses a number of problems. Thus, error evaluation can be influenced by the context in which the error occurs. The evaluations also vary from person to person depending on who made it, and where, when, how it is made. Finally, on the basis of analysis the evaluator gives some recommendation from his/her point of view so that the errors could be avoided.

ii. *Categorization of Errors*

The result of error analysis can be used as an indicator of learning achievement and guidance of teaching. It can be used in the target language to predict the categories of errors which will be helpful not only developing teaching materials but also selecting authentic teaching methods in ESL/EFL context. According to Ellis, within the framework of EA, errors can be categorized according to psycholinguistic process (Ellis, 2001, p. 68-69) into two types:

a) Inter- lingual errors

b) Intra- lingual errors

Inter- lingual errors are those errors which can be ascribed to learners' native language influence that is also described as "Transfer Errors". The mother tongue interference occurs in the areas of Syntax, grammar, lexis and pronunciation. For example, under the influence of Bengali language, English learners produce errors like-

He go, Four cat etc.

On the other hand, intra- lingual errors are errors those are caused as a result of interference from within the target language itself. These errors are also termed as "Developmental Errors". The following examples will clarify this: I goed to school.

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He cutted the cake.

Ellis (1985) again remarks that errors can be classified according to surface strategy. They are termed as follows (with examples)-

- Omission- I read ^ novel, He ^ eating chocolate.
- Addition- He does not goes, I did not loved him.
- Misinformation- They was watching TV.
- Misordering- He is a of mine very good friend.

These are the categories of error which can occur both in spoken and written English.

III. Chapter Three: Literature Review

English language is getting importance in the realm of communication all over the world including Bangladesh day by day as it has become the most common media of communication.

It is the increasing importance of English that has been attracting researchers for years to discover that English adopted by various people all over the world has been deviated from the formed standard variety of English. It is because of its having been in contact with many other different languages where the grammar, vocabulary, and phonology influence the standard variety. Now, it is a matter of concern how far Bangladeshi second language learners are deviated from the Standard English which hampers their effective communication. It is agreed by many researchers that as second language learners Bengali speakers do not/ cannot acquire native- like proficiency in spoken and written English. It has various reasons. This chapter focuses on the various types of errors in spoken and written language found by distinguished researchers.

A learner who learns a language must commit errors in written and in spoken English. It is considered in Behaviorist view of language learning that in second language learning committing errors is a kind of wrong response to the stimulus that should be corrected as soon as they are made. Otherwise learners would develop a bad habit. As Brooks (1960) commented, "like sin, error was to be avoided and its influence overcomes…" (Cited in Ellis, 1991, p.22). It is even a problem for the second language learners that they cannot correct their own errors by any means. Furthermore, the errors committed by the second language learners are typically different from the errors committed by the native language learners. These kinds of errors signify that the learners have not yet internalized the forms of the second language. This is the reason the errors of the second language learners are seen in a different way. George (1972) viewed learners' errors as 'unwanted forms' (Ellis, 1994, p. 47). Before, applied linguist S. Pit Corder of Edinburgh University used the term 'error' to refer to those features of the learner's utterances which differ from those of any native speaker (Corder, 1973, p. 260). In fact, in an early article Corder (1967) noted the significance of 'errors' as it "(1) provide the teacher with information about how much the learner had learnt, (2) provide the researcher with evidence of how language was learnt, and (3) served as device by which the learner discovered the rules of the target language" (Ellis, 1994, p. 48).

The concept of error analysis (EA) emerges to study the errors committed by the L2 learners. It was Pit Corder (1967) who for the first time recommended EA for ESL/FL (English as a Second Language/Foreign Language) oriented pedagogical activities. In the article entitled "The Significance of Learners' Errors" he states that in language teaching "One effect has been perhaps to shift the emphasis away from a preoccupation with teaching towards study learning." It means that from this time onward learning process begun to get an upper-hand over teaching process in language classroom. In that very paper, Corder pinpoints the huge potential for applying new hypothesis about how language is learned in the native language of learners to the learning of their target language. In this framework Behaviorist approach emerged *Contrastive Analysis Hypothesis* (CAH) which was a way of "*Interlingual Interferences*" that is comparing the structures of the native language and the target language to ascertain the errors which EFL/ESL learners are likely to commit. Ellis (1994) postulates the underlying assumption of CAH is that "errors occurred primarily as a result of interferences when the learner transferred native language habit into the L2. Interference was believed to take place whenever the habits of the native language differed from those of the target language". It gives a way to EA to investigate learners' language through an appropriate methodology reveal errors that are deemed to be of "Intralingual Interferences" within the target language and help to trace back to the learner employing so called learning strategies. That is, a shift took place from the formerly applied Contrastive Analysis Hypothesis (CAH) toward the occupation with Error Analysis (EA).

In a paper titled "Error Analysis and Error Correction in the Classroom" (1995), Islam remarks that " Error and Correction are some key words that have initiated a lot of discussion in language teaching literature and the issues arising out of it are still unresolved." Here, he briefly discusses the role of error correction in the classroom. To strengthen his argument, he cites Ellis (1985, p 295) who views error analysis as a procedure used by both researchers and teachers to collect and account for errors and to classify them according to their hypothesized causes and evaluating their seriousness. In another place, he again refers to Ellis (1985) he says that the noteworthy role of error analysis lies in the fact that it is a useful device "in evaluating the status of errors from undesirability to that of guide to the inner workings of the language learning process." It is in fact with the development of Communicative Language Teaching (CLT) initially in

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Britain in the 1970s that the attitude of the linguists and teachers toward error began to change.

The extent to which the concept of error and error analysis is fruitful in language teaching and learning may depend on the progress of the L2 learners. In an influential journal, an article entitled "The Contribution of Error Analysis to Second/Foreign Language (SL/FL) Learning and Teaching" a student of Islamic University (2003) argued that "in SL/FL learning and teaching error analysis can play the role of a momentous instrument that demonstrates learner's progress I his/her career, helps the teacher to modify and his/her methods, materials and techniques, and finally provides the researcher with evidence of how language is learned or acquired". The article puts light on the producers to identify, categorize and explain errors with correction as well as on the mechanism of error analysis. He cited mechanics of error analysis from Norrish (1983) who propounds two approaches for analyzing errors. One is "Pre-selected Category Approach" and other is "Let the errors Determine the Categories Approach". The first approach set up one's categories of errors based on a set of preconceptions about the learners' most common problems and the investigation goes on a certain circularity to sort out errors in terms of predetermined error types. The later approach is used to group the errors collected according to the particular areas of grammatical, semantic or phonological problem with the advantage of allowing the errors themselves to determine the categories chosen by the process of sorting and resorting.

Researchers have demonstrated that English adopted by different people all over the world has been deviated from the so-called standard variety of English and committing errors in grammatical areas because of its being in contact with many other different languages. There is considerable evidence that SL/FL learners commit grammatical errors both in oral and formal communication. One of the recent researches in Journal of Language Studies involves the grammatical errors committed by the Malaysian students who enrolled in an English course for Social Purpose at Malaysian University. The study examined the grammatical accuracy in spoken English in simulated oral interactions among less proficient ESL learners in a Malaysian tertiary institution. The Error analysis of 126 oral interactions by 42 students showed that the five common grammar errors made by the learners are preposition, question, article, plural form of nouns, subject- verb agreement and tense. The error analysis revealed the frequency of preposition errors (161 instances or 20.67% of 779 errors) and Articles (82 errors or 10.53% of 779 errors) among the categories of grammatical errors made by the students in their oral communication. The results indicate that the students are uncertain of the correct usage of prepositions, articles etc.

Thomas Eliott Berry, a Professor of English in West Chester State College, in his book *The Most Common Mistakes in English Usage* to serve as an analysis of errors most commonly committed in spoken and written English with the clear explanations to correct these errors. Prepared as a reference work it plays role as a guideline for me to identify which are currently being observed by the most competent writers and speakers as errors. In this way, it engages me in a fascinating study as an exciting challenge to identify errors in written and spoken English of the first year undergraduates.

ND Turton and JB Heaton in their book Longman Dictionary of Common Errors (1987) gives a view of the common errors the students commit in writing English.

In an article entitled "Does Pronunciation Matter?" Simo told about the emergence of English accompanied by innumerable deviations from its native norms at the levels of grammar, vocabulary, and pronunciation. This article was eritten to get cautions about the fact that too much tolerance in the teaching/ learning of pronunciation in non- mother- tongue environments has a graeter effect on intelligibility, spelling, and literary understanding than is usually thought. As Simo stated, "of all the levels, pronunciation exhibits the highest number of such deviations. These speech deviants are also the most readily tolerated in many circles." (Kral, 1994, p 107).

As there is continuity in teaching/ learning strategies, the suggestion is that following the students' progress, the teacher becomes able to carry on the studies in accordance with the learner needs to know what part of teaching strategy needs to be changed or reconstruct (Erdogan, 2005). That is, in EA errors tell the teacher how far towards the goal the learners have progressed and what remains for them to learn (Corder, 1967)

There has been research on both spoken and written in each of these features in various languages of the world in relation to English. But as far as it has been noticed, no such research has ever been done on these features among the first year undergraduates in Bangladesh. At least not in the case of the use of prepositions, auxiliaries, articles and pronunciation that what are the common errors these ESL learners are making while interacting in English through writing and speaking.

IV. Chapter Four: Research Methodology

a) Introduction

It is a fact that a fruitful research work demands both library research and empirical survey. A researcher

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must employ appropriate methodology and instrument to achieve his/ her objectives. The main objective of this dissertation is to seek out the errors committed by the first year undergraduates in the department of English at Jahangirnagar University. Along with these, it also concerns to find out the causes of those errors and their probable solutions. This chapter brings to focus the method of data collection employed in this study. It also entails an elaborate account of the questionnaire design and construction of research instruments, the sampling plan of the empirical survey, and method of editing, processing and analyzing the collected data.

b) Purpose of Empirical Survey

It has been said that this paper makes an attempt to find out the errors that the first year undergraduates in the mentioned department commonly make in both written and spoken English. Additionally it tries to examine the sources of those errors and their curative techniques. Although fluency is paramount in CLTA, there is no denying the fact that accuracy is indispensible to learning English as a second or foreign language.

c) Methodology of the Empirical Study

In view of the nature and motive of this study, I have decided to follow the survey method for the empirical study. In fact survey method includes two techniques. They are:

1. Questionnaire survey
2. Observation
3. Interview

The methods of data collection employed for the study are:

a) Students' Questionnaire Survey
b) Classroom Observation
c) Students' Interview (writing a paragraph and pronouncing words and sentences)
d) Teachers' Interview

In order to carry out these methods of data collection properly I have tried to be careful in designing and administrating the instruments of my research.

d) Instruments Used for the Study

The instruments that have been used in this study are:

1. Questionnaire for the students
2. Interview of the students (writing a paragraph and pronouncing words and sentences)
3. Interview of the Teachers
4. A Classroom- observation Scheme

i. *An Account of the Instruments for the Students' Questionnaire Survey and Interview*

In the instruments for students' questionnaire survey there are two sections. A brief account of the two sections is as follows:

a) Section- 01: Personal details
It is a short section that presents the personal details of the respondents. The personal details include name, roll, age and permanent address of the students.
b) Section- 02: Students; response to the questions in the questionnaire

This section includes …….. questions with a view to extract information about the condition of spoken and written English in the first year undergraduates in the department of English at JU.

The instrument for the students' interview is used for the empirical survey which is constructed following the objectives and necessity of the study. As one of the goals of this paper is to identify some errors and their sources in spoken and written English committed by the first year undergraduate students, the study seeks to investigate the proficiency level of those students. For construction of empirical instruments, several books such as *Research Methodology in Language Teaching* by David Nunan, *Understanding Research in Second Language Learning* by James Dean Brown, *and Research Methodology: Methods and Techniques* by C. R. Kothari have been consulted. In designing questions for the interview, certain factors like respondents' intelligibility and their command over English as a foreign language have been paid due attention. Students' interview focuses on 7 questions including some events, places, and some other topic to describe and a list of 48 words to investigate their pronunciation.

ii. *An Account of the Instruments Used for the Classroom Observation*

Apart from the questionnaire survey, interview classroom observation scheme was conducted as an empirical part of the empirical study. The points that were taken into account on purpose to make classroom observation are as follows:

1. Size and condition of classroom
2. Medium of instruction
3. Time allotted for class
4. Observation teaching -learning activities in classroom according to 22 questions

e) Sampling Plan for the Empirical Survey

For my research I have planned to investigate 10 students through interview. For my questionnaire survey I have planned to observe 30 students. As time was limited I could only attend and collect data only from five classes. For the study, five teachers were interviewed.

V. Chapter Five: Data Analysis

For the analysis the data were collected through questionnaire survey, interview, and classroom observation. The findings of the study include the

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interview of 10 students and questionnaire responses of 30 students, interview of two teachers and five classroom observations of the first year undergraduates in the department of English at JU. The interview sessions mainly focus on the targeted perspective that is to identify and analyze grammatical (articles, prepositions, auxiliaries and so on) and lexical (spelling etc.) errors in written English and phonological and grammatical errors in spoken English. The questionnaire was designed previously for targeted participants and classroom observation. The questionnaire was arranged in addition to the interview to elicit background or rationale behind the respondents' individual position o the selected issue.

The subsequent part of this chapter is divided into four sections. The first section analyses and discusses the results in statistical measures and percentage based on the findings of the instruments for the students' questionnaire survey. The second section analyses and discusses the results in statistical measures and percentage based on the findings of the instruments of classroom observation. Finally, based on the interview questions the last section analyses and discusses the results of the detected errors in spoken and written English in statistical measures and percentage.

a) Analysis and Discussions of the Instrument for the Students' Questionnaire Survey

i. *First Part of the Questionnaire*

The first part of the questionnaire deals with the personal details of the respondents to keep documentation for further information which will help to elicit background or rationale behind the respondents' individual position on the selected issue. However, different types of students have acted in response to this questionnaire.

ii. *Second part of the Questionnaire*

No.	Questions	Yes%	No%
1	Do you try to speak English in the classroom?	43.3%	56.7%
2	Do you try to write in English in the class?	86.6%	13.4%
3	Do you often commit errors in spoken and written English?	80%	20%
4	Can you make self corrections while speaking and writing?	50%	50%
5	Do you view errors as something negative and should be avoided?	43.3%	56.7%
6	Does your language teacher engage you in all speaking and writing activities in classroom?	20%	80%
7	Do you think group discussion can help you in improving your writing and speaking skill?	80%	20%
8	Do your teachers help you in using your organs of articulation to produce different sounds of English?	20%	80%
9	Have your teacher ever taught you how to see the pronunciation and spelling of a word in the dictionary?	46.6%	53.4%
10	Do you try to follow your teacher in pronouncing a word or follow his/ her writing style?	56.6%	43.4%
11	Do you transfer rules from your mother tongue (Bangla) to English?	30%	70%
12	Do you focus on grammatical accuracy while writing and speaking?	83.3%	16.7%
13	Do your teachers involve you in grammatical exercise?	70%	30%
14	Do you think your mother tongue interferes in writing and speaking English?	40%	60%
15	Do you want your teachers to identify errors and correct them with explanations?	40%	60%
16	Do you prefer error corrections immediately?	90%	10%
17	Do you think you know a lot of rules of English but cannot express it properly through speaking and writing?	86.6%	13.4%
18	Are you afraid or shy of other students while speaking or answering the questions of the class teacher or while writing something in English in the class as instructed by your teacher?	80%	20%
19	Do you think teaching techniques need to be improved?	90%	10%
20	Do you think proper guidance and teaching techniques can help to improve your writing and speaking skills?	90%	10%

iii. *Discussions of the Findings*

Concerning the survey of students' questionnaire focusing on written and spoken English the first two questions try to investigate whether the students write and speak in the classroom. The answer is found from the question (1) where 56.7% students admit that they do not speak in the classroom. Because of this less involvement in speaking students might face difficulties while speaking as in question (14) it is seen that 40% students think their mother tongue interferes while speaking English. In item no. (3), 80% students express their views that they often commit errors in spoken and written English. There is an important issue in item no. 6 and 8. Here 80% students think that their language teacher does not engage and help them in all kind of speaking and writing activities and use their

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organs of articulation to produce different sounds of English. There are some students who like to follow their language teachers. Item no. 10 shows that 56.6% students try to follow their teachers in pronouncing a word or follow his/ her writing style. Only 30% students think that they transfer rules from their mother tongue (Bangla) to English. Students have an intention to write correctly but in reality, it is not possible for them in the present situation. Among the 30 students, 83.3% focus on grammatical accuracy while writing and speaking. Immediate correction of errors is preferred by 90% students in no. 16 and in 15, 40% students want their teachers to identify errors and correct them with explanations. Item no. 17 shows that 86.6% students think that they know a lot of rules of English but cannot express it properly through speaking and writing. In item no. 19 and 20, 80% students think that teaching techniques need to be improved and proper guidance and teaching techniques can help to improve their writing and speaking skills.

b) Analysis and Discussions of Instruments for Classroom Observation

i. *First Part of the Instruments*

The first part of the questionnaire deals with the detail information of the classroom to keep documentation for further information which will help to elicit background or rationale behind the respondents' individual positions of selected issues. However, five classes had been observed to examine the reliability of the responses to the other questionnaires prepared for teachers and students.

ii. *Second Part of the Instrument (Questionnaire)*

No.	Questions	Yes%	No%
1	Does the teacher always encourage the students to write with correct grammatical structure and to speak in English with correct pronunciation?	80%	20%
2	Is the teacher giving special attention to the weak students of the class?	65%	35%
3	Are students' errors tolerated in class?	40%	60%
4	Are the students interacting with themselves and with the teachers in English?	60%	40%
5	Does the teacher become impatient when a student commits an error?	26.6%	73.4%
6	Does the teacher provide proper feedback for the students?	86.6%	13.4%
7	Does the teacher try to maintain a standard of English while giving lectures in the class?	100%	00%
8	Does the teacher cover all the four language skills?	70%	30%
9	Does the teacher try to teach in a way so that the students can grasp what s/he is saying?	85%	15%
10	Does the teacher arrange any pair work or role play or group discussion to develop oral fluency and accuracy?	60%	40%
11	Does the classroom procedure include minimum explanation and maximum of practice?	20%	80%
12	Do all the students in the class use a dictionary which contains phonetic transcription and correct spelling in it?	43.3%	56.7%
13	Does the teacher focus on the use of preposition while teaching?	50%	50%
14	Does the teacher make immediate correction of the errors with explanation?	56.6%	43.4%
15	Are the students afraid of class teacher and shy and anxious of committing errors in front of the other students?	90%	10%
16	Are the students at the back benches attentive enough?	50%	50%
17	Do the students present their problems to the teacher?	45%	55%
18	Does the teacher write and speak correct English?	90%	10%
19	Do the students make self- corrections while writing?	20%	80%
20	Does the teachers' pronunciation have local language's influence?	43.3%	56.7%

iii. *Analysis of the Responses*

As far as the classroom observation is concerned, the first question shows that 80% students think that their teachers always encourage them to write with correct grammatical structure and to speak in English with correct pronunciation. It is found that many students interact with the teachers. 18 students (60%) give the opinion that their errors are not tolerated in the class. The fourth item shows that 60% of the total number of students is interacting with themselves and with the teachers in English. The other 40% remain silent and when they are asked to speak they cannot do it correctly. Commonly the teacher does not become impatient when a student commits an error. On the other hand, item no. 6 shows that the teacher mostly provides proper feedback for the students. Almost all the students are afraid of class teacher and shy and anxious of committing errors in front of the other students. It is found in the question no. 15 that 90% students are afraid of class teacher and shy and anxious of committing errors in front of the other students. The teachers sometimes focus on the use of preposition and sometimes they make immediate correction of the errors

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with explanation. Almost all the students are afraid of class teacher and shy and anxious of committing errors in front of the other students (Question no. 15) No. 16 reveals the fact that half of the students are not attentive enough because they always like to sit at the last bench. The study shows that only 45% students show their problems to their teachers. Some students are afraid of showing their problems to their teachers (Question no. 17). The teachers have a sound knowledge of English language. The observation finds out that most of the teachers speak and write correct English. It also shows (no. 19) that most of the students do not make self corrections while writing. The number is 24 among 30 students and the percentage is 80% and 56.7% students in question no. 20 think that the teachers' pronunciations have local language's influence.

c) Analysis and Discussions for the Instruments of the Students' Interview

i. *First Part of the Instruments*

The first part of the questionnaire deals with the personal details of the respondents to keep records for further information which will help to bring forth background or basis behind the respondents' individual position on the selected issue. Ten students of the first year of the department of English were chosen for the interview. Here, every student was interviewed personally at their free time. After coming to the end of every interview it has been noticed how many minutes did each student took. It was found that most of the interviewees took 7-8 minutes.

ii. *Second Part of the Instruments*

The objective of this study is to identify errors of preposition, articles, auxiliaries and pronunciation in written and spoken English. These areas have been discussed in chapter three. In that chapter major areas of errors of prepositions, articles, auxiliaries and pronunciation in spoken and written English have been focused with concrete examples found in the data analysis of the recorded of English speech and written scripts of the students. In this chapter results of the Error analysis on grammatical and phonological errors in spoken and written English are presented. In the excerpts from the oral interaction and writing capability are used to indicate error and are used for missing elements in the utterances and writing. Here relevant reference is made to related finings from other error analysis studies on grammatical errors in written English due to a paucity of research on grammatical errors in spoken English.

a. *Grammatical Analysis and Discussions (Speaking Part)*

The categorizations of grammatical errors of individual interviewee are shown in the table below. Though there are other errors in gender based pronoun, use of plural numbers, third person singular numbers, tense, use of empty subjects, word form, verb form, word stress and intonation, the study only focuses on some selected issues which are prepositions, articles, and auxiliary verbs.

Table 5.1 shows the frequency of grammatical errors (articles, prepositions and auxiliary verbs) made by each respondent in the interview.

Here out of the total identified *230* errors, the most frequent errors are preposition (*92* errors) and the error analysis revealed that the highest frequency of preposition errors among the categories of detected grammatical errors (92 errors or *40%* of *230*). Secondly, out of the total identified *230* errors, the less frequent errors are article (*71*errors or 30.87 % of *230*). Lastly, out of the total identified 230 errors, the lowest frequent errors are auxiliary verbs (*67* errors or *29.13%* of *230*).

Table 5.1: Number of Errors in Article, Preposition and Auxiliary verb (in spoken English)

Interviewee	Use of Article	Use of Preposition	Use of Auxiliary	Total Error of Each Individual
Speaker 1	13	7	19	39
Speaker 2	12	9	14	35
Speaker 3	5	9	2	16
Speaker 4	6	6	3	15
Speaker 5	5	5	3	13
Speaker 6	6	6	5	17
Speaker 7	5	16	10	21
Speaker 8	3	10	3	16
Speaker 9	9	10	3	22
Speaker 10	7	14	5	26
Total	71	92	67	230

b. *Preposition*

Preposition ranks the first among the grammatical errors made by the secondary level students in their spoken English (*92* errors or *40%*). The problem with prepositions is due to incorrect choice, addition of prepositions necessarily or omission of prepositions when necessary, illustrated as follows:

i. Misinformation: Sitting on my bed from * outside of my bedroom window I can see there is a tree.
ii. Addition: when I passed off my HSC exam, I just dreamt of in* this campus.

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iii. It is true ^ (about) him.

In this way, a number of errors in the use of preposition have been identified. Most of the errors of preposition is found in the use of from, in, at, off, about, for, through, etc. the frequency of errors in the use of the above mentioned prepositions is shown in the table 5.2.

Table 5. 2 : Number of Errors in Preposition

Preposition	Total error (s)	%
On	15	16.3%
Of	18	19.6%
For	11	12%
About	8	8.7%
With	9	9.8%
Through	2	2.2%
Back	3	3.3%
By	8	8.7%
In	18	19.6%
Total	92	100%

c. *Articles*

The errors of article rank the second place among the three grammatical errors made by the students in their spoken English (*71* errors or *30.87%).* The students either added articles unnecessarily or omitted them when they should be used but there are fewer instances of misinformation errors. It is illustrated as follows:

- Addition: To me, he is a* one friend.
- Omission: It is true that they are going to catch *black bird.
- Misinformation: Look, there is a* four birds in the field.

Lightfoot's (1998) study of the usage of the English article system by Japanese second language learners, it was found that the most frequently occurring error type is omission and this tendency is likely to have been caused by direct interference from the article- less Japanese language. In this study, omission and addition of articles are equally frequent. The statistical presentation of the errors occurring in the use of article (a, an, the) is given in the table 5.3.

Table 5.3 : Number of Errors in Article

Article (s)	Total Errors	%
A	32	45.1%
An	15	21.1%
The	24	33.8%
Total	71	100%

From the table, it can be assumed that students are indifferent about the use of articles. Because, the less frequency of errors in the use of 'an' shows that most of the students know quite well about the use o f 'an' as it has some restricted rules. So, students pay much attention to the placement of 'an'. Meanwhile they regard 'the' and 'a' easier than 'an' and as a result indifferently place article 'the' and 'a' without following the specific rules. Hence, students commit errors by adding unnecessary articles or omitting necessary articles.

d. *Auxiliary Verb*

It is found from the collected data that almost *29.13%* of the grammatical errors made by the first year students in this study are auxiliary verb form errors (*67* of *230*). Most of the errors occurred because of omission, addition, misinformation or faulty order. Here are some examples below:

- Omission: I (was) interested in English subject from my childhood.
- Addition: I visited Jahngirnagar University before I (was) get admitted here.
- Misinformation: In this campus I ^ see many of my umm… not many things in the hall.
- Misordering: I ^ pass the vacations at my home not so well.

The frequency of errors in the use of auxiliary verbs is shown in the *Table* 5.4.

Table 5.4 : Number of Errors in auxiliary Verbs

Auxiliary Verbs	Total errors	%
Be (am/is/are/was/were)	27	40.3%
Do (do/does/did)	13	19.4%
Have (have/has/had)	11	16.42%
Modal	9	13.43%

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(can/could/shall/should/will/would/may/might)		
Used to/ Ought to	7	10.44%
Total	67	99.99%

**Total percentage does not add up to 100 due to rounding off error*

After analyzing the errors in grammatical functions the study has compared the result of the errors detected from 10 students' interview and the results found from the questionnaire analysis. It is found that the students are aware of their weakness as well as the teachers know in which area their students are weak. However, 90% students and 100% teachers think that the students face difficulty in prepositions. Even, 25% students agreed that they use such prepositions of which they are not sure. Because of facing difficulties and acquiring a poor knowledge about prepositions most of the students commit errors in prepositions. The result shows that within the three grammatical errors the highest errors are found in prepositions (92 errors or 40% of 230 errors). Besides, the errors in articles and auxiliaries show the similarity with teachers' and students' judgments. From interview it has been found that there are 71 or 30.87% errors in articles and from questionnaire analysis I have found that 100% teachers and 82% students think that they commit errors in Articles. Though 50% teachers and 80% students think that they (students) know the structural differences between Bangla and English, in spoken English they (students) make 67 or 29.13% errors out of 230 errors.

iii. *Third Part of the Instruments*

The third part of the instruments of interview was prepared for analyzing pronunciation. In this part 48 words were arranged focusing on the probable phonological errors made by the L2 learners while speaking. Phonological aspect of language is focused on pronunciation in the paper. Hence, the interviewees were asked to pronounce the given 48 words which helped the study to identify the assumed errors regarding pronunciation made by the L2 learners.

iv. *Analysis and Discussions of Errors of Pronunciation*

While interviewing, it was noticed that the students tend to produce sounds which are a little native- like because they actually come to know from the teachers how to pronounce in the standard form (British or American accent). But they have some problems like producing sound like /f / and /v/ as aspirated voiced or voiceless bilabial plosives. Instead they produce sounds like /ph/ and /bh/. It implies their English sounds are like bilabial plosives instead of labio- dental

Table 5. 5 : Errors of Pronunciation

Words	Beef Finger Offer Fish Favorite	Vacation Have Verb Serve voice	Usual Puzzle As Freeze Zero zoo	Adjective Page Object Strange charge	Hate Wave Chaos Taste tray	Habitual Chips Chair Which match	Transl ation Gram mar Traffic	Departure Culture River Personal Carpet	Globe Above Young Own	From People Understand Special Generalization School station	48
	/f/ as p^h	/v/ as /b^h/	/ʒ/ or /ʃ/ as /ʤ/	/ʤ/ as /ʒ/	/el/ as /æ/	/tʃ/ as /ʃ/	/æ/ as /a/	/r/ sound	/ʌ/ as /Ȯ/	Consonant clusters	Total error by each speaker %
S 1	5	3	5	2	2	1	2	5	3	7	**72.92**
S 2	1	2	3	2	4	0	0	5	4	1	**64.58**
S 3	0	0	1	1	1	0	1	3	2	1	**20.83**
S 4	5	3	4	3	4	4	1	5	3	7	**81.25**
S 5	0	0	2	2	3	0	3	5	4	1	**41.67**
S 6	3	1	0	5	3	0	3	5	2	2	**50**
S 7	0	4	5	2	4	0	3	4	4	2	**58.33**
S 8	4	3	4	2	5	5	3	5	3	6	**83.33**
S 9	0	0	1	0	1	0	0	2	2	1	**14.58**
S 10	1	0	2	3	3	0	3	3	4	1	**41.67**
Total Error	**19**	**16**	**27**	**22**	**30**	**10**	**19**	**42**	**31**	**29**	**245**

v. *Fourth Part of the Instruments*

The fourth part of the instruments of interview was prepared for analyzing errors in writing. In this part the 10 student respondents were asked to write a paragraph on "Why do You Want to Study in the Department of English at JU?" focusing on the probable grammatical (preposition, articles, auxiliary verbs, syntax) and lexical errors. It helped the study to identify the assumed errors regarding writing made by the L2 learners (first year students).

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a. *Analysis and Discussions of Errors in Writing*

The ten students were asked to write a paragraph of about one page but some wrote more than one page. The topic of the paragraph was "Why Do You Want to Study in the Department of English at Jahangirnagar University?" In the ten Scripts; there were *89* errors in total. The errors are shown script- wise in the following table:

Table No. 5. 6 : The number of Errors in Writing

Script No.	No. of Errors
01	6
02	8
03	11
04	7
05	7
06	10
07	14
08	11
09	8
10	7
Total	89

In these 89 errors there are errors of Pronoun, Preposition, Article, Auxiliary verb, Principal verb, Punctuation, Spelling, Capitalization, Lexical, Contraction, Tense, Subject- Verb Agreement, and Number. These have been shown in the table below:

Table 5. 7 : Errors of Different Issues

Serial No.	Category of Error	Number of Error/s
1	Pronoun	4
2	Preposition	8
3	Article	11
4	Auxiliary verb	6
5	Principal verb	6
6	Punctuation	3
7	Spelling	11
8	Capitalization	3
9	Lexical	6
10	Contraction	5
11	Tense	7
12	Subject-Verb Agreement	6
13	Number	7
14	Syntactic	5
Total		89

VI. Chapter Six: Recommendations

This chapter gives some recommendations for developing the proficiency of L2 learners in written and spoken English on the basis of the findings of the present study. Some pedagogical recommendations can be given in order to reduce the number of errors committed by the students in their English, in particular, written and spoken English. These are discussed below.

The first thing is that the teachers should often remind the students that they should think in the target language norms when they are using it (in Speaking or Writing). They should do so in order that they do not bring any feature of their mother tongue. The instructor or the teacher should explain the reason of the ungrammaticalness of some construction. The good thing would be that the teacher has a good command of the target language. In addition, s/he should have a working knowledge of the first/ native language of the students.

Error analysis is associated with a rich and complex psycholinguistic view of the learner. In order to improve teaching, the teachers need to explore the learners' psychological process in language learning so that they can enhance their understanding of learners' errors. So, teachers should emphasize on four skills of language (Reading, Writing, Listening, and Speaking) equally. They should advise their students to preserve in studying English. There will be a time when they will be well- exposed to the language through the various language skills. Only then through this process the possibility of committing errors can be minimized.

Like the students, teachers should also speak in the target language as much as they can. Teachers should help the students in writing more creatively by providing them idea about different topics and various grammatical structures and vocabulary items. They

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should encourage the students to speak by giving some situations and helping them in carrying on interaction. Besides teachers should make constructive criticisms which would motivate the students to work with language.

Over- consciousness (or what Krashen termed as "Monitor Over-users" in his Monitor Model theory/ hypothesis) on correctness hinders the learning process and flow of speaking and writing. This thought of correctness produces a kind of fear in the minds of the students. So, students should have an environment in which they can think freely. They have to be inspired by the teachers when they are writing something or when they are speaking. The teacher should be a close observer. While involving the students in group discussions, a writing session, or role playing the teacher should observe and later make corrections with explanations.

The right attitude of the teacher is important for the students who are grappling with the complexities of English Grammar, vocabulary, pronunciation, and spelling. The language is difficult enough; it should not be made more difficult for them. The teacher should try to explain the rules, structures, or forms of the target language in the easiest way.

The majority of the teachers of the department of English are non- native speakers. They should try to acquire native like competence as much as they can. It should be done in order that the students can follow them directly.

Teachers should ensure the all-round language development of the students. They should not spend too much time on only one or two of language skills to the detriment of others.

Teachers should allot extra time for their students to teach pronunciation by using phonemic chart, places of articulation, manners of articulations, forces of articulation, and figure of organs of speech. Besides, teachers should help the students in using the articulatory organs while pronouncing sounds. For writing, teachers should teach the students only those issues in which they are found to be weak. This would be done group wise.

Teachers should follow and should advise the students to follow the IPA transcription of every word from dictionary of pronunciation. They should also advise them to practice memorizing and writing spelling of words.

Students should be advised to listen to good English from whatever available source like Radio, Television, Native speakers, and good local speakers of the language and write down in accordance with the record. Practicing diction would enhance their listening and writing power.

Teachers should encourage students to practice English (writing and speaking) both in classroom and in the dormitory.

Some programs like preparing Wall Magazine, Essay Writing competition, Evaluative Writing (one student will check another's script) can be introduced for the betterment of their linguistic ability.

There are times when teachers might be busy. During that time, the first year students can take help from the senior students.

For active participation in both the class activities and outdoor activities, a kind of friendly environment is needed. Teachers should come forward to create such an environment for the students. As a result, the anxiety and fear of the students will be reduced.

As students appear to be sensitive to fear of making mistakes, teachers should encourage the students to have the confidence in the skills. Furthermore, as a positive response to students' concern over the harsh manner of teachers' error correction, teachers' selection of error correction technique as Horwitz et. al (1986, p.131) recommended, should be based upon instructional philosophy and on reducing defensive reactions in students.

Teachers need to impress upon the students the importance of including the reading habit which helps the students to learn the correct spelling as well as new sound and enrich their vocabulary and internalize acceptable and appropriate sentence construction.

The teacher ought to provide an explanation with regard to the possible source or cause of error to bring about an awareness of what could be the potential contributory factor.

The tasks practiced should be contextualized so that students get maximum exposure to the language.

Selection of topics in the syllabus should include pronunciation learning and the syllabus should be graded from difficult to easy.

Finally, there should be more and more research in this field so that teachers and students can get help from that.

VII. Chapter Seven: Conclusion

In the paper, the attitude of teachers' and students' towards error has been shown. It has been manifested by the paper that most of the students view errors positively and get sorts of feedback and motivate them to give more importance on productive skills rather than receptive skills. Moreover, there are some courses, for example, E 101 Communication Skills and E 307 English Language Teaching which are planned to involve the students in practical activities for effective communication. But the teachers are not either involving the students in writing and speaking activities or giving any type of hints of effective communication. As a result many students remain less proficient in these productive

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skills both grammatically and phonologically. The findings show that the students are committing errors frequently in prepositions, articles, auxiliary verbs and pronunciations. The errors of articles, prepositions and auxiliary verbs are made due to the less involvement in writing and speaking activities and transferring rules from L1 to TL. On the other hand, the errors in pronunciation are made because of a great distance between English and Bangla sounds. Moreover, teachers are found to be indifferent towards the importance of pronunciation teaching as a very few instructions are given in the syllabus to teach students pronunciation. In this way this paper tries to examine the problems that secondary level students of Bangladesh face while speaking in English. In addition, it also finds out the effective remedial measures and feedback techniques for developing speaking skill with correct pronunciation. If the teachers of our country have a good grasp of the techniques, they can help students to learn to speak in English accurately.

The present syllabus of the department of English at JU is quite fine. If this syllabus can work more practically, the errors of writing and speaking can be reduced. More effective components have to be incorporated in the materials, classroom activities and testing tools to make the L2 learners (in this case the students of the department) most proficient in English so that they can use it properly in their future life.

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Appendix-1

Instruments for Students' Questionnaire Survey

This questionnaire is designed for examining the present state of common errors especially errors of pronunciation, articles, spelling, auxiliaries, prepositions, and syntax in written and spoken English committed by the first year undergraduates in the department of English at JU. In addition, it also aims to look into the causes and remedies of those errors. Your co- operation is essential for the study and will be highly valued. All information will be kept confidential and used only for the purpose of this study.

Section 01: Personal Details

1. Name:
2. Roll no:

Section 02: Practice of Error Identification in Spoken and Written English

Read the following instructions and tick () the correct number of the two alternatives in the boxes against each statement.

No.	Questions	Yes%	No%
1	Do you try to speak English in the classroom?		
2	Do you try to write in English in the class?		
3	Do you often commit errors in spoken and written English?		
4	Can you make self corrections while speaking and writing?		
5	Do you view errors as something negative and should be avoided?		
6	Does your language teacher engage you in all speaking and writing activities in classroom?		
7	Do you think group discussion can help you in improving your writing and speaking skill?		
8	Do your teachers help you in using your organs of articulation to produce different sounds of English?		
9	Have your teacher ever taught you how to see the pronunciation and spelling of a word in the dictionary?		
10	Do you try to follow your teacher in pronouncing a word or follow his/ her writing style?		
11	Do you transfer rules from your mother tongue (Bangla) to English?		
12	Do you focus on grammatical accuracy while writing and speaking?		
13	Do your teachers involve you in grammatical exercise?		
14	Do you think your mother tongue interferes in writing and speaking English?		
15	Do you want your teachers to identify errors and correct them with explanations?		
16	Do you prefer error corrections immediately?		
17	Do you think you know a lot of rules of English but cannot express it properly through speaking and writing?		
18	Are you afraid or shy of other students while speaking or answering the questions of the class teacher or while writing something in English in the class as instructed by your teacher?		
19	Do you think teaching techniques need to be improved?		
20	Do you think proper guidance and teaching techniques can help to improve your writing and speaking skills?		

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Appendix-02

Instruments for Classroom Observation

Section 01: Classroom Details

1. Name of the Teacher:
2. Name of the Course:
3. Total Students:
4. Students Present:
5. Date and Time Period:

Section 02: Practice of Error- Identification in Spoken and Written English

No.	Questions	Yes%	No%
1	Does the teacher always encourage the students to write with correct grammatical structure and to speak in English with correct pronunciation?		
2	Is the teacher giving special attention to the weak students of the class?		
3	Are students' errors tolerated in class?		
4	Are the students interacting with themselves and with the teachers in English?		
5	Does the teacher become impatient when a student commits an error?		
6	Does the teacher provide proper feedback for the students?		
7	Does the teacher try to maintain a standard of English while giving lectures in the class?		
8	Does the teacher cover all the four language skills?		
9	Does the teacher try to teach in a way so that the students can grasp what s/he is saying?		
10	Does the teacher arrange any pair work or role play or group discussion to develop oral fluency and accuracy?		
11	Does the classroom procedure include minimum explanation and maximum of practice?		
12	Do all the students in the class use a dictionary which contains phonetic transcription and correct spelling in it?		
13	Does the teacher focus on the use of preposition while teaching?		
14	Does the teacher make immediate correction of the errors with explanation?		
15	Are the students afraid of class teacher and shy and anxious of committing errors in front of the other students?		
16	Are the students at the back benches attentive enough?		
17	Do the students present their problems to the teacher?		
18	Does the teacher write and speak correct English?		
19	Do the students make self- corrections while writing?		
20	Does the teachers' pronunciation have local language's influence?		

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Appendix- 03

Interview Questions for the Respondents

Name: Roll:
Time:

Cue 01: Introduce Yourself.
Cue 02: Tell me something about your family.
Cue 03: How much time do you spend to practice writing English?
Cue 04: How much time do you spend to practice speaking English?

Please Pronounce the Following Words

Favorite	Vacation	Above
Fish	Zoo	Globe
Finger	Zero	Adjective
Offer	Freeze	School
Beef	As	Translation
Strange Object	Puzzle	Station
Charge	Usual	People
Page	Carpet	From
Special Generalization	Personal	Habitual
Understand	River	Traffic
Voice	Culture	Grammar
Verb	Departure	Own
Serve	Young	Have

Appendix- 04

Samples of Written Script

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The Rhetorics of Hafez al Assad

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Introduction- Rhetoric is the art of persuasion as opposed to a simple communication of information. The aim of rhetoric is not to spread truth and present it plainly and openly but to convince an audience to accept a speaker's position - one which not necessarily congruent with that of the audience. The arguments alone cannot persuade, but when presented in a certain way, they become acceptable to the audience.

Language is a device that enables us to understand the world. Speech is the expression of understanding (Sophia) which lets us explain situations, construct dialogue, and clarify and investigate the world. The word is the most powerful expression of human ability; without it human beings would have accomplished no more than animals intellectually. Communication is the essential activity that links the various parts of society together and allow them to function as n integrated whole. Rhetoricians understand the importance and power of words. They use strategies that rely on words, which they see as a tool to be use to effect, often in sophisticated ways. They seek to fashion a new reality, which the audience can accept as genuine. Rhetoricians generally do this by eliciting a sense of agreement with the listener and once that feeling of understanding has been established, the task of persuasion can begin.

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Introduction

Rhetoric is the art of persuasion as opposed to a simple communication of information. The aim of rhetoric is not to spread truth and present it plainly and openly but to convince an audience to accept a speaker's position - one which not necessarily congruent with that of the audience. The arguments alone cannot persuade, but when presented in a certain way, they become acceptable to the audience[1].

Language is a device that enables us to understand the world. Speech is the expression of understanding (Sophia) which lets us explain situations, construct dialogue, and clarify and investigate the world. The word is the most powerful expression of human ability; without it human beings would have accomplished no more than animals intellectually[2]. Communication is the essential activity that links the various parts of society together and allow them to function as n integrated whole.[3] Rhetoricians understand the importance and power of words. They use strategies that rely on words, which they see as a tool to be use to effect, often in sophisticated ways. They seek to fashion a new reality, which the audience can accept as genuine. Rhetoricians generally do this by eliciting a sense of agreement with the listener and once that feeling of understanding has been established, the task of persuasion can begin.[4]

The article examined the rhetorical devices found in Hafez al Assad's political speech. It hypothesized that Assad's rhetoric would include both stylistic and argumentative rhetorical devices.[5]

The first step involved an impressionistic assessment of Assad's political speech. A preliminary reading found several rhetorical features: syntax-based rhetorical devices, semantic-based rhetorical devices, and discourse analysis. When a rhetorical device was identified in one political speech, the researcher looked for the same device in other speeches and calculated its frequency of usage. Finally, a profile was drawn up of the rhetorical devices found in al-Assad's political speech: in other words, the rhetorical and stylistic devices and argumentation that he used.

a) Stylistic rhetoric

A common analytical approach when studying rhetoric is to examine the wording of persuasive messages and the tools of persuasion that speakers and writers use. Influential figures who express their ideas publicly use a variety of argumentation approaches and methods to appeal to their audience's logic and emotions. Stylistic rhetoric targets the emotions and is known as rhetorical appeal.[6] When appealing to the emotions, speakers' use specific elements and structures in their messages in order to arouse given responses in their audience, such as sympathy, empathy, hesitancy, or rejection[7].

According to Perelman and Olbrechts-Tyteca, "persuasive arguments" are arguments which claim things that are only valid for a particular audience. "Convincing arguments" on the other hand are arguments that seek the agreement of all rational people. In other word, a "persuasive arguments" is an argument which takes the viewpoint, beliefs, and needs of a particular audience into account.[8] This might include addressing a particular audience's emotions, which might not be effective if addressed to a universal audience that does not share those particular beliefs or needs. The goal of a speech which is addressed to a universal audience of listeners is to persuade while the goal of a speech which is addressed to a specific audience is to convince.[9]

i. *Repetition of syntactic elements*

Darshan[10] cites Koch's study[11], showing that Arab political discourse very typically uses rhetorical repetition. This involves rhythmic repetition of phonemes, morphemes, roots, words, phrases and key sentences, sentence paraphrases, the multiple use of syntactic parallels between sentences, structures, and members. Repetition is the key to textual coherence and understanding the whole meaning of a text, which is a feature of discourse.[12]

The force of rhetorical repetition is achieved in several ways:

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[1] Gitay, 2011, p. 55; Tsur, 2004, p. 64; Carpenter & Thompson, 1999, p. 7; Kedar, 1998, p. 211.
[2] Searle, 2002, p. 18; Gitay, 2010, p.27.
[3] Mio, 1997, p. 113; Graber, 1993, p. 305.
[4] Gitay, 2013 (b), p. 120.
[5] Landau (1988, p. 17) used the term "שידול" for "persuasion" a term she used to denote arguments that address the emotions. This contrasts with "שכנוע" which refers to "conviction" and refers to arguments that address the intellect.
[6] Tsur, 2004, p. 78.
[7] Tsur, 2011, pp. 74-75.
[8] Perelman & Olbrechts-Tyteca, 1969, p. 28.
[9] Perelman, 1994, p. 20.
[10] Darshan, 2000, p. 7.
[11] Koch, 1983, pp. 47-52; Koch, 1981, pp. 179-180.
[12] Tsur, 2004, p. 89-90.

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A. Repeated phrases, anaphora, epiphora, repeated members and repeated syntactic patterns create a rhythm, a particular cadence. Word repetition creates a rhythmic musical effect which is produced by both the sounds being repeated and the repetition itself [13]. Repeating a message elicits aesthetic musical pleasure in the listener that helps to embed the message in the listener's mind, arouse the listener, and create an emotional tendency to agree with the speaker almost instinctively [14]. Perelman argued that in order to produce the presence of the message, it is effective to stress undeniable fundaments at length: Increasing a person focus on them reinforces their presence in the listener's mind. Simply dwelling on a certain subject produces the desired emotion[15].

In psychology, an emotional connection between a listener and an idea is called identification: A person identifies with real and symbolic objects which give rise to excitement, normally on an unconscious level. As a rhetorical device, repetition helps to instill the speaker's ideas in the audience's mind and to use the audience's involuntarily emotional tendency to agree with the speaker without considering the content[16].

B. The parallel repetition of sentences is what produces the rhythm of a rhetorical text. That rhythm, which created by the rhetorical musical emphasis, helps in highlighting key ideas, and assists their recall. The parallelism within the rhythmic syntactic pattern creates a parallelism of ideas in the complementary members of the sentence which can either reinforce or oppose an idea, or divide a long idea being developed slowly, into smaller parts.

C. Besides creating a rhythm, syntactic structure can also break a rhythm by interrupting the symmetry in the length and structure of the parallel sentences / clauses on the first connection level. This happens when one part of a sentence on the first level contains other sentence parts which are repeated on the second connection level. A strong break happens in the beginning or middle of the sentence. When it is at the end, it is regarded as part of the rhythm which is generating the rhetorical force[17]. The connection-within-a-connection structure that breaks the rhythm and symmetry serves to focus the listener's attention on the idea. This break in the rhythm focuses the listener's mental energy on the idea that the speaker wishes to highlight; again, in order to persuade the audience[18]

D. Repeating a lexical element, word, or expression in nearby or more distant sentences enables the speaker to establish continuity between the sentences in the speech and to connect them and give them cohesion.

E. Repetition using synonyms—repeating an argument multiple times with linguistic variations helps the speaker to impress the audience[19].

F. Sentence repetition—this allows the speaker to buy time to continue his speech. When speakers use stylized repetition they are not seeking to prove what they are saying and convince their audience that it is the truth by using logical proof: they wish rather to communicate a message which is not open to discussion by using repetition—as if that itself were proof.

a. Syntactic parallelism between clauses involving repetition of syntactic patterns and verbal repetition

Balanced, reasoned, rhythmic patterns

1. * **لا** تراجع أمام التهديدات،
* **ولا** تخاذل أمام التحديات،
* **ولا** نكوص في معركة التحرير،
* **ولا** انكفاء أمام الصعوبات.

(خطاب الرئيس حافظ الأسد في الذكرى الرابعة والعشرين لثورة الثامن من آذار، 1987)

* **אין** נסיגה למול האיומים,
* **ואין** נטישה למול האתגרים,
* **ואין** רתיעה במערכת השחרור,
* **ואין** פניית עורף למול המכשולים.

(נאום הנשיא חאפט'ז אלאסד ביום השנה ה-24 למהפכת ה-8 במארס, 1987)

* *We cannot* surrender to threats,
* And *we cannot* give up before the challenges,
* And *we cannot* hesitate in the campaign for liberation,
* And *we cannot* turn our backs on the obstacles.

(Speech by Hafez al-Assad on the 24th anniversary of the March 8 Revolution, 1987)

A parallel syntactical structure with a repeated anaphoric element א denoting not + subject + modifier. The nouns "تراجع"، "تخاذل"، "نكوص" and "انكفاء" are nouns taken from the same semantic field of giving in and breaking.

Rhythmic patterns with increasing length

2. إن الأجيال الجديدة التي تنعم بمنجزات الثورة ألفت هذه المنجزات وهي تنعم بها، ومن حقها أن تنعم بها، ولكن من الضروري أن تعرف أيضا

* **كم من الجهد والتضحية والبذل** كان ضروريا لتحقيق هذه المنجزات،
* **وكم من الجهد والتضحية والبذل** ينتظرنا للدفاع عن هذه المنجزات وتطويرها، والتقدم بخطوات ثابتة ووعي كامل إلى المهام التي تنتظرنا.

(خطاب الرئيس حافظ الأسد في الذكرى الرابعة والعشرين لثورة الثامن من آذار، 1987)

הדורות הראויים הנהנים מהישגי המהפכה כוננו הישגים אלה והינם נהנים מהם, וזכותם
להנות מהם, אולם מן ההכרח הוא שייידעו גם

[13] Landau, 1988, p. 63.
[14] Darshan, 2000, p. 7; Kedar, 1998, p. 240.
[15] Perelman, 1994, p. 35.
[16] Landau, 1988, p. 64.
[17] Landau, 1989, pp. 116-117.
[18] Landau, 1988, p. 57, 64.
[19] Patai, 1973. pp. 53-55.

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* **وجربوا** التسرب من الداخل فارتدّوا،

* **وجربوا** استدراجنا بالمغريات فخسئوا،

* وها هم **يجربون** كل وسائلهم دفعة واحدة، بما في ذلك الضغوط الاقتصادية، وحظهم في النجاح لن يكون بالتأكيد أفضل منه في أية معركة خاسرة خاضوها ضد شعبنا الأبي.

(خطاب الرئيس حافظ الأسد في الذكرى الرابعة والعشرين لثورة الثامن من آذار، 1987)

כבר

* **ניסו** להשתלט עלינו מבחוץ, וכשלו,
* **ניסו** להפחיד אותנו באיומים, ונחלו מפלה,
* **ניסו** להסתנן מבפנים, וחזרו בהם,
* **וניסו** למשוך אותנו בפיתויים, וסרו מכאן והלאה,
* והנה הם **מנסים** את כל האמצעים שלרשותם בבת אחת, ובכללם לחצים כלכליים, ומזלם להצליח כלל לא יהא לבטח טוב יותר מאשר בכל מערכה אבודה אליה נכנסו כנגד עמנו הגא.

(נאום הנשיא חאפט' אלאסד ביום השנה ה-24 למהפכת ה-8 במארס, 1987)

They have already

* *Tried* to control us from the outside, and failed,

* *Tried* to frighten us with threats, and they failed,

* *Tried* to infiltrate from within, and gave up,

* And *tried* to attract us with temptation, and gave up for ever,

*And now they *are trying* with all their might, including with economic pressures, and are succeeding no more than in any of the failed campaigns which they fought against our proud people.

(Speech by Hafez al-Assad on the 24th anniversary of the March 8 Revolution, 1987)

In the final sentence, the anaphoric element "جربوا" changes to the present tense "يجربون". This is to emphasize the situation in the present. Before this element, the phrase "وها هم" breaks the rhythm and draws the audience's attention to the main point in the message. Possibly, the speaker said everything in one breath until he reaches the last sentence, which breaks the rhythm. The final sentence in the pattern is longer than its predecessors and ends what was said before on an impressive final chord.

5. * **وليس غريبا** أن تعترضنا الصعاب،

* **وليس غريبا** ولا جديدا أن نجابه الصعاب بقوة وتصميم وأن نقتحمها ونذللها بعملنا وجهدنا ووعينا وتضحياتنا.

(خطاب الرئيس حافظ الأسد في الذكرى الرابعة والعشرين لثورة الثامن من آذار، 1987)

* **אין תמה** שניצבים לנו לרועץ קשיים,
* **ואין תמה** ולא חדש שאנו מתעמתים עם הקשיים בכוח ונחישות, ופורצים אותם וגוברים עליהם בפועלנו, מאמצנו, תודעתנו והקרבותינו.

(נאום הנשיא חאפט' אלאסד ביום השנה ה-24 למהפכת ה-8 במארס, 1987)

* *It is not surprising* that difficult obstacles lie ahead.

* And it is not *surprising* or new that we overcome these difficulties with strength and determination, or that we break through them and overcome them through our actions, efforts, awareness, and by our sacrifices.

* **כמה מאמץ, הקרבה והשקעה** הכרחיים היו למימוש ההישגים האלה,

* **וכמה מאמץ, הקרבה והשקעה** מצפים לנו להגנת ההישגים האלה ופיתוחם, והתקדמות בצעדים יציבים ותודעה מלאה לעבר המשימות המצפות לנו.

(נאום הנשיא חאפט' אלאסד ביום השנה ה-24 למהפכת ה-8 במארס, 1987)

The deserving generations that enjoy the achievements of the revolution built on and benefit from these achievements and have the right to enjoy them. But it is also vital for them to know

* *How much work, sacrifice, and effort* were needed to accomplish these achievements,

* *How much work, sacrifice, and effort* we are expected to make in order to protect these achievements and extend them and move ahead with steady steps and full awareness towards the tasks that lie ahead.

(Speech by Hafez al-Assad on the 24th anniversary of the March 8 Revolution, 1987)

This is a parallel syntactical structure consisting of two object clauses connected by a conjunction starting with the repetitive anaphoric structure "كم من الجهد والتضحية والبذل". The last sentence powerfully concludes the preceding ideas.

3. (وهو) الأمر الذي،

* **يتيح لكم** وبشكل ميداني **أن** تتحسسوا آلام المواطنين

* **ويتيح لكم أن** تعملوا بشكل جدي ويجب أن تعملوا بشكل جدي على معالجة هذه الآلام بالقدر الذين تستطيعون.

(خطاب الرئيس حافظ الأسد خلال لقائه مع أعضاء مجالس المحافظات للإدارة المحلية 1976. 7. 20)

(וזהו) הדבר אשר,

* **מאפשר לכם**, בשטח, לחוש את כאב האזרחים
* **ומאפשר לכם** לפעול באורח רציני, ושומה שתפעלו באורח רציני, לטיפול בכאב זה כפי שלאל ידכם.

(נאום הנשיא חאפט' אלאסד במהלך מפגשו עם חברי מועצת המחוזות למינהל מקומי 1976. 7. 20)

(and this is) the thing which,

* *allows you*, in the field, to feel the pain of the citizens

* *and allows you* to act in a serious and careful way, to deal with this pain.

(Speech by Hafez al-Assad at his meeting with the Local Administration District Council members, 20.7.1976)

This is a parallel syntactical structure consisting of dependent relative clauses starting with the repeated anaphoric element "يتيح لكم أن". Both these relative clauses are dependent on the object clause.

מבנה תחבירי מקביל של פסוקיות זיקה משועבדות הפותחות ביסוד האנפורי החוזר "يتيح لكم أن". כל אחת משתי פסוקיות הזיקה משעבדת פסוקית מושא.

4. لقد

* **جربوا** أخذنا من الخارج ففشلوا،

* **وجربوا** تخويفنا بالتهديدات فاندحروا،

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* **في كل** مدينة
* **في كل** حي
* **في كل** قرية.

(خطاب الرئيس حافظ الأسد خلال لقائه مع أعضاء مجالس المحافظات للإدارة المحلية 1976. 7. 20)

תפקידכם גדול מאוד, ואתם חיים עם האזרחים, כל האזרחים
* **בכל** עיר
* **בכל** שכונה
* **בכל** כפר.

(נאום הנשיא חאפט' אלאסד במהלך מפגשו עם חברי מועצות המחוזות למינהל מקומי 1976. 7. 20)

Your role is very great, and you live with the citizens, all the citizens

* *In every* city
* *In every* neighborhood
* *In every* village.

(Speech by Hafez al-Assad at his meeting with the Local Administration District Council members, 20.7.1976)

Repetition of the preposition "في" with parallelism in the types of location.

Rhythmic patterns with a rising direction

9. أحييكُم في عيدكم، وأُهنئكم بذكرى ثورتكم، الذكرى الرابعة والعشرين لثورة الثامن من آذار المجيدة،

* **ثورة** حزب البعث العربي الاشتراكي،
* **ثورة** جماهير الشعب المتطلعة إلى التقدم والاشتراكية،
* **ثورة** التحدي العربي للانفصال والتخلف والاستعمار والصهيونية.

(خطاب الرئيس حافظ الأسد في الذكرى الرابعة والعشرين لثورة الثامن من آذار، 1987)

מברך אני אתכם לשלום בחגכם, ומביע לכם איחולים לרגל יום השנה למהפכה שלכם, יום
השנה ה-24 למהפכת ה-8 במארס המפוארה,
* **מהפכת** מפלגת הבעת' הערבית הסוציאליסטית,
* **מהפכת** המוני העם שוחרי הקדמה והסוציאליזם,
* **מהפכת** האתגר הערבי לפירוד, הנחשלות, האימפריאליזם והציונות.

(נאום הנשיא חאפט' אלאסד ביום השנה ה-24 למהפכת ה-8 במארסת 1987)

I bless you with peace in your celebration and send you good wishes on the anniversary of your revolution, the 24th anniversary of the glorious March 8 revolution,

*The *revolution* of the Arab Socialist Ba'ath Party,

*The *revolution* of the masses in a nation which supports progress and socialism,

*The *revolution* of the Arab challenge to social division, backwardness, imperialism.

(Speech by Hafez al-Assad on the 24th anniversary of the March 8 Revolution, 1987)

This example includes the syntactical repetition of detailed apposition which increases in scale. Repetition of the apposition is accompanied by repetition of the anaphoric element "ثورة".

6. خسئتم أيها الرجعيون ... نحن لن نضل الطريق،

* **لأن لنا** قضية نمسك بها
* **لأن لنا** وطن نحبه ونمسك به.

(خطاب الرئيس حافظ الأسد عام 1982)

דלותם מאוד, הוי ריאקציונרים... אנו כלל לא נאבד את הדרך,
* **משלנו** סוגיה בה נאחזים אנו
* **משלנו** מולדת אותה אוהבים ובה נאחזים אנו.

(נאום הנשיא חאפט' אלאסד משנת 1982)

You are very weak, you reactionaries… we will never lose the way,

* Ours is an issue we uphold
* Ours is motherland we love and which we hold on to.

(1982 speech by Hafez al-Assad)

b. Syntactic parallelism between sentence parts involving repetition of syntactic patterns and verbal repetition

Balanced, reasoned, rhythmic patterns

7. مَعْ تَحِيَّتِي لِكُلِّ فَرْدٍ مِنْكُمْ، أُخَاطِبُ فِيْكُمْ الرُّوحَ الْعَرَبِيَّةَ الأَصِيْلَةَ،

* **رُوحُ** الشَّجَاعَةِ والبُطُولَةِ،
* **رُوحُ** البَذْلِ والتَّضْحِيَةِ،
* **رُوحُ** الفِدَاءِ والْعَطَاءِ.

(خطاب الرئيس حافظ الأسد إلى الأمة عقب اندلاع حرب تشرين)

בצירוף ברכת שלומי לכל אחד מכם, פונה אני בדברים אצלכם אל הרוח הערבית האצילית,
* **רוח** האומץ והגבורה,
* **רוח** ההשקעה וההקרבה,
* **רוח** חירוף הנפש והמתן.

(נאום הנשיא חאפט' אלאסד אל האומה בעקבות פרוץ מלחמת יום הכיפורים)

Along with my blessing to every one of you, I address my words to you in the noble Arab spirit,

*The *spirit* of courage and heroism,

*The *spirit* of courage and heroism,

* The *spirit* of bravery, devotion, and sacrifice / giving in the face of danger.

(Speech by Hafez al-Assad following the outbreak of the Yom Kippur War)

This is a syntactical repetition consisting of detailed apposition and repetition of the anaphoric element "روح".

חזרה תחבירית על תמורה מפרטת המלווה בהישנות היסוד האנפורי "רוח".

8. إن دوركم كبير جدا فأنتم تعيشون مع المواطنين، كل المواطنين

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And the positive stance of the other states

* *Towards* the principles of the U.N. Convention and its resolutions
* *Towards* a just peace in the region
* *Towards* our right to regain our lands and our rights

will offer us opportunities to develop and strengthen the ties and cooperation in a number of areas.

(1982 speech by Hafez al-Assad)

Repetition of prepositional modifier and repletion of the anaphoric element: "من". The repetition postpones the message to the end of the sentence.

c. Syntactic parallelism between sentence parts, which are not linked by repeating the first word of the repeated part

Balanced, reasoned, rhythmic patterns

13. سنظل مع الشعب العربي في رفضه

* الاستسلام أمام المحتلين،
* والخنوع أمام الغاصبين،
* والاستكانة أمام المنحرفين.

(خطاب الرئيس حافظ الأسد في الذكرى الرابعة والعشرين لثورة الثامن من آذار 1987. 3. 8)

ניוותר עם העם הערבי בעצם מאנו

* להכנע למול הכובשים,
* להשפיל עצמו למול החמסנים,
* לנהוג הכנעה למול הסוטים מהדרך.

(נאום הנשיא חאפט' אלאסד ביום השנה ה-24 למהפכת ה-8 במארס 8.3.1987)

We stand with the Arab people in its refusal

* To surrender to the occupiers,
* To humiliate itself in front of the thieves,
* To be submissive to those who deviate from the path.

(Speech by Hafez al-Assad on the 24th anniversary of the March 8 Revolution, 1987)

Rhythmic patterns with a rising direction

(Speech by Hafez al-Assad on the 24th anniversary of the March 8 Revolution, 1987)

14. لقد خطت الثورة خطوات واسعة على طريق تحقيق أهدافها في الداخل والخارج

* قاهرة الكثير من الصعاب،
* متخطية الكثير من العقبات،
* مطلقة العديد من الطاقات،
* ملهمة النضال العربي التحرري والوحدوي،

حتى أصبحت بمنجزاتها وانتصاراتها التحدي الأهم لقوى الاستعمار والصهيونية تتوجه إليها المؤامرات والتهديدات والضغوط والافتراءات.

(خطاب الرئيس حافظ الأسد في الذكرى الرابعة والعشرين لثورة الثامن من آذار، 1987)

המהפכה עשתה צעדים רחבים בדרך מימוש מטרותיה מפנים ומחוץ

* בגוברה על קשיים מרובים,
* בהוציאה מהכוח לפועל פוטנציאל מרובה,
* בעוברה מכשולים מרובים,

* בהעניקה השראה למאבק הערבי לשחרור ואחדות,

עד שהפכה בהישגיה ונצחונותיה לאתגר החשוב ביותר בפני כוחות האימפריאליזם, הציונות

, ושאליה מכוונים מזימות, איומים, לחצים ועלילות.

10. إننا اليوم نخوض معركة الشرف والعزة دفاعاً

* **عن** أرضنا الغالية،
* **عن** تاريخنا المجيد،
* **عن** تراث الآباء والأجداد.

(خطاب الرئيس حافظ الأسد إلى الأمة عقب اندلاع حرب تشرين)

אנו היום נכנסים למערכת הכבוד והעוז בהגנה

* **על** אדמתנו היקרה,
* **על** ההיסטוריה המפוארה שלנו,
* **על** מורשת האבות והסבים.

(נאום הנשיא חאפט' אלאסד אל האומה בעקבות פרוץ מלחמת יום הכיפורים)

Today we embark on a glorious and heroic brave battle

* *To protect* our precious country,
* *To protect* our glorious history,
* *To protect* the heritage of our fathers and grandfathers.

(Speech by Hafez al-Assad following the outbreak of the Yom Kippur War)

Syntactical repetition of prepositional modifier and repetition of the anaphoric element "عن".

Rhythmic patterns with a descending direction

11. وطنكم هو

* **حيث** مصالحكم الانتهازية
* **حيث** جشعكم
* **حيث** انتهازيتكم.

(خطاب الرئيس حافظ الأسد عام 1982)

מולדתכם היא

* **היכן** שהאינטרסים האופורטוניסטיים שלכם
* **היכן** שהחמדנות שלכם
* **היכן** שהאופורטוניזם שלכם.

(נאום הנשיא חאפט' אלאסד משנת 1982)

Your country

* *Where* your opportunistic interests lie
* *Where* your greed is
* *Where* your opportunism is.

(1982 speech by Hafez al-Assad)

Repetition of the predicate noun and the anaphoric element: "حيث ".

Rhythmic curving patterns

12. وبقدر ما تكون مواقف الدول الأخرى إيجابية

* **من** مبادئ ميثاق الأمم المتحدة وقراراتها
* **ومن** السلام العادل في المنطقة
* **ومن** حقنا في استعادة أراضينا وحقوقنا،

تتاح فرص تطوير وتعزيز العلاقات والتعاون في مختلف الميادين.

(خطاب الرئيس حافظ الأسد عام 1982)

וכפי מידת חיוביותן של עמדות המדינות האחרות

* **ביחס** לעקרונות אמנת האו"ם והחלטותיו
* **ביחס** לשלום צודק באזור
* **וביחס** לזכותנו להשבת אדמותינו וזכויותינו,

תתאפשרנה הזדמנויות לפתח ולהעצים את הקשרים והשיתוף פעולה במגוון התחומים.

(נאום הנשיא חאפט' אלאסד משנת 1982)

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* مستحيلة الأخذ على الأعداء،

* عزيزة

* بكم،

* بوحدتنا الوطنية،

* بجماهير شعبنا وأمتنا الأمينة على أهدافنا المصيرية في الوحدة والحرية والاشتراكية.

(خطاب الرئيس حافظ الأسد في الذكرى الرابعة والعشرين لثورة الثامن من آذار)

המהפכה שלנו

* נמשכת,
* חזקה,
* נאמנה למטרותיה האסטרטגיות,
* מתמידה בעקרון,
* מסוגלת לקבל אתגר,
* חזקה על קשיים,
* בלתי אפשרית להשתלטות עליה מצד האויבים,
* יקרה
* בזכותכם,
* בזכות אחדותנו הלאומית,
* בזכות המוני עמנו ואומתנו הנאמנה למטרותינו הגורליות לאחדות, חירות וסוציאליזם.

(נאום הנשיא חאפט' אלאסד ביום השנה ה-24 למהפכת ה-8 במארס)

Our revolution

*Is ongoing,

*Strong,

*loyal to its goals and strategies,

*loyal to its principles,

*Capable of overcoming challenges,

*Fighting hardships,

* will not be overcome by enemies,

* precious

* thanks to you,

* thanks to our national unity,thanks to the multitudes of our people and our nation who are faithful to the goals of unity, freedom, and socialism which shape our future.

(Speech by Hafez al-Assad on the 24th anniversary of the March 8 Revolution, 1987)

Syntactical parallelism of predicates repeated in a complex syntactical pattern in terms of length, which does not begin with the same verbal element but rather a recurring grammatical element — a predicate. By repeating the predicates a gradually emerging idea is expressed.

17. إننا أقوياء

* بثورتنا وجماهيرها وحيويتها،

* بأهدافنا التي تعبر عن ضمير جماهير أمتنا،

* بتصميم جماهيرنا على النضال والتضحية،

* بإنجازات ثورتنا في جميع الميادين،

* بتمسكنا المكين لأهدافنا الإستراتيجية،

* برؤيتنا الواضحة لعالم اليوم والصراعات الدائرة فيه،

* بوعينا للقوانين التي تحكم الصراع الدائر بين الشعوب وأعدائها على امتداد الكرة الأرضية.

(خطاب الرئيس حافظ الأسد في الذكرى الرابعة والعشرين لثورة الثامن من آذار، 1987)

הננו חזקים

(נאום הנשיא חאפט' אלאסד ביום השנה ה-24 למהפכת ה-8 במארס 1987)

The Revolution has take great strides towards fulfilling its goals both at home at abroad

* By conquering many difficulties,

* By realizing much of its potential,

* By overcoming many obstacles,

* By inspiring the Arab struggle for liberation and unity,

until, thanks to its achievements and victories, it became the biggest challenge to the imperialist and Zionist powers and the target of plots, threats, pressure, and libel.

(Speech by Hafez al-Assad on the 24th anniversary of the March 8 Revolution, 1987)

15. إننا أقوياء بوحدتنا الوطنية التي كانت دوما سلاحنا الأمضى في كل معركة، بتصميم جماهيرنا على متابعة تقاليدها النضالية المجيدة وتقديم كل التضحيات الضرورية، كي تبقى سورية

حرة

قوية

صامدة

رافعة لواء العروبة والتقدم والاشتراكية.

(خطاب الرئيس حافظ الأسد في الذكرى الرابعة والعشرين لثورة الثامن من آذار، 1987)

הננו חזקים באחדותנו הלאומית שהיתה תמיד נשקנו החד בכל מערכה, בנחישות המוני
אנשינו להמשיך במסורת המאבק המפוארה שלהם ולהעניק את כל ההקרבות ההכרחיות,
למען תיוותר סוריה
* בת חורין
* חזקה
* ניצבת איתן
מניפה את דגל הערביות, הקדמה והסוציאליזם.

(נאום הנשיא חאפט' אלאסד ביום השנה ה-24 למהפכת ה-8 במארס, 1987)

We are strong in our national unity, which has always been our strongest weapon in the every battle, thanks to the determination of the masses of our people to maintain the tradition of their glorious struggle and make all the necessary sacrifices, so that Syria can remain

*Free

*Strong

*And firm

and wave the flag of Arabism, progress, and socialism.

(Speech by Hafez al-Assad on the 24th anniversary of the March 8 Revolution, 1987)

Rhythmic curving patterns

16. إنَ ثورتنا

* مستمرة،

* قوية،

* أمينة لأهدافها الإستراتيجية،

* ثابتة على المبدأ،

* قادرة على قبول التحدي،

* قوية على الصعاب،

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(Speech by Hafez al-Assad on the 24th anniversary of the March 8 Revolution, 1987)

e. Repeating a word immediately in order to create a link with the rest of the statement

20. ... الرجعية أيها الأبناء **وطنها** ... **وطن الرجعية** وطن متحرك لا حدود له ولا ثبات ...

(خطاب الرئيس حافظ الأسد عام 1982)

הריאקציוניזם, הוי בנים, **מולדתו**... **מולדת הריאקציוניזם** הינה מולדת ניידת מחוסרת גבולות ומחוסרת יציבות ...

(נאום הנשיא חאפט' אלאסד משנת 1982)

Oh my Sons, **his land** … **the reactionary's motherland** is a land that moves, without borders, without stability…

(1982 speech by Hafez al-Assad)

f. Sentence parts which convey the same meaning by using synonymous words / expressions or words from the same semantic field

Landau discussed the semantic relationships within expression, for example: synonyms, antonyms, and same semantic domain. She stressed that symmetrical repetition, involving not only structural and verbal repetition, is also a persuasion device, since we know that repeating an idea often can slowly break down opposition or at least gain the agreement of listeners with no definitive view on a matter[20]. Words possessing a high semantic load can also help to communicate a message since the text's inherent emotional force contributes to conveying the idea[21]:

21. لقد بغت إسرائيل وأصابها **الغرور** وملأت **الغطرسة** رؤوس المسؤولين فيها، فأوغلوا في **الجريمة** واستمرأوا أسلوب **العدوان**، يملأ قلوبهم حقد أسود على شعبنا وعلى البشرية، ويستبد بهم تعطش لسفك الدماء، ويوجه خطاهم استخفاف بمبادئ البشرية ومثلها العليا وبالقرارات والقوانين الدولية.

(خطاب الرئيس حافظ الأسد إلى الأمة عقب اندلاع حرب تشرين)

ישראל זנתה, לקתה ב**מדוחים**, ו**הרבדנות** מילאה את ראשי הבכירים בה; הם הפליגו בפשע וישר בעיניהם אורח התוקפנות; ממלאת את ליבותיה איבה שחורה לבני עמנו ולאנושות, שולט בהם ללא מצרים צמאון לשפיכת דמים, ומכוון את צעדיהם זלזול בעקרונות האנושות, האידיאלים הנעלים שלה, וההחלטות והחוקים הבינ"ל.

(נאום הנשיא חאפט' אלאסד אל האומה בעקבות פרוץ מלחמת יום הכיפורים)

Israel has been a whore, it has yielded to temptation, and its leaders' heads have been filled with sovereignty; they have committed many crimes and they think it is right to use aggression; it (idea of sovereignty) fills their hearts with black hatred towards our people and towards humanity, it controls them completely, it thirsts for blood, and its actions show contempt for the principles and highest ideals of humanity, and for international resolutions and law.

(Speech by Hafez al-Assad following the outbreak of the Yom Kippur War)

22. إن الشدائد هي محك للشعوب وامتحان لأصالتها، وكلما ازدادت الأمة شدة ظهر المعدن الصافي وتأكدت الأصالة الراسخة. إنكم أبناء أمة عرفت على مدى التاريخ بمواقف **الرجولة**

* במהפכה שלנו, המוני אנשיה והויטאליות שלה
* במטרותינו המבטאות את מצפון המוני אומתנו,
* בנחישות המוני אנשינו למאבק והקרבה,
* בהישגי המהפכה שלנו בכל התחומים,
* בדבקותנו האיתנה במטרותינו האסטרטגיות,
* בראייתנו הברורה ביחס לעולם של היום והמאבקים המתחוללים בו,
* במודעותנו לחוקים השוררים במאבק המתחולל בין העמים ואויביהם על פני כדור הארץ.

(נאום הנשיא חאפט' אלאסד ביום השנה ה-24 למהפכת ה-8 במארס, 1987)

We are strong

* In our revolution, in the masses of our people, in their vitality

* In our goals which express the collective conscience of our nation,

* In the determination of the masses of our people to struggle and make sacrifices,

*In the achievements of our revolution in every area,

*In strongly clinging to our goals and strategies,

* In our clear vision regarding the world today and the struggles happening in it,

* In our awareness of the laws governing the struggle between nations and their enemies in this world.

(Speech by Hafez al-Assad on the 24th anniversary of the March 8 Revolution, 1987)

d. Repetition of a phrase immediately or after a gap

18. خسئتم أيها الرجعيون ... نحن لن نضل الطريق ... لأن لنا قضية نمسك بها ... لأن لنا وطن نحبه ونمسك به ... **أما أنتم فلا وطن لكم** ... **أما أنتم فلا وطن لكم** ... لأن وطنكم هو حيث مصالحكم الانتهازية ...

(خطاب الرئيس حافظ الأسد عام 1982)

דלותם מאוד, הוי ריאקציונרים... אנו כלל לא נאבד את הדרך... משלנו סוגיה בה נאחזים אנו ... משלנו מולדת אותה אוהבים ובה נאחזים אנו... **ואילו אתם**, **אין מולדת לכם**... **ואילו אתם**, **אין מולדת לכם**... משמולדתכם היא היכן שהאינטרסים האופורטוניסטיים שלכם...

(נאום הנשיא חאפט' אלאסד משנת 1982)

You are very weak, you reactionaries… we will never lose the way… ours is an issue we uphold … ours is motherland we love and which we hold on to… *but you,* you *have no motherland… You, you have no motherland*… because your motherland is about your opportunistic interests…

(1982 speech by Hafez al-Assad)

19. إن الأجيال الجديرة التي تنعم بمنجزات الثورة ألفت هذه المنجزات وهي **تنعم بها** ومن حقها أن **تنعم بها** ...

(خطاب الرئيس حافظ الأسد في الذكرى الرابعة والعشرين لثورة الثامن من آذار)

הדורות הראויים הנהנים מהישגי המהפכה כוננו הישגים אלה והינם **נהנים מהם**, וזכותם **ליהנות מהם** ...

(נאום הנשיא חאפט' אלאסד ביום השנה ה-24 למהפכת ה-8 במארס)

The worthy generations that enjoy the achievements of the revolution have built on these achievements and *are* enjoying them and they have the right to *enjoy them*…

[20] Landau, 1989, p. 117.
[21] Livnat, 2001, p. 139.

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(נאום הנשיא חאפט' אלאסד ביום השנה ה-24 למהפכת ה-8 במארס, 1987)

Our revolution is ongoing, strong, loyal to its goals and strategies, loyal to its principles, capable of overcoming challenges, fighting hardships, will not be overcome by enemies, precious, thanks to you, thanks to our national unity, thanks to the multitudes of our people and our nation who are faithful to the goals of unity, freedom, and socialism which shape our future.

(Speech by Hafez al-Assad on the 24th anniversary of the March 8 Revolution, 1987)

لقد كانت ثورتنا تصديا للأعداء في كل مكان ولا تزال، ونحن مصممون على قبول التحديات الموجهة إلينا وعلى قهرها وإنزال الهزيمة بها وإبقاء رايات شعبنا عالية خفاقة تحمل أماني الأمة وتطلعاتها وحق جماهيرنا في النضال من أجل وحدتها وحريتها وتقدمها.

(خطاب الرئيس حافظ الأسد في الذكرى الرابعة والعشرين لثورة الثامن من آذار، 1987)

המהפכה שלנו היוותה התייצבות בפני האויבים בכל מקום, ועודנה, ואנו נחושים לקבל את האתגרים המכוונים אלינו, לגבור עליהם ולהסב להם מפלה, ולהותיר את דגלי עמנו נישאים מתנפנפים ברוח, נושאים את יחולי האומה ושאיפותיה וזכות המוני אנשינו למאבק למען אחדותה, חירותה וקדמתה.

(נאום הנשיא חאפט' אלאסד ביום השנה ה-24 למהפכת ה-8 במארס, 1987)

Our revolution was to stand against the enemies everywhere, and it still is, and we are determined to meet the challenges against us, to defeat them, and cause their downfall, and for the flags of our people to fly high in the wind, carrying the dreams and aspirations of the nation and the right of the masses of our people to fight for unity, freedom, and progress.

(Speech by Hafez al-Assad on the 24th anniversary of the March 8 Revolution, 1987)

25. إننا أقوياء بثورتنا وجماهيرنا وحيويتها، بأهدافنا التي تعبر عن ضمير جماهير أمتنا، بتصميم جماهيرنا على النضال والتضحية، بإنجازات ثورتنا في جميع الميادين، بتمسكنا المكين لأهدافنا الإستراتيجية، برؤيتنا الواضحة لعالم اليوم والصراعات الدائرة فيه، بوعينا للقوانين التي تحكم الصراع الدائر بين الشعوب وأعدائها على امتداد الكرة الأرضية.

(خطاب الرئيس حافظ الأسد في الذكرى الرابعة والعشرين لثورة الثامن من آذار، 1987)

הננו חזקים במהפכה שלנו, המוני אנשינו והויטאליות שלה, במטרותינו המבטאות את מצפון המוני אומתנו, בנחישות המוני אנשינו למאבק והקרבה, בהישגי המהפכה שלנו בכל התחומים, בדבקותנו האיתנה במטרותינו האסטרטגיות, בראייתנו הברורה ביחס לעולם של היום והמאבקים המתחוללים בו, במודעותנו לחוקים השוררים במאבק המתחולל בין העמים ואויביהם על פני כדור הארץ.

(נאום הנשיא חאפט' אלאסד ביום השנה ה-24 למהפכת ה-8 במארס, 1987)

We are strong in our revolution, the masses of our people, their vitality, in our goals which express the collective conscience of our nation, in the determination of the masses of our people to struggle and sacrifice, in the achievements of our revolution in every area, in our strong adherence to our goals and strategies, in our clear vision concerning the world today and the struggles within it, in our awareness of the laws of the struggle between the nations and their enemies around the world.

والإباء، مواقف **البطولة والفداء**، أبناء أمة حملت رسالة النور والإيمان إلى أصقاع الأرض، وشهد لها العالم قاطبة بأسمى الصفات وأنبل الأخلاق.

(خطاب الرئيس حافظ الأسد إلى لأمة عقب اندلاع حرب تشرين)

עיתות המלחמה הינן אבן הבוחן לעמים ומבחן לאיכלותם, וכל אימת שהאומה חווה יותר מצוקה, כך נחשפת המתכת הצרופה ומתחוורת ודאות האצילות השורשית. הינכם בני אומה שנודעה לאורך ההיסטוריה בעמדות של **גבריות וגאווה**, עמדות של **גבורה וחירוף נפש**, בני אומה שנשאה את בשורת האור והאמונה אל מחוזות הארץ, והעולם כולו העיד על התייחדה בנעלות שבתכונות והאצילות שבמידות.

(נאום הנשיא חאפט' אלאסד אל האומה בעקבות פרוץ מלחמת יום הכיפורים)

Wartime is a criterion for nations and a test of their nobility. When a nation experiences greater distress, its pure metal is revealed and its underlying nobility can be seen. You belong to a nation which is known throughout history for its **masculinity and pride**, for its heroism and **devotion in the face of death**, a nation that carried the message of light and faith all over the world, and the whole world has seen the unity of its lofty and noble qualities.

(Speech by Hafez al-Assad following the outbreak of the Yom Kippur War)

23. ونحن الّذين لم نتعود أن **نحني** هاماتنا لأحد أو أن **نرضخ** لتهديد، أو أن **نجزع** أمام تخويف، أو أن **نركع** أمام معتد، أو أن **نقبل إملاءً** خارجيا، نقول إننا نقبل التحدي الموجه إلينا، وقرارنا هو الانتصار على الأعداء وإحباط المؤامرات والتقدم بخطى ثابتة على طريق شعبنا وجماهيره العربية، طريق النصر.

(خطاب الرئيس حافظ الأسد إلى لأمة عقب اندلاع حرب تشرين)

ואנו שלא התרגלנו **לכופף** את ראשנו לאף אחד או ל**השלים** עם איום, או ל**היוואש מלהתייצב** למול הפחדה, או **לכוף** קומתנו למול תוקפן, או **לקבל הכתבה** חיצונית, אומרים שאנו מקבלים את האתגר המכוון אלינו, והחלטתנו היא לנצח את האויבים, לסכל את המזימות ולהתקדם בצעדים יציבים בדרך עמנו והמוני אנשיו הערביים, דרך הניצחון.

(נאום הנשיא חאפט' אלאסד אל האומה בעקבות פרוץ מלחמת יום הכיפורים)

And we, who are not accustomed to *bowing* our heads to anyone, or to *accepting* threats, or *being too despairing to confront fear*, or to *bending* our bodies to aggressors, or *obeying orders* from outsiders, we say that we accept the challenge given to us, and our decision is to defeat the enemies and thwart their plots, and move steadily along the path of our nation and the masses of its Arab peoples, the path of victory.

(Speech by Hafez al-Assad following the outbreak of the Yom Kippur War)

g. Repetition of speech unit with variations

24. إن ثورتنا مستمرة، قوية، أمينة لأهدافها الإستراتيجية، ثابتة على المبدأ، قادرة على قبول التحدي، قوية على الصعاب، مستحيلة الأخذ على الأعداء، عزيزة بكم، بوحدتنا الوطنية، بجماهير شعبنا وأمتنا الأمينة على أهدافها المصيرية في الوحدة والحرية والاشتراكية.

(خطاب الرئيس حافظ الأسد في الذكرى الرابعة والعشرين لثورة الثامن من آذار، 1987)

המהפכה שלנו נמשכת, חזקה, נאמנה למטרותיה האסטרטגיות, מתמידה בעקרון, מסוגלת להכיל אתגר, חזקה על קשיים, בלתי אפשרית להשתלטות עליה מצד האויבים, יקרה בזכותכם, בזכות אחדותנו הלאומית, בזכות המוני עמנו ואומתנו הנאמנה למטרותיה הגורליות לאחדות, חירות וסוציאליזם.

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nationalist banner. If the Lebanese Arabs cannot live together in one country despite living together for many years, it gives them [the Israelis] practical proof [ammunition] for negating the concept of [Arab] nationalism. More than that, I say that dividing Lebanon is the biggest blow to Islam which is the religion of the vast majority of the Arab nation, because they want to portray present day Islam as an extreme religion which prevents its believers from living side by side with others even if they are part of the same nation. It is a plot against Islam and against Muslims, which I want to stress, and I want this truth to be known.

I said this often in conversations with the relevant parties both within and outside Lebanon. It is a plot against Islam and a plot against Arabism which benefits the enemy. It is a plot against Islam and a plot against Arabism which benefits the enemy, benefits Zionism and benefits Israel.

(Speech by Hafez al-Assad at his meeting with the Local Administration District Council members, 20.7.1976)

عندما ينقسم لبنان سيقول الإسرائيليون لا تصدقوا هؤلاء العرب إن لم يستطيعوا أن يعيشوا معا إذا لم يستطع المسلم العربي أن يعيش مع المسيحي العربي فكيف ممكن أن نعيش مع اليهود ومع اليهود غير العرب الذين جاؤوا من كل بقاع الأرض من الغرب والشرق؟ سيسقط هذا الشعار. إسرائيل تريد التقسيم لكي تسقط تهمة العنصرية. الأمم المتحدة اتخذت قرارا قالت فيه أن الصهيونية حركة عنصرية، وهذا مكسب كبير للقضية الفلسطينية وللنضال العربي. لماذا عنصرية؟ لأنها أساسا دولة تجمع الناس من كل مكان ولا رابط بينهم سوى الدين لتشكل منهم شعبا وتقيم دولة. لهذا الشعب عندما ينقسم لبنان بين المسلمين والمسيحيين ستقول لإسرائيل أين هي العنصرية؟ إسرائيل تقوم على أساس الدين وفي لبنان دولة أو دويلات تقوم أيضا على أساس الدين. فإما أن نكون جميعا عنصريين وإما أن نكون جميعا لا عنصريين. تقسيم لبنان يُسقِط تهمة العنصرية عن إسرائيل.

(خطاب الرئيس حافظ الأسد خلال لقائه مع أعضاء مجالس المحافظات للإدارة المحلية 1976. 20 .7)

עת תתחלק לבנון יאמרו הישראלים - אל תאמינו לערבים האלה, אם לא יוכלו לחיות יחדיו. אם המוסלמי הערבי לא יכול לחיות עם הנוצרי הערבי, כיצד יתכן שנחיה עם היהודים ועם היהודים הלא ערבים שבאו מכל חבלי הארץ, ממערב ומזרח? סיסמא זו עתידה ליפול. ישראל מעוניינת בחלוקה בכדי להפיל את אשמת הגזענות. האו״ם קיבל החלטה בה אמר שהציונות הינה תנועה גזענית, וזהו הישג גדול לסוגיה הפלסטינית והמאבק הערבי. מדוע גזענית? כיון שביסודו של דבר הינה מדינה המקבצת אנשים מכל מקום כשאין גורם מקשר ביניהם אלא הדת, בכדי ליצור מהם עם ולכונן מדינה לעם הזה. ועת תתחלק לבנון בין המוסלמים לנוצרים תאמר ישראל- היכן היא הגזענות? ישראל מתקיימת על בסיס של דת, ובלבנון מדינה או מיני-מדינות המתקיימות גם כן על בסיס של דת. אזי או שכולנו גזעניים או שכולנו איננו גזעניים. חלוקתה של לבנון מסירה את אשמת הגזענות מישראל.

(נאום הנשיא חאפט׳ אלאסד במהלך מפגשו עם חברי מועצות המחוזות למינהל מקומי 20.7.1976)

If Lebanon is divided, the Israelis will say Don't believe those Arabs if they can't live together, If Muslim Arabs can't live with Christian Arab, then how could we live with Jewish and non-Arab Jews from all over the world, from the west and the east? This slogan will be proved to be wrong. Israel wants a split so it can get rid of the accusation of racism. The U.N. agreed a

(Speech by Hafez al-Assad on the 24th anniversary of the March 8 Revolution, 1987)

إننا أقوياء بوحدتنا الوطنية التي كانت دوما سلاحنا الأمضى في كل معركة، بتصميم جماهيرنا على متابعة تقاليدها النضالية المجيدة وتقديم كل التضحيات الضرورية، كي تبقى سورية حرة قوية صامدة رافعة لواء العروبة والتقدم والاشتراكية.

(خطاب الرئيس حافظ الأسد في الذكرى الرابعة والعشرين لثورة الثامن من آذار، 1987)

הננו חזקים באחדותנו הלאומית שהיתה תמיד נשקנו החד בכל מערכה, בנחישות המוני אנשינו להמשיך במסורת המאבק המפוארה שלהם ולהעניק את כל ההקרבות ההכרחיות, למען תיוותר סוריה בת חורין, חזקה, ניצבת איתן, מניפה את דגל הערביות, הקדמה והסוציאליזם.

(נאום הנשיא חאפט׳ אלאסד ביום השנה ה-24 למהפכת ה-8 במארס, 1987)

We are strong in our national unity, which was always our sharpest weapon in the battle, thanks to the determination of the masses of our people to maintain the tradition of their glorious struggle, and make all the necessary sacrifices, so that Syria can remain free, strong, and firm, and wave the flag of Arabism, progress, and socialism.

(Speech by Hafez al-Assad on the 24th anniversary of the March 8 Revolution, 1987)

26. تقسيم لبنان يشكل طعنة لفكرة القومية العربية وكأننا نقدم الدليل على أن القومية العربية ليست الرباط الصالح الذي يربط بيننا جميعا بحيث نستطيع أن نعيش في ظل لواء القومية العربية. عندما لا يستطيع العرب في لبنان أن يعيشوا معا في دولة واحدة رغم مرور السنين الطويلة على هذا العيش المشترك فهذا دليل عملي مادي يريدون تقديمه على بطلان فكرة القومية. أكثر من هذا أريد أن أقول أن تقسيم لبنان يشكل ضربة كبرى للإسلام باعتباره دين الأكثرية الساحقة من الأمة العربية لأنهم يريدون أن يقدموا الإسلام في هذا العصر على أنه الدين المتزمت الذي يمنع أنصاره من العيش مع الآخرين حتى إذا كانوا من أبناء الأمة الواحدة. إن هذه مؤامرة على الإسلام ومؤامرة على المسلمين وأنا أؤكد على هذا الموضوع ولا أريد أن أجامل به أحدا إطلاقا. وقد قلته في كثير من أحاديثي مع المعنيين في لبنان وخارج لبنان. إنها مؤامرة على الإسلام ومؤامرة على العروبة ولصالح العدو ولصالح الصهيونية ولصالح إسرائيل.

(خطاب الرئيس حافظ الأسد خلال لقائه مع أعضاء مجالس المحافظات للإدارة المحلية 1976. 20 .7)

חלוקתה של לבנון מהווה דקירה של רעיון הלאומיות הערבית, וכאילו אנו מספקים ראיה לכך שהלאומיות הערבית אינה הקשר היאה המחבר בין כולנו, כך שנוכל לחיות בחסות דגל הלאומיות הערבית. עת לא יכולים הערבים בלבנון לחיות יחדיו במדינה אחת חרף חלוף שנים ארוכות לחיים משותפים אלה, הרי זוהי ראיה מעשית חומרית שרוצים לספק לבטלותו של רעיון הלאומיות. יותר מזה, רוצה אני לאמר שחלוקתה של לבנון מהווה מהלומה גדולה ביותר לאסלאם מעצם היחשבו לדת הרוב המוחץ מקרב האומה הערבית, כיון שהם רוצים להציג את האסלאם בעידן זה כדת מחמירה המונעת מתומכיה לחיות עם אחרים אפילו היו מבני האומה האחת. זוהי מזימה נגד האסלאם ומזימה נגד המוסלמים, ואני מדגיש את הנושא הזה, ואינני רוצה לנהוג בכך בנועם עם אף אחד. אמרתי זאת ברבות משיחותי עם הגורמים הרלוונטיים בלבנון ומחוץ ללבנון. זוהי מזימה נגד האסלאם ומזימה נגד הערביות לטובת האויב, לטובת הציונות ולטובת ישראל.

(נאום הנשיא חאפט׳ אלאסד במהלך מפגשו עם חברי מועצות המחוזות למינהל מקומי 20.7.1976)

Divided Lebanon is a stab [attack] against the notion of Arab unity; it is as though we are providing proof that Arab nationalism is not the right link which connects us all allowing us to live under the Arab

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resolution saying that Zionism is a racist organization — and this is a major achievement for the Palestinian issue and the Arab struggle. Why racist? Because it is a country that gathers people from everywhere who have nothing in common but religion in order to make a nation out of them and establish a state for this people. And if Lebanon is split between the Muslims and the Christians, Israel will say: why is it racist? Israel is based on religion and Lebanon is a state or mini states which are also based on religion. So either we are all racists or none of us are racists. A divided Lebanon means you cannot accuse Israel of racism.

(Speech by Hafez al-Assad at his meeting with the Local Administration District Council members, 20.7.1976)

ii. *Ending speech unit with a summarizing statement*

27. خسئتم أيها الرجعيون ... نحن لن نضل الطريق ... لأن لنا قضية نمسك بها ... لأن لنا وطن نحبه ونمسك به ... أما أنتم فلا وطن لكم ... أما أنتم فلا وطن لكم ... لأن وطنكم هو حيث مصالحكم الانتهازية ... حيث جشعكم ... حيث انتهازيتكم ... وطنكم حيث الظلم والقهر ... حيث الحقد والاستغلال ... الرجعية أيها الأبناء وطنها ... وطن الرجعية وطن متحرك لا حدود له ولا ثبات ... يسبح فوق الناس على طول الأرض ... يسحق الجماجم ... يقتل القيم ... يفسد المناخ الإنساني حيثما استطاع ذلك ... **هذا هو وطن الرجعية**.

(خطاب الرئيس حافظ الأسد عام 1982)

דלותם מאוד, הוי ריאקציונרים... אנו כלל לא נאבד את הדרך... משלנו סוגיה בה נאחזים אנו ... משלנו מולדת אותה אוהבים ובה נאחזים אנו... ואילו אתם, אין מולדת לכם... ואילו אתם, אין מולדת לכם ... משמולדתכם היא היכן שהאינטרסים האופורטוניסטיים שלכם... היכן שהחמדנות שלכם... היכן שהאופורטוניזם שלכם... מולדתכם היא היכן שהעוול והדיכוי... היכן שהאיבה והניצול... הריאקציוניזם, הוי בנים, מולדתו... מולדת הריאקציוניזם הינה מולדת מתניידת מחוסרת גבולות ומחוסרת יציבות... השטה מעל האנשים לאורכה של הארץ ... מרסקת גולגלות ... הורגת ערכים ... משחיתה את האקלים האנושי באשר יש לאל ידה... זוהי מולדת הריאקציוניזם.

(נאום הנשיא חאפט' אלאסד משנת 1982)

You are very weak, you reactionaries… we will never lose the way… ours is an issue we uphold … ours is motherland we love and which we hold on to… but you, you have no motherland… You, you have no motherland… because your motherland is about your opportunistic interests… your greed… your opportunism … your motherland is a place of injustice and repression…a place of hatred and exploitation … of reactionary policies. My sons, his motherland…the reactionary's motherland is a changing motherland, which doesn't have borders, which doesn't have stability…which drifts over people … smashes skulls… kills values… destroys the human climate as much as it can… *that is the motherland of the reactionary.*

(1982 speech by Hafez al-Assad)

28. أراد المتآمرون أن ندوخ نحن فداخوا هم. استخدموا كل الأساليب المتنوعة الملتوية وفشلوا في استخدام كل هذه الأساليب فشلوا في أن يحققوا هدفا واحدا من أهدافهم. حاولوا أن يلعبوا على كل الحبال فقطعنا وسنقطع كل الحبال التي سيلعبون عليها. إن القيم إن المعاني التي نؤكد عليها في كل مكان في المدرسة والحقل والمصنع وخلال سنين طويلة. إن القيم التي نتمسك بها ونعبر عنها ونتحدث عنها في كل مناسبة ليست للاستهلاك ليست للإنشاء إنما قيم إنما معان تعبر عن حقيقة مشاعرنا عن حقيقة نفوسنا عن حقيقة مقدساتنا. **هذا ما لم يستطع أن يفهمه أولئك الذين يتآمرون من خارج البلاد.**

(خطاب الرئيس حافظ الأسد خلال لقائه مع أعضاء مجالس المحافظات للإدارة المحلية 1976.

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רוקמי המזימות רצו שניכנע, ונכנעו הם. הם השתמשו בכל השיטות המגוונות הנפתלות, וכשלו בשימוש בכל השיטות הללו, כשלו במימוש מטרה אחת ממטרותיהם. הם ניסו לשחק על כל החבלים, ואנו חתכנו ונחתוך את כל החבלים עליהם ישחקו. הערכים, המשמעויות שאנו מדגישים בכל מקום בביה"ס, השדה, המפעל ובמשך שנים ארוכות ; הערכים בהם דבקים אנו, מבטאים ומדברים אודותם בכל הזדמנות, אינם באים לשם צריכה ואינם לשם בנייה ; אילו הם ערכים, אילו הן משמעויות המבטאים את אמיתות רגשותינו, אמיתות נפשותינו, אמיתות הקודשים שלנו. את זה לא יכלו להבין אלה הרוקמים מזימות מחוץ לארץ.

(נאום הנשיא חאפט' אלאסד במהלך מפגשו עם חברי מועצות המחוזות למינהל מקומי 20.7.1976)

The schemers wanted us to give in and they gave in. They used all kind of cunning tactics and their tactics all failed. They did not achieve even a single goal. They did everything they could and we destroyed them in the past and we will destroy them in the future. The values, the values we stress everywhere: in the schools, in the field, in the factory, and over many years; the values that we cling to, that we express and talk about at every opportunity — they are not for consumption and not for building; they are values, they are symbols which express the truth of our feelings, the truth of our lives, the truth we hold sacred. *Those schemers at home and abroad, they cannot understand this.*

(Speech by Hafez al-Assad at his meeting with the Local Administration District Council members, 20.7.1976)

29. تقسيم لبنان يشكل طعنة لفكرة القومية العربية وكأننا نقدم الدليل على أن القومية العربية ليست الرباط الصالح الذي يربط بيننا جميعا بحيث نستطيع أن نعيش في ظل لواء القومية العربية. عندما لا يستطيع العرب في لبنان أن يعيشوا معا في دولة واحدة رغم مرور السنين الطويلة على هذا العيش المشترك فهذا دليل عملي مادي يريدون تقديمه على بطلان فكرة القومية. أكثر من هذا أريد أن أقول أن تقسيم لبنان يشكل ضربة كبرى للإسلام باعتباره دين الأكثرية الساحقة من الأمة العربية لأنهم يريدون أن يقدموا الإسلام في هذا العصر على أنه الدين المتزمت الذي يمنع أنصاره من العيش مع الآخرين حتى إذا كانوا من أبناء الأمة الواحدة. إن هذه مؤامرة على الإسلام ومؤامرة على المسلمين وأنا أؤكد على هذا الموضوع ولا أريد أن أجامل به أحدا إطلاقا. وقد قلته في كثير من أحاديثي مع المعنيين في لبنان وخارج لبنان. **إنها مؤامرة على الإسلام ومؤامرة على العروبة ولصالح العدو ولصالح الصهيونية ولصالح إسرائيل.**

(خطاب الرئيس حافظ الأسد خلال لقائه مع أعضاء مجالس المحافظات للإدارة المحلية 1976.

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חלוקתה של לבנון מהווה דקירה של רעיון הלאומיות הערבית, וכאילו אנו מספקים ראיה לכך שהלאומיות הערבית אינה הקשר היאה המחבר בין כולנו, כך שנוכל לחיות בחסות דגל הלאומיות הערבית. עת לא יכולים הערבים בלבנון לחיות יחדיו במדינה אחת חרף חלוף שנים ארוכות לחיים משותפים אלה, הרי זוהי ראיה מעשית חומרית שרוצים לספק לבטלותו של רעיון הלאומיות. יותר מזה, רוצה אני לאמר שחלוקתה של לבנון מהווה מהלומה גדולה ביותר לאסלאם מעצם היחשבו לדת הרוב המוחץ מקרב האומה הערבית, כיון שהם רוצים להציג את האסלאם בעידן זה כדת מחמירה המונעת מתומכיה לחיות עם אחרים אפילו היו מבני האומה האחת. זוהי מזימה נגד האסלאם ומזימה נגד המוסלמים,

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שכולנו גזעניים או שכולנו איננו גזעניים. **חלוקתה של לבנון מסירה את אשמת הגזענות מישראל**.

If Lebanon is divided, the Israelis will say Don't believe those Arabs if they can't live together, If Muslim Arabs can't live with Christian Arab, then how could we live with Jewish and non-Arab Jews from all over the world, from the west and the east? This slogan will be proved to be wrong. Israel wants a split so it can get rid of the accusation of racism. The U.N. agreed a resolution saying that Zionism is a racist organization — and this is a major achievement for the Palestinian issue and the Arab struggle. Why racist? Because it is a country that gathers people from everywhere who have nothing in common but religion in order to make a nation out of them and establish a state for this people. And if Lebanon is split between the Muslims and the Christians, Israel will say: why is it racist? Israel is based on religion and Lebanon is a state or mini states which are also based on religion. So either we are all racists or none of us are racists. *A divided Lebanon means you cannot accuse Israel of racism.*

(Speech by Hafez al-Assad at his meeting with the Local Administration District Council members, 20.7.1976)

iii. *Creating a sense of closeness between the speaker and the audience by juxtaposing the pronoun "I" next to the pronoun "you"*

Assad gives the impression of modesty and a shared destiny with the listeners by juxtaposing the personal pronouns "I" and "You," — this helps to bolster the audience's faith in their leader's credibility.

31. **أنا وأنتم** على ما أعتقد جميعنا متفائلون ويجب أن نتفائل وأن نقرن هذا التفائل بالعمل الدائب المستمر من أجل أن نحقق نجاحا أفضل ...

(خطاب الرئيس حافظ الأسد خلال لقائه مع أعضاء مجالس المحافظات للإدارة المحلية 1976. 7. 20)

אני ואתם, סבורני, כולנו אופטימיים, ושומה שנהיה אופטימיים ונחבר את האופטימיות הזו לעשייה מתמדת מתמשכת למען נרשום הצלחה טובה יותר ...

(נאום הנשיא חאפט' אלאסד במהלך מפגשו עם חברי מועצות המחוזות למינהל מקומי 20.7.1976)

I believe that *you and I* are optimists, and we need to be optimists and to choose this optimism in our constant and ongoing efforts to achieve more success ...

(Speech by Hafez al-Assad at his meeting with the Local Administration District Council members, 20.7.1976)

iv. *Use of vernacular*

32. قال إنهم لا يمثلون شيئا قلت له إن الأمر ليس أمر تمثيل إنما أمر يتعلق بالدين الإسلامي وعندما يتعلق الأمر بالإسلام فيجب عدم الاستهانة به هذا ما قلته في ذلك اللقاء الأمر ليس أمر تمثيل يمثل أو لا يمثلون إنما الأمر يتعلق بالدين الإسلامي وعندما يتعلق4 الأمر بالدين الإسلامي فيجب أن لا نستهين بالأمر. قال: **خلونا نؤدبهم** – لا بد من الحسم العسكري منذ مئة وأربعين سنة يحكمونا **بدنا نتخلص منهم** هنا.

ואני מדגיש את הנושא הזה, ואינני רוצה לנהוג בכך בנועם עם אף אחד. אמרתי זאת ברבות משיחותי עם הגורמים הרלוונטיים בלבנון ומחוץ ללבנון. **זוהי מזימה נגד האסלאם ומזימה נגד הערביות לטובת האויב, זוהי מזימה נגד האסלאם ומזימה נגד הערביות לטובת האויב, לטובת הציונות ולטובת ישראל.**

(נאום הנשיא חאפט' אלאסד במהלך מפגשו עם חברי מועצות המחוזות למינהל מקומי 20.7.1976)

Divided Lebanon is a stab [attack] against the notion of Arab unity; it is as though we are providing proof that Arab nationalism is not the right link which connects us all allowing us to live under the Arab nationalist banner. If the Lebanese Arabs cannot live together in one country despite living together for many years, it gives them [the Israelis] practical proof [ammunition] for negating the concept of [Arab] nationalism. More than that, I say that dividing Lebanon is the biggest blow to Islam which is the religion of the vast majority of the Arab nation, because they want to portray present day Islam as an extreme religion which prevents its believers from living side by side with others even if they are part of the same nation. It is a plot against Islam and against Muslims, which I want to stress, and I want this truth to be known.

I said this often in conversations with the relevant parties both within and outside Lebanon. It is a plot against Islam and a plot against Arabism which benefits the enemy. *It is a plot against Islam and a plot against Arabism which benefits the enemy, benefits Zionism and benefits Israel.*

(Speech by Hafez al-Assad at his meeting with the Local Administration District Council members, 20.7.1976)

30. عندما ينقسم لبنان سيقول الإسرائيليون لا تصدقوا هؤلاء العرب إن لم يستطيعوا أن يعيشوا معا إذا لم يستطع المسلم العربي أن يعيش مع المسيحي العربي فكيف ممكن أن نعيش مع اليهود ومع اليهود غير العرب الذين جاؤوا من كل بقاع الأرض من الغرب والشرق؟ سيسقط هذا الشعار. إسرائيل تريد التقسيم لكي تسقط تهمة العنصرية. الأمم المتحدة اتخذت قرارا قالت فيه أن الصهيونية حركة عنصرية، وهذا مكسب كبير للقضية الفلسطينية وللنضال العربي. لماذا عنصرية؟ لأنها أساسا دولة تجمع الناس من كل مكان ولا رابط بينهم سوى الدين لتشكل منهم شعبا وتقيم دولة. لهذا الشعب عندما ينقسم لبنان بين المسلمين والمسيحيين ستقول لإسرائيل أين هي العنصرية؟ إسرائيل تقوم على أساس الدين وفي لبنان دولة أو دويلات تقوم أيضا على أساس الدين. فإما أن نكون جميعا عنصرين وإما أن نكون جميعا لا عنصريين. **تقسيم لبنان يُسقِط تهمة العنصرية عن إسرائيل**.

(خطاب الرئيس حافظ الأسد خلال لقائه مع أعضاء مجالس المحافظات للإدارة المحلية 1976. 7. 20)

עת תתחלק לבנון יאמרו הישראלים- אל תאמינו לערבים האלה, אם לא יוכלו לחיות יחדיו. אם המוסלמי הערבי לא יכול לחיות עם הנוצרי הערבי, כיצד יתכן שנחיה עם היהודים ועם היהודים הלא ערבים שבאו מכל חבלי הארץ, ממערב ומזרח? סיסמא זו עתידה ליפול. ישראל מעוניינת בחלוקה בכדי להפיל את אשמת הגזענות. האו"ם קיבל החלטה בה אמר שהציונות הינה תנועה גזענית, וזהו הישג גדול לסוגיה הפלסטינית והמאבק הערבי. מדוע גזענית? כיון שביסודו של דבר הינה מדינה המקבצת אנשים מכל מקום כשאין גורם מקשר ביניהם אלא הדת, בכדי ליצור מהם עם ולכונן מדינה לעם הזה. ועת תתחלק לבנון בין המוסלמים לנוצרים תאמר ישראל- היכן היא הגזענות? ישראל מתקיימת על בסיס של דת, ובלבנון מדינה או מיני-מדינות המתקיימות גם כן על בסיס של דת. אזי או

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כוחותינו המזוינים הוכיחו בעבר שהם ראויים לאמון שנתנו בהם עמנו ואומתנו. ברכת שלום לכם **הוי הבנים** בכוחות המזוינים בכל מקום שהינכם.

(נאום הנשיא חאפט׳ אלאסד ביום השנה ה-24 למהפכת ה-8 במארס, 1987)

Our armed forces have proved in the past that they deserve the faith which our people and our nation have in them. Greetings of Peace to you Oh Sons in the Armed Forces wherever you are.

(Speech by Hafez al-Assad on the 24th anniversary of the March 8 Revolution, 1987)

35. * أَيها[22] الإخوة المواطنون،

* أَيها الرفاق،

* أَيها السادة الحضور،

إن ثورتنا، ثورة الثامن من آذار ...

(خطاب الرئيس حافظ الأسد في الذكرى الرابعة والعشرين لثورة الثامن من آذار، 1987)

* **הוי**1 האחים האזרחים:

* **הוי** החברים:

* **הוי** האדונים הנוכחים

המהפכה שלנו, מהפכת ה-8 במארס...

(נאום הנשיא חאפט׳ אלאסד ביום השנה ה-24 למהפכת ה-8 במארס, 1987)

* Oh our brother citizens,

* Oh our friends,

* Oh sirs who are present,

our revolution, the March 8 Revolution…

(Speech by Hafez al-Assad on the 24th anniversary of the March 8 Revolution, 1987)

vii. *Figures of speech*

Among the textual ornaments which have received a respected place in literary writing we find the various types of figures of speech. They include similes, metaphors, personification, allusion, metonymy, etc. What they share is a semantic shift from one area to another based on similarity between analogous ideas.[23]

a. Metaphor

For at least 3 decades, researchers and political theorists have been interested in how metaphors are used as persuasive devices.[24] The metaphor is the most recognized figure of speech. It is a linguistic device that is used to transfer meaning from one sphere to another[25]. It is a semantic deviation from the original meaning of a word, any word, taken from any part of speech. For example, the word "gap" in the phrase "he has a gap in his education" means "a lack" metaphorically.

In contrast to their traditional linguist counterparts, cognitive linguists see metaphors not as

(خطاب الرئيس حافظ الأسد خلال لقائه مع أعضاء مجالس المحافظات للإدارة المحلية 1976. 7. 20)

אמר- הם אינם מייצגים דבר. אמרתי- הדבר אינו עניין יצוג, כי אם דבר הקשור לדת האסלאם; ועת הדבר קשור לדת האסלאם, שומה לא להקל בו ראש. זהו מה שאמרתי במפגש ההוא. הדבר אינו עניין יצוג, מייצג או לא מייצגים, ואין הדבר אלא קשור לדת האסלאם. ועת קשור הדבר לדת האסלאם, שומה שלא נקל ראש בדבר. אמר: **הניחו לנו לחנך אותם**- אין מנוס מהכרעה צבאית. מזה מאה וארבעים שנה הם שולטים בנו; **אנו רוצים להפטר מהם** כאן.

(נאום הנשיא חאפט׳ אלאסד במהלך מפגשו עם חברי מועצות המחוזות למינהל מקומי 1976. 7. 20)

He said — they don't represent anything. I said — it is not a question of representation, it is a question of the Islamic religion; and if it is related to Islam then it should not be belittled. This is what I told him at that meeting. It is not a question of representation, representing / not representing, it is just related to the Islamic religion. And if it is related to the Islamic religion, then it should not be belittled. He said: *let us teach them* — there is no alternative to defeating them militarily. For the past 140 years they have ruled us; *we want to get rid of them from* here.

(Speech by Hafez al-Assad at his meeting with the Local Administration District Council members, 20.7.1976)

Assad is quoting Kamal Jumblatt in every day language making it sound more reliable for his audience.

v. *Use of Sarcasm*

33. ولم يكن في استطاعتنا أن ننظر إلى لبنان الشقيق وهو يغرق في الدم وأن نكتفي – كما فعل غيرنا – بالنظر إليه من بعيد، والدعوة له أو عليه – **هذا إن اكتفوا بالدعاء عليه**.

(خطاب الرئيس حافظ الأسد في الذكرى الرابعة والعشرين لثورة الثامن من آذار 1987)

לא יכולנו להביט על לבנון האחות כשהיא טובעת בדם, ולהסתפק- כפי שעשו אחרים- בלהביט עליה מרחוק, ולשגר לה איחול או קללה- **זאת אם יסתפקו בלקלל אותה**.

(נאום הנשיא חאפט׳ אלאסד ביום השנה ה-24 למהפכת ה-8 במארס 1987)

We could not watch our sister Lebanon drowning in blood and *simply* watch her from a distance —like the others did— and send her a good wish or a curse — *that is if they sufficed just to curse her.*

(Speech by Hafez al-Assad on the 24th anniversary of the March 8 Revolution, 1987)

The phrase "هذا إن اكتفوا بالدعاء علي" sounds sarcastic and aims to lambast those who are sitting on the fence and not blinking over the horrendous terrorism in Lebanon.

vi. *Direct address to the audience*

Addressing the audience directly, focuses the listeners' attention on what is being said; the listeners feel important and worthy and close to the speaker, thus increasing the chances of them agreeing with the speaker.

34. لقد أثبتت قواتنا المسلحة في الماضي أنها جديرة بالثقة التي وضعها فيها شعبنا وأمتنا. فتحية إليكم **أيها الأبناء** في القوات المسلحة في كل مكان أنتم فيه.

(خطاب الرئيس حافظ الأسد في الذكرى الرابعة والعشرين لثورة الثامن من آذار، 1987)

[22] In this example, the anaphoric element "أيها" is repeated.

[23] Weinberg, 2006, P.52.

[24] Mio, 1997, p. 114.

[25] Landau, 1966, pp. 307-308; Lakoff, 2002, p. 63; Kedar, 1998, p. 218-219.

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rhetorical embellishment but as part of human thinking [26]. Metaphorical expressions are seen as expressions that nourish our world view and form our thinking, and thus our actions themselves[27]. These are metaphors that grasp concepts in one sphere via another sphere: a sphere that borrows, and is the goal, uses a different sphere that lends, and is the source. Thus, for example, the identification "Time is money" allows us to relate to time metaphorically in terms of money: e.g., 'waste of time', 'investment of time', 'valuable time':[28]

36. لقد بغت إسرائيل وأصابها الغرور وملأت الغطرسة رؤوس المسؤولين فيها، فأوغلوا في الجريمة واستمرأوا أسلوب العدوان، يملأ قلوبهم حقد أسود على شعبنا وعلى البشرية، ويستبد بهم **تعطش لسفك الدماء**، ويوجه خطاهم استخفاف بمبادئ البشرية ومثلها العليا وبالقرارات والقوانين الدولية.

(خطاب الرئيس حافظ الأسد إلى الأمة عقب اندلاع حرب تشرين)

ישראל זנתה, לקתה במדוחים, והרבתה מילאה את ראשי הבכירים בה ; הם הפליגו בפשע וישר בעיניהם אורח התוקפנות ; ממלאת את ליבותיהם איבה שחורה לבני עמנו ולאנושות, שולט בהם ללא מצרים **צמאון לשפיכת דם**, ומכוון את צעדיהם זלזול בעקרונות האנושות, האידיאלים הנעלים שלה, וההחלטות והחוקים הבינ״ל.

(נאום הנשיא חאפט׳ אלאסד אל האומה בעקבות פרוץ מלחמת יום הכיפורים)

Israel has been a whore, it has yielded to temptation, and its leaders' heads have been filled with sovereignty; they have committed many crimes and they think it is right to use aggression; it (idea of sovereignty) fills their hearts with black hatred towards our people and towards humanity, it controls them completely, it thirsts for blood, and its actions show contempt for the principles and highest ideals of humanity, and for international resolutions and law.

(Speech by Hafez al-Assad following the outbreak of the Yom Kippur War)

تعطش لسفك الدماء — A metaphorical expression stressing Israel's enthusiasm for war. Israel favors wars because it sees wars a political strategy. Blood is a known literary symbol denoting war.

37. ولم يكن في استطاعتنا أن ننظر إلى لبنان الشقيق وهو **يغرق في الدم** وأن نكتفي –كما فعل غيرنا – بالنظر إليه من بعيد، والدعوة له أو عليه – هذا إن اكتفوا بالدعاء عليه.

(خطاب الرئيس حافظ الأسد في الذكرى الرابعة والعشرين لثورة الثامن من آذار 1987)

לא יכולנו להביט על לבנון האחות כשהיא **טובעת בדם**, ולהסתפק-כפי שעשו אחרים- בלהביט עליה מרחוק, ולשגר לה איחול או קללה-זאת אם יסתפקו בלקלל אותה.

(נאום הנשיא חאפט׳ אלאסד ביום השנה ה-24 למהפכת ה-8 במארס 1987)

We could not watch our sister Lebanon *drowning in blood* and simply watch her from a distance —like the others did— and send her a good wish or a curse — that is if they sufficed just to curse her.

(Speech by Hafez al-Assad on the 24th anniversary of the March 8 Revolution, 1987)

يغرق في الدم — drowning in blood is a metaphor for the many terrorist attacks that took place. This metaphor is emotionally charged and aims to discourage violence.

38. أما نحن فنشعر بالسعادة لأننا خلال أيام قليلة أوقفنا **حمّام الدم** الذي لم يسبق له مثيل في بيروت ...

(خطاب الرئيس حافظ الأسد في الذكرى الرابعة والعشرين لثورة الثامن من آذار 1987)

ואילו אנו חשים אושר כיון שבתוך ימים ספורים הפסקנו את **מרחץ הדמים** חסר התקדים בבירות...

(נאום הנשיא חאפט׳ אלאסד ביום השנה ה-24 למהפכת ה-8 במארס 1987)

And although we are glad that within a few days we stopped the unprecedented *bloodbath* in Beirut.

(Speech by Hafez al-Assad on the 24th anniversary of the March 8 Revolution, 1987)

Similar to the metaphor in example 2 above, the "حمّام الدم" metaphor is also emotionally charged and stresses the many acts of terrorism that have taken place.

39. ... وتشابكت الخيوط واختلطت الألوان، وضاعت المعالم حتى لم يعد معروفا من يقاتل من، عند هذا قلنا نعم، لأنه من خلال **الضباب الكثيف، ولأنه ضباب من الدم والنار**، أدركنا من هو القاتل الحقيقي ...

(خطاب الرئيس حافظ الأسد في الذكرى الرابعة والعشرين لثورة الثامن من آذار 1987)

נסתבכו החוטים, התערבבו הצבעים, ואבדו סימני ההיכר עד שלא נודע מי לוחם והורג במי.

ואז אמרנו כן, כיון שמתוך **הערפל הסמיך, מהיותו ערפל של דם ואש**, הבנו מיהו אחראי ההרג האמיתי...

(נאום הנשיא חאפט׳ אלאסד ביום השנה ה-24 למהפכת ה-8 במארס 1987)

... the threads became tangled and the colors mixed together and any means of recognition was lost until it became impossible to know who was fighting and killing whom. And then we said, yes, because *out of the thick fog, the fog of blood and fire,* we understood who is really responsible for the killing ...

(Speech by Hafez al-Assad on the 24th anniversary of the March 8 Revolution, 1987)

الضباب الكثيف من الدم والنار — the thick fog of blood and fire is a metaphor for the confusion and inability to know who was fighting and killing whom.

40. إن وعي شعبنا هو **الصخرة الصلبة** التي تتحطم عليها أحلام العدو ... وهو **الصخرة الصلبة** التي تتحطم أمامها أحلام المستعمرين ...

(خطاب الرئيس حافظ الأسد عام 1982)

תודעתו של עמנו היגה **הסלע המוצק** עליו מתנפצים חלומות האויב...

והינו **הסלע המוצק** למולו מתנפצים חלומות האימפריאליסטים...

(נאום הנשיא חאפט׳ אלאסד משנת 1982)

The consciousness of our people is the *solid rock* against which the dreams of the enemy are shattered… and see how the dreams of the imperialists are shattered against the *solid rock.*

[26] Abadi, 1988, pp. 47-56; Richards, 1965, p. 89-138; Abdul latif, 2012, pp. 117-118; Gitay, 2010, 74-75.

[27] Lakoff & Johnson, 1980, pp. 3-6; Carpenter & Thompson, 1999, p. 83.

[28] Thompson, 1996, pp. 185.

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(1982 speech by Hafez al-Assad)

الصخرة الصلبة — the use of a hard rock as a metaphor for the strong faith of the Syrian people in the face of the enemy's scheming will eventually cause the enemy's downfall and shatter their dreams.

41. لاحظوا هذه **الحملة المسعورة** التي تشنها بعض الإذاعات الأجنبية ... لاحظوا هذه **الحملة النفسية المسعورة** التي تستهدف زعزعة ثقة شعبنا بنفسه ...

(خطاب الرئيس حافظ الأسد عام 1982)

שימו לב ל**מערכה המשוגעת** שמנהלות מספר רשתות רדיו זרות..... שימו לב ל**מערכה הפסיכולוגית המשוגעת** הזו החותרת לזעזע את בטחונו העצמי של עמנו...

(נאום הנשיא חאפט' אלאסד משנת 1982)

Look at the foreign radio stations' *insane campaign*…Notice this insane psychological campaign which is trying to destroy the self confidence of our people…

(1982 speech by Hafez al-Assad)

الحملة المسعورة — the *insane campaign* metaphor portrays the aggression and wickedness of the enemies who are plotting to take control of Syrian land as though they were rabid dogs or wolves. In Arab culture dogs are an impure abomination which helps the speaker to arouse the associated feelings towards the object of the metaphor.

b. Personification

Personification is an artistic device which portrays inanimate objects, plants, or animals as human. In other words it ascribes human qualities to non-human things:

42. وطن الرجعية وطن متحرك لا حدود له ولا ثبات ... **يسبح** فوق الناس على طول الأرض ... **يسحق** الجماجم ... **يقتل** القيم ... **يفسد** المناخ الإنساني حيثما استطاع ذالك ...

(خطاب الرئيس حافظ الأسد عام 1982)

מולדת הריאקציוניזם הינה מולדת מתניידת מחוסרת גבולות ומחוסרת יציבות... **השטה** מעל האנשים לאורכה של הארץ... **מרסקת** גולגלות... **הורגת** ערכים... **משחיתה** את האקלים האנושי באשר יש לאל ידה...

(נאום הנשיא חאפט' אלאסד משנת 1982)

the reactionary's motherland, is a changing motherland, without borders, without stability…which *drifts* over people … *smashes* skulls… *kills* values… *destroys* the human climate as much as it can… that is the reactionary's motherland.

(1982 speech by Hafez al-Assad)

The words "متحرك" و "يسبح" personify reactionary countries as countries without borders, stability, or human values.

b) Argumentative Rhetoric

Argumentative rhetoric applies logical argumentative devices and is known as persuasive rhetoric. Rhetoric of this sort generally targets audience reason. When presenting a reasoned argument, speakers seek to establish a basis for their views or defend an action.[29]

[29] Tsur, 2011, p. 74; Kedar, 1998, p. 254.

i. *Rhetorical questions*

Among other things, a speaker's arguments in political ideological discourse are based on patterns of indirect speech and rhetorical questions, which are part of a textual tapestry and an intentionally woven argumentative fabric. The rhetorical question is one of the most important aspects of argumentative rhetoric. It is an indirect speech act that seeks to express a emphatic assertion, with no expectation of a reply in most cases.[30]

Landau discussed rhetorical questions at length highlighting three central types of rhetorical question[31]: "Yes-No" questions that open with the question " Have / Has?" etc., for example: the questions "Could it be that…?" "Is it true that…?". Positive rhetorical questions like this express strong negative assertions while negative rhetorical questions express strong positive assertions[32], for example, Could it be that they actually have the right to speak for this country's residents? Rhetorical questions that start with a completion question word, such as "What"? "How"? "Why"? etc., apart from the question word "Have / Has"? for example: Which country besides Israel has compromised so much? and choice questions that are basically assertions which reject the first option and strongly approve the second option. For example: Could it be that you are genuinely worried about citizens' welfare, homes, and children, or do you just want their money perhaps in order to control and go on controlling and eat your fill at our expense?

Landau suggested that of the three types of rhetorical questions, rhetorical choice questions provide the most emphasis. She discussed at length the impact of including these questions in the text—rhetorical questions at the end of a sequence of declarative sentences, a series of rhetorical questions on one subject, putting a rhetorical question in a complex sentence, and splitting rhetorical questions.[33]

Livnat[34] discussed Fruchtman's basic distinction between emotive and presentational texts[35]. According to this distinction, persuasive texts are also emotional and their emotional character helps to convey their concealed message of persuasion. The writer uses the implicit information to convey his or her attitude toward the events and to try to influence the reader's views. Livnat identified several linguistic stratagems that expose the implicit information encoded in the text and divided them into four categories: syntactic stratagems, poetic stratagems, semantic stratagems, and stratagems linked to logical structures. According to Livnat, a rhetorical question is a linguistic stratagem that

[30] Shaked, 2009, p. 139; Tsur, 2004, p. 83.
[31] Landau, 1988, pp. 68-72.
[32] Quirk & Greenbaum, 1989, p. 200.
[33] Landau, 1988, p. 209.
[34] Livnat, 2001, p. 134.
[35] Fruchtman, 1990, pp. 17-19.

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האו״ם קיבל החלטה בה אמר שהציונות הינה תנועה גזענית, וזהו הישג גדול לסוגיה הפלסטינית והמאבק הערבי. מדוע גזענית? כיון שביסודו של דבר הינה מדינה המקבצת אנשים מכל מקום כשאין גורם מקשר ביניהם אלא הדת, בכדי ליצור מהם עם ולכונן מדינה לעם הזה. ועת תתחלק לבנון בין המוסלמים לנוצרים תאמר ישראל- היכן היא הגזענות? ישראל מתקיימת על בסיס של דת, ובלבנון מדינה או מיני-מדינות המתקיימות גם כן על בסיס של דת. אזי או שכולנו גזעניים או שכולנו איננו גזעניים. חלוקתה של לבנון מסירה את אשמת הגזענות מישראל.

(נאום הנשיא חאפט׳ אלאסד במהלך מפגשו עם חברי מועצות המחוזות למינהל מקומי 20.7.1976)

If Lebanon is divided, the Israelis will say Don't believe those Arabs *if they can't live together, If Muslim Arabs can't live with Christian Arab, then how could we live with Jewish and non-Arab Jews from all over the world, from the west and the east?* This slogan will be proved to be wrong. Israel wants a split so it can get rid of the accusation of racism. The U.N. agreed a resolution saying that Zionism is a racist organization — and this is a major achievement for the Palestinian issue and the Arab struggle. Why racist? Because it is a country that gathers people from everywhere who have nothing in common but religion in order to make a nation out of them and establish a state for this people. And if Lebanon is split between the Muslims and the Christians, Israel will say: why is it racist? Israel is based on religion and Lebanon is a state or mini states which are also based on religion. So either we are all racists or none of us are racists. A divided Lebanon means you cannot accuse Israel of racism.

(Speech by Hafez al-Assad at his meeting with the Local Administration District Council members, 20.7.1976)

ii. *Asked and Answered*

In the case of this rhetorical device, the speaker asks and immediately answers his own question. In contrast to other types of questions, this question does not seek information, it does not assert something like a rhetorical question, it does not contain the answer, and the audience is not expected to offer an opinion in response. The purpose of the question is to focus the reader's mind on what the speaker says next. In answering the question, the speaker can present his criticism and say what is on his mind[36].

We find this strategy of asking a "real" question as opposed to a rhetorical question in theatrical texts, where it serves as a plot device. A "real" question obliges an answer and is considered a new element, not a repetition or paraphrase. The answer given connects the parts of the text thus moving the plot forward. This dramatic device is also found in political discourse[37]. This technique, which is used for convincing others, is similar to the rhetorical question, though not identical. In this case, the speaker employs a question and answer structure in order to rouse the listener to think more

is linked to logical structures and aimed at increasing the text's emotiveness and directing the emotions produced in the reader in the particular direction the writer wishes:

43. لقد وصلنا في تطبيق الديمقراطية الشعبية إلى مرحلة من النضج مقبولة، ولكن كلما نضجت التجربة أكثر أعطت أكثر، **وهل هناك أهم من أن يقوم الناس بإدارة أمورهم بأنفسهم، وأن يتولوا بأنفسهم تنفيذ القرارات التي يتخذونها لتحسين حياتهم في جميع المجالات وتقوية وطنهم بوعي وفعالية في جميع الميادين؟**

(خطاب الرئيس حافظ الأسد في الذكرى الرابعة والعشرين لثورة الثامن من آذار 1987)

הגענו בישום הדמוקרטיה העממית לשלב בשלות מקובל. אולם ככל שהנסיון מבשיל יותר, הוא נותן יותר. **והאם ישנו משהו החשוב יותר מכך שאנשים ינהלו את ענייניהם בעצמם, וישאו בעצמם את ביצוע ההחלטות שהם מקבלים לשיפור חייהם בכל התחומים וחיזוק מולדתם על דרך התודעה והאקטיביות בכל השדות?**

(נאום הנשיא חאפט׳ אלאסד ביום השנה ה-24 למהפכת ה-8 במארס 1987)

To raise the people's democracy to an acceptable level. However, the more experience we have the better it is. *And is there anything more important than people conducting their own affairs and themselves being responsible for carrying out the decisions that they make aimed at improving their lives in all areas and making their homeland stronger by addressing all areas in a mindful and activist way?*

(Speech by Hafez al-Assad on the 24th anniversary of the March 8 Revolution, 1987)

44. نحن قدّمنا الأمن لبيروت، وأجواء الحوار الوطني للإخوة اللبنانيين، **فماذا قدّم الآخرون؟**

(خطاب الرئيس حافظ الأسد في الذكرى الرابعة والعشرين لثورة الثامن من آذار 1987)

אנו הענקנו בטחון לבירות, ואווירת שיח לאומי לאחים הלבנונים, **ומה העניקו האחרים?**

(נאום הנשיא חאפט׳ אלאסד ביום השנה ה-24 למהפכת ה-8 במארס 1987)

We gave Beirut security and our brothers in Lebanon a climate of national discourse, *but what did the others give?*

(Speech by Hafez al-Assad on the 24th anniversary of the March 8 Revolution, 1987)

45. عندما ينقسم لبنان سيقول الإسرائيليون لا تصدقوا هؤلاء العرب **إن لم يستطيعوا أن يعيشوا معا إذا لم يستطع المسلم العربي أن يعيش مع المسيحي العربي فكيف ممكن أن نعيش مع اليهود ومع اليهود غير العرب الذين جاؤوا من كل بقاع الأرض من الغرب والشرق؟** سيسقط هذا الشعار. إسرائيل تريد التقسيم لكي تسقط تهمة العنصرية. الأمم المتحدة اتخذت قرارا قالت فيه أن الصهيونية حركة عنصرية، وهذا مكسب كبير للقضية الفلسطينية وللنضال العربي. لماذا عنصرية؟ لأنها أساسا دولة تجمع الناس من كل مكان ولا رابط بينهم سوى الدين لتشكل منهم شعبا وتقيم دولة. لهذا الشعب عندما ينقسم لبنان بين المسلمين والمسيحيين ستقول لإسرائيل أين هي العنصرية؟ إسرائيل تقوم على أساس الدين وفي لبنان دولة أو دويلات تقوم أيضا على أساس الدين. فإما أن نكون جميعا عنصرين وإما أن نكون جميعا لا عنصريين. تقسيم لبنان يُسقِط تهمة العنصرية عن إسرائيل.

(خطاب الرئيس حافظ الأسد خلال لقائه مع أعضاء مجالس المحافظات للإدارة المحلية 1976. 20 .7)

עת תתחלק לבנון יאמרו הישראלים- אל תאמינו לערבים האלה, **אם לא יוכלו לחיות יחדיו. אם המוסלמי הערבי לא יכול לחיות עם הנוצרי הערבי, כיצד יתכן שנחיה עם היהודים ועם היהודים הלא ערבים שבאו מכל חבלי הארץ, ממערב ומזרח?** סיסמא זו עתידה ליפול. ישראל מעוניינת בחלוקה בכדי להפיל את אשמת הגזענות.

[36] Landau, 1988, p. 164; Kedar, 1998, p. 262.
[37] Even Zohar, 1970, p. 672.

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broadly about something the speaker assumes the listener has not previously considered:[38]

46. عندما ينقسم لبنان سيقول الإسرائيليون لا تصدقوا هؤلاء العرب إن لم يستطيعوا أن يعيشوا معا إذا لم يستطع المسلم العربي أن يعيش مع المسيحي العربي فكيف ممكن أن نعيش مع اليهود ومع اليهود غير العرب الذين جاؤوا من كل بقاع الأرض من الغرب والشرق؟ سيسقط هذا الشعار. إسرائيل تريد التقسيم لكي تسقط تهمة العنصرية. الأمم المتحدة اتخذت قرارا قالت فيه أن الصهيونية حركة عنصرية، وهذا مكسب كبير للقضية الفلسطينية وللنضال العربي. **لماذا عنصرية؟ لأنها أساسا دولة تجمع الناس من كل مكان ولا رابط بينهم سوى الدين لتشكل منهم شعبا وتقيم دولة.** لهذا الشعب عندما ينقسم لبنان بين المسلمين والمسيحيين ستقول لإسرائيل أين هي العنصرية؟ إسرائيل تقوم على أساس الدين وفي لبنان دولة أو دويلات تقوم أيضا على أساس الدين. فإما أن نكون جميعا عنصرين وإما أن نكون جميعا لا عنصريين. تقسيم لبنان يُسقِط تهمة العنصرية عن إسرائيل.

(خطاب الرئيس حافظ الأسد خلال لقائه مع أعضاء مجالس المحافظات للإدارة المحلية 1976. 7. 20)

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If Lebanon is divided, the Israelis will say Don't believe those Arabs if they can't live together, If Muslim Arabs can't live with Christian Arab, then how could we live with Jewish and non-Arab Jews from all over the world, from the west and the east? This slogan will be proved to be wrong. Israel wants a split so it can get rid of the accusation of racism. The U.N. agreed a resolution saying that Zionism is a racist organization — and this is a major achievement for the Palestinian issue and the Arab struggle. *Why racist? Because it is a country that gathers people from everywhere who have nothing in common but religion in order to make a nation out of them and establish a state for this people.* And if Lebanon is split between the Muslims and the Christians, Israel will say: why is it racist? Israel is based on religion and Lebanon is a state or mini states which are also based on religion. So either we are all racists or none of us are racists**.** A divided Lebanon means you cannot accuse Israel of racism.

(Speech by Hafez al-Assad at his meeting with the Local Administration District Council members, 20.7.1976)

iii. *Use of external sources*

In order to convince their audiences, speakers may draw on the literary, religious, or folk sources associated with that audience's society or culture. These sources consist of poetry, sayings, proverbs, sacred writings, and myths.

According to Aristotle, these sources fall into two categories[39]:

A. Sources that are accepted and taken for granted, whose validity needs no proof. They include laws, contracts, and sacred writings. These sources are termed "arguments outside the art of speech".
B. Intellectual or emotional sources, such as sayings, proverbs, and myths which are quoted in order to prove things that are not obvious.

Myths nourish argumentation. According to Sivan's definition, myths are a form of political allegory, handed down in writing through the generations[40]. A myth is structured as a dramatic story with heroes and villains and usually depicts an historical event. The mythical historical event is presented as larger than life; its heroes having the aura of epic heroes, despite being ordinary mortals. Myths speak to the emotions, carry the masses along, and leaving rationality behind. Their stories are handed down to subsequent generations, and form the basis of an organized belief whose believers have no need for logical persuasion[41].

Sivan suggested that political myths have two functions[42]:

A. Interpretive function - Myths allow people to turn to the past for precedents and archetypes that will help them understand and interpret contemporary ideals. This involves drawing inferences from past events to present day issues.
B. Behavioral function—Myths rouse people to political action. For example: to defend a political or social order warranted by the myth.

Cassirer wrote regarding the interpretive function, that myths arise at times of crisis when human logic fails and people turn to the power of the mysterious . Regarding the behavioral function, Cassirer argued that political myths drive political action.

These persuasion devices are divided into two groups according to Arabic linguistic rhetoric[43]: 1. ’qtibās - verses from the Qur’ān or Íadi×; 2. ÓaÃmÐn- quotations from songs / poetry, prose, proverbs. According to Al-Íamwiy, the quotation which is used retains the same structure, order of words, and original meaning as the Qurān, though it might not retain the qur’ānic form, say, by adding a word or letter; deleting a word or letter; or changing the word order of a sentence. The original meaning of the qur’ānic quotation can also

[38] Shaked, 2009. p. 141.

[39] Spiegel, 1993, p. 73.
[40] Sivan, 1988, p. 9.
[41] Sivan, 1988, pp. 9-11
[42] Sivan, 1988, p. 73, pp. 78-79.
[43] Darshan, 2000, p. 109.

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be altered to transmit a different teaching, the one the speaker wishes to transmit to his or her audience[44]. When a speaker uses quotations he or she relies on the reader's acquaintance with the cultural tradition underlying the quotation. If the reader is unfamiliar with the cultural tradition he will not understand it fully, and it will usually seem quite strange. As known, in Arab culture, the Qur'ān is regarded as the highest form of Arabic. Its style and language defy all efforts at imitation. Its absolute truth is made holy by seal of Allah, its verses are perceived as truths requiring no proof. It is easy to understand why speakers seek to harness these verses for their own ends and exploit their effect on the audience[45].

Citing ancient sources returns the reader to the ancient historical situation. Readers now have to compare the text in the present with the original text they recall, thus enriching and deepening the present text. Thus, when people quote verses in their writing they are relying on the reader's familiarity with the cultural tradition which is cited. Readers who are unfamiliar with that tradition cannot grasp it fully.

According to Landau there are several reasons for quoting sources such as sacred writings[46]:

A. To reinforce the speaker's message by offering proof and support from the sources that his opinion or actions are justified; to disprove the opponent's position, and to criticize the opponent for an action linked to the quotation.
B. For purely stylistic reasons, to beautify the text—the speaker has a tendency to use these quotations when speaking and either consciously or unconsciously and sprinkles his speech with them. They have no persuasive rhetorical value.
C. Manipulation - the speaker quotes a verse out of context and interprets it symbolically so that it fits in with new ideas on contemporary issues. For example, Darshan[47] cites Bengo's ideas regarding the manipulative use of quotations from outside sources. Bengo recalled that Sadaam Hussain quoted verses from the Al-Anfal Surra in order to justify his genocidal campaign against the Kurds, which involved the use of chemical weapons, and was known as the Al-Anfal campaign[48].
D. Archictectonic use - establish ideas by citing verses. Each new idea in a speech is preceded by a new verse. Another structure involves the use of several verses to present a single idea.

a. Qurānic quotations

47. نحن دعاة سلام، ونعمل من أجل السلام لشعبنا ولكل شعوب العالم، وندافع اليوم من أجل أن نعيش بسلام. فسيروا على بركة الله **وإن ينصركم الله فلا غالب لكم**. والسلام عليكم.

(خطاب الرئيس حافظ الأسد إلى الأمة عقب اندلاع حرب تشرين)

היננו מטיפים לשלום, ופועלים למען השלום לעמנו ולכל עמי העולם, ועוסקים במגננה היום למען נחיה בשלום. לכו לכם בברכתו של אללה, ואם יעזרכם אללה לנצח, לא יהא מי שיגבר עליכם. ושלום לכם.

(נאום הנשיא חאפט' אלאסד אל האומה בעקבות פרוץ מלחמת יום הכיפורים)

We preach peace and work towards peace for our people and all the peoples of the world, and we are engaged in defending ourselves so we can live in peace. Go with the blessings of Allah and *if Allah will send you victory one can defeat you.* Peace be with you. (Speech by Hafez al-Assad following the outbreak of the Yom Kippur War)

The aim of this sentence is to support the argument that the Muslim nation will ultimately defeat its enemies because it is righteous and worthy.

b. Myths

i. *The myth of the Crusades*

This crusades myth relates to the historic invasion of the Middle East by European forces in the 11th-13th centuries before the final defeat of the crusaders in the thirteenth century through jihad. The crusader myth symbolizes the endless struggle between aggressor and victim, with the West in the role of the eternal conqueror and the Arabs in the role of the eternal victim.

48. إن الشدائد هي محك للشعوب وامتحان لأصالتها، وكلما ازدادت الأمة شدة ظهر المعدن الصافي وتأكدت الأصالة الراسخة. إنكم أبناء أمة عرفت على مدى التاريخ بمواقف الرجولة والإباء، مواقف البطولة والفداء، أبناء أمة حملت رسالة النور والإيمان إلى أصقاع الأرض، وشهد لها العالم قاطبة بأسمى الصفات وأنبل الأخلاق. فيا أحفاد أبي بكر وعمر وعثمان وعلي رضي الله عنهم، يا أحفاد خالد وأبي عبيدة وسعد وصلاح الدين، إن ضمير أمتنا يناديا وأرواح شهدائنا تستحثنا أن نتمثل معاني اليرموك والقادسية وحطين وعين جالوت. وإن جماهير أمتنا من المحيط إلى الخليج تشخص بعيونها وأفئدتها إلى صمودنا العظيم، وكلها أمل وثقة بأننا إلى النصر سائرون.

(خطاب الرئيس حافظ الأسد إلى لأمة عقب اندلاع حرب تشرين)

עיתות המצוקה הינן אבן הבוחן לעמים ומבחן לאצילותם, וכל אימת שהאומה חווה יותר מצוקה, כך נחשפת המתכת הצרופה ומתחוורת ודאות האצילות השורשית. הינכם בני אומה שנודעה לאורך ההיסטוריה בעמדות של גבריות וגאווה, עמדות של גבורה וחירוף נפש, בני אומה שנשאה את בשורת האור והאמונה אל מחוזות הארץ, והעולם כולו העיד על התייחדה בנעלות שבתכונות והאצילות שבמידות. הוי נכדי אבו בכר, עמר, עת'מאן ועלי, ירוו רצון מאת אללה, הוי נכדי ח'אלד, אבו עובידה, סעד וצלאח אלדין, מצפונה של אומתנו קורא לנו, ורוחות השהידים שלנו מדרבנות אותנו לגלם את המשמעויות של אלירמוכ, אלקאדסיה, חטין ועין ג'אלות. המוני אומתנו מהאוקינוס עד המפרץ נושאים מבטם, בעיניהם וליבותיהם, לעבר עמידתנו האיתנה הדגולה, וכולם תקווה ובטחון כי אנו לעבר הניצחון שמים פנינו.

(נאום הנשיא חאפט' אלאסד אל האומה בעקבות פרוץ מלחמת יום הכיפורים)

Times of hardship are a test for nations and a test of their nobility. The more hardship a nation faces the more pure metal is revealed and certainty and underlying nobility can be seen. You are a nation which has been known throughout history for its masculinity

[44] Al-Íamwiy, 2001, pp. 442-443.
[45] Darshan, 2000, p. 110.
[46] Landau, 1988, pp. 182-185; Landau, 1993, pp. 50-51.
[47] Darshan, 2000, p. 110.
[48] Bengio, 1996. p. 246.

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and pride, for its heroism and devotion in the face of death, a people that carried the message of light and faith to all over the world, and the whole world saw it united in its lofty qualities and noble qualities. Oh you grandchildren of Abu Bakr, Umar, Uthman, and Ali, may Allah always delight in you, Oh you grandchildren of Khalid, Abu Ubaidah, Saad, and Salah al-Din, the conscience of our nation calls to us and our martyrs' spirits speak to us to embody the values of al- Yarmouk, al-Qadisiyah, Hattin, and Ein Jaloth. The multitudes of our nation from the Ocean to the Gulf lift their gaze, with their eyes and their hearts, towards our firm and great durability, and everyone hopes and is certain that our destiny is victory.

Hafez al-Assad refers to the audience as the honored grandchildren of the caliphs: Abu Bakr al-Siddiq, Umar ibn al-Khattab, Uthman ibn Affan and Ali ibn Abi Talib. He also addresses them as the grandchildren of the Muslim military leaders Khalid ibn al-Walid, Abu Ubaidah ibn al-Jarrah, Saad ibn Abi Waqqas and Salah al-Din who are considered the companions of the Prophet Mohammad. By addressing them this way, al-Assad makes the audience feel part of the Islamic victories against the West in battles like the Battle of Yarmouk, the Battle of Uhud, the Battle of Hattin, and the Battle of Ain Jalut. He argues that Israel will finally surrender the way the West has surrendered in battles against Islam. His argument is based on the myth that the Arabs and Islam are a victim of the West, which will eventually be defeated.

c) Antithesis

Antithesis is a form of focalization constructed as a subordinate / secondary clause or "satellite" clause and a primary or "nucleus" clause,[49] which expresses opposing or contrasting ideas. The reader / audience feels positively towards the idea in the nucleus (the thesis in this case). Their understanding of the satellite, which rejects the opposite view to the nucleus, enhances the reader's positive attitude to the state of affairs described in the nucleus[50]:

i. *Antitheses with preceding satellite*

49. لسنا هواة قتل وتدمير، إنما نحن ندفع عن أنفسنا القتل والتدمير.

(خطاب الرئيس حافظ الأسد إلى الأمة عقب اندلاع حرب تشرين)

איננו חובבי הרג והשמד, אלא שאנו הודפים מאתנו הרג והשמד.
(נאום הנשיא חאפט' אלאסד אל האומה בעקבות פרוץ מלחמת יום הכיפורים)

We do not enjoy death and destruction, we fight when they try to kill and destroy us.

(Speech by Hafez al-Assad following the outbreak of the Yom Kippur War)

50. نحن لا نريد الموت لأحد، إنما ندفع الموت عن شعبنا.

(خطاب الرئيس حافظ الأسد إلى الأمة عقب اندلاع حرب تشرين)

איננו חפצים במוות לאף אחד, אלא הודפים את המוות מעמנו.
(נאום הנשיא חאפט' אלאסד אל האומה בעקבות פרוץ מלחמת יום הכיפורים)

We do not seek anyone's death. We stop those wishing to kill our people.

(Speech by Hafez al-Assad following the outbreak of the Yom Kippur War)

51. لسنا معتدين ولم نكن يوماً معتدين، لكننا ولا نزال ندفع عن أنفسنا العدوان.

(خطاب الرئيس حافظ الأسد إلى الأمة عقب اندلاع حرب تشرين)

איננו תוקפנים ולא היינו אי פעם תוקפנים, אולם עודנו הודפים מאתנו תוקפנות.
(נאום הנשיא חאפט' אלאסד אל האומה בעקבות פרוץ מלחמת יום הכיפורים)

We are not aggressive and we were never aggressive, but we stop those who act aggressively towards us.

(Speech by Hafez al-Assad following the outbreak of the Yom Kippur War)

52. يجب علينا ألا نُخضع استراتيجيتنا وأهدافنا لظروف عابرة أو عوامل آنية بل علينا أن نطور هذه الظروف العابرة والعوامل الآنية وأن نطوعها ونعمل على صياغتها بما يلائم استراتيجيتنا وأهدافنا.

(خطاب الرئيس حافظ الأسد في الذكرى الرابعة والعشرين لثورة الثامن من آذار، 1987)

שומה עלינו לא להכפיף את האסטרטגיה והמטרות שלנו לנסיבות חולפות או פקטורים רגעיים, אלא שעלינו לפתח את הנסיבות החולפות והפקטורים הרגעיים האלה, להכפיף אותם ולפעול לעיצובם באורח ההולם את האסטרטגיה והמטרות שלנו.
(נאום הנשיא חאפט' אלאסד ביום השנה ה-24 למהפכת ה-8 במארס, 1987)

We must not subjugate our strategy and goals to temporary circumstances or transient factors. We must use these temporary circumstances and transient factors. We must bend them and take action to shape them until they suit our strategy and goals.

(Speech by Hafez al-Assad on the 24th anniversary of the March 8 Revolution, 1987)

53. إن مسألة الخلاص من التهديد النووي للحياة البشرية على كوكبنا ليست مسألة دولة ما أو منطقة ما من مناطق العالم، بل هي مسألة كل دولة وكل إنسان حريص على الحياة والحضارة.

(خطاب الرئيس حافظ الأسد في الذكرى الرابعة والعشرين لثورة الثامن من آذار، 1987)

סוגיית ההצלה מהאיום הגרעיני על חיי האנוש על כוכבנו אינה סוגייה של מדינה כלשהיא או אזור כלשהוא מאזורי העולם, אלא שהינה סוגייה של כל מדינה וכל אדם החרד על החיים והתרבות.
(נאום הנשיא חאפט' אלאסד ביום השנה ה-24 למהפכת ה-8 במארס, 1987)

The question of protecting ourselves from the nuclear threat against the lives of human beings on this planet is not restricted to a particular state or a particular part of the world. It is a question which concerns every state and every person who fears for his life and culture.

(Speech by Hafez al-Assad on the 24th anniversary of the March 8 Revolution, 1987)

54. رأيت أن كل قناع قد سقط إذا الأمر ليس ما كنا نقول وليس ما كان يقال لنا الأمر **ليس** بين يمين ويسار **ليس** بين تقدمي ورجعي **ليس** بين مسلم ومسيحي المسألة هي مسألة ثأر وانتقام تعود إلى مئة وأربعين سنة طبعا.

[49] The terms "satellite" and "nucleus" are terms from rhetorical structure theory (Mann, Matthiessen Christian & Thompson, 1992, p. 42).
[50] Mann & Thompson, 1988, p. 283; Azar, 1999, p. 10; Thompson, Sandra & Mann, 1987, pp. 359-381.

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57. نحن قدّمنا الأمن لبيروت، وأجواء الحوار الوطني للإخوة اللبنانيين، **فماذا قدّم الآخرون؟**

(خطاب الرئيس حافظ الأسد في الذكرى الرابعة والعشرين لثورة الثامن من آذار 1987)

אנו הענקנו בטחון לבירות, ואווירת שיח לאומי לאחים הלבנונים, **ומה העניקו האחרים?**

(נאום הנשיא חאפט' אלאסד ביום השנה ה-24 למהפכת ה-8 במארס 1987)

We gave Beirut security and a climate of national discourse to our brothers in Lebanon, but what have the others given?

(Speech by Hafez al-Assad on the 24th anniversary of the March 8 Revolution, 1987)

58. لقد بادرنا إلى العمل لإنقاذ الإخوة اللبنانيين **عندما أراد الآخرون إغراقهم**، فأبينا أن نقبل ذلك وقررنا إفشال هذه الخطة.

(خطاب الرئيس حافظ الأسد في الذكرى الرابعة والعشرين لثورة الثامن من آذار 1987. 3. 8)

יזמנו פעולה לחילוץ האחים הלבנוניים **עת רצו האחרים להטביעם**, ומיאנו לקבל זאת והחלטנו לסכל את התכנית הזו.

(נאום הנשיא חאפט' אלאסד ביום השנה ה-24 למהפכת ה-8 במארס 1987)

We took an initiative to rescue the Lebanese brothers *when the others wanted to drown them,* and we refused to accept this and decided to thwart this plan.

(Speech by Hafez al-Assad on the 24th anniversary of the March 8 Revolution, 1987)

59. ويجب أن يتذكر المتجاهلون أن سورية لم تلب النداءات اللبنانية بطلب المساعدة إلا عندما بدأت المذابح، واستشرى الإقتتال بشكل لم يسبق له مثيل، وتشابكت الخيوط واختلطت الألوان، وضاعت المعالم حتى لن يعد معروفا من يقاتل من، عند هذا قلنا نعم، لأنه من خلال هذا الضباب الكثيف، ولأنه ضباب من الدم والنّار، أدركنا من هو القاتل الحقيقي، وهذا هو المهم، فسرنا لملاقاته. **ولم يكن في استطاعتنا أن ننظر إلى لبنان الشقيق وهو يغرق في الدم وان نكتفي – كما فعل غيرنا – بالنظر إليه من بعيد، والدعوة له أو عليه – هذا إن اكتفوا بالدعاء عليه.**

(خطاب الرئيس حافظ الأسد في الذكرى الرابعة والعشرين لثورة الثامن من آذار 1987. 3. 8)

שומה שיזכרו המתעלמים כי סוריה לא נענתה לקריאות הלבנוניות בבקשת עזרה אלא עת החלו הפוגרומים, התעצמה הלחימה זה בזה באורח חסר תקדים, נסתבכו החוטים, התערבבו הצבעים, ואבדו סימני ההיכר עד שלא נודע מי לוחם והורג במי. ואז אמרנו כן, כיון שמתוך הערפל הסמיך, מהיותו ערפל של דם ואש, הבנו מיהו אחראי ההרג האמיתי, וזהו מה שחשוב, ושמנו פעמינו להתראות עימו פנים. **לא יכולנו להביט על לבנון האחות כשהיא טובעת בדם, ולהסתפק- כפי שעשו אחרים- בלהביט עליה מרחוק, ולשגר לה איחול או קללה- זאת אם יסתפקו בלקלל אותה.**

(נאום הנשיא חאפט' אלאסד ביום השנה ה-24 למהפכת ה-8 במארס 1987)

Those who ignored [Lebanon's plight] need to remember that Syria only answered Lebanon's cry for help when the pogroms began, when the fighting between them intensified to such unprecedented levels, and the threads were tangled up, and the colors intermixed, and the marks of identification were lost, until it was impossible to know who was fighting and killing whom. And at that point we said yes, because out of the thick fog, the fog of blood and fire, we realized who was really behind the killing, and that is what is important, and we went in to fight them. *We could not watch our sister Lebanon drowning in blood and simply watch her*

(خطاب الرئيس حافظ الأسد خلال لقائه مع أعضاء مجالس المحافظات للإدارة المحلية 1976. 7. 20)

ראיתי שכל מסכה נפלה. לפיכך הענין אינו מה שאמרנו, ואינו מה שנאמר לנו. הענין **אינו** בין ימין לשמאל, **אינו** בין פרוגרסיבי לריאקציוני, **אינו** בין מוסלמי לנוצרי. הסוגייה הינה סוגיית נקם ונקמה הנגזרת ממאה וארבעים שנה כמובן.

(נאום הנשיא חאפט' אלאסד במהלך מפגשו עם חברי מועצות המחוזות למינהל מקומי 20.7.1976)

I have seen that all the masks have fallen. So the question is not what we have said and not what was said to us. It is not a question of right versus left, not about progressive versus reactionary, not about Muslim versus Christian. It is of course about vengeance and retribution relating to the past 140 years.

(Speech by Hafez al-Assad at his meeting with the Local Administration District Council members, 20.7.1976)

The repetition of the negative "ليس" as an anaphoric element which connects three subjects strengthens the satellite antithesis which rejects a view that does not agree with the thesis that is presented in the nucleus.

ii. *Antithesis with preceding nucleus*

55. نحن مع فلسطين وسنظل مع فلسطين بالقول والعمل، بالشعار والموقف، بالتمسك بالحقوق الفلسطينية **لا** بالمساومة عليها. (خطاب الرئيس حافظ الأسد في الذكرى الرابعة والعشرين لثورة الثامن من آذار، 1987)

אנו בעד פלסטין, וניוותר בעד פלסטין באומר ומעשה, בסיסמאות ועמדות, בדביקה בזכויות הפלסטיניות, לא בהתמקחות עליהן.

(נאום הנשיא חאפט' אלאסד ביום השנה ה-24 למהפכת ה-8 במארס, 1987)

We support Palestine and we will continue to support Palestine in words and actions, slogans and opinions, we always support the Palestinians' rights, and will not try to negotiate over them.

(Speech by Hafez al-Assad on the 24th anniversary of the March 8 Revolution, 1987)

d) This highlights the speaker's behavior and compares it to the wrong behavior of others in relation to the same situation.

56. ولم يكن في استطاعتنا أن ننظر إلى لبنان الشقيق وهو يغرق في الدم وأن نكتفي – **كما فعل غيرنا** – بالنظر إليه من بعيد، والدعوة له أو عليه – هذا إن اكتفوا بالدعاء عليه.

(خطاب الرئيس حافظ الأسد في الذكرى الرابعة والعشرين لثورة الثامن من آذار 1987. 3. 8)

לא יכולנו להביט על לבנון האחות כשהיא טובעת בדם, ולהסתפק - **כפי שעשו אחרים** - בלהביט עליה מרחוק, ולשגר לה איחול או קללה- זאת אם יסתפקו בלקלל אותה.

(נאום הנשיא חאפט' אלאסד ביום השנה ה-24 למהפכת ה-8 במארס 1987)

We could not watch our sister Lebanon drowning in blood and simply watch her from a distance —as the others did— and send her good wishes and curses — if it was enough for them just to curse her.

(Speech by Hafez al-Assad on the 24th anniversary of the March 8 Revolution, 1987)

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from afar— like the others— and either wish her well or curse her —if they sufficed only with cursing her.

(Speech by Hafez al-Assad on the 24th anniversary of the March 8 Revolution, 1987)

Summary

Analysis of the rhetoric in al-Assad's political speeches reveals both stylistic and argumentative devices. The most common ones are: syntax-based rhetorical repetition, metaphor, rhetorical questions, antithesis and highlighting the speaker's behavior while comparing it to reprehensible behavior by others in the same situation.

Hafez al-Assad tends to use the stylistic device of syntactic repetition particularly often in his political speech. He seems aware that syntactical repetition is an especially powerful rhetorical tool. This repetition includes repeating sentences and clauses, repeating parts of sentences, repeating an entire sentence immediately or after a pause, repetition involving synonyms or words from the same semantic field, repeating a word to create a link with the rest of the statement, and repetition involving variation on a unit of discourse. Repeating the message this way gives the listeners' aesthetic musical pleasure, which helps to embed the message in the audience's consciousness, arouses excitement, and creates an emotional inclination to almost instinctively agree with the speaker.

In the political speech of Hafez al-Assad, metaphors and particularly war-related metaphors are used to impressive effect. War-related metaphors such as "bloodthirsty", "drowning in blood", and "bloodbath" arouse the audience's emotions urging listeners to take action or at least to accept the message. The metaphors are emotionally loaded and aim to caution against and deter violence.

Hafez al-Assad often uses an antithesis which begins with a satellite. He apparently thinks that his message is enriched and the positive attitude of the audience towards the nucleus's message is intensified when the antithesis begins with a satellite and rejects the view that disagrees with the nucleus.

Hafez al-Assad seeks to justify his policy and convince his audience of the righteousness of his path by comparing his conduct in a given situation with the disgusting conduct of others in the same situation. This puts him in a positive light and presents him as a politician you can trust.

As an argumentative rhetorical device, rhetorical questions are a very important element in the political speeches of Hafez al-Assad. He is apparently aware of the power of the rhetorical question, especially rhetorical questions at the end of a series of declarative sentences. Rhetorical questions heighten the emotive quality of the text and direct the listeners' emotions in the direction desired by the speaker.

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The Unmanned Killer Machine: The Proliferation of Armed Drones Technology, Strikes and Effects on International Humanitarian and Human Rights Laws

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Abstract- With the advancement of technology, the shape and nature of warfare has changed. In recent times, there has been the proliferation of armed drones technology and its usage. From when drones were made operational in the Balkans war, they have been used particularly by the US in places like Afghanistan, Yemen, Somalia and Iraq and controlled by the CIA. With these rapid development and proliferations, machines are starting to take the place of humans in the battlefield. The proliferation and usage of these armed drones poses challenges to the principles of international humanitarian and human rights laws especially when they are operated by non- military personnel like the CIA, the parameters of their detention and prosecution. This paper therefore analyses the effects that the proliferation and usage of armed drones has on the basic principles of international humanitarian and human rights law and concludes that the ability of armed drones to carry out targeted killings without exercising effective control over territory and without having the individual in custody, threatens or presents dangers to the protection of life which is not only a concept of humanity but a human rights violation and posit also that innocent civilians can be killed and indeed have being killed in the process of their usage thence threatening the concept of distinction and proportionality which are some of the cardinal principles of 1HL and thence recommends that there should be the regulation in the manufacture, possession and usage of these weapons.

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The Unmanned Killer Machine: The Proliferation of Armed Drones Technology, Strikes and Effects on International Humanitarian and Human Rights Laws

Ibrahim Abdullahi

Abstract- With the advancement of technology, the shape and nature of warfare has changed. In recent times, there has been the proliferation of armed drones technology and its usage. From when drones were made operational in the Balkans war, they have been used particularly by the US in places like Afghanistan, Yemen, Somalia and Iraq and controlled by the CIA. With these rapid development and proliferations, machines are starting to take the place of humans in the battlefield. The proliferation and usage of these armed drones poses challenges to the principles of international humanitarian and human rights laws especially when they are operated by non- military personnel like the CIA, the parameters of their detention and prosecution. This paper therefore analyses the effects that the proliferation and usage of armed drones has on the basic principles of international humanitarian and human rights law and concludes that the ability of armed drones to carry out targeted killings without exercising effective control over territory and without having the individual in custody, threatens or presents dangers to the protection of life which is not only a concept of humanity but a human rights violation and posit also that innocent civilians can be killed and indeed have being killed in the process of their usage thence threatening the concept of distinction and proportionality which are some of the cardinal principles of 1HL and thence recommends that there should be the regulation in the manufacture, possession and usage of these weapons.

I. Introduction

With the development of technology, the nature of warfare has changed rapidly. The invention of the aeroplane not only opened up the possibility of eliminating distances between continents, countries and people for the purposes of facilitating trade and discovery, but equally has distanced combatants several distances away from each other.

The first aerial bombardment was reported to have taken place on the 1st of November 1991 during the Italo – Turkish war in Tripolitania[1]. On the 5th of October, 1914, a French aircraft shutdown its German counterpart on the first aerial duel in history. Bombing techniques are now been improved upon through the combination of new technologies and in the decades that followed later, torrents of incendiary bombs destroyed whole cities of Guernica, Coventry, Dresden and Tokyo. The bombing of Hiroshima and Nagasaki ushered in the nuclear era which almost led to the collapse of humanity.

The development of new methods of warfare has led to the development of armed drones. Now, armed drones piloted at a distance of thousands of kilometres are dropping their arsenals on Afghanistan, Pakistan, Somalia, Yemen and Iraq. As it is often said, science has now gathered knowledge faster than society gathers wisdom[2]. The usage of armed drones has led to the ability to commit acts of warfare without mobilizing conscripts, occupying territories and conducting vast land operations as was the case during the major wars of the twentieth century. The use of armed drones piloted a distance of thousands of kilometres makes it possible to reach an enemy who cannot fight back. The principle of distinction which requires participants in an armed conflict to differentiate themselves from civilian and which demands a distinction between lawful target and civilians stands at the core of IHL, so also is the principle of proportionality and humanity. But all these principles stands threatened through the use of armed drones in armed conflicts.

Over the years, the use of armed drones or unmanned aircraft for military and counter terrorism purposes has seen explosive growth[3]. In 2010 alone, the United States President, Barrack Obama's administration authorized more than twice as many armed drones strike in North West Pakistan than it did in 2009[4]. By early 2012, the Pentagon was said to have 7,500 drones under its control representing about one

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[1] Lindquist S, 'Une historie du bombardment "(A History of Bombing), La Decouverte, Paris, 2012, P.14

[2] Asimov I, and Shulman J.A, *Science and Nature Quotations,* Blue Cliff Edition, Weidenfield, Nicholson, New York, 1988, p.281.

[3] Us Department of Defence, *"US Unnamed System integrated Road Map"* (Fiscal years 2009 – 2034), Washington D.C 2009, p.2.

[4] Bergen Peter, and Tiedemann Katherrine, "Hidden War, there were more drone strikes and far' fewer civilians killed" In: New American Foundation, 22nd December 2010, available at http://newamerica.net/node/41927.

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third of all US military aircraft[5]. In the conflicts in Vietnam in 1960, Bosnia and Herzegovina and Kosovo in the 1990's, drones were deployed on a significant scale by the United States of America for surveillance and reconnaissance purposes in the armed conflicts in these states. In 2012, the Syrian regime used drones to identify the location of rebel forces and equally for targeted killings of suspected terrorist especially in cross border operations[6].

Scientific development calls for alarm as scientific developments are leading to larger and faster drones as prototype hummingbird drones were invented in 2011 which can fly at 11 miles per hour and perch on a windowsill[7]. Armed drones have thus come to stay[8].

The basic object of this paper therefore is to look at the proliferation of armed drones technology, strikes and their interplay with the general principles of international humanitarian and human rights laws and concludes with recommendations.

a) What are drones?

There is no definition provided for drones in neither the Geneva Conventions nor the Additional Protocols or any other instrument applicable to international humanitarian law as it relates to drones. However, according to the US Federal Legislations adopted in 2012, the term drones were referred to as unmanned aircraft. Unmanned aircraft was defined as:

> *"An aircraft that is operated without the possibility of direct human intervention from within or on the aircraft"[9].*

According to the Oxford English Dictionary, a drone was defined as:

> *"A remote-controlled pilotless aircraft or missile".*

The etymology being the old English word for a male bee. In Palestine, the drones which make a buzzing noise were nicknamed *Machay* (wasps) by the Pashtu's[10].

b) Proliferation of Armed Drones

The term proliferation may mean different thing to different people depending on the context with which one is using it. To the Biologist, it is the process of an individual organism growing organically from a single to a more complex level[11]. To the legal minds and the sociologist, it may mean, a rapid increase in the number especially a rapid increase in the number of deadly weapons[12]. It may also mean a process of becoming larger or longer or more numerous or more important[13]. However, the context in which the term proliferation of armed drones is used is in relation to the rapid increase in the number of armed drones in existence.

According to the press release from the office of the High Commissioner for Human Rights of 2nd June, 2010, over 40 states posses drone technology[14]. By early 2012, the pentagon was said to have 7,500 drones under its control, representing about one-third of all US military aircraft[15]. A similar piloted percentage of drones to piloted aircraft are expected within twenty years in the British Royal Air Force (RAF)[16]. General Schwartz N.A of the US Air Force Chief of Staff was reported to have deemed it conceivable that drone pilots in the Air Force would outnumber those in cockpits in the forceable future, although he predicted that the US Air Force would have traditional pilots for at least thirty more years[17]. The use of Unmanned Aerial Vehicles (UAV's) by police forces in connection with traditional law enforcement within a states border has also been steadily growing though at a slower pace[18]. In the US, increase powers has been given to local police forces across the USA to use their own armed drones[19].

c) The Debate

The development of modern technology which enables increasing distance to be put between weapons users and the legal force they project by enabling those who control lethal force not to be physically present when they are deployed but rather to activate it while

[5] Hennigan W. J, *"New Drones has pilot anywhere, so who's accountable?"* In Los Angeles Times, 26th January 2012 aailable at http://www/atimes.com/business/la – fi – aato – drone – 20120126,0,740306 story.

[6] *"Syrian forces used drone in attacks in rebel city"* In ABC News, 12th June 2012, Also available at http//www.abc.net.au/new/2012 – 0612/52 – killed -in – Syria – as – troops – point rebels – strongholds/4064990.

[7] Elizabeth Bumiller and Thom Shanker, *"War evolves with drone, some tiny as bugs"* In: New Yale Times of 19th June 2011. Available at http//www. nytimes.com/2011/06/20/ world /20 drones. Html? Page water = 1 &r=1&ref-unnamed aerial vehicles.

[8] *Ibid.*

[9] See section 331(8), FAF Modernization and Reform Act of 2012, signed into law by the U.S President on the 14th February 2012.

[10] See Meyer J, "*The Predator War"*, In New Yorker, 21st October 2009, available at http://www.newyoker.com/reporting/2009/10/26/091026 Fa - Fact - mayer.

[11] See "Proliferation", a free online dictionary at http://www.the free dictionary. Com, P.2 accessed on 25/10/2014.

[12] *Ibid.*

[13] *Ibid.*

[14] See Press Release, office of the High Commissioner for Human Rights (OHCHR), UN Expert Citizens *"Illegal Targeted Killing Policies and calls on the U.S to halt CIA Drone Killings"* (June 2nd 2010), available at http://www.ohchr.org/en/news events/pages/Display News. aspx? News ID=10194 & Lang ID=E.

[15] See Hennigan W.J. (etal) *op cit.*

[16] See Hopkins N, *"Afghan Civilians killed by RAF Drone"*, In the Guardian, 5th July 2011, available at http://www.guardian. co-uk/uk/2011/July/05/afghanistan –raf – drone –civilian – deaths, accessed on 14/10/2014.

[17] See Elizabeth Bumiller *Op cit.*

[18] *"Groups concerned over arming of domestic drones"*, In CBSDC, Washington DC, 23rd May 2012, available at http://washington. Cbslocal. Com /2012/05/23/groups –concerned – over – arming – of – domestic/drones. Accessed on 15/10/2014.

[19] See the US Federal Aviation Authority Modernization and Reform Act 2012.

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sitting behind computers in distance places thus staying out of the line of fire, has sparked out considerable debate as to the challenges which it poses to both international humanitarian and human rights laws. Some of the arguments for the use of armed drones are as follows:

1. That since drones have long reach, it avoids exposing troops directly to enemy fire[20].
2. Above all, that because of the weapons precision, the payload needed to destroy the military objective can be reduced and the harm to civilians and their properties minimized[21].
3. That keeping the operation of drones far from the battlefield in a similar environment significantly reduces the exposure to stress and fear and this decreases errors due to emotional factor[22].

Some Arguments against armed drones' technology include:

1. That drones often require very precise intelligence which is difficult to gather at a distance[23].
2. That the greater physical distance between the operation, location and target increases more distance between the parties to the conflict and this affects the moral judgment of the drone operators and exacerbates the crime-inducing phenomenon of dehumanization of the enemy in time of war[24].
3. That far removed from the human consequences of their actions, this generation of fighters cannot value the right to life[25].
4. That the use of drones piloted at a distance of thousands of kilometres makes it possible to reach an enemy who cannot fight back and then the enemy often decides to compensate for such powerlessness by deliberately attacking civilians[26].
5. That drones could make use of force on the territory of non- belligerent states less problematic by making force protection issues moot, thereby eliminating traditional disincentives for attacking the enemy outside of the combat zone, thus creating the impression that the battlefield is global[27].

Notwithstanding the above arguments, the International Committee of the Red Cross (ICRC) have emphasized that the deployment of such systems raises a range of fundamental legal ethical and societal issues, which need to be considered before such systems of technology are developed and deployed[28].

As for the Special Rapporteur on extrajudicial summary or arbitrary executions of the United Nations General Assembly, they have expressed the view that unmanned Aerial vehicles or armed drones engaged in targeted killings raises concern for the protection of life under both the framework of international human rights law as well as under international humanitarian law and sees the right to life as a supreme and non-derogable right both under treaty and customary international law[29].

d) Armed Drones within the context of International Humanitarian Law

Public International Law can be described as being composed of two layers: first is the traditional layer consisting of the law regulating co-existence and cooperation between members of the international society essentially the states; and the second is a new layer consisting of the law of the community of six billion human beings. Although, international humanitarian law came into being as part of the traditional layer i.e. as a law regulating belligerent inter-states relations, it has today become nearly irrelevant unless understood within the second layer namely as a law protecting war victims against states and all others who wage war[30].

The principles of the law of armed conflict also known as the law of war or international humanitarian law (1HL), are simple to summarise for soldiers. Many militaries today carry pocket sized code of conduct that list the fundamentals; fight only enemy combatants and destroy only military objectives; collected and care for the wounded, whether friend or foe, do not attack or harm enemy personnel who surrender; do not kill, torture or abuse prisoners of war, treat all civilians humanely; do not engage in rape or looting[31]. In the majority cases, adherence to these sorts of simple and ostensible obvious rules will guide a military commander and his subordinates towards a form of warfare that

[20] See Bernard V, *"Editorial: Science cannot be placed above its consequences"*, International Review of the Red Cross, Volume 94 Number 886, 2012, P. 461.
[21] *Ibid.*
[22] *Ibid* at pp 461 – 462.
[23] *Ibid* at pp 461.
[24] *Ibid* at pp 462.
[25] Philip Alston and Hina Shamsi., *"A Killer above the law"*, In the Guardian, 2nd August 2010.
[26] See Bernard V, *"Editorial: Science cannot be placed above its consequences", op cit* at p. 460.
[27] *Ibid* at pp 460 – 461.
[28] ICRC, *"International Humanitarian Law and the challenges of contemporary Armed Conflicts"*, Report of the 31st International Conference of the Red Cross and Red Crescent, ICRC, Geneva, October 2011, p.39, available at http://www. Icrc. Org/eng/assets/files/red – cross – crescent – movement/31st – international – conference – ihl – challenges – report – 11 – 5 – 1 -2 – en. pdf (last visited on 10th November 2014).
[29] See Christof H, "Report of the Special Rapporteur on extra judicial, summary or arbitrary executions; Human Rights Council, Un /DOC . A/HRC/23/47 of 9th April 2013, p.7. See equally, Art. 68 the International Covenant on Civil and Political Rights, enshrining the right to life and Art. 4 (2) on its non – derogability.
[30] Sassoli M, *"State Responsibility for violation of International Humanitarian Law"* ICRC Vol. 84, 2002, p. 401.
[31] This statement of rules is an excerpt from the South African National Defence Force's Code of Conduct for uniformed member of the South African Defence Force, adopted on the 15th February 2000, available at http://www. Dcc. mal. za/code of conduct /files/english.htm. (Last visited on the 28th October 2014).

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respects the fundamental tenets of the law of armed conflicts, humanity, military necessity, distinction, proportionality, precaution and the preventions of unnecessary sufferings.

Unquestionably, these rules which form the core legal component of modern soldiers or military training will serve as a useful humanitarian starting point for any conceivable military operations. Nevertheless, today's troops are assigned roles that range from riot control to domestic counter insurgency to more traditional international armed conflict, and they are expected and indeed required to grasp the legal nuances associated with the sliding scale of conflicts. Failure to do so may have drastic consequences for the implicated troops. International humanitarian law thus seeks to regulate the conduct of armed conflicts or the use of force with the consequent view of protecting those who are no longer taking part in hostilities.

The most authoritative definition of an armed conflict is contained in the International Criminal Tribunal for Yugoslavia (ICTY) Appeal Chambers decision on jurisdiction in the TADIC case[32] to the effect that:

> *"An armed conflict exists wherever there is a resort of armed force between states or protracted armed violence between governmental authorities and organized armed groups or between such groups within the state..."*

In contemporary armed conflicts, armed drones have nearly moved away from the horizon into the realm of the known[33]. The report of the United Nations General Assembly on extrajudicial, summary or arbitrary executions[34] does not see drones as illegal weapons[35]. There however seems not to be consensus on how to apply the rules of international law that regulate the use of force to drones inspite of their proliferation and the established technology. Whether the view of the United Nations is correct can be seen in the light of balancing the use of these drones with the principles of international humanitarian law as follows:

i. *Armed Drones and the Principle of Distinction*

The principle distinction was originally and conventionally articulated within the preamble to the St. Petersburg Declaration of 1868[36]. A recent codified expression of this norm is found within Additional Protocol 1 to the General Convention[37]. The said Additional Protocol 1 provides thus:

> *"In order to ensure respect for and protection of the civilian population and civilian objects, the parties to the conflict shall at all times distinguish between civilian population and combatants and between civilian objects and military objectives and accordingly shall direct their operations only against military objectives"*[88].

This principle obliges the belligerents to distinguish at all times between non-combatants and combatants as well as between civilian's property and military objectives[39]. Consequently, military operation may only be directed against military objectives. There is therefore a duty of care, which is imposed upon those who plan military operations. Thus, in planning an attack, everything feasible must be done to verify that the objective to be attacked is neither civilian nor a civilian object but in fact a legitimate military objective. This is an obligation of means but not an obligation of results. If there is doubt that a civilian object is being used to make an effective contribution to military action, it must be presumed not to be used and must not be attacked[40]. Even though in practical terms this is often not the case.

The Corollary to the principle of distinction is that attacks must not be indiscriminate. An indiscriminate attack is defined as being one which:

(a) Is not directed at a specific military objective or,
(b) Employs a method or means of combat which cannot be directed at a specific military objective; or
(c) Employs a method or means of combat, the effects of which cannot be limited as required by Additional Protocol [41].

[32] ICTY, Prosecutor Vs Dusko Tadic, Appeal Chambers decision of 2nd October 1995.
[33] See United Nations General Assembly, "Extrajudicial, Summary or Arbitrary Execution", note by the Secretary General of 12th August 2013, p.7.
[34] *Ibid.*
[35] *Ibid.* This view must however be distinguished with its views with lethal autonomous robots. See Report Note 3 supra.
[36] Precisely on the 11th of December 1868, following a meeting convened by Tzar Alexander II intended to attenuate as much as possible the calamities of war.
[37] See Art. 48 of AP 1, 1977.
[38] *Ibid.*
[39] It is interesting to state however the following comments of the United States Department of Defence Report to congress on the conduct of the Persian Gulf War, Appendix on the Rule of the law of war (Hereinafter referred to an "the Gulf War Report") reprinted at 311 LM 612 (1992), that Article 48 AP 1 states that attacks means: acts of violence, against an adverse party whether in offence of defence. The use of the word attack is however etymologically inconsistent with its customary use. The word "attack" historically has referred to and today refers to offensive operations only. The language of Articles 48 and 49(1) except for the European use of the word "attack", is generally regarded a codification of the customary practice of notions and therefore not binding on all.
[40] See Article 52 AP 1. When the Gulf War report was issued, this disposition was criticized as not reflecting customary international law as it shifts the burden for determining the precise use of an object from the part controlling that object (and therefore as possession of the facts as to its use) to the party lacking such control of war in demanding a degree of certainty of an attacker that seldom exists in combat.
[41] See Rogers A. P. V, *Law on the Battle Field* (Manchester University Press, Manchester, New York) 1996, p.8. Similarly, taking direct part in hostilities must be more narrowly construed than making a contribution to the efforts and it would not include taking part in arms production or military engineering works or military transport.

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Furthermore, civilian and civilians' objects may not be object of reprisals[42]. The failure to make a distinction during attack would render the attack unlawful and constitute evidence of war crimes. States must therefore take all practical or practicable possible precautions in the choice of means and methods of attack with a view to avoiding and in any event to minimizing, incidental loss to civilian life, injury to civilians and damage to civilian objects[43].

The precautionary duties imposed on a person who controls an armed drone are the same as those imposed on the pilot of a manned aircraft. This does not reduce their duties because of the absence of a person from their cockpit.

The proliferation and use of armed drones present a challenge to the principle of distinction relating to who operates them which is a critical issue under IHL. The question has always been as to whether the CIA drone operators are civilians directly participating in hostilities (DPH)? to make them legitimate targets and whether there is any way they might acquire combatant status? Thus the control of armed drones by non-military personnel has created another distinction problem even though their development was arguably to comply with the requirements of destruction under IHL. IHL is quite silent on the right to strike back at them, the parameters, of their detention and prosecution in the domestic sphere. The question has always be whether the civilian involvement in armed drone operation is a potential violation of principle of distinction and if permission can be given to civilian involvement on the operation of armed drones?

The UN Special Rapporteur on extra judicial, summary or arbitrary execution, Philip Alston has noted the CIA involvement in drone warfare thus:

> *"Intelligence personnel do not have immunity from prosecution under domestic law for their conduct. They are thus unlike state armed forces which would generally be immune from prosecution for the same conduct... Thus, CIA personnel could be prosecuted for murder under domestic law of any country in which they conduct targeted drones killings and could also be prosecuted for violations of applicable US law"*[44].

In the past there have been the prosecution before military commissions of the offence of murder in violation of the laws of war[45] which narrows down the options regarding CIA drone operators. By the said prosecution, it is both a violation of domestic law as well as IHL violation. If this is understood to be the position, then, United States is under an obligation to prosecute CIA drones operators that have used lethal force if those operators are civilians engaged in direct participation in hostilities[46]. The act of the CIA drone operations may equally amount to grave breaches of the laws of war. The US has not deemed it fit to punish drone operators but this does not preclude their prosecution in foreign courts though both Italy[47] and Spain[48] have attempt this with no success[49].

While the US are prompt at making use of the notion of unlawful combatants, it is argued that the CIA drone attacks produces America's own unlawful combatants or unprivileged belligerents. This view was succinctly put forward by Gary Solis where he opined thus:

> *"Those CIA agents are, unlike their military counterparts but like the fighters they target, unlawful combatants. No less than their insurgent targets, they are fighters without uniforms or insignia, directly participating in hostilities, employing armed force contrary to the laws and customs of war. Even if they are sitting in Langley, the CIA pilots are civilians violating the requirement of distinction, a core concept of armed conflict, as they directly participate in hostilities... It makes no difference that CIA civilians are employed by, or in the service of the US government or its armed forces. They are civilians, they wear no distinguishing uniform or sign, and if they impute target data or pilot armed drones in the combat zone, they directly participate in hostilities which means they maybe lawfully targeted... Moreover, CIA civilian personnel who repeatedly and directly participate in hostilities may have what recent guidance from the International Committee of the Red Cross terms "a continuous combat function". That status, the ICRC guidance says, makes them legitimate targets whenever and wherever they may be found, including Langley"*[50]

The CIA drone operation would however qualify as unprivileged belligerents if it is shown that the drone operators are members of a paramilitary group or armed law enforcement agency that have been incorporated into the US armed forces. Article 43(3) of Additional

[42] See AP 1, Art. 51, Para 6, Art. 52 Para 1, Art. 53 Para C, Art. 54 Para 4, Art. 55, Para 2 and Art. 56 Para 4.

[43] See Art. 57(2) (a) (ii).

[44] See Alston, *"Study on targeted Killings"*, Human Rights Council, Un. Doc. A/HRC/14/24/Add.6 (May 28, 2010) at p. 71.

[45] Australian David Hicks, the first person sentenced by the revised military commissions, was initially charged with attempted murder in violation of the laws of war. See Changing Documents in the case of David Mathew Hicks, March 1, 2007, also available at http://www/d .defence.gov/news/d2007030/hicks.pdf.

[46] See Ar. 129-131 GC II and Ar. 146 – 148 GC IV.

[47] See Italian bid to induct US Soldier, CNN (June 19, 2006), also available at http://articles.cnn.com/2006-06-19/world/iraq.italy-1-italian - intelligence-agent-nicola-calipari-soldier?-s=pm:WORLD.

[48] Micheal Stung, "Spain Prosecutors Appeal indictment of US Soldier in Iraq Death of a Journalist, JURIST (May 19th 2007), also available at http://www.jurist.org/paperchase/2007/05/spain-prosecutors-appeal-indictment-of.php (Lat visited on 15th November 2014).

[49] A successful indictment could only be effective where both states share extra diction agreements with an indicting states.

[50] Gary Solis, *"CIA Drone attacks Produces America's own unlawful Combatants"*, WASH POST, 12th March, 2010, A17.

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Protocol 1[51] which deals with combatants and prisoners of war status states as follows:

> "Whenever a party to a conflict incorporates a paramilitary or armed law enforcement agency into its armed forces, it shall so notify the other parties to the conflict".

Such incorporation exist where there is a chain of command and evidence of being trained in the laws of war and whether the chain of command enforces the laws of war. Evidence abound to show that the CIA drones operators began to receive law of war training within the few months following the terrorist attacks of September 11, 2001[52]. Less clarity however exists to show how the CIA's chain of command enforces the laws of war. If they do enforce the laws of war, they are combatants entitled to the combatant's privilege but also liable to be targeted at all times. If the chain of command does not enforce the law, the CIA drone operators remain unprivileged belligerents who could face domestic criminal prosecution in places like Yemen and Pakistan and they would remain targetable at all times as continuous combat functionaries rather than as combatants.

In Pakistan, a three month investigation including eye witness reports has found evidence that at least 50 civilians were killed in follow up strikes when they had gone to help victims. More than 20 civilians have also been attacked in deliberate strikes on funerals and mourners[53]. In March 2012, Noor Kharis father, Malik Daud Khan was killed in a drone strike in Pakistan in 2011 while presiding over a peaceful council of tribal elders[54]. In 2009, the Pentagon roster approved terrorist targets containing 387 names which were further expanded to include some fifty Afghan drug lords suspected of giving money to help finance the Taliban's[55]. In Afghanistan, individuals engaged in the cultivation, distribution and sale of narcotics were targeted with armed drone strikes even though not directly participating in hostilities in Afghanistan[56].

ii. *Armed Drones and the Principle of Proportionality*

The principle of proportionality limits the effects of attack by attempting to establish a balance between the military interest and the humanitarian interests. In planning and executing military operations, military planners must take all feasible and reasonable precautions in the choice and methods of attacks in order or at least to minimize incidental loss of civilian life, injury to civilians and damages to civilian objects.[57] This includes:

(i) Collecting information about the target;
(ii) Analyzing the information to determine whether the target is a lawful target for attack at the time of the attack;
(iii) Appreciating the potential incidental effects of the weapon and taking feasible precaution to minimize those effects;
(iv) Assessing the "proportionality" of any expected incidental effects against the anticipated military advantage of the overall attack (not just the particular attacks of the individual weapons);[58]
(v) Firing, releasing or otherwise using the weapons such that its effects are directed against the desired target;
(vi) Monitoring the situation and cancelling or suspending the attack if the incidental effects are disproportionate.[59]

The above simply means that should it became apparent that the object to be attacked is not a legitimate military objective, that the attack maybe expected to cause incidental loss of civilian life or damage to civilian objects, or a combination thereof, which would be excessive in relation to the concrete and military advantage anticipated, the attack must then be cancelled.

Assessing the proportionality of an attack is even more important and often even more difficult. Despite the fact that international humanitarian law pursues the overall aim of limiting civilian casualties and damages as far as possible, it does not really prescribe

[51] Protocol Additional to the Geneva Convention of 12th August 1949 and relating to the protection of victims of International Armed Conflicts. Though the United States has not ratified Protocol 1, it recognises much of Protocol 1 as descriptive of customary international law. For example, a statement issued by the Obama's White House in 2011 announced the intention of the administration to accept the applicability of Article 75 of Protocol 1. See Press Release, White House Office of the Press Secretary, facts sheets, new actions on Guantanamo and Detainee Policy, 7th March 2011 also available at http://www. Whitehouse.gov/the press-office/2011/03/07/fact-sheet-new-actions-guant-namo-and-detainee-policy.

[52] Ambassador Henry Crumpton, Former Deputy Chief Operation, CIA Counter Terrorism Centre, keynote address at the Texas International Law Journal Symposium: "*The Air and Missile Warfare Manual: A Critical Analysis"*, 10th February 2011.

[53] Chris Wood and Christian Lamb, *"Obama Terror Drones, CIA tactics in Pakistan includes targeting rescuers and Funerals"* In: Bureau of investigative journalism, 4th February 2012. Also available at http://www. the bureau investigate.am/2012/02/04/obama-terror-drone-cia-tactics-in-pakistan-include-targetting-rescurer-and-funerals.

[54] See GCHQ, *"Staff could be at risk of prosecution for war crimes",* In: Gloucester Echo, 13th March 2012, also available at http://www.this is Gloucestershire.co.uk/GCHR-staff-risk-prosecution-war-crimes/story-15505 982-detail/story.html.

[55] Jane Mayer, *"The Predator War"* In: the New Yorker, 26th October 2009, available at http://www. newyorker.com/reporting/2009/10/26/091026 Fa-Fact-mayer.

[56] See *"The 2010 study on targeted Killings"*, available at http://www. 2ohcr-org/English/bodies/hrcouncil/docs/14session/A.HRC.14.24Ad6.pdf.

[57] See Additional Protocol 1, Art 57 (2) (ii) and Art 57 (4).

[58] See for example, Australian Declaration of understanding to the effect that military advantage in Articles 51 and 57 of AP1, mean "the advantage anticipated from attack considered as a while and not for isolated or particular parts of the attack" – Reprinted in Adam Roberts and Richard Guelff, *Document on the Laws of War*, 3rd Edn, Oxford University Press, 2000, p. 500.

[59] See Article 57 (2) (b) of AP1.

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any absolute limit in relation to "collateral damage". Thus, a very considerable military advantage could potentially justify significant civilian damages and even casualties that are extensive as opposed to excessive collateral damage.[60] The details of the proportionality principle and its application in practice could still be worked out more completely then they have been today. The question may then be asked, what are the relative values to be assigned to the military advantage gained and the injury to run combatants or damage to civilian objects? What do you include or exclude in totalling your sums? And what is the standard of measurement in time or space?[61]

International humanitarian law answers to these questions are rather in the abstract. While a military commander deciding upon an attack must determine the relative value given to the military advantage against that attributed to the anticipated damage on the civilian side, normative guidance regarding the margin of discretion in the identification of the military advantage and its relative value is rather frail. As a corollary to the debate of the military advantage is the question of how far is direct civilian damages resulting from an attack are to be taken into consideration.

The spectrum of opinion is not closed but wide. Moderate position excludes the consideration of indirect civilian damages but try to sketch out where to draw the link between indirect damages that maybe considered and those that should not.[62] The wordings of Article 51 paragraph 5(b) and Article 57 paragraph 2(1) of Additional Protocol I would seem to suggest that the concept of anticipated civilian casualties and damages is to be interpreted at least as broadly as the notion of the military advantage, otherwise the proportionality assessment would be distorted from the outset in favour of military consideration. Moreover, these two articles require explicitly that the anticipated military advantage be concrete and direct, where no such limiting qualifies were added to the expected incidental civilian damages, the word 'incidental' is certainly broader than the objectives 'concrete and direct'. Similarly, it would seem that the conception of what maybe expected (incidental loss of civilian life, injury to civilian, damage to civilian object or a combination thereof) from an attack is broaden than what is actually anticipated (military advantage). Thus, in line with the fundamental tenet that the civilian population enjoys general protection in general, foreseeable long-term repercussions on civilian population are to be taken into consideration or account in the context of the proportionality assessment.[63]

There are three manners in which the principles of proportionality are often violated. These are:

(i) A lack of full knowledge as to what is being hit notwithstanding the availability of surveillance equipment;
(ii) The inability to surgically craft the amount of force been applied to the target; and
(iii) The inability to ensure that weapons, strikes, precisely at the point targeted.

The principle of proportionality of course raises some practical problems. These problems arise from the fact that different states have different assessment of what is proportionate. For example in March, 2011, in Afghanistan, difference occur when a UK Royal Air Force drone killed four Afghanistan civilians and injured four others in an attack against insurgent leader in the Helmand Province, the first confirmed operation in which a UK Reaper aircraft had been responsible for the death of civilians.[64] In this particular scenario, the UK Reaper was programmed to destroy two pick- up trucks but ended up killing four Afghan civilians and a further two Afghan civilians were injured but nonetheless the UK held that the UK Reaper crews action had been in accordance with procedures and UK rules of engagement.[65]

Similarly in June, 2009, the CIA killed Khwaz Wali Mehsud, a Pakistani Taliban Commander. The initial plan was to use his body as bail to target Baitullah Mehsud, who was expected to attend Khwaz Walis Mehsud's funeral. Up to 5,000 people attended the funeral, including not only Taliban fighters but many civilians. US armed drones were used to conduct yet another strike killing up to eighty-three people. Forty five of the dead were reportedly civilians, amongst which were ten children and four tribal leaders. Such an attack raised the very sensitive question about respect for the prohibition on indiscriminate attacks and proportionality. The CIA conducted sixteen missile strikes which resulted in 321 deaths before they could manage to kill Baitullah Mehsud.[66]

[60] The ICRC commentary has however rejected this argument because very high civilian losses and damages would be contrary to the fundamental rules of the Protocol. See Sandoz Y, Swinerski C, and Zimmer Mann B, (edn), *Commentary on the Additional Protocols of 8th June, 1977 to the Geneva Convention of 12th August, 1949,* Martinus Njihoff, Geneva, 1987, Para 180.

[61] See the Final Report to the prosecution by the committee established to renew the NATO bombing campaign against the Federal Republic of Yugoslavia, 8th June, 2000 PP 47 and & 55, available at http://www.icty.org/x/file/about/otp/otp-Report.nato, bombings.en.pdf last visited on the 22/10/2014.

[62] Henderson 1, *"The Commentary Law of Targeting: Military Objectives, particularly and precautions in attack under Additional Protocol 12"* Martins Njihoff, 2009, p. 208.

[63] Gerb R, (et al). *"Has the Armed Conflict in Afghanistan affected the rule on the Conduct of Hostilities?*, International Review of the Red Cross, Vol. 93, No. 881 of March, 2001, p. 31.

[64] See Nick Hopkins, *"Afghan Civilians killed by RAF Drone*", In the Guardian, 5th July, 2011, available at http://www.guardian.co.uk/uk/2011/jul/05/afghanistan-raf-drone-civiliandeaths.

[65] *Ibid.*

[66] See Jane Mayer, *"The Predator War", op cit.*

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iii. *Armed Drones and the Principle of Humanity*

The conventional origin of the principle of humanity can be found in the preamble to the St. Petersburg Declaration on explosives projectiles of 1868. The Declaration through its following preamble left a mark and also set forth the first principle of the law of war as follows:

> *"Considering that the only legitimate object to be accomplished during war is to weaken the military force of the enemy, that for the purpose, it is sufficient to disable the greatest possible number of men; that an object would be exceeded by the employment of arms which uselessly aggravate the suffering of disabled men, or render their death inevitable, that the employment of such arms would therefore be contrary to the laws of humanity"*[67]

Evidence of the importance of the above principle is the fact that it is also one of the seven fundamental principles of the Red Cross and Red Crescent movement.

The principle of humanity is based upon the desire to maintain dignity during military operations by respect of the human being. A great many rules of humanitarian law applicable in armed conflicts are so fundamental to the respect of the human person and elementary consideration of humanity. The goal of this principle to reduce and alleviate sufferings caused by war of armed conflicts. As Professor Schmitt cogently argues:

> *"Suffering is useless, it is militarily unnecessary and because it offers no direct and concrete military advantage, disproportionate"*[68]

One of the most important conventional expression of the principle is to be found in the text of the MARTENS CLAUSE, which first appeared within the preamble of the Hague Convention[69] as follows:

> *"Until a more complete code of the laws of war has been issued, the high contracting parties deem it expedient to declare that in case not included in the regulations adopted by them, the inhabitants and the belligerents remain under the protection and the rule of the principle of the law of nations, as they result from there usages established among civilized people, from the laws of humanity and the dictates of the public conscience"*

The Marten Clause predates the general principle of public international law resulting from the steamship Lotus case.[70] The effect of the Martens Clause is two folded and limited to international agreement that deals with the law of armed conflicts; that where the law of armed conflict treaties are silent, customary international law governs the situation. Secondly, during the conduct of hostilities, what is not specifically prohibited is not necessarily permitted. Different versions of the Martens Clause appear throughout the corpus of the law of armed conflicts.[71] The most recent expression of this clause reads as follows:

> *"In cases not considered by this Protocol or by other international agreements, civilian and combatants remains under the protection and authority of the principle of international law derived from established customs, from the principles of humanity and from the dictates of public conscience"*[72]

Under international Human Right Law, the right to life is widely regarded as the "Supreme Right".[73] While its exact scope can be contested, there is however no serious challenge to the fundamental status of the right.[74] The right against the arbitrary deprivation of life has been described as a rule of customary international law as well as a general principle of international law, a rule of *jus cogens.*[75] It is further included in the United Nations Declaration of Human Rights,[76] largely regarded as setting out rules of general international law. The right to life is similarly regarded in the constitution of most legal system as a fundamental right[77] and unlawful killing is universally criminalized and certain violations of the right to life are considered to be war crimes or crimes against humanity.[78]

As a general rule, human rights treaties statutory deprivation of life must not be arbitrary.[79] The use of force is, in any event, a matter of last resort under International Human rights Law (IHRL). Any force must be necessary and proportionate and international force can only be used where strictly necessary to protect against an imminent threat to life. The contention is that standards of human rights law remains the same even in situations of approaching armed conflicts and should be applied in ways that are realistic in the circumstance.

[67] Quoted from Jean P, *"Development and Principles of International Humanitarian Law" op cit*, p. 50.
[68] See the US View of twenty first century war and its possible implication for the law of armed conflicts (1998) 19 Michigan Journal of International Law at p. 1080.
[69] Hague Convention IV of 1907.
[70] (1927) PCIJ Serial A No. 10. It laid down the rules of what is not specifically prohibited as permitted.
[71] See Geneva Convention 1, Art 63, Geneva Convention IV, Art 58, Additional Protocol 1, Art 1.
[72] Additional Protocol 1, Art 2.
[73] See General Comment No. 6, the Right to life 1982.
[74] United Nations: "*Extra Judicial, Summary or Arbitrary Executions, Report of Special Rapporteur*", 2013. p. 13.
[75] *Ibid.*
[76] Of 1948, Art 3.
[77] See section 33(1) of the Constitution of the Federal Republic of Nigeria 1999.
[78] See Prosecution Vs Mile Mrksc and Veselin Sljivanconin, case No. II-95-131-1A.
[79] See Art 6(1) ICCPR, Art 4(1) ACHR, Art 4 ACHPR, Art 51 IACHR. The ECHR gives an exhaustive list of permissible grounds in which lethal force maybe based. See Art 2.

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Even in periods of armed conflicts, IHRL continues to apply during the armed conflicts to complement IHL.[80]

The judgment of the International Court of Justice (ICJ) in the Construction of a Wall case,[81] the UN Human Right Committee, [82] the decision of the International Commission on Human Rights in the case of Coard & Ors Vs United States[83] and the decision of the European Court of Human Rights in the cases of Al-Skeini Vs United Kingdom,[84] Loizidou Vs Turkey,[85] Ilascu Vs Mildoca and Russia [86] and Al-Jedda Vs United Kingdom, [87] all illustrates that human rights treaty obligations can apply in principle to the conduct of a state outside its territory.

Armed drones have enabled states to carry out or perform targeted killings without exercising effective control over a territory and without having the individual in custody. Such cases of targeted killings are a violation of the right to life under the applicable treaties.

In the case of Armando Alejandra Jr, Carlos Costa, Mario Dela Penay Pablo Morales Vs Republica de Cuba,[88] the Inter American Commission concluded that the shooting down of two private US registered air planes by Cuban military aircraft in international space violates the right to life of the passengers.

The deliberate killing of targeted individual through extra territorial drone strikes does not only affect the person within the jurisdiction of the operation state but a violation of the principle of humanity.

II. Conclusion

Revolutionary technologies like armed drones are game changers not because they solve all problems but because they force new questions upon us that a generation earlier people did not imagine we would be asking ourselves or our respective organizations or nations imagining questions. Scientific and technological developments does not necessarily mean progress and the decisions to apply an invention for military purposes must give rise to an in-depth study on the impact of the use of the inventions, including the positive and negative consequences thereof. Likewise, each decision to produce, by ultimately another technological innovation for military ends involves a political and civil responsibility, one that is all the more important in that it has direct repercussions for human lives. States have an obligation to ensure that the use of new weapons and new means and methods of warfare is consistent with the rules of international humanitarian law. Civil society equally have an important role to play by reporting on the consequences of weapons and charting a debate about their legality and this will help to shape a real international "public conscience" as referred to in the Martens Clause to the effect that:

> *"In cases not covered by this Protocol, or by other international agreements, civilians and combatants remain under the protection and authority of the principles of international law derived from established, customs, from the principles of humanity and from the dictates of public conscience"*[89]

The International Court of justice (ICJ) has emphasized the importance of this clause in its Advisory Opinion on the legality of the threat or use of Nuclear Weapons[90] where the ICJ was of the opinion that the "continuing existence and applicability of the Martens Clause was not to be doubted.[91] The court similarly held that:

> *"... It had proved to be an effective means of addressing the rapid evolution of military technology..."*[92]

Article 36 of the 1977 Additional Protocol 1, obligates parties to respect and to ensure respect for international humanitarian law (IHL) whether or not it is a party to the Protocol, to conduct legal analysis of weapons before its deployment and usage. However all the states reportedly in possession of drones and drones technology have not made public their own analysis. The problem of who is criminally responsible in cases of unlawful strikes making use of armed drones remains largely unanswered. Non-state armed groups it is argued with time can procure drones technology or even hack into the operations of a state controlled drone and assume control, leading to unimagined nastier experiences judging by the history of weapons technology.

Armed drones have been used to carry out targeted killings without exercising effective control over a territory and without having the individual in custody which poses a danger to the protection of life which is not only a concept of humanity but a human rights violation. Innocent individuals in the process have been

[80] See legality of the Threat or use of Nuclear Weapon, Advisory Opinion (1996) ICJ Rep 226, Para 24-25; Legal consequence of the construction of a wall in the occupied Palestine Territory of 9th July, 2004, para 106.
[81] *Ibid.*
[82] Human Rights Committee, General Comment, 31, CCPR/C/21/REV.I/Add.13 2004.
[83] Case No. 10 .951, Report No. 109/00, /ACHR, 29th September, 1999, para 37.
[84] Application No. 55721/07 Grand Chamber Judgment, 7th July, 2011, P. 47-72, para 106 – 186.
[85] (1997) 23 EHRR 513.
[86] (2005) EHRR 46 para 312.
[87] Application No. 27021/08, of 7th July, 2011.
[88] Case No. 11, 589, Report No. 86/99, IACHR, 29th September, 1999, paras 23 – 25.
[89] Art 1(2) Additional Protocol 1. See also the preamble to the 1907 Hague Convention IV respecting the laws and customs of war on land and preamble to the 1899 Hague Convention II with respect to the laws and customs of war on land.
[90] See ICJ, Legality of the Threat or use of Nuclear Weapons, Advisory Opinion, 8th July, 1996, ICJ Reports (1996). P, 226.
[91] *Ibid,* Para 87.
[92] *Ibid*, Para 78.

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killed thus threatening the concept of distinction and proportionality which are some of the cardinal principles of international humanitarian law. Regulation in the manufacture, possession and usage of these weapons are hereby advocated. This can be done through:

(i) The various Human Rights Council calling on all states with drones and drones technology to declare and implement national moratoria on at least the testing, production, assembly, transfer, acquisition, deployment and use of armed drones, until such a time as an internationally agreed upon framework can be established.
(ii) Emphasizing the need for full transparency regarding all aspect of this development of drones system.
(iii) Seek for more international transparency from states regarding their internal weapons review process, including those under article 36 of the Additional Protocol 1 to the Geneva Conventions.
(iv) To developers of drone's technology, there is the need to establish a code or code of conduct, ethics and or practice defining responsible behaviour in accordance with IHL and IHRL.
(v) NGO's, civil society and human rights groups as well as the international committee of the Red Cross can assist in urging states to be transparent as possible in respect of their weapons review processes and consider the implications of armed drones for human rights, principles of international humanitarian law and for those in situations of armed conflicts and raise awareness about the issue.

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The *Guardian USA* Baseball Headlines from a Syntactic Perspective

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Abstract- The objective of this paper is to identify the main syntactic characteristics examined in a corpus of 100 baseball headlines from the sports section, more specifically the Major League Baseball (MLB) section, of the daily newspaper The *Guardian USA* in its electronic version. Newspaper headlines are distinctive because they are brief texts that summarize the content of the article they precede. Baseball headlines in The *Guardian USA* respect these characteristics. Furthermore, they display specific syntactic features that are analyzed in this article. The main results of the study were firstly that this newspaper favors the use of verbal constructions in its headlines rather than non-verbal constructions. On the one hand, the present tense third person was the verbal construction most commonly used. On the other hand, in the non-verbal constructions, the most common headline was the one constituted by two noun phrases which were linked by a colon.

Keywords: Syntax, baseball headlines, verbal constructions, non-verbal constructions, present indicative, noun phrases.

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The Guardian USA Baseball Headlines from a Syntactic Perspective

Sara Quintero Ramírez

Abstract- The objective of this paper is to identify the main syntactic characteristics examined in a corpus of 100 baseball headlines from the sports section, more specifically the Major League Baseball (MLB) section, of the daily newspaper *The Guardian USA* in its electronic version. Newspaper headlines are distinctive because they are brief texts that summarize the content of the article they precede. Baseball headlines in *The Guardian USA* respect these characteristics. Furthermore, they display specific syntactic features that are analyzed in this article. The main results of the study were firstly that this newspaper favors the use of verbal constructions in its headlines rather than non-verbal constructions. On the one hand, the present tense third person was the verbal construction most commonly used. On the other hand, in the non-verbal constructions, the most common headline was the one constituted by two noun phrases which were linked by a colon.

Keywords: Syntax, baseball headlines, verbal constructions, non-verbal constructions, present indicative, noun phrases.

I. Introduction

The aim of this study is to describe syntactically a corpus of 100 headlines of the sports section, more precisely the Major League Baseball (MLB) section, of *The Guardian USA* newspaper in its electronic version. We have carried out similar research about general sports headlines in Spanish (Quintero Ramírez, 2013a), English (Quintero Ramírez, 2015), and French with different *corpora*, for the reason that we consider that sports headlines display specific syntactic characteristics. Moreover, we believe that each language has a particular way of presenting sports headlines. It is also our belief that each sport stimulates journalists and editors to write the headlines in a more particular way.

In order to attain the referred objective of the study, this paper is organized as follows. First, a literature review section is introduced. In this section, two significant topics are examined, news headlines and the importance of sports discourse. Next, a methodology section is presented. In this section, there are also two main themes, a) how we set up the corpus of the study, and b) the procedure we followed in order to analyze the corpus. Then, the corpus is analyzed according to the syntactic factors presented in the literature review. Finally, conclusions of this study are drawn.

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II. Literature Review

a) Newspaper headlines

Newspaper articles have the specific task of informing the readers about any event in politics, economy, culture, fashion, entertainment, sports, etc. As a rule of newspaper writing, every article must be preceded by a headline (Mouillaud, 1982: 75). Newspaper headlines are defined as summaries of the news that are written in the body of the article (Alarcos Llorach, 1977; van Dijk, 1990; Herrera Cecilia, 2006; Castro Ferrer, 2011). For Runjić-Stoilova & Galić (2013: 275), "[n]ewspaper headlines are specific types of texts in which one or more words announce the following text. The headline takes the central place in the text: it is graphically separated from the text body and often classified in the group of *small texts*". Moreover, Pou Amérigo (2001: 145) asserts that newspaper headlines represent the first contact between the reader and the newspaper (in its printed and online versions). Sports headlines, and more specifically baseball headlines are not the exception.

Ifantidou (2004: 699) states that "headlines seek to perform two functions: (a) summarize and (b) attract attention to the full-text newspaper article."In spite of these two main purposes, regularly many skilled readers do not feel completely attracted to the article and they feel satisfied with the information they read in the headlines. Consequently, they prefer to spend their time skimming the newspaper headlines rather than reading the entire articles (Dor, 2003: 695). This happens essentially because of the massive quantity of information that is published in the newspapers and also because of the lack of time readers claim to have (Lozano Ascencio *et al.*, 2011).

Therefore, we have decided to examine newspaper headlines in this study because of the importance of this text genre and also because "[n]ewspaper headlines are an interesting field to research, given the specific kind of linguistic phenomena that can be observed in this particular register." (Bucaria, 2004: 280). Actually, in previous studies we have observed that newspaper headlines display some specific syntactic characteristics that are not appropriate in other texts (see Quintero Ramírez, 2013a).

In relation to syntactic features newspaper headlines display, Bucaria (2004), Herrero Cecilia (2006)

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and Tahar (2012) affirm that headlines are distinguished for their brevity and conciseness due to space restrictions. These two important features provoke ellipsis of particular grammar categories (Bucaria, 2004; Nadal Palazón, 2012; Quintero Ramírez, 2013a), the incidence of noun phrases (Nadal Palazón, 2012), and the prevalence of short verbal constructions in the present indicative third person (Alcoba Rueda, 1985; Zorrilla Barroso, 1996; Quintero Ramírez, 2013a) instead of other tenses, moods and persons.

b) Sports discourse

Sports discourse is a variety of language; in other words, it is a specialized discourse that displays precise characteristics that must be distinguished from those of other specialized languages such as the discourse in philosophy, religion, politics and advertising (Groppaldi, 2009: 107). Sports journalists, commentators and experts have a tendency to use creativity in their discourse in order to attract the audience (Curvadic & Vargas, 2010: 218).

Sports discourse has been the main subject of a considerable amount of linguistic research. Undoubtedly, football discourse has been one of the most studied (Nomdedeu, 2004; Mapelli, 2004, 2009 & 2010; Medina Montero, 2007 & 2009; Segura Soto, 2009; Morales, 2009; Gómez Torrego, 2010; Saiz Noeda, 2010; Corado Valenzuela, 2011; etc.) However, other sports have been analyzed from a linguistic perspective too. Armañanzas (2008) and Armañanzas & Sánchez (2009) have studied boxing discourse. Mathon & Boulakia (2009) and Augendre *et al*. (2014) have focused on rugby discourse. Finally Lanzagorta (2009), Rodríguez Juliá (2011), and Quintero Ramírez (2013b & 2013c) have concentrated on baseball discourse.

In this particular study, we focus on baseball headlines because even if baseball is a widely publicized sport especially in throughout America and Japan, it has not been studied extensively. Hence, as we have seen throughout this literature review section, baseball headlines are an interesting linguistic phenomenon that can be studied from a syntactic perspective.

III. Research Methodology

a) Corpus formation

For this study, we considered a corpus of 100 baseball headlines, all of them from *The Guardian USA* in its online version. The baseball headlines considered for the corpus were published from January to November 2014.

In the corpus, we observed a considerable amount of headlines that belong to a specific section. Indeed, the baseball segment of *The Guardian USA* presents three sections:

a) *as it happened!*, is a section that synthetizes the main actions of a baseball game and sometimes even the postgame; the sub-titles of the section include the exact time where the events took place, *i.e.*, *9:36 p.m. RUN! Giants 3-2 Royals, top 4th.*

b) *Sportblog*, is a section that offers some stimulating themes in order to provoke the reaction of the audience. People can write any comment on any subject highlighted in the section[1]; for example, *Derek Jeter to end New York Yankees career in Boston Red Sox territory*.

c) *MLB: five things we learned*, presents the most recent news related to Major League Baseball. As the section name clearly states, five important baseball summaries are revealed here; for example, in *Major League Baseball has a new pope – but can it fight off the MLS heretics?* section of 15 August 2014, there are other four subtitles presented: *The great plate debate, Bronx tales, A Royal roll, And finally*.

All this elucidation is noteworthy because the name of the section is included in the headline. Nevertheless, we have not considered it as part of the corpus because that would change the whole syntactic configuration of many of our headlines, especially those with a non-verbal structure.

b) Analysis procedure

For the analysis, we considered the ideas presented in the theoretical framework and the previous research on headlines (Alcoba Rueda, 1985; Zorrilla Barroso, 1996; Bucaria, 2004; Nadal Palazón, 2012; Quintero Ramírez, 2013a; etc.). Therefore, the initial way to classify the headlines is in two main groups: a) verbal constructions and b) non-verbal constructions. On the one hand, the headlines constituted by verbs are analyzed according to the tense, mood, person and number. Moreover, they are examined in relation to the modality expressed, *i.e.*, affirmative, interrogative, negative, injunctive, etc. Furthermore, we comment on the arguments and adjuncts of the verb: direct object complements, circumstantial complements, etc. On the other hand, the non-verbal constructions are analyzed according to the type of phrases the headline presents, *i.e.*, noun phrases, prepositional phrases, infinitive phrases, and others. In addition, we comment on the different grammatical categories that constitute the phrases. Hence, the method we adopted to analyze the corpus is composed as follows:

1) Verbal constructions
   a. Tense, mood, person and number
   b. Modality
   c. Verb arguments and adjuncts
   d. Other observations
2) Non-verbal constructions
   a. Noun phrases

[1] This is the most commented section of the baseball segment of *The Guardian USA*.

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b. Prepositional phrases
c. Infinitive phrases
d. Other phrases

IV. Analysis

From the corpus of 100 baseball headlines, there were 63 verbal constructions and 37 non-verbal constructions. 7 of the verbal headlines included two verbs, hence there were 70 verbal phrases. From these verbal phrases, 63 were in the present tense, 4 in the simple past, 1 in the present perfect, 1 in the simple future and 1 in the imperative. From the headlines written with non-verbal constructions, 20 revealed the following pattern: *noun phrase + : (colon) + noun phrase*; 6 headlines were written with two noun phrases linked by the conjunction *and*; 6 other headlines were written with *a noun phrase + an infinitive phrase*; 3 headlines had the following pattern: *noun phrase + a past participle phrase;* and finally, 2 headlines adopted this configuration: *noun phrase + prepositional phrase*. Tables 1, 2 and 3 synthetize the data presented in the paragraph.

Table 1 : Baseball headlines' syntactic configuration

Syntactic configuration	Frequencies
Verbal construction	63
Non-verbal construction	37
Total	100

Table 2 : Baseball headlines with verbal constructions

Verbal phrases in baseball headlines	Frequencies
Present tense	63
Past tense	4
Present perfect	1
Simple future	1
Imperative	1
Total	70

Table 3 : Baseball headlines with non-verbal constructions

Non-verbal baseball headlines	Frequencies
Noun phrase +: + noun phrase	20
Noun phrase + *and* + noun phrase	6
Noun phrase + infinitive phrase	6
Noun phrase + past participle phrase	3
Noun phrase + prepositional phrase	2
Total	37

a) Baseball headlines with verbal constructions

As it can be noted in table 1, the baseball segment from *The Guardian USA* has a strong preference for the use of verbal constructions in its headlines. As it has been stated before, there were 70 verbal phrases from which 63 were conjugated in the present indicative third person, 4 phrases were conjugated in the past tense third person as in example (1), 1 headline with two verbs displayed a present perfect third person singular in the main sentence and a simple future third person singular in the subordinate sentence as in example (2), and 1 single baseball headline was conjugated in the imperative as in example (3).

From the 64 phrases in the present tense, 42 were in the third person singular as in example (4); whereas 22 were in third person plural as in example (5). From the 4 phrases in past tense, 3 had a single subject as in example (1) and only 1 had a plural subject. Most of the headlines were affirmative as in examples (1), (4) and (5), with only a very small number of exceptions in the interrogative mood as in example (2). Indeed, from the 63 verbal constructions, 53 were in the affirmative mood, whereas only 10 were in the interrogative mood. No verbal construction was in negative mood.

(1) Major League Baseball's (brief) return to Montreal was a runaway success [30 Mar 2014]
(2) Has Alex Rodriguez finally accepted he won't be playing baseball this year? [17 Jan 2014]
(3) MLB Postseason 2014: share your photos and experiences [30 Sept 2014]
(4) Derek Jeter gets his day at Yankee Stadium [7 Sept 2014]
(5) San Francisco Giants win World Series with game 7 win over Kansas City [30 Oct 2014]

In our corpus, 90% of the verbal constructions were conjugated in the present indicative. This is not surprising nor unexpected, since Alcoba Rueda (1983: 114) asserts that the present indicative is very recurrent in newspaper headlines for the reason that it is a tenseless form. Therefore, the present indicative is used in newspaper headlines for referring any past, present or future information. It does not matter if the article is written in other moods and tenses. According to Zorrilla Barroso (1996: 102), the indicative present is a very common trait in any newspaper headline because it offers the headline an impression of immediateness and realism; these characteristics attract the attention of the reader.

Moreover, we have noted that the subjects of the verbal constructions that are singular refer to a baseball player as in examples (2) and (4), a baseball manager as in example (9), a place as in example (6) or a specific situation as in example (7); whereas the subjects in plural refer to a baseball team as in example (5) or a group of things as in example (8). When the headline mentions a baseball team, this is referred to in different ways, the reference could be made through the name of the city they represent and the nickname as we can note in example (5) *San Francisco Giants* and in example (9) *Tampa Bay Rays*; through the name of the city they represent as in example (5) *Kansas City*; the nickname preceded by the determiner *the* as in example (10) *The Cardinals*; and finally, the nickname without any

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determiner as in example (11) *Orioles, Nationals* and *Angels.*

(6) MLB: a frosty mug of a playoff picture, and New York hosts a Jeter-palooza [24 Sept 2014]
(7) Rare 1937 footage shows FDR walking at all-star baseball game [16 May 2014]
(8) Rain clouds gather as Derek Jeter prepares for last Yankee Stadium game [25 Sept 2014]
(9) Joe Maddon unexpectedly leaves Tampa Bay Rays with immediate effect [24 Oct 2014]
(10) The Cardinals need to reclaim spirit of '64 to heal St Louis' racial tensions [11 Oct 2014]
(11) Orioles and Nationals capture division flags, Angels reach the playoffs [17 Sept 2014]

Syntactic configuration

After having presented general syntactic data, we present the specific syntactic configuration that the previously mentioned examples display. Baseball headline (1) is conjugated in the past tense third person singular. The subject of the headline is a specific situation of the MLB, this is *Major League Baseball's (brief) return to Montreal*, the verb *to be* is conjugated in the past tense and the complement is a noun phrase formed by the indefinite determiner *a* followed by the word *runaway* that in this context functions as an adjective, and finally the noun *success*.

Headline (2) is a complex sentence in an interrogative modality. The main clause configuration is the following: *auxiliary verb + subject + circumstantial complement of time + verb.* The auxiliary verb *to have* is conjugated in the present indicative third person singular. The full name of the baseball player *Alex Rodriguez* represents the subject. The adverb *finally* is the circumstantial complement of time. The past participle of the verb *to accept* completes the present perfect tense of the first clause. The subordinate clause reflects the following organization: *subject + verbal periphrasis + direct object complement + circumstantial complement of time + question mark*. The singular third person pronoun *he* is the subject. The contraction *won't,* formed by the auxiliary verb *will* and the negative adverb *not,* followed by the bare infinitive *be* and the *–ING form* of the verb *to play* constitute the continuous form of the verbal periphrasis in the simple future. The common noun *baseball* functions as the direct object complement. Finally, the noun phrase *this year* represents the circumstantial complement of time.

Example (3) is the only headline that presents a verbal construction in imperative mood; hence this headline calls for audience participation, since imperatives that use the bare infinitive form of the verb imply a second person subject. The headline presents the following configuration: *noun phrase+ : (colon) + verb in imperative mood + direct object complement*. The noun phrase *MLB Postseason 2014* represents the event in which the headline is enunciated (a frame of reference according to Nadal Palazón, 2012). The verb *to share* is presented in its bare form. Finally, the noun phrase formed by the possessive determiner *your* and the nouns *photos* and *experiences* linked by the conjunction *and* represents the direct object complement.

The syntactic configuration of baseball headline (4) is one of the most common in our corpus: *subject + verb + direct object complement + circumstantial complement of place*. The subject of the headline is the full name of the baseball player *Derek Jeter*. The verb *to get* is conjugated in the present indicative third person singular. The direct object complement is made up of a noun phrase formed by the possessive determiner *his* and the common noun *day*. Finally, the circumstantial complement consists of the preposition *at* and the noun phrase *Yankee Stadium*.

The headline (5) has the following pattern: *subject + verb + direct object complement + circumstantial complement of means.* The subject is a third person plural because it is represented by a team, in this specific case the *San Francisco Giants.* However, in the circumstantial complement of means, the team *Kansas City* is referred to only by the name of the city and not by the nickname of the team, *Royals*. Moreover, the word *win* is used twice; the first time it functions as a verb, while the second time it functions as a noun in the circumstantial complement.

Headline (6) presents the following configuration: *noun phrase + : (colon) + noun phrase + conjunction 'and' + verbal sentence*; and the verbal sentence is constituted by *subject + verb + direct object complement*. The subject of this verb construction is a place, the city of *New York*. The direct object complement is formed by a noun phrase, *i.e.*, the indefinite determiner *a* and the noun *Jeter-palooza*. This noun is designed in a creative way by the last name of the baseball player *Jeter* and the suffix *–palooza* in order to indicate a day of celebration for the alluded player. Creativity is a very common trait in sports discourse in order to attract and entertain the audience (Quintero Ramírez, 2013: 178). Indeed, Yanes Mesa (2006: 1-2) affirms that newspaper readers look for creative texts in the daily news.

Example (7) consists of a subject that represents a specific situation: *rare 1937 footage*. The subject is followed by the verb *to show* conjugated in the present indicative third person singular, a direct object complement constituted by the initials of Franklin D. Roosevelt *FDR*, followed by a *–ING form* that functions as a circumstantial complement of manner, and finally, a circumstantial complement of place represented by the preposition *at* and the noun phrase *all-star baseball game*.

Baseball headline (8) has two verbal clauses; the main clause is organized by *subject + verb*, whereas the subordinated clause is formed by *subject*

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+ verb + circumstantial complement of purpose. The noun phrase *rain clouds* represents the subject of the main clause; the verb *to gather* is conjugated in the present indicative third person plural. The subject of the subordinated clause contains the full name of the baseball player *Derek Jeter*; the verb *to prepare* is conjugated in the present indicative third person singular; and the circumstantial complement consists of the preposition *for* and the noun phrase *last Yankee Stadium game*. The linking word between the two clauses is the conjunction *as*.

Headline (9) displays the following configuration: *subject + circumstantial complement of manner + verb + direct object complement + circumstantial complement of consequence*. The subject is formed by the full name of the baseball manager *Joe Maddon*; the adverb *unexpectedly* represents the circumstantial complement of manner; the verb *to leave* is conjugated in the present indicative third person singular; the direct object complement is represented by the full name of the baseball team *Tampa Bay Rays*; and finally the circumstantial complement of consequence is formed by the preposition *with* and the noun phrase *immediate effect*.

Example (10) presents the following syntactic configuration: *subject + verbal periphrasis + direct object complement + circumstantial complement of purpose*. The subject of the headline is represented by a noun phrase formed by the definite determiner *the* and the nickname of the baseball team *Cardinals*. The verbal periphrasis is formed by the auxiliary verb *need* followed by the full infinitive *to reclaim*; the auxiliary verb is conjugated in the present indicative third person plural. The noun phrase *spirit of '64* represents the direct object complement. The infinitive phrase *to heal St Louis' racial tensions* is a circumstantial complement of purpose.

Finally, headline (11) presents two verbal clauses, linked by a comma. Both sentences display the same syntactic configuration, *i.e., subject + verb + direct object complement*. The nicknames of the baseball teams *Orioles* and *Nationals* linked by the conjunction *and* represent the subject of the first clause. The verb *to capture* is conjugated in the present indicative third person plural. The noun phrase *division flags* is the direct object complement. The nickname of the baseball team *Angels* is the subject of the second clause. The verb *to reach* is conjugated in the present indicative third person singular. Finally, the noun phrase *the playoffs* represents the direct object complement.

b) Non-verbal baseball headlines

As it has been stated before, there were 37 non-verbal baseball headlines in the corpus from which 20 had two noun phrases separated by a colon, *i.e.*, *noun phrase + : (colon) + noun phrase* as in example (12). Nadal Palazón (2012: 177-178) states that one constant syntactic feature in headlines is the presence of two noun phrases linked by a colon. The first noun phrase can be considered a reference frame, *i.e.*, it refers to a place or to a specific theme that will be mentioned in the headline and in the body of the article. In example (12), the reference frame is presented in the second noun phrase and it refers to the event in which the game took place.

Moreover, 6 headlines were written by two noun phrases linked by the conjunction *and* as in example (13), and 6 other headlines were constituted by a *noun phrase + an infinitive phrase* as in (14). Furthermore, 3 headlines had the following pattern: *noun phrase + past participle phrase* as in example (15). Most of the headlines formed by two noun phrases separated by a colon belong to the – *as it happened!* section. That is one of the reasons why we did not consider the name of the sections as part of the headlines. Finally, 2 baseball headlines displayed the following configuration: *noun phrase + prepositional phrase* as in example (16).

(12) San Francisco Giants 0 – 10 Kansas City Royals: 2014 World Series [28 Oct 2014]
(13) Wes Wekler's doping ban and other drugs-in-sports classics [3 Sept 2014]
(14) Derek Jeter to retire from Major League Baseball after 2014 season [12 Feb 2014]
(15) Mets and Yankees' Subway Series played out with background of change [15 May 2014]
(16) San Francisco Giants in marathon victory over Washington Nationals [5 Oct 2014]

Syntactic configuration

Headline (12) presents two noun phrases linked by a colon. The first noun phrase is formed by the final score of the match between San Francisco and Kansas City; both teams are referred to by their full names, *i.e.*, the name of the city and its nickname: *San Francisco Giants* and *Kansas City Royals*. The second noun phrase consists of the name of the event in which the game took place, (the reference frame according to Nadal Palazón, 2012: 177-178), *i.e., 2014 World Series.*

Headline (13) is very similar to the one analyzed in (12), the only difference between them is that in this example the noun phrases are not linked by a punctuation mark but by the conjunction *and*. In example (12), the conjunction *and* would not be an appropriate choice because the two noun phrases do not represent two parallel issues as in (13), where the first noun phrase announces the Wes Wekler's drugs case and the second noun phrase refers to other famous drug-in-sports cases.

Headlines (14-16) display two similarities: a) their first constituent is a noun phrase, and b) the verbs that were supposed to form the verbal construction are elided. Nadal Palazón (2012: 179) asserts that another constant feature in headlines is the presence of two noun phrases that elide the verb, especially when they were supposed to form a copula.

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In headline (14), there is the following pattern: *noun phrase + infinitive phrase*. The noun phrase is once again the full name of the baseball player *Derek Jeter*; and the infinitive phrase is constituted by the full infinitive *to retire* + the circumstantial complement of place *from Major League Baseball* + the circumstantial complement of time *after 2014 season*.

Headline (15) presents the following configuration: *noun phrase + past participle phrase*. The noun phrase is *Mets and Yankees' Subway Series*; both teams are referred to by their nicknames, this is due perhaps to the fact that both teams represent the same city: New York. The past participle phrase is constituted by the past participle *played out* + the circumstantial complement of means *with background of change*.

Finally, headline (16) is formed by *noun phrase + prepositional phrase*. The name of the baseball team *San Francisco Giants* functions as the noun phrase of the headline; the prepositional phrase consists of the preposition *in* + the noun phrase *marathon victory over Washington Nationals*. Both teams are referred to in this headline by their full names, that is the name of the city and the nickname: *San Francisco Giants* and *Washington Nationals*.

V. Conclusions

As we have commented throughout the analysis, the baseball section from *The Guardian USA* has a strong tendency to use verbal constructions in its headlines, since we have counted 63 verbal constructions and 37 non-verbal constructions in our corpus. From the 63 verbal headlines, we found 70 verbal clauses; 63 were in the present tense, 4 in the simple past, 1 in the present perfect, 1 in the simple future and 1 in the imperative mood. From the 37 non-verbal headlines, 20 were formed by two noun phrases linked by a colon; 6 were constituted by two noun phrases linked by the conjunction *and*; 6 other headlines were formed by a noun phrase and an infinitive phrase; 3 headlines were written with a noun phrase and a past participle phrase; and finally, 2 headlines used a noun phrase and a prepositional phrase.

Something we observed in the baseball headlines of the corpus is the consistent way to name the baseball players or the managers. Indeed, when the baseball headline refers to a baseball player or manager, he is referred to by his name and last name as in examples (2) *Alex Rodriguez*, (4) *Derek Jeter,* (9) *Joe Maddon*, etc., in spite of the brevity and conciseness that characterize newspaper headlines, (Bucaria, 2004; Herrero Cecilia, 2006).

Nevertheless, when the headline refers to a baseball team, the way to name them is not as consistent as with players and managers. In fact, teams are mentioned in four different ways: a) the name of the city that the team represents and the nickname as we can note in examples (9) *Tampa Bay Rays,* (12) *San Francisco Giants, Kansas City Royals*, (16) *Washington Nationals*, etc.; b) the nickname without any determiner as in examples (11) *Orioles, Nationals* and *Angels*, (15) *Mets and Yankees*, etc., c) the name of the city the team represents as in (5) *Kansas City*, and finally d) the nickname preceded by the determiner *the* as in (10): *The Cardinals*. The first way was by far the most frequent one in our corpus. The second one was the second most frequent. While the third and the fourth ones were not very common in our corpus.

Finally, we reached the objective presented in the introduction of this paper. Indeed, we identified the main syntactic characteristics of 100 baseball headlines of *The Guardian USA*. Nevertheless, we are conscious that these results are not categorical nor conclusive. Consequently, further research about newspaper headlines in baseball and other sports must be done in order to characterize sports discourse. This further research would help to contrast the results and establish the most notable similarities and differences between the headlines of a whole diversity of sports such as boxing, basketball, rugby, tennis, gymnastics, etc.

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Implementation of Differentiated Instruction in Teaching Geography in the Fifth Grade of Elementary School

By Dragana Milosevic, MA & Vero Rossetti

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The main task of the research is to determine how much the differentiated instruction is suitable for adoption of new geography curriculum and if there is a need for more detailed elaboration of this topic in order to improve teaching. Another task is related to the implementation of experiments in two classes, control one and experimental one, on the basis of which it has been determined which approach in teaching gives the best results in presenting geographic content in elementary school.

Keywords: geography, forms of teaching, differentiated instruction, implementation of differentiated instruction in elementary school.

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Implementation of Differentiated Instruction in Teaching Geography in the Fifth Grade of Elementary School

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Abstract- The main goal of this research is to determine how necessary is the use of a differentiated instruction in teaching geography in the example of fifth-grade students of the second cycle of education. Based on that, this paper shows the use of this form of teaching when introducing a new material in the classroom.

The main task of the research is to determine how much the differentiated instruction is suitable for adoption of new geography curriculum and if there is a need for more detailed elaboration of this topic in order to improve teaching. Another task is related to the implementation of experiments in two classes, control one and experimental one, on the basis of which it has been determined which approach in teaching gives the best results in presenting geographic content in elementary school.

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I. Introduction

Students of the same age differ in physical, emotional and volitional characteristics, especially at the level of education, development of working habits and motivation for learning. Modern teaching must suit the individual, not just the age characteristics of students. In modern teaching, a teacher has to deal with the abilities of each student and has to distance the teaching from the requirements of "average student."

The effort to adapt the teaching to the abilities of students with different achievement is called differentiated instruction. Differentiated instruction means that students are different and that these differences have to be accepted, and the expression individualized instruction specifies that it is a differentiation based on respect for individual differences.

One of possible ways to overcome the current problems in geography teaching is differentiation of regular classes. Greater student activity would be achieved through the respect for differences among students, each student could move at a pace that suits him best and which is in line with his aspirations, students with disabilities would be able to participate with other students equally in regular classes, talented students would not be neglected and would receive more information about geographic phenomena, structures and processes, not causing inferiority of other students in the class.

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II. Defining Differentiated Instruction

Traditional education does not recognize differences among students, because curricular content is identical for all students, the requirements are the same, the way of practice and repetition as well as evaluation. Such teaching is hard for the students who have low achievement and it influences their further inferiority in teaching. They continually achieve weaker results, which would be eliminated as a teaching threat which would be adapted to them. Teaching with the same requirements also has the impact on the pace of better students' progress. Traditional teaching also does not affect the inner motivation of better students, because they are impeded in their further progress since they are given average type tasks. They develop apathy and expressed unconformity, because insufficient attention is paid to their achievement. Since the majority of the school population is average students, traditional teaching has a negative effect on their level of school achievement. Average students have different preferences and affinities in the teaching process, but the formulaic approach distances them from the expression of creativity and the formation of critical attitudes and opinions. Since each student is specific, it is necessary to search for forms of teaching which can accept the differences among students in the best possible way, and in relation to different levels of achievement and aspiration.

At the time of the ancient civilizations it was known that the teaching had to be adjusted to each student so the results of the work could be as efficient as possible. Common pedagogical errors are in poor conceptual determination of individual instruction. The main problem is its identification with individual work. Individual work means performing certain tasks independently by all students in the class during one lesson. Individualized instruction is based on different levels of achievement, while at the same time it respects

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almost all shades of students' individuality in a social group or a class.

Students of one class cannot be seen as a homogenous group from any point of view. If it was possible in our education system to form fairly uniform groups in terms of classes, there would be problems that would ruin the homogeneity criteria during the time. If psychological and pedagogical services even formed classes made up of individuals with approximately the same intellectual development, a problem would arise in the form of an inability for each student to recognize, solve the problem and implement it in a specific situation in a predicted time unit.

a) Experimental Factors and Models of Research

Students of the experimental and control groups handle planned geography content using different forms of teaching. To make the obtained results complete, comparable and effective in educational terms, it was necessary to compare the results of both groups of students, and then analyze them and make final conclusions.

In the fifth grade:

- M1 consists of students of the control group K1 who handled planned teaching units by using frontal instruction with the application of monologue, dialogue, demonstration and illustrated method.
- M2 consists of students of the experimental group E1 who handled planned teaching units by using differentiated instruction with the application of reading comprehension.

Class	Factors		Model and number of students	Classes And number of students
	Type of a lesson and a teaching unit	Form of teaching and teaching methods		
V	Presentation: - Rotation and its consequences	- frontal instruction - monologue, dialogue, demonstration and illustration	M1 26	$(K1)V_2$ 26
	Presentation: - Rotation and its consequences	- differentiated instruction - monologue, dialogue, demonstration and illustration , reading comprehension	M2 26	$(E1)V_4$ 26
V	Presentation: - Revolution and its consequences	- frontal instruction - monologue, dialogue, demonstration and illustration	M1 26	$(K1)V_2$ 26
	Presentation: - Revolution and its consequences	- differentiated instruction - monologue, dialogue, demonstration and illustration , reading comprehension	M2 26	$(E1)V_2$ 26
V	Presentation: - Origin and internal structure of the Earth	- frontal instruction - monologue, dialogue, demonstration and illustration	M1 26	$(K1)V_2$ 26
	Presentation: - Origin and internal structure of the Earth	- differentiated instruction - monologue, dialogue, demonstration and illustration , reading comprehension	M2 26	$(E1)V_4$ 26
V	Presentation: - The composition of the Earth's crust- rocks; fossils	- frontal instruction - monologue, dialogue, demonstration and illustration	M1 26	$(K1)V_2$ 26
	Presentation: - The composition of the Earth's crust- rocks; fossils	- differentiated instruction - monologue, dialogue, demonstration and illustration , reading comprehension	M2 28	$(E1)V_4$ 26
V	Presentation: - Lithospheric plates;	- frontal instruction - monologue, dialogue,	M1 26	$(K1)V_2$ 26

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	movements and consequences	demonstration and illustration		
	Presentation: - Lithospheric plates; movements and consequences	- differentiated instruction - monologue, dialogue, demonstration and illustration , reading comprehension	M2 26	$(E1)V_4$ 26
V	Presentation: - Volcanism and earthquakes	- frontal instruction - monologue, dialogue, demonstration and illustration	M1 26	$(K1)V_2$ 26
	Presentation: - Volcanism and earthquakes	- differentiated instruction - monologue, dialogue, demonstration and illustration , reading comprehension	M2 26	$(E1)V_4$ 26
V	Presentation: - Shaping the relief by the activity of internal forces	- frontal instruction - monologue, dialogue, demonstration and illustration	M1 26	$(K1)V_2$ 26
	Presentation: - Shaping the relief by the activity of internal forces	- differentiated instruction - monologue, dialogue, demonstration and illustration , reading comprehension	M2 26	$(E1)V_4$ 26
V	Presentation: - Shaping the relief by the activity of external forces	- frontal instruction - monologue, dialogue, demonstration and illustration	M1 26	$(K1)V_2$ 26
	Presentation: - Shaping the relief by the activity of external forces	- differentiated instruction - monologue, dialogue, demonstration and illustration , reading comprehension	M2 26	$(E1)V_4$ 26

III. Experiment in the Fifth Grade

An experiment in the form of parallel group technique was conducted in the fifth grade of the second cycle of education. After the selection of the control and experimental group, eight teaching units were presented.

The same teaching units were presented in both classes: *Rotation and its consequences, Revolution and its consequences, Origin and internal structure of the Earth, The composition of the Earth's crust- rocks; fossils, Lithospheric plates; movements and consequences, Volcanism and earthquakes, Shaping the relief by the activity of internal forces and Shaping the relief by the activity of external forces.*

a) Control Group

In the control group K2 all the units were presented by using frontal instruction with the application of monologue, dialogue, demonstration and illustration. The instructional materials which were used were: student books and atlases, physical-geographical map and thematic map of Europe.

The teacher planned the structure of these lessons according to the classical model, through a clearly defined time articulation of introductory, main and final part of the lesson.

By using frontal instruction, a teacher distances himself from unpredicted circumstances, such as the distancing from the teaching content planned for presentation on the particular class. Addressing of a teacher, presenting the material to students, as well as asking questions is addressed to everyone regardless of the level of achievement and level of understanding of phenomena.

In the introductory part of the class, method of monologue is dominant and scenario is carried out under strictly controlled conditions by a teacher. In the present case, the use of monologue is justified by the time aspect, as the introductory part of the lesson

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usually takes 5 to 7 minutes, so it is necessary to rationalize time.

By emphasizing the aim of the lesson, students are introduced to the main part of the lesson and they start to adopt the new teaching contents where methods of dialogue, monologue and illustration and demonstration are dominant.

The use of illustration and demonstration is present in: explanations related to Earth's rotation, Earth's revolution, internal structure of the Earth, rocks, volcanism and earthquakes, shapes of relief created by the activity of internal and external forces.

The final part of the lesson involved testing of the acquired knowledge of each student. The questions contained characteristic terms, phenomena and objects which the students were introduced to during the presentation of the content of teaching units.

b) Experimental Group

In the experimental group E1 all the units were presented by using differentiated instruction with the application of monologue, dialogue, demonstration, illustration and reading comprehension. The instructional materials which were used were student books, worksheets, student, as well as other recommended literature.

Monologue method was used in the first lesson, in the introductory part so the students could understand what they are expected to do, how to fill out the worksheets, how to use additional sources of information, i.e. additional literature. Students are also given the instructions related to the study.

In the next phase of the lessons students filled out worksheets. Worksheets are differentiated according to the level of students' achievement with four levels of difficulty. The first level of differentiation for the grade-sufficient (2) contains the basic information about the contents of the unit. The second level of differentiation corresponds to the achievement of students with the grade-good (3). At this level it is expected that the student with the teacher's assistance and advice respond to more complex tasks. The third level of differentiation corresponds to the achievement- very good (4). At this stage a high level of a student's autonomy and a greater ability of productive work are expected, and worksheets are done with the teacher's minor suggestions. The fourth level of differentiation corresponds to the achievement- excellent (5). At the highest level, the students are expected to have the highest level of independence in their work, successful execution of all assigned tasks, finding information from other sources.

Reading comprehension in the present study has two forms: textual work and filling out the worksheets. Textual work represents the use of recommended literature: geography textbook for the fifth grade of elementary school, workbook and other recommended and prepared data sources.

The use of illustration and demonstration is present in all phases of the lesson. Depending on the severity of the worksheets and achievement levels, students are given tasks that are related to the interpretation of the geographic content with the help of different means of expression: photos, graphs, thematic maps...

The final part of the lesson involved testing of the acquired knowledge of each student. The questions contained characteristic terms, phenomena and objects which the students were introduced to during the presentation of the content of teaching units.

IV. Testing in the Fifth Grade

In order to determine which form of teaching gives better results when presenting geography content, eight teaching units were presented in the fifth grade: Earth's movement and its consequences- rotation. Earth's movement and its consequences- Revolution, Internal structure and composition of the Earth…

In the control group all the units were presented by using frontal instruction with the application of monologue, dialogue, demonstration and illustration. In the experimental group all the units were presented by using differentiated instruction with the application of monologue, dialogue, demonstration, illustration and reading comprehension.

The contents of the geography lessons in the fifth grade are mainly abstract and difficult for students to understand. It is necessary to find the best combination of teaching forms and methods that will enable students to "learn how to learn." The main problem is that fifth grade students cannot progress at the same pace with the use of frontal instruction because it makes them passive. In the final part of the class, after presenting all the units in both control and experimental group, students were given prepared tests of simple recall and filling in with short questions and answers.

V. Test Results

In order to have clear results, the test analysis was approached through several phases.

i. First, the scheme for the test analysis was done, so it would be easier to score students' answers. In this way we get results for the whole class. Vertical analysis of the questions demonstrates the extent to which students have mastered the questions individually and questions as a whole, which allows us to determine the extent to which the differentiated form of work helped in students' acceptance of specific geographical facts. In addition to the achievement of each student, this scheme has

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enabled us to observe how many points were scored in the class in total, the mean value of the points in the class and the deviation from the mean value for each student.

ii. The next step was calculating the mean value of the points in the class. Calculation was done by simple arithmetic mean. The mean value shows the average number of points in the class. The mean value enables us to calculate deviation of each student from the obtained mean value (deviation) and the mean deviation of all students in the class from the mean value (standard deviation).

$$M = \frac{a_1 + a_2 + a_3 + \ldots + a_n}{n}$$

M- Arithmetic mean
a_1, a_2, a_n- individual values of points
n- Number of students

iii. In order to observe the achievement of each student expressed in points and to determine how much it deviates from the mean value of the class in a positive and a negative way, deviation is calculated. Deviation represents the difference among the results, i.e. between the number of points which a student scored and the mean value of the class. It is marked with the symbol (+) if the number of points is bigger than the average of the class, and with the symbol (-) if the number of points is smaller than the average of the class.

iv. Then, the calculation of the standard deviation was done, which represents the mean deviation of the class from the mean value of the points. Standard deviation is calculated when the individual deviations are squared, divided by the number of students and then the square root is extracted.

$$D = \sqrt{\frac{d_1^{\,2} + d_2^{\,2} + d_3^{\,2} + \ldots + d_n^{\,2}}{n}}$$

D- Standard deviation
d_1, d_2, d_n- individual deviations of each student
n- Number of students

v. In the last phase, parameters obtained by the test analysis are converted into points, i.e. the students are assessed on the basis of a points scale and according to the percentages of the points related to the maximum (table x). After the tests were marked, the average grade of the whole class was calculated.

In order to observe the structure of every class according to the points and grades achieved, the distribution of students according to the points and grades was also done.

When presenting the analysis of the achieved results, the analysis of the control group is given first, and then the analysis of the experimental group.

a) Control group K1

The teaching unit – *Rotation and its consequences*. 279 points were scored out of the maximum possible number of 468 points which is 60.00% of the maximum. The mean value of the group is 11. Calculated value of standard deviation is 4.08. The minimum value of the deviation is 0 and the maximum -8.

Based on the existing values, the distribution of the students from the group K1 was done according to the interval of points and grades and the average grade of the group was calculated.

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Table 2 : Distribution of students from the group K1 according to the interval of points and grades

The name of the unit	Number of students according to the interval of points/ grades				
	≤6 1	7-9 2	10-12 3	13-15 4	16-18 5
Rotation and its consequences	4	6	6	7	3
Revolution and its consequences	5	5	8	6	2
Origin and internal structure of the Earth	4	6	9	5	2
The composition of the Earth's crust- rocks; fossils	2	4	9	8	3
Lithospheric plates; movements and consequences	0	8	7	5	3
Volcanism and earthquakes	4	10	4	4	4
Shaping the relief by the activity of internal forces	1	8	6	6	4
Shaping the relief by the activity of external forces	1	8	8	6	3

Based on the given distribution, most of the students have mastered the unit *Rotation and its consequences* averagely. This is confirmed by the data presented as a percentage: good- 23.08%, very good- 26.92%, sufficient - 23.08%, insufficient- 15.38%, and the lowest percentage is of those with the grade excellent 11.54%. An average grade of the group K1 in presenting the mentioned unit is good 2.96.

The teaching unit – *Revolution and its consequences*. 259 points were scored out of the maximum possible number of 468 points which is 55.00% of the maximum. The mean value of the group is 10. Calculated value of standard deviation is 4.16. The minimum value of the deviation is 0 and the maximum -7, +7.

Based on the existing values, the distribution of the students from the group K1 was done according to the interval of points and grades and the average grade of the group was calculated.

Based on the given distribution, most of the students have mastered the unit *Revolution and its consequences* averagely. This is confirmed by the data presented as a percentage: good- 30.77%, very good – 23.08%, sufficient- 19.23%, insufficient- 19.23%, and the lowest percentage is of those with the grade excellent 7.69%. An average grade of the group K1 in presenting the mentioned unit is good 2.81. The reasons for the poor achievements should be searched for in the answers to the questions related to the Heat belts on the Earth which appear as the result of Revolution.

The teaching unit – *Origin and internal structure of the Earth*. 258 points were scored out of the maximum possible number of 468 points which is 55.00% of the maximum. The mean value of the group is 10. Calculated value of standard deviation is 4.17. The minimum value of the deviation is 0 and the maximum -8.

Based on the existing values, the distribution of the students from the group K1 was done according to the interval of points and grades and the average grade of the group was calculated.

Based on the given distribution, most of the students have mastered the unit *Origin and internal structure of the Earth* averagely. This is confirmed by the data presented as a percentage: good- 34.62%, sufficient- 23.08%, very good – 19.23%, insufficient- 15.38% and the lowest percentage is of those with the grade excellent 7.69%. An average grade of the group K1 in presenting the mentioned unit is good 2.81.

The teaching unit – *The composition of the Earth's crust- rocks; fossils*. 296 points were scored out of the maximum possible number of 468 points which is 63.00% of the maximum. The mean value of the group is 11. Calculated value of standard deviation is 3.64. The minimum value of the deviation is 0 and the maximum -9.

Based on the existing values, the distribution of the students from the group K1 was done according to the interval of points and grades and the average grade of the group was calculated.

Based on the given distribution, most of the students have mastered the unit *The composition of the Earth's crust- rocks; fossils* averagely. This is confirmed by the data presented as a percentage: good- 34.62%, very good – 30.77%, sufficient- 15.38%, excellent 11.54%, and the lowest percentage is of those with the grade insufficient- 7.69%. An average grade of the group K1 in presenting the mentioned unit is good 3.23.

The teaching unit – *Lithospheric plates; movements and consequences*. 253 points were scored out of the maximum possible number of 414 points (three students were absent) which is 61.00% of the maximum. The mean value of the group is 11. Calculated value of standard deviation is 2.98. The minimum value of the deviation is 0 and the maximum +6.

Based on the existing values, the distribution of the students from the group K1 was done according to the interval of points and grades and the average grade of the group was calculated.

Based on the given distribution, most of the students have mastered the unit *Lithospheric plates;*

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movements and consequences averagely. This is confirmed by the data presented as a percentage: sufficient- 34.78%, good- 30.43%, very good – 21.74%, excellent 13.04%, and there are no students with the grade insufficient. An average grade of the group K1 in presenting the mentioned unit is good 3.13.

The teaching unit – *Volcanism and earthquakes*. 258 points were scored out of the maximum possible number of 468 points which is 55.00% of the maximum. The mean value of the group is 10. Calculated value of standard deviation is 3.92. The minimum value of the deviation is 0 and the maximum +7.

Based on the existing values, the distribution of the students from the group K1 was done according to the interval of points and grades and the average grade of the group was calculated.

Based on the given distribution, most of the students have mastered the unit *Volcanism and earthquakes* structure averagely. This is confirmed by the data presented as a percentage: sufficient- 38.46%, very good- 15.38%, good – 15.38%, insufficient- 15.38%, and excellent 15.38%. An average grade of the group K1 in presenting the mentioned unit is good 2.77.

The teaching unit – *Shaping the relief by the activity of internal forces*. 273 points were scored out of the maximum possible number of 450 points (one student was absent) which is 61.00% of the maximum. The mean value of the group is 11. Calculated value of standard deviation is 3.45. The minimum value of the deviation is 0 and the maximum +6, -6.

Based on the existing values, the distribution of the students from the group K1 was done according to the interval of points and grades and the average grade of the group was calculated.

Based on the given distribution, most of the students have mastered the unit *Shaping the relief by the activity of internal forces* averagely. This is confirmed by the data presented as a percentage: sufficient- 32.00%, very good- 24.00%, good – 24.00%, excellent 16.00%, and the lowest percentage is of those with the grade insufficient- 4.00%. An average grade of the group K1 in presenting the mentioned unit is good 3.28.

The teaching unit – *Shaping the relief by the activity of external forces*. 283 points were scored out of the maximum possible number of 468 points which is 60.00% of the maximum. The mean value of the group is 11. Calculated value of standard deviation is 3.26. The minimum value of the deviation is 0 and the maximum +6, -6.

Based on the existing values, the distribution of the students from the group K1 was done according to the interval of points and grades and the average grade of the group was calculated.

Based on the given distribution, most of the students have mastered the unit *Shaping the relief by the activity of external forces* averagely. This is confirmed by the data presented as a percentage: good- 30.77%, sufficient- 30.77%, very good – 23.08%, excellent 11.54%, and the lowest percentage is of those with the grade insufficient- 3.85%. An average grade of the group K1 in presenting the mentioned unit is good 3.08.

b) Experimental group E1

The teaching unit – *Rotation and its consequences*. 278 points were scored out of the maximum possible number of 432 points (two students were absent) which is 64.00% of the maximum. The mean value of the group is 11. Calculated value of standard deviation is 4.08. The minimum value of the deviation is -1, +1 and the maximum -8.

Based on the existing values, the distribution of the students from the group E1 was done according to the interval of points and grades and the average grade of the group was calculated.

Table 3 : Distribution of students from the group E1 according to the interval of points and grades

The name of the unit	Number of students according to the interval of points/ grades				
	≤6 1	7-9 2	10-12 3	13-15 4	16-18 5
Rotation and its consequences	2	8	2	9	3
Revolution and its consequences	3	7	4	8	4
Origin and internal structure of the Earth	0	8	7	7	4
The composition of the Earth's crust- rocks; fossils	0	7	6	7	6
Lithospheric plates; movements and consequences	0	7	6	8	5
Volcanism and earthquakes	0	6	8	7	5
Shaping the relief by the activity of internal forces	0	3	8	9	5
Shaping the relief by the activity of external forces	1	3	9	7	6

Based on the given distribution, most of the students have mastered the unit *Rotation and its consequences* averagely. This is confirmed by the data presented as a percentage: very good- 35.50%, sufficient – 33.33%, excellent 12.50%, good- 8.33%, and the lowest percentage is of those with the grade

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insufficient- 8.33%. An average grade of the group E1 in presenting the mentioned unit is good 3.13.

The teaching unit – *Revolution and its consequences*. 284 points were scored out of the maximum possible number of 468 points which is 61.00% of the maximum. The mean value of the group is 11. Calculated value of standard deviation is 3.80. The minimum value of the deviation is 0 and the maximum -7.

Based on the existing values, the distribution of the students from the group E1 was done according to the interval of points and grades and the average grade of the group was calculated.

Based on the given distribution, most of the students have mastered the unit *Revolution and its consequences* averagely. This is confirmed by the data presented as a percentage: very good- 30.77%, sufficient- 26.92%, excellent 15.38%, good – 15.38%, and the lowest percentage is of those with the grade insufficient- 11.59%. An average grade of the group E1 in presenting the mentioned unit is good 3.12. The reasons for the poor achievements should be searched for in the answers to the questions related to the Heat belts on the Earth which appear as the result of Revolution.

The teaching unit – *Origin and internal structure of the Earth*. 297 points were scored out of the maximum possible number of 468 points which is 63.00% of the maximum. The mean value of the group is 11. Calculated value of standard deviation is 3.23. The minimum value of the deviation is 0 and the maximum +6.

Based on the existing values, the distribution of the students from the group E1 was done according to the interval of points and grades and the average grade of the group was calculated.

Based on the given distribution, most of the students have mastered the unit *Origin and internal structure of the Earth* averagely. This is confirmed by the data presented as a percentage: sufficient- 30.77%, very good- 26.92%, good – 26.92%, excellent 15.38%. There are no students with the grade- insufficient. An average grade of the group E1 in presenting the mentioned unit is good 3.27.

The teaching unit – *The composition of the Earth's crust- rocks; fossils*. 300 points were scored out of the maximum possible number of 450 points (one student was absent) which is 67.00% of the maximum. The mean value of the group is 12. Calculated value of standard deviation is 3.31. The minimum value of the deviation is -1, +1, and the maximum -5, +5.

Based on the existing values, the distribution of the students from the group E1 was done according to the interval of points and grades and the average grade of the group was calculated.

Based on the given distribution, most of the students have mastered the unit *The composition of the Earth's crust- rocks; fossils* averagely. This is confirmed by the data presented as a percentage: very good- 28.00%, sufficient- 28.00%, good – 24.00%, and excellent 24.00%. There are no students with the grade- insufficient. An average grade of the group E1 in presenting the mentioned unit is very good 3.60.

The teaching unit – *Lithospheric plates; movements and consequences*. 309 points were scored out of the maximum possible number of 468 points which is 66.00% of the maximum. The mean value of the group is 12. Calculated value of standard deviation is 3.25. The minimum value of the deviation is +1, -1, and the maximum +5, -5.

Based on the existing values, the distribution of the students from the group E1 was done according to the interval of points and grades and the average grade of the group was calculated.

Based on the given distribution, most of the students have mastered the unit *Lithospheric plates; movements and consequences* averagely. This is confirmed by the data presented as a percentage: very good- 30.77%, sufficient- 26.92%, good- 23.08%, and excellent 19.23%. There are no students with the grade- insufficient. An average grade of the group E1 in presenting the mentioned unit is very good 3.42.

The teaching unit – *Volcanism and earthquakes*. 303 points were scored out of the maximum possible number of 450 points (one student was absent) which is 67.00% of the maximum. The mean value of the group is 12. Calculated value of standard deviation is 3.09. The minimum value of the deviation is +1, -1 and the maximum -6.

Based on the existing values, the distribution of the students from the group E1 was done according to the interval of points and grades and the average grade of the group was calculated.

Based on the given distribution, most of the students have mastered the unit *Volcanism and earthquakes* averagely. This is confirmed by the data presented as a percentage: good- 32.00%, very good – 28.00%, sufficient- 24.00% and excellent 20.00%. There are no students with the grade- insufficient. An average grade of the group E1 in presenting the mentioned unit is very good 3.56.

The teaching unit – *Shaping the relief by the activity of internal forces*. 311 points were scored out of the maximum possible number of 450 points (one student was absent) which is 69.00% of the maximum. The mean value of the group is 12. Calculated value of standard deviation is 2.99. The minimum value of the deviation is +1, -1 and the maximum +5, -5.

Based on the existing values, the distribution of the students from the group E1 was done according to the interval of points and grades and the average grade of the group was calculated.

Based on the given distribution, most of the students have mastered the unit *Shaping the relief by*

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the activity of internal forces averagely. This is confirmed by the data presented as a percentage: very good- 36.00%, good- 32.00, excellent- 20.00 and sufficient- 12.00%. There are no students with the grade- insufficient. An average grade of the group E1 in presenting the mentioned unit is very good 3.64.

The teaching unit – *Shaping the relief by the activity of external forces*. 319 points were scored out of the maximum possible number of 468 points which is 68.00% of the maximum. The mean value of the group is 11. Calculated value of standard deviation is 3.07. The minimum value of the deviation is +1, -1 and the maximum -7.

Based on the existing values, the distribution of the students from the group E1 was done according to the interval of points and grades and the average grade of the group was calculated.

Based on the given distribution, most of the students have mastered the unit *Shaping the relief by the activity of external forces* averagely. This is confirmed by the data presented as a percentage: good- 34.62%, very good- 26.92%, excellent- 23.08% and sufficient- 11.54%. There are no students with the grade- insufficient. An average grade of the group E1 in presenting the mentioned unit is very good 3.54.

c) Correlation between the control group K1 and experimental group E1

By comparing the results of the control group K1 and experimental group E1, we can see that the group E1 achieved a greater number of points, i.e. had a higher percentage of success. In the experimental group, the teaching units were presented by using differentiated instruction, while in the control group K1 the same units were presented by using frontal instruction.

Correlation of points and average grades according to the teaching units is given in table 4.

Table 4 : Correlation of points and average grades in control group K1 and experimental group E1

Group-class	The name of the unit	% of achieved points	Average grade
K1-V_2	Rotation and its consequences	60%	2.96
E1-V_4		64%	3.13
K1-V_2	Revolution and its consequences	55%	2.81
E1-V_4		61%	3.12
K1-V_2	Origin and internal structure of the Earth	55%	2.81
E1-V_4		63%	3.27
K1-V_2	The composition of the Earth's crust- rocks; fossils	63%	3.23
E1-V_4		67%	3.60
K1-V_2	Lithospheric plates; movements and consequences	61%	3.13
E1-V_4		66%	3.42
K1-V_2	Volcanism and earthquakes	55%	2.77
E1-V_4		67%	3.56
K1-V_2	Shaping the relief by the activity of internal forces	61%	3.28
E1-V_4		69%	3.64
K1-V_2	Shaping the relief by the activity of external forces	60%	3.08
E1-V_4		68%	3.54

On the basis of the results shown above, we can notice a significant difference in percent of the points achieved and in average grades between the control and experimental group. Since the groups had similar school achievement in the previous school year, we can notice that we can have better results by using differentiated instruction.

The reason for better achievement of the experimental group is greater student's engagement on classes and achieving results by making an effort, and all of that in accordance with their own abilities.

VI. Conclusion

One of the main tasks of geography teaching is to make students adopt the acquired knowledge

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permanently, apply them to new teaching and life situations, but also to minimize the process of forgetting. By using traditional forms of teaching, we neglect the differences among students which leads to decreased productivity and motivation to work and learn. By using differentiated instruction, we cannot eliminate all deficiencies in geography teaching, it provides the possibility to overcome the weaknesses of traditional forms and methods of teaching. Consideration of abilities and preferences of each individual student is at the heart of differentiated instruction. By applying differentiated instruction, we eliminate the weaknesses in teaching, which were mainly reflected in the position of a student in the learning process. By using differentiated instruction, a student ceases to be the "object" in the classroom.

In the new situation where a student receives instruction in accordance with his abilities and is aware of the fact that he can progress, he completes his tasks on his own and uses different sources of knowledge. By applying differentiated instruction, we eliminate the subjectivity of a teacher, which increases students' motivation. The advantage of differentiated instruction is reflected in the enormous possibilities of its application in geography teaching. Students achieve better results in the classroom regardless of whether they are introduced to mathematical geography, physical geography, socio-economic or regional geography contents.

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Evolution of Eponyms use in General Surgery Residency Publications in Argentina

By Algieri, Rubén Daniel, Ferrante, María Soledad, Pro, Eduardo, Bernadou, María de las Mercedes & Ugartemendia, Juan Sebastián

Abstract- *Introduction:* The tendency to use eponyms and traditional anatomic terms when identifying anatomic structures, often used by the medical community in general, and more often used locally at the surgical sphere, has become deeply rooted. However, both anatomy teaching and international publications today use the International Anatomical Terminology (IAT), effective since 1998 to encourage the use of a universal, uniform and updated terminology. The IAT, as the official list of anatomical structures, aims at facilitating communication and understanding among health professional globally.

Objective: To demonstrate use of the traditional anatomical terminology that employs eponyms in scientific publications in Argentina.

Material And Methods: A statistical retrospective study was performed in which 91 articles published in the Argentinean Journal of Surgical Residents from 2008 to 2013 were reviewed and compared. Reference to anatomical structures was reviewed, as well as its frequency and use.

Keywords: *eponyms; international anatomical terminology; anatomic terms.*

GJHSS-G Classification : *FOR Code: 200499, 139999*



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Evolution of Eponyms use in General Surgery Residency Publications in Argentina

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Material And Methods: A statistical retrospective study was performed in which 91 articles published in the Argentinean Journal of Surgical Residents from 2008 to 2013 were reviewed and compared. Reference to anatomical structures was reviewed, as well as its frequency and use.

Results: Out of 91 articles published, 14 (15.38%) did not use reference to anatomical structures, and 77 (84.62%) did use reference to anatomical structures; from these 77 articles, 28 (36.36%) included eponyms and 49 (63.64%) used anatomical structures according to the IAT.

Most of the articles in which anatomical structures with eponyms were identified, also made reference to them using traditional anatomical terms but no Latin terms were used to name them.

Conclusion: The correct use of IAT at medical residences involves a permanent educational work during the immediate post-graduation, where the employment of eponyms is rooted. It is our job to stimulate their knowledge and use as part of continuing medical education, so as to improve scientific communication.

Keywords: eponyms; international anatomical terminology; anatomic terms.

I. Introduction

Eponyms are terms in which meaning is associated to a person's name; a name adopting an already existing reference and generally is named after who makes the discovery. The tendency to use these names and traditional anatomic terms when identifying anatomic structures, often used by the medical community in general, and more often used locally at the surgical sphere, has become deeply rooted. However, anatomy teaching as well as international publications today use the International Anatomical Terminology (IAT) (Photograph 4), released in 1998 by the Federative International Committee on Anatomical Terminology (FICAT) that belongs to the International Federation of Associations of Anatomists (IFAA) to encourage the use of an universal, uniform and updated terminology[1,3]. The IAT, as the official list of anatomical structures, aims at facilitating communication and understanding among health professional globally[2,8,9,12] (Photographs 2 and 3). Anatomical training in Argentinean medical schools has been under the influence of classic French anatomical treaties, and their translation to Spanish kept students and graduates away from international terminology, adopting the use of eponyms[4,5,13]. In this way, there are many different anatomical descriptions, both in scientific publications and in the everyday surgical sphere, generating problems when trying to manage without them. This situation brings, in many occasions, communication problems among general surgeons when debating anatomical-surgical issues, surgical pathologies, their diagnoses and treatment. It is necessary to come to an agreement regarding the use of International Anatomical Terminology, highlighting that using the IAT is most convenient as medical information is growing steadily at an international level[6,16].

II. Objectives

To demonstrate the use of the traditional anatomical terminology that employs eponyms in scientific publications in Argentina. To reconcile the Anatomical Nomenclatures, highlighting the use of the IAT within the context that describes a growing impulse to globalize medical information.

III. Materials and Methods

A statistical retrospective study was performed in which 91 articles published in the Argentinean Journal of Surgical Residents from 2008 to 2013 (Photograph 1) were reviewed and compared: In 2008, 10 articles were published; in 2009, 17 articles; in 2010, 20 articles; in 2011, 16 articles; in 2012, 17 articles; and in 2013 11 articles. All of them deal with issues on surgery, clinical surgery, history of medicine, education and research.

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The analysis included reference to anatomical structures, frequency and use of eponyms and the International Anatomical Terminology (IAT) in all articles.

IV. Results

Out of 91 articles published, 14 (15.38%) did not use reference to anatomical structures, and 77 (84.62%) did use reference to anatomical structures (Graphic 1); from these 77 articles, 28 (36.36%) included eponyms and 49 (63.64%) used anatomical structures according to the IAT (Graphic 2).

We identified 32 eponyms in the publications that we revised (Figure 1); 'Calot's triangle' was the most frequently used, appearing in 11 publications (34.37%), followed, according to frequency, by 'Wirsung's duct', 'Cooper's ligament' and 'Scarpa's triangle', each appearing in 5 publications (15.62%); 'Vater's ampulla' was present 4 times (12.50%); and 'Douglas's cul de sac', named 3 times (9.37%). Others were less frequent: 'His's angle', 'Treitz's angle', 'Drummond's arcade', 'Riolan's arcade', 'Ladd's bands', 'Budge–Waller's ciliospinal center', 'Luschka's cystic hepatic ducts', 'Meckel's diverticulum', 'Oddi's sphyncter', 'Morrison's space', 'Bogros's space', 'Toldt I fascia', 'Toldt II fascia', 'Cloquet's gland', 'Bartholin's gland', 'Grüber's ligament', 'Gerard–Marchant's lateral ligament', 'Spieghel's line', 'Müller's muscle', 'Griffith's point', 'Sudeck's critical point', 'Rokitansky-Aschoff's sinus', 'Simon's triangle', 'Petit's inferior lumbar triangle', 'Grynfelt's superior lumbar triangle' and 'Heister's valve' (Graphic 3). Additionally, we observed that most of the articles identifying anatomical structures using eponyms also used traditional anatomical nomenclature; Latin was not used at all.

V. Discussion

For years, anatomical terminology created disagreement and controversy among anatomists. Its main objective was reducing the number of eponyms and synonyms to identify anatomical structures. An endless search for a common language started to facilitate communication and avoid obstacles[3]. Using a universal, uniform and updated terminology is an agreement among morphological discipline professionals and everyday clinical specialists[4,10,11]. The need for communication and understanding among national and international specialists and professionals makes it essential the knowledge and use of IAT. This represents a permanent postgraduate educational effort aiming at encouraging continuous updating and standardizing terms[1,2,5,6], especially in during medical residencies where eponym use has become rooted and generates communication barriers within the scientific community. It is also necessary to implement continuous training programs in order to improve education, eliminate communication obstacles, and refine the academic and professional performance of general surgeons[7,14,15]. As years went by, an increased number of specialists became familiar with and implemented the IAT as the official source of anatomical terminology. But most still does not know of its existence. It is essential to encourage continuous training in order to standardize terms, making the teaching-learning process easier and avoiding misunderstandings in scientific communication among physicians who may be different regarding age, country, and years of expertise. The use of eponyms lacks descriptive weight and can create huge misunderstandings when they have multiple meanings. Specialists in morphological disciplines and those professional who apply these in everyday clinical environments are responsible for encouraging and spreading knowledge of the IAT[7,8].

VI. Conclusions

Anatomy must be explained in the most clear and understanding way, thus minimizing the chance to be misunderstood. Still today, most professionals are not familiar with the existence or name of the International Anatomical Terminology (IAT), though this is the official list of anatomical structures. Scientific publications as well as medical professionals still use the traditional terminology with eponyms to identify anatomical structures. However, Latin names are no longer used.

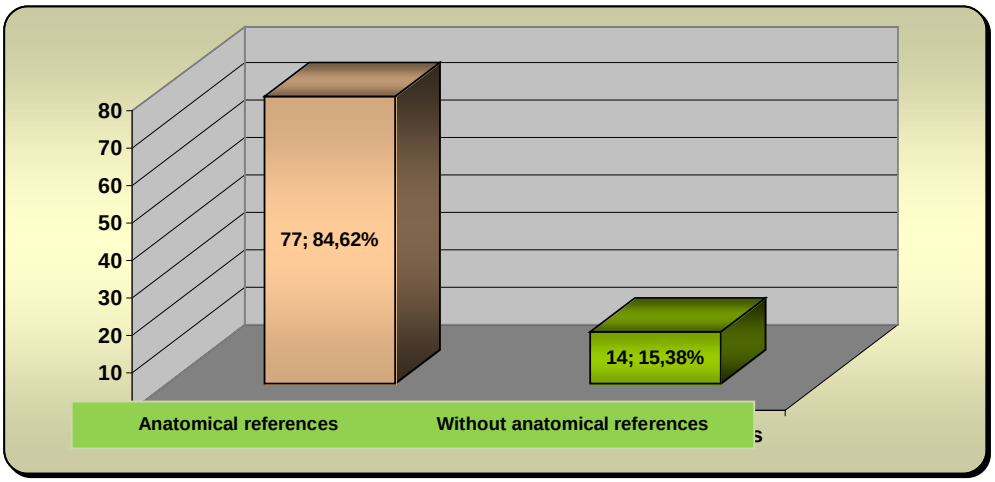
Correct use of the IAT in medical residencies implies a continuous educational effort during immediate postgraduate courses, where eponym use is deeply rooted. It is our responsibility to encourage knowledge and use, as part of a continuous medical training program, in order to improve scientific communication.

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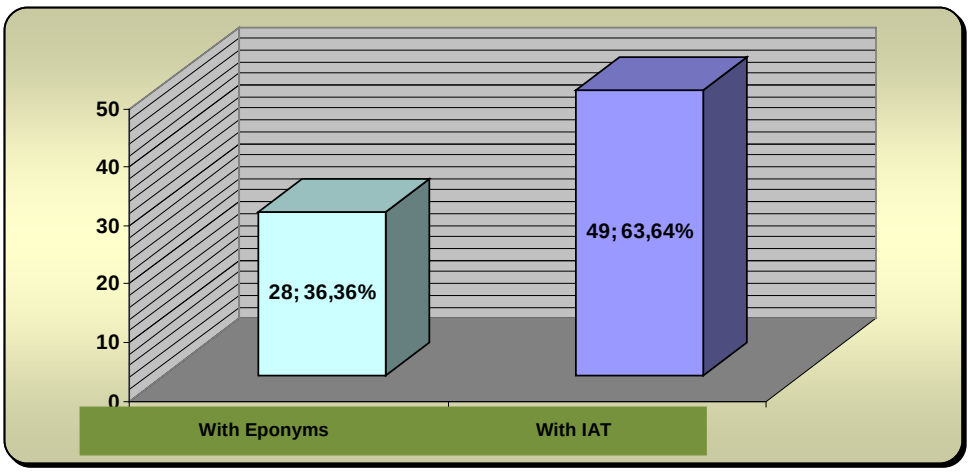
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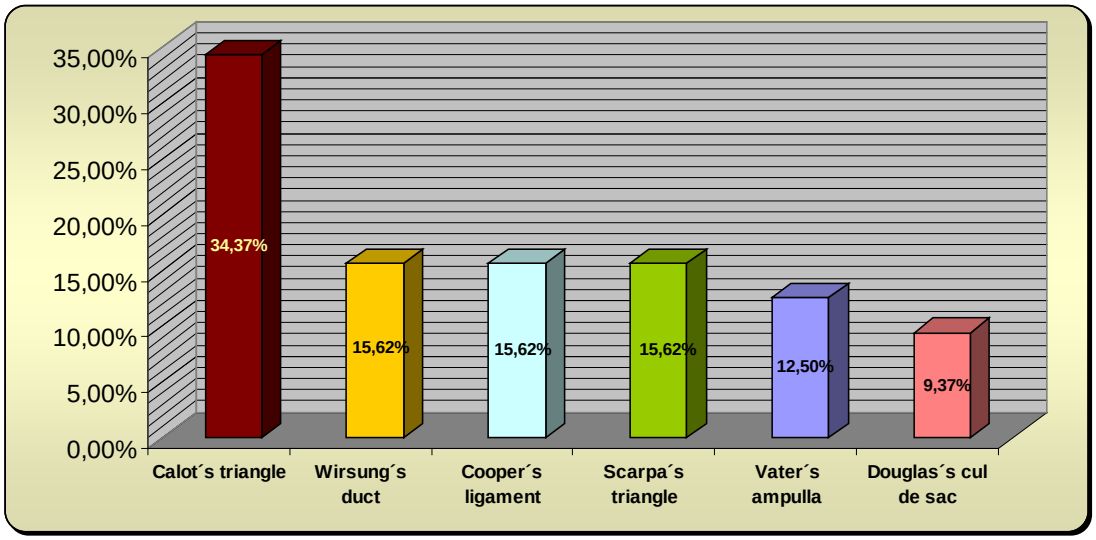


Graphic 1 : Results about the use of anatomical references in reviewed articles.



Graphic 2 : Results about the use of eponyms and International Anatomical Terminology (IAT) in reviewed articles

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Graphic 3 : Frequency of eponyms used.

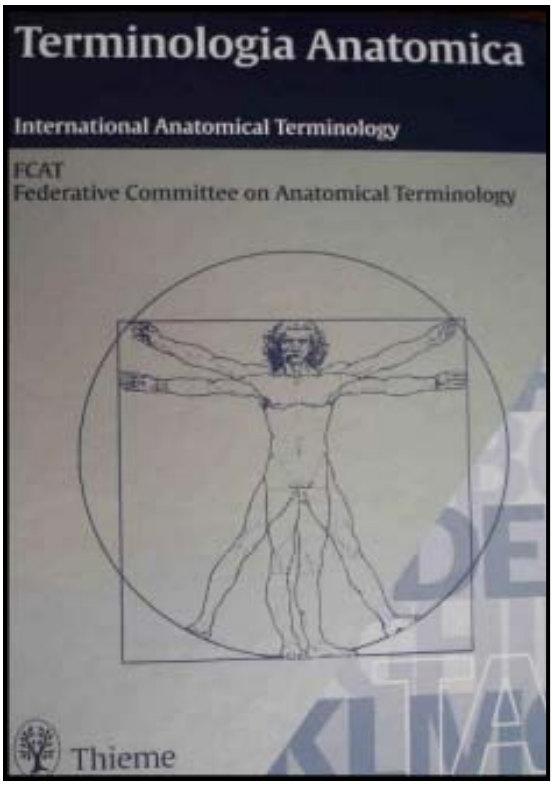
Bartholin's gland
Bogros's space
Budge–Waller's ciliospinal center
Calot's triangle
Cloquet's gland
Cooper's ligament
Douglas's cul de sac
Drummond's arcade
Gerard–Marchant's lateral ligament
Griffith's point
Grynfelt's superior lumbar triangle
Grüber's ligament
Heister's valve
His's angle
Ladd's bands
Luschka's cystic hepatic ducts
Meckel's diverticulum
Morrison's space
Müller's muscle
Oddi's sphincter
Petit's inferior lumbar triangle
Riolan's arcade
Rokitansky-Aschoff's sinus
Scarpa's triangle
Simon's triangle
Spieghel's line
Sudeck's critical point
Toldt I fascia
Toldt II fascia
Treitz's angle
Vater's ampulla
Wirsung's duct

Figure 1 : List of the 32 eponyms used in the Journal articles.

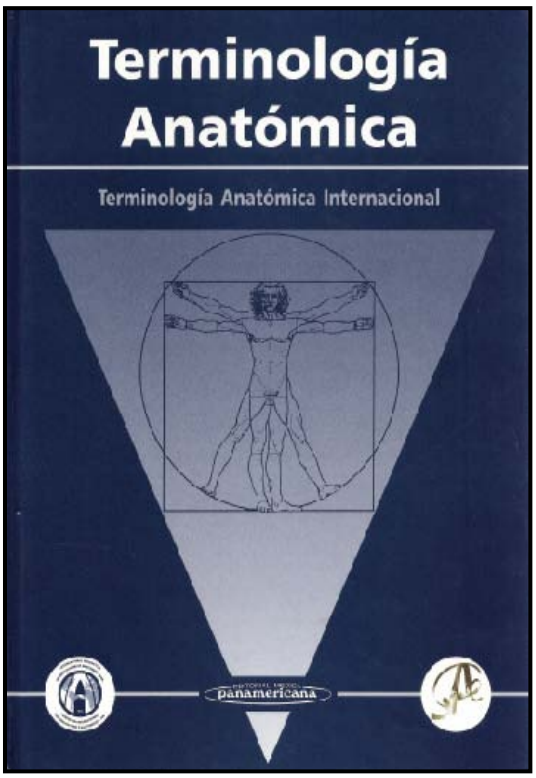
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Photograph 1 : Front Cover of the Argentinean Journal of Surgical Residents



Photograph 2 : International Anatomical Terminology (IAT) published in 1998 by Thieme-Stuttgart.



Photograph 3 : International Anatomical Terminology (IAT) published in Spanish by Editorial Médica Panamericana - Madrid, 2001.

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62 Anatomia systemica / Systemic anatomy / Anatomía sistémica

A02.3.04.002	**Cavitas thoracis; Cavitas thoracica**	**Thoracic cavity; Thorax**	**Cavidad torácica; Tórax**
A07.1.01.001	**Cavitas pleuralis**	**Pleural cavity**	**Cavidad pleural**
A07.1.02.001	**Pleura**	**Pleura**	**Pleura**
A07.1.02.002	Pleura visceralis; Pleura pulmonalis	Visceral pleura; Pulmonary pleura	Pleura visceral; Pleura pulmonar
A07.1.02.003	Tunica serosa	Serosa; Serous coat	Serosa; Capa serosa
A07.1.02.004	Tela subserosa	Subserosa; Subserous layer	Subserosa; Capa subserosa
A07.1.02.005	Pleura parietalis	Parietal pleura	Pleura parietal
A07.1.02.006	Cupula pleurae	Cervical pleura; Dome of pleura; Pleural cupula	Cúpula pleural
A07.1.02.007	Pars costalis	Costal part	Porción costal
A07.1.02.008	Pars diaphragmatica	Diaphragmatic part	Porción diafragmática
A07.1.02.009	Pars mediastinalis	Mediastinal part	Porción mediastínica
A07.1.02.010	Tunica serosa	Serosa; Serous coat	Serosa; Capa serosa
A07.1.02.011	Tela subserosa	Subserosa; Subserous layer	Subserosa; Capa subserosa
A07.1.02.012	Recessus pleurales	Pleural recesses	Recesos pleurales
A07.1.02.013	Recessus costodiaphragmaticus	Costodiaphragmatic recess	Receso costodiafragmático
A07.1.02.014	Recessus costomediastinalis	Costomediastinal recess	Receso costomediastínico
A07.1.02.015	Recessus phrenicomediastinalis	Phrenicomediastinal recess	Receso frenicomediastínico
A07.1.02.016	Recessus vertebromediastinalis	Vertebromediastinal recess	Receso vertebromediastínico
A07.1.02.017	Lig. pulmonale	Pulmonary ligament	Lig. pulmonar *
A04.4.01.020	Fascia endothoracica; Fascia parietalis thoracis	Endothoracic fascia; Parietal fascia of thorax	Fascia endotorácica; Fascia parietal del tórax
A07.1.02.018	Membrana suprapleuralis	Suprapleural membrane	Membrana suprapleural
A07.1.02.019	Fascia phrenicopleuralis	Phrenicopleural fascia	Fascia frenicopleural
A07.1.02.101	**Mediastinum**	**Mediastinum**	**Mediastino**
A07.1.02.102	Mediastinum superius	Superior mediastinum	Mediastino superior
A07.1.02.103	Mediastinum inferius	Inferior mediastinum	Mediastino inferior
A07.1.02.104	Mediastinum anterius	Anterior mediastinum	Mediastino anterior
A07.1.02.105	Mediastinum medium	Middle mediastinum	Mediastino medio
A07.1.02.106	Mediastinum posterius	Posterior mediastinum	Mediastino posterior
A07.1.03.001	**Cavitas pericardiaca** (vide paginam 77)	**Pericardial cavity** (see page 77)	**Cavidad pericárdica** (ver página 77)

Photograph 4 : Example of a selected page of the organization of Anatomical Terminology. The code of each structure is indicated in the left column

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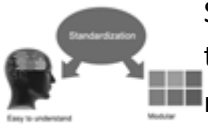


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3. Submission of Manuscripts,

4. Manuscript's Category,

5. Structure and Format of Manuscript,

6. After Acceptance.

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The **Introduction** should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable to comprehend and calculate the purpose of your study without having to submit to other works. The basis for the study should be offered. Give most important references but shun difficult to make a comprehensive appraisal of the topic. In the introduction, describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will have no attention in your result. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here. Following approach can create a valuable beginning:

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- Very for a short time explain the tentative propose and how it skilled the declared objectives.

Approach:

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- If use of a definite type of tools.
- Materials may be reported in a part section or else they may be recognized along with your measures.

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- Simplify - details how procedures were completed not how they were exclusively performed on a particular day.
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Approach:

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References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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