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Highlights

- Enhancing Teacher-Learner
- School Climate and Teacher Stress
- English Equivalents to Arabic
- Overview on Issues and Challenges

Discovering Thoughts, Inventing Future

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Passing the Crossroad: An Overview on Issues and Challenges of the University Education in Sri Lanka

By Samitha Udayanga
University of Ruhuna

Abstract- In spite of recent developments in the higher education in Sri Lanka, it has undergone a tremendous transition that somehow resulted in a crisis. The review of this issue through a critical narrative analysis shows that some of the issues hidden behind more conspicuous ones like increasing gender-based violence and ragging are more detrimental. The hardening challenge is that many students in public-funded universities have lost enthusiasm to learn, as there is no conducive environment, and further this is crystallized due to lack of quality in pedagogy, narrow and shortsighted perspectives of the contribution of universities to the contemporary world. These issues would challenge the existing higher education process in Sri Lanka, which in turn signals the policymakers including academics to work fast with care and to search for innovative strategies to tackle with them while minimizing the severe impact of existing issues on higher education.

Keywords: *emancipatory education, globalization, higher education, issues and crises, quality of pedagogy.*

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Passing the Crossroad: An Overview on Issues and Challenges of the University Education in Sri Lanka

Samitha Udayanga

Abstract- In spite of recent developments in the higher education in Sri Lanka, it has undergone a tremendous transition that somehow resulted in a crisis. The review of this issue through a critical narrative analysis shows that some of the issues hidden behind more conspicuous ones like increasing gender-based violence and ragging are more detrimental. The hardening challenge is that many students in public-funded universities have lost enthusiasm to learn, as there is no conducive environment, and further this is crystallized due to lack of quality in pedagogy, narrow and shortsighted perspectives of the contribution of universities to the contemporary world. These issues would challenge the existing higher education process in Sri Lanka, which in turn signals the policymakers including academics to work fast with care and to search for innovative strategies to tackle with them while minimizing the severe impact of existing issues on higher education.

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I. Introduction

Higher education is one of the pillars in sustainable development, the ultimate goal of modern nation states. It creates new knowledge, challenges existing but non-suitable paradigms, teaches specific skills and promotes core values such as freedom, tolerance, and dignity, which are essential ingredients of a successful and complete life (liep, 2017). Enabling graduates to be competent in regional and global social, economic, research and development has been the expectation of higher education for many decades, though that aim has been challenged recently. The higher education is diverse that of other sectors of the education continuum (Astin, 1999; Sagy, Kali, Tsaushu, & Tal, 2018). In addition to wide-ranging traditional degree and advanced degree programmes, there are some other programmes, which are recently introduced focusing on career, vocational or technical needs. In fact, university education has been challenged because the current needs and societal requirements more often focus on higher education catering for vocational purposes (Hippach-Schneider, Schneider, Ménard, & Tritscher-Archan, 2017).

Author: Department of Sociology, Faculty of Humanities and Social Science, University of Ruhuna, Sri Lanka.
e-mail: senithsrisami@gmail.com

Furthermore, as the globalization prevails many dimensions of higher education can change that will result in several challenges (Giddens, 2003). Economic globalization solely can affect higher education, though cultural globalization too affects higher education, particularly in the south Asian region, as we adopt many policies relevant to higher education from developed or western countries.

Globalization has resulted in an increased demand for the internationalization of education (Jibeen & Khan, 2015). In the higher education system, this will encourage internationally recognized universities to establish regional campuses all over the world, though it challenges government funded local universities severely. Moreover, internationalization of higher education affects both structural and process dimension of higher education1, which sometimes may result in unexpected challenges especially in developing countries like Sri Lanka (Seckinger, 1982). On the other hand, developing countries strive to attract international universities to implement regional campuses in their countries. Furthermore, international research collaborations between institutions and scholars, developing curriculum and establishing a memorandum of understanding with universities for different purposes have become top priorities of recent universities, and without having a greater conscious on international collaborations, it has bespoken a stagnant progress of the higher education (Boekholt, Edler, Cunningham, & Flanagan, 2009).

Globalization has brought about a tremendous change in the function of higher education, as universities have asked to equip their graduates not just with subject skills and knowledge, but also with capabilities to function effectively in the modern world facing constant chaos. Therefore, university teachers must prepare for the challenges emanating from changes in the education that will influence the students. To become competitive in this new global context, students are required to graduate with a global mindset that would probably be a result of university education supported by good-quality university teachers (Masser & Moffat, 2006; Veniger, 2016). Furthermore, graduates are expected to work in and communicate across different cultures without constricting to so-called their own culture, and with an all-important plethora of twenty-

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first-century skills (Myles & Cheng, 2003). Universities should readjust their structural and process dimensions in line with ever-changing social needs, and universities are expected to take part as key-institutions in the process toward societal progress as they would contribute more effectively and appropriately, but this is more challenging since existential structure might hinder the novel readjustments within universities. This paper, therefore, strives to delineate as to how appropriately a university teacher/academic can prepare to face the recent challenges of higher education that would benefit themselves and the students.

II. Objective and Methods

The university education in Sri Lanka undergoes a perilous crisis hardening the advancement of higher education in the country, which in turn affect the quality of graduates who completed their degrees, particularly in public-funded universities. Furthermore, the globalization tremendously impacts on every aspect of Sri Lankan society, so that the higher education too began to restructure, this would perhaps result in unexpected catastrophes within higher education. The catastrophic situation of Sri Lankan higher education has undergonea keen investigation by the government and some other responsible authorities, but the strategies they make are unclear and fragile. Moreover, that emanating crisis has many dimensions, and most of them have been identified and understood, though it seems that the comprehension of that crisis by many stakeholders is not clear and precise. This paper, therefore, will strive to outline the nature of the crisis regarding the apparent crisis in the higher education in Sri Lanka. Moreover, different perspectives of this crisis will also be described in detail. Lastly, some of the possible strategies proposed by highly experienced university professors and pedagogists, to deal with the erupted crisis in the higher education will be presented.
The main intention of the article is, therefore, to investigate the prevailing issues conducive to a perilous crisis in the higher education in contemporary Sri Lanka. For that purpose, selected studies are compared and summarized on the basis of author's reflections as a university academic, existing theories and models. The information, thus critically analyzed and reflections were taken to a keen consideration.

III. Analysis

a) Paradigm shift in higher education

The higher education is substantially different from secondary or primary education, though all of them contribute in diverse ways throughout the lifelong learning process (UIL, 2016). Unlike school education or other formal or informal education systems, higher education is systematized and provides considerable value to individuals, the economies where educated individuals work and live, and society in general (Hill, Hoffman, & Rex, 2005). The higher education is now identified as a way toward economic gains, though at early ages the philosophy behind higher education was dissimilar to modern thoughts (White, 1997). Some viewed "Emancipation" as the expected outcome of higher education (Barnett, 1988), that would liberate the individual from narrow intellectual perspectives about the world they suppose to live, and further their ability to think critically. Individuals' emancipation was perceived as a result of proper knowledge gaining, and hence the main focus of higher education was on knowledge, on the other hand, society did not expect universities to produce job experts as needs of society were quite different that of the modern society. Early universities, therefore, focused more on knowledge transfer, so that students can learn and liberate themselves from narrow views of the world, this, in turn, has resulted in knowledge-based stratification in societies, however (Noltemeyer, Mujic, & Mcloughlin, 2012). Through 'emancipation', Barnett (1988) believed that the individual would adapt to the society accordingly, so that the person is not required to have a specific set of skills to go along with contemporary needs of a society, since the person has emancipated, in the sense the individual gained a self-understanding.

Once the neo-liberal policies were adopted and prevailed over many countries including some developing countries (Harvey, 2007), the expectations and the objectives of higher education have changed, as universities then viewed as places where employees produce. Then, the globalization affected many aspects of society including the higher education, which is particularly prominent in developing countries since they adopted the policies made in developed countries in the process of their higher education. Some of the subjects perceived as having more economic value were introduced to university systems and researches have extensively been taken place (Olssen & Peters, 2005), this was mainly supported even by industries, as they need researches to further their industrial capacities. This was where humanities and social sciences left their dominance and prominence in the higher education. Today the market focus that creates students as consumers and employees/potential employers, and specifically faculty as service providers have become a global practice (Olssen & Peters, 2005).

Although the old paradigm on expected qualities of a graduate remains, the market focus on higher education is given prominence since emancipation in no longer valid if it has no ties with the market economy. The industrialized countries have already prepared necessary policies for producing graduates who are capable enough to perform in that market economy, but surprisingly on toward this goal, the older vision on 'emancipation' has not

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compromised, though the case is different in the developing world, particularly in South Asia.

The higher education in South Asia is at a crossroad where the crisis is apparent. This is because of the mismatch between education policies and economic policies of many countries in South Asia (Tilak, 2015). The economic capacity or the gross domestic production of many countries in South Asia cannot allocate sufficient amount of budget for public-funded universities. Moreover, the internal resistance erupt within universities due to multifaceted causes toward innovative rearrangements in the higher education harm the advancement of higher education, which ultimately affect the graduates who complete their degrees in universities with poor academic reputation and qualities (Tilak, 2015). In comparison with other high ranking universities in South Asia, much of the public funded universities in Sri Lanka could preserve their academic qualities, even though some certain calamities are apparent. Since Sri Lanka, a developing nation in South Asia has no choice except adhering to the global economic governance; it strives to go along with international guidance to readjust the university education for coming years of the twentieth century. It, however, faces several different challenges due to changes that take place in the modern day.

b) Higher education in Sri Lanka

Sri Lankan university education is at a point in time where a perilous crisis has developed during the past few decades. It is more apparent that the higher education in the country has encountered multifaceted crises that hindered its advancement, taken into keen consideration particularly due to tremendous attention toward knowledge economy that can be integrated with the nations' current development agenda. Moreover, challenges emanating from changes of the higher education influenced by globalization is more common, though the impact on developing countries is perilous that of developed countries. The real challenge, however, lies beneath the most apparent problems such as rising of students violence, decreasing quality of curricular and university academics, and the kind. The crisis that the society is more conscious on relies on mostly apparent challenges such as increasing student violence and decreeing quality of education, as that is more visible to the society even though some of the severe crises are not apparent to the society. This paper hence would delineate some severe issues and challenges, which are unknown to the public, but Sri Lankan universities frequently encounter, which influence the quality of graduates expected to produce.

Though the higher education in Sri Lanka has a long history, which is perhaps believed to be started as early as Anuradhapura period[1] (De Silva, 1981), the modern higher education system was introduced by the British administrators (they were pressured to do so by local intellectuals though), and OXBRIDGE[2] model was used as the blueprint for establishing the University of Ceylon, the first government-funded and full-fledged university in Sri Lanka. However, some British-government driven university colleges were there even before 1942 at which the University of Ceylon established. Consequently, the higher education system in Sri Lanka has been developed in accordance with the British Higher Education model, though it has changed later. The 'OXBRIDGE' model had several positive aspects such as ensuring the autonomy of university education, minimum political intervention; however, this has changed since education-policies revised after the monumental constitutional change in 1972.

The University of Ceylon was considered a high ranked university, as the quality of graduates were ensured which supported by the structural arrangements of the university and proper academic functioning, and especially the students who were selected demonstrated a high level of enthusiasm toward learning which brought up worldly renowned academics. Sri Lankan government, later on, understood the high demand for higher education and established some other universities, but the quality of the graduates expected to produce has declined to a certain extent unexpectedly, due to different reasons of which youth uprising ranked the first. Low level of economic development and unemployment of the country did not absorb newly emerged graduates from rural areas and poor or middle-class families that in turn, resulted in youth uprising. At the inception of higher education institutions in Sri Lanka, there was a foreseen philosophy, but the initial error of that was the unconsciousness about the non-parallel position of prevailing higher education and the economic development.

A letter from Prof. Marrs, Head of the University College received by Sir James Peiris, one of the outstanding pioneers of the university project in colonial Sri Lanka, demonstrates the initial enthusiasm to establish a university in Sri Lanka, and it specifies the intention behind founding a university in the country.

"He was far from advocating a University as a political weapon. He knew his Cambridge, and the paradox of the inadvertence of its national importance, too well for that. He desired a University for its intellectual and moral fruits, for the development, of all the latent talent in his people, knowing that the rest of his ambition would follow as an inevitable consequence of their proved capacity" (Cooray, 1990).

As Sir James Peiris wished, the purpose of university education is to provide necessary opportunities to the people so that they can inculcate qualities of a universal person having intellectual ability together with morality, for the purpose of individual and social development, to their fullest potential. The expectation, however, was difficult in the sense giving an

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opportunity to be intellectuals was a success, on the contrary the utilization of knowledge and skills acquired in the real world, at least for economic gains were difficult to be achieved as the country's economic growth fallen behind the gradual development of the higher education system. This imbalance, in turn, fired the young generation as the expectation of them could not be achieved. The Ceylon insurrection of 1971 has supported by the JVP (a leftist party in Sri Lanka: Peoples Liberation Front), severely damaged the higher education system in Sri Lanka, as they got the students of universities involved in the revolt (Kearney & Jiggins, 1975). In April 1971 the insurrection erupted producing a convulsion of political violence on a wide scale previously never encountered by the people. As Jiggins et al. (1975) clearly understood, one of the distinctive features of the revolt was that almost exclusive engagement of young intellectuals of the universities. This has largely changed the landscape of the Sri Lankan higher education system. In addition, the 1989 insurrection further damaged the higher education, not particularly the structure but the philosophy of the higher education too (Venugopal, 2011). Many notable academics flee from the country with fear, as many who reluctant to accept the ideology of that Peoples' Liberation Front were murdered brutally (Kearney & Jiggins, 1975). As a result, universities of the country closed down or they did not function for about a decade. The remnants of the severe consequences of those insurrections still have an impact on the higher education; for example, the prevalence of ragging and student unions that control students and sometimes badly harden the university administration.

In spite of the vice chancellor's authority on the university administration, mislead political leaders got the students involved in the insurrection, this in turn, severely damaged the autonomy of Sri Lankan universities. Ceylon University Ordinance (1942) granted the autonomy to every university specifying that the responsibility of a university is to ensure universal free higher education for all without any discrimination (Ceylon University Ordinance, 1942). This has redefined in 1971, which abolished the autonomy of universities by asserting the government's authority on higher education institutions in Sri Lanka. Consequently, political influence and intervention came into higher education system too. Moreover, due to youth insurrections and political interventions, the autonomy of Sri Lankan universities had gradually decreased; on the contrary, political authorities gained the control over universities as well as students' university life, which largely affected the expected outcomes of higher education and the process within universities, Sri Lanka. For several decades, the higher education system in the country has functioned facing different crises, but most of them were academic related issues. Once two insurrections erupted, the ideology and the perception regarding the university education have completely changed, for the worst, as the changed ideology by no mean supported its advancement. As many argue, academic freedom alongside university autonomy is seen as an essential value in higher education and has become a focus of attention in the twenty-first-century education (Estermann, Nokkala, & Steinel, 2011; Ren & Li, 2013). Students who pursue degrees in universities must have the freedom to learn without fear, as freedom drives them toward appropriate learning. However, the individuals' freedom and university autonomy were seriously damaged and taken control over by completely politicized student unions, that was not taking control over only on university administration, but that by and large hinders those students' right to education by different interventions such as ragging, collecting money unnecessarily, limiting class participation and the kind. Consequently, the public funded universities in Sri Lanka positioned at a place in time where some certain events can be called crises are taking place. Moreover, the after-effects of severe challenges have emerged after two insurrections in Sri Lanka still reverberate, and hence, the outcomes of them are larger than the effects that could have emerged some several decades back.

Even though it is difficult to point at one person, group or an organization in regard to the issues erupted in the modern day higher education, despite being identified those issues which contribute to a crisis in the higher education, the case still thrives uninterrupted. So that victims would be the so-called cream of the cream or highly intellectual students in Sri Lanka, particularly those who come from middle or poor classes, or remote areas of the country that of (urban) high-class students[3]. This is a more perilous issue, as again the students from poor or middle-class families would be troubled in the market economy since there will not be a sufficient number of employment opportunities, in spite of having a degree level qualification (Aggestam & Hallberg, 2004; Singam, 2017).

Furthermore, there are some other multifaceted issues, such as lax recruitment and promotional criterion of academic staff and their lack of commitment to improving quality of university education to meet the demands of the expanding economy (Mendis, 2012). Moreover, orienting university courses to meet the contemporary demands of employers, assessing quality of human resources, focusing on English language and IT competence, changing the philosophy of university education, losing the enthusiasm by students toward education, emerging private education competing with public funded universities are some of the challenges among myriad of other issues which bring about a crisis at state universities in Sri Lanka (Amarasooriya, 2015; Weerasooriya, 2013). However, the real-challenge is hidden, but that severely causes the quality of graduates who complete their degree

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programmes later on. It always seems that issues and emanating challenges of contemporary higher education directed at the structural dimension of education, which particularly focuses on the out layer of the higher education process. This does not guarantee a good-quality higher education nor go along with the recently introduced sustainable development agenda (UN, 2015; UNESCO, 2015).

c) Challenges of the higher education: The hidden side

On the one hand, unlike in developed countries, local realities of the higher education in Sri Lanka like developing countries are shaped by integrated world economy, new information and communication technology, the emergence of an international knowledge network, the role of English language, and some of the other forces beyond the control of local academic institutions. On the other hand, some inappropriate practices at the local level too affected the higher education severely. The real-challenge, therefore, does not solely lie on structural issues. The foremost crisis in the university education is that, except for a few cases, many students have lost their enthusiasm and hope for learning. This is particularly seen in the students of social science faculties, in the sense owing to structural and process related issues, the students just strive to graduate but not to acquire an essential set of skills, knowledge, and attitudes that devastates the expected quality of graduates. Since there is no or less enthusiasm, a driving force of education, the students will try to graduate somehow, this may even include completing degrees with minimum requirements, but without having important abilities related to emotional intelligence or even without the knowledge on essentials of the subjects they learn. This has been a consequence of hidden problems regarding structural issues such as lack of infrastructural facilities or human resources, and furthermore, the students even do not have any conscious on 'hope for education' so that public-funded universities in Sri Lanka perhaps would undergo an instability in the years to come. This will again hinder the development of the lower layers of the social hierarchy, as people at the top would find alternatives that of public-funded higher education institutions that they are likely to provide low-quality education in the perception of the general-public (this perception may be varied from one discipline to another, however).

The landscape of the higher education has been changing due to mushrooming private educational institutes including branches of foreign universities, one that highly in demand owing to the increasing demand for higher education, especially oriented towards market-oriented subjects that can be marketed in the globalized market economy. On the contrary, this makes a challenge for public-funded universities as they could not orient their education process and structure according to the global needs, quickly due to internal pressure from deep-rooted cultural barriers that include resistance from student unions and even university academics. Privatization or integrating private universities with the public universities has been one of the top priories of recent policymakers, though several times it failed as politicized civil organizations protested against it.

One of the other telling issues is that collapsed interrelationship between the society and the university system. The society more often looks for a contribution by universities, but it seems that the society has lost its hope, as universities in the country are likely to have deviated from the outside society. University academics also stick to teaching and research but the possible contribution to the society is minimal to a greater extent.

d) Emanating challenges of the higher education

Recently a sentiment prevails regarding the university education that it is in a state of constant crisis due to different reasons. Many explanations presented in support of this sentiment, in that, graduates particularly in public universities, are considered unemployable (this is more relevant to humanities and social sciences faculties) and of low quality; universities as center-places for student violence and conflicting political ideologies. Furthermore, there is a strong criticism about the pedagogy as the quality of teaching is deplorable with outdated curricular compared to global trends and private sector innovations within the higher education sector. Even quality of researches and academic innovations, public contribution by universities in the country too have been disparaged, this in turn, resulted in deterioration of academic freedom, university autonomy and especially politicization of university administration.

Challenges emanate from changes in the higher education is multidimensional and wide variant, so that tackling those issues would not be an easy task. The different challenges pertinent to higher education sector can be classified into four categories. All those challenges somehow hinder the proper functioning of the university education in Sri Lanka.

1. Maintaining and improving education quality, even in the face of severing financial constraints. Public funded universities are more often depended upon public funds, though they try to find funds from different sources, and hence this leads to constant political interventions. Increasing and better utilizing the financial resources available to higher education would be another challenge. Globally many developing countries allocate a substantial portion of the Gross Domestic Production to the higher education, as they are in a capable state, though this is quite difficult in developing countries so that available financial resources must be managed with conscious comprehension.

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2. Improving the relevance of curricula and instructions at a time of rapid change in the labor market need can be identified as the main challenge associated with higher education. The need for higher education has been redefined alongside changing contemporary social needs. Although university education is for preparing scholars that they can adjust themselves to the dynamism of society, recently higher education has been expected to contribute tremendously to the market needs, in the sense universities are expected to provide employees, but not just scholars. This ideological change challenges the existing norms of higher education. For profit-oriented higher education institutions, including regional campuses implemented in the peripheral countries by universities in developed countries constantly seek profit increasing, so that traditional ideologies regarding higher education has been neglected. Private institutions offer courses valued at the market and graduates of those universities are more employable than graduates from public universities. On the other hand, quality of pedagogy including teaching and learning are believed to be higher in private universities except for a few cases, so that academics and students of public universities are in a state of crisis, since the transformed ideology of the whole society demean the value of the contribution of public universities despite their contribution might be essential.
3. Changes in pedagogy have engendered some challenges. The ideological transformation of society that evolves constantly adopting new values and norms always affect the higher education system of a country. As global values prevail, innovative and more effective pedagogies are introduced, and universities are asked to adopt them in their teaching and learning environments. In spite of the positive outcomes of pedagogical changes, this is more challenging to implement particularly in developing countries like Sri Lanka, as the existing structure quite often does not support it. The reluctant mindset to change would be another cause which hinders adopting and implementing effective pedagogies, and this would sometimes be intensified due to incompetence communication and collusion among management personnel, academic staff,and students. Both students and academic staff members shall be ready to go along with contemporary pedagogies (this might include new teaching and learning methods, use of IT, new examinations methods and the kind).However, this would be quite challenging as the nature of different disciplines contrasts each other. For example, institutions (or faculties) teaching and researching science-related areas perhaps more forward welcoming novel pedagogies, while institutes who teaches humanities and social sciences or arts-related subjects are less likely to go along with transformed and changed pedagogies due to the specificity of their disciplines. While the traditional face to face mode of delivery and exam based assessments were still dominant, there is now an increasing trend toward distance-learning, and blended programmes can be assessed using innovative methods, though it again a challenge to integrate into the existing system. In addition to those challenges, poor motivation concerning academic curiosity and scholarly achievement can be identified as another perilous challenge academics would encounter.
4. Even though this can be considered under the second category above, reinterpreting the relationship between university teachers and students in market terms would be a hidden but more influential problem that challenges the existing role of both students and university teachers. There are situations where university academics have no control so that they are abided by imposed rules and regulations, and hence interventions in addressing challenges would be quite complicated. Recently several issues regarding students' mindset and learning have been bespoken, though academic staff's intervention to them was not sufficient. Gender-related issues, psychological turbulences due to many different causes must be addressed within the university system since students are residentially engaged in academic activities, and lecturers are expected to attend to those matters, but the challenge is the extent to which those academic staff members shall intervene is not clear and might reinterpret more subjectively. In spite of having a code of conduct, there seemed to have some inappropriate cases between and among students and lectures in regard to balancing their both private and professional life. If this is not taken into keen consideration, the expected outcome of the higher education will be seriously affected. Challenges regarding the subjective life of both academic staff members and students, therefore, shall be scrutinized in the achievement of a better outcome of the university life.

Academics of universities, therefore, meet those challenges, though the preventative mechanisms that they would carry out might be obscure to a greater extent. Moreover, both identification of those challenges and preventative mechanisms have been identified as ideologically neutral options for a long time, though on close examination, it is clearer that the identification of those challenges and how academics would prepare to encounter them emerges from a specific view of society and of education. Overall, the challenges emanating from recent changes in the higher education are often related to the expectation of university education and

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strategies and approaches to dynamics of university education.

e) Approaches and Strategies to face the challenge

A university teacher's role does not constrict into to teaching, but alongside it involves generating knowledge, identifying possibilities of society toward opulence, innovations, and hence it comprises multiple roles; society too expects university teachers to be more dynamic in the sense they are expected to contribute to the greater success of a society. As Sampson (2007) clearly understood "universities are anchor institutions for innovation, economic competitiveness and property of a region". In spite of having emanating challenges every time, even in different faces, universities must be continued to function since the sustainability of society substantially depended upon them as the readiness and the agility of a society make a reality by competent people having an adequate and relevant knowledge and a skill set, probably that has been given by universities. University teachers, therefore, must prepare adequately to face the challenges of changes in the contemporary higher education locally and globally.

The changing educational landscape in the global and local contexts have placed unprecedented attention on teachers' preparedness to education for Twenty-first century global needs. As described earlier, producing a competent and a holistic graduate who can confront global problems in the 21st century has even been widely prospected by higher education institutions, though this would be more challenging, and university teachers are considered to be responsible more on this matter. University teachers' world vision or how they comprehend their disposition in relation to other stakeholders within the higher education process, therefore, shall be changed accordingly. Mindset must be rearranged in line with changing global norms, though it might require a considerable phase of time. The challenges emanating from both structural and process dimensions of higher education can best be confronted if university teachers are ready to comprehend their exact disposition at the academia.

Students are graduating today into a world that is interconnected as never before, and all the global level challenges that somehow impact on local levels, whether in health, environment, poverty, or peace and security require cooperation across different cultures and regions. University teachers are, therefore, required tremendously attend to those needs, this, in turn, might look for competent and timely adjusted mindset of university teachers, and hence they must learn to respect the holistic nature of the world in the sense respect for fellow humans, regardless of different stratification factors like caste, race, gender, religion or even political ideologies. University teachers should be responsible for solving pressing global challenges in whichever they can, as they are believed to be more competent in understanding the dynamics of the modern world that of other professionals. As global forces always influence local realities, academics should conscious of about challenges might cause and shall show the correct path that the society would go on.

Though there are several counter-arguments, globally accepted norms concerning higher education are considered universal, so that those global paradigms might realize in local levels in the achievement of local expectations that might ultimately contribute to the realization of global expectations. Since this is a task that requires a systematic and more conscious intervention, university teachers must take the lead as they have a necessary and relevant knowledge. This makes it clearer that an approach to teaching and learning that provides students with knowledge, skills, and attitudes essential to understand how the world around them works and prepares them to participate in an interconnected society is highly important. Therefore, university teachers may work first on developing and improving their competence concordance with the global expectations. Some of the endeavors toward that end might include,

1. Understanding the direction and where the world drives, and the place of our country in relation to it.
2. Learning about other regions, cultures that can have tremendous impacts on local level initiatives.
3. Reflect own disposition within the wide terrain of global education.
4. Applying learned theories to achieve sustainable development.

As recent researches pointed out, a globally competent teacher should have the following characteristics. Knowledge of the interdependency of world events and issues is one of the major competencies that a university teacher should possess, as several telling issues of the country are someway related to global events, and more often the global forces might reshape the face of local events thereby it would reconfigure the existing expectations of the country. The modern higher education is, moreover, expected to prepare proper and more-timely learning experiences for students that clearly distinguished from the traditional student-centered learning, and this requires competent teachers who would be able to understand the existing situation of the country in relation to what the world is thinking on today. Secondly, in order to transfer the knowledge university teachers are required to have necessary pedagogical skills, this would further help students to analyze their true place in the society and comprehend their contribution to the society. Though different governmental regulations can be implemented, the university teachers in the twenty-first century are believed to be a person having a high morality in the academic field, in the sense they must

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adhere to the good practices in the academia, that would soften the learning and teaching endeavor in higher education institutions. The commitment to assist students would be a result of it.

One of the main problems in the modern higher education process is to prepare students who are more qualified in the job market. Earlier, the philosophy behind the university education was to transfer content knowledge to students, and to debate existing knowledge, in the sense they dealt with epistemology, but did not focus on preparing students to work with the market-oriented society, sometimes it was because of the earlier societal expectations were not oriented toward a capitalist market economy. Quite contrarily, the modern society is directed at a capitalist market economy and that is believed to be a place where people can enjoy their lives ultimately stepping on self-actualization. The higher education has also been gradually changing its structure and process adapting into the modern society, though some certain different arguments too prevailed. However, the modern society expects higher education institutions to contribute to the advancement of society so that university teachers must take the responsibility. This is particularly a challenging task in faculties like humanities and social sciences because there is a vast mystic that the subjects taught are not suitable or relevant to the capitalist economy. On the other hand, though university teachers those who teach in those faculties are conscious of this matter largely, the actions taken have not been quite effective. Therefore, making learning experiences for students, which can be utilized in their upcoming life events, is a greater responsibility of those academic members, and they should strive to find out how to link students with the job world. For example, ethics and philosophy, a core philosophic humanity can best be taught to students, if the principles and learned experiences of that course can link with analyzing the contemporary social situations.

An impressive and most relevant strategy in order to prepare for the global and local level challenges would be identifying different aspects of knowledge and acquiring it. As pedagogic experts suggest, there are five domains of knowledge one must acquire (Goodwin, 2010).

1. Personal knowledge
2. Contextual knowledge
3. Pedagogical knowledge
4. Sociological knowledge
5. Social knowledge

This is an important capture since it shed light on different dimensions of knowledge, and which signifies to lecturers that sole acquisition of content knowledge does not suffice unless other domains of knowledge are integrated into.

The personal knowledge is the knowledge of the teacher him/herself, which is related to the philosophy of teaching, the way in which conceptualize teacher's active engagement in the learning process. The university teacher should have a well planned and proper provident philosophy, is the one that guides the person to what direction s/he must go on, otherwise, s/he cannot face the emanating challenges in higher education institutions as there is no proper vision and proper path. The contextual knowledge is, on the contrary, explains the ability to understand the place or the context where teaching and learning take place. Understanding different types of learners is one of the main features here. The pedagogical knowledge includes content knowledge, methods of teaching, which is by no means can be compromised. The sociological knowledge is the other domain that is also essential as it includes knowledge of living cultures, how learners and other stakeholders work in a society and the kind. This is more important, as without having a proper understanding of the society, university academics cannot make effective decisions and proper learning experiences for students. The last, social knowledge implies the emotional intelligence that an academic must acquire, which is inviolable as that is a governing aspect of learning and teaching process within higher education institutions. The public-funded higher education institutions in Sri Lanka, most of the time fail due to lack of human resources with emotional intelligence that is the one, which facilitates every aspect of knowledge to fit better in the society with many different people.

Go along with recent trends while preserving effective local realities has been one of the challenges academics face, this signals that effective measures are indeed required. The world runs very fast with the contribution of modern science, and even social scientists too contributed it tremendously (Cernea, 1994). The world, therefore, multidisciplinary nature has been always appreciated, as the expected results would be more sustainable. Trends in the higher education are multidimensional, in the sense, there are areas where university lecturers can intervene, while some of them cannot be addressed as they are out of their gaze. Students are, now more likely to shift for job oriented subjects, if they have the choice to do so, while some of the students were forced to do non-job oriented subjects, is one of the trends. Therefore, some of the trivial problems have been emerged due to mal-adjustment of the structure in higher education, particularly in developing countries. University lecturers, therefore, should prepare themselves more to deal with the agile nature of this society, and this could be furthered if their researches are more focused on the society they work. Especially, they should more aware of the local realities like how students behave within

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universities and adopt globally developed strategies to deal with students at the local level very carefully.

The biggest challenge in the past recent decades of university education in Sri Lanka that universities were taken as hosts for political endeavors. Students though engaged in student-politics, ultimately they are related to party politics, which is most of the time hardening the internal learning and teaching process, as student-community organizing do not quite supportive for formal education system, and might collide with the administration, so that ultimately the education of the majority of students will be disturbed, for the sake of tiny but severe issues that they make. Student counselors, which is a major role of every academic member, therefore, sometimes might face difficult problems in dealing with students. Dealing with students in the modern day must be more humane and strategic.

Issues regarding the relationship between students and lecturers must be carefully attended, in front of the face of globalization (Altbach, 2011). Students are no longer considered to be listeners or passive learners but are considered more active and having different capabilities, so that university teachers should first understand different abilities of them and should prepare lecture series and other pedagogies which are more suitable to those students, that then everyone can go on with their own phase toward their expected goals (Felder & Brent, 2005).

IV. Notes Referred in the Text

1. The era from 377 BC to 1017 AD of Sri Lanka is known as Anuradhapura period, as the capital of the country located in Anuradhapura. Several Buddhist monasteries administered higher education institutions, and they conducted internationally accepted curricular to those who registered in their institutions (De Silva, 1981). Historical evidence proves that some international scholars too came here to master several subject areas as many subjects expire were there at that time. “Mahavihara”, “Abhayagiriya”, “Jethwanaya” were three main higher education institutions, were more famous internationally for comparative Buddhist studies and Theravada Buddhist studies.
2. OXBRIDGE Model: This is a way of constructing universities, which comprises methods Oxford and Cambridge universities used (Tapper & Palfreyman, 2002). Policies, regulations, management regarding university system in Ceylon were based on the procedures similar to Oxford and Cambridge. This particularly because of, pioneers including Sir Ivor Jennings were remarkably influenced by the British higher education, and they were strived to adopt those models to establish a university in Sri Lanka.

Higher education and class status are closely related in Sri Lanka, as many students got a secondary level education through government-funded schools, they would largely be able to get the entrants to universities. On the other hand, due to the quota system, that restricts the university entrants by the dedicated number of students per district will encourage more students from rural areas to get the placement in a particular university. There is a limited number of seats in the government-funded universities in the country so that those who ranked at the top would secure the placement. This further classified by the district levels. Consequently, many students from rural areas would enter universities.

V. Conclusion

Higher education is one of the essential ways toward sustainable development, as it makes the knowledge economy a reality. However, recently there seems to have emerged several issues within the higher education sector in terms of process dimension and structural dimension, both of them hinder the advancement of the higher education. Particularly, Sri Lanka like developing countries face severe problems regarding the development of higher education, or to be more precise, to go along with contemporary world needs would be more challenging. The paper has discussed some of the issues prevailed in the higher education sector while giving some of the possible strategies to deal with them. University academic members as the driving force of higher education in the country should prepare to face those challenges ahead.

The higher education in Sri Lanka has undergone a considerable transition during the past few decades, particularly in its philosophy in which ways and expected results were included. The higher education, hence no longer considered to be a process of liberating people which ensures that the people are set aside from narrow views of the world, though the quality of expected graduates in the modern day is still depended upon the ‘emancipation perspective’ to a greater extent. However, a graduate with qualities useful in the market economy is more appreciated, today. With this transition, as the traditional view of universities changes, some unexpected challenges might emerge, and the existing crises are likely to increase in the years to come.

Some of the structural and process-related issues in the higher education in Sri Lanka have been critically reviewed, in that decreasing students’ enthusiasm to learn would be a serious issue that gives rise to several other challenges. In addition, increasing harmful student politics, ragging, and gender-based violence, decreasing the quality of education are some certain issues that conducive to a fragile environment within public-funded higher education institutions in Sri

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Lanka. Moreover, a telling challenge of contemporary higher education is to strengthen the relationship between universities and the public, private and civil sectors of the society. Though it was identified as a potential toward a better higher education, searching for appropriate strategies is challenging, as many times universities of the country are reluctant to or have no conscious on strengthening the bond among themselves and with the society. All those problems would challenge the existing higher education process in Sri Lanka that in turn, signals the policymakers including academics to work more quickly and to search for innovative strategies to tackle with while minimizing the severe impact of the existing issues on higher education. The ripple effects of that impact would otherwise remain for several years to come.

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On the Suitability of Some English Equivalents to Arabic Culturally-Bound Terms

By Merabet Mohamed Hamza
University of Constantine

Abstract- In a broader sense, bilingual dictionaries are viewed to provide translators with all the needed information in the foreign language through the equivalents chosen by the compilers. Needless to say that this statement is correct at a certain level, mainly when it comes to simple words that do not represent much difficulty for both source language receptors and target language receptors. But the matter becomes questionable when the translator deals with cultural-bound words in the frame of the law as a specialized field. That is why attention must be paid to such valuable references to pave the way to the translator to transmit the message accurately. This study aims to investigate the exactness of English equivalents of some Arabic culture-bound terms in a Legal bilingual dictionary (Arabic- English) about their original significance in the source culture of each language, to draw a comparison between both meanings and the cultural dimensions they reflect. The results showed a certain inadequacy between the Arabic word and its equivalent in the majority of the cases, especially regarding its ethnographic value, which represents its most important aspect.

Keywords: *bilingual dictionaries, translation, law,cultural-bound words.*

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On the Suitability of Some English Equivalents to Arabic Culturally-Bound Terms

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Abstract- In a broader sense, bilingual dictionaries are viewed to provide translators with all the needed information in the foreign language through the equivalents chosen by the compilers. Needless to say that this statement is correct at a certain level, mainly when it comes to simple words that do not represent much difficulty for both source language receptors and target language receptors. But the matter becomes questionable when the translator deals with cultural-bound words in the frame of the law as a specialized field. That is why attention must be paid to such valuable references to pave the way to the translator to transmit the message accurately. This study aims to investigate the exactness of English equivalents of some Arabic culture-bound terms in a Legal bilingual dictionary (Arabic- English) about their original significance in the source culture of each language, to draw a comparison between both meanings and the cultural dimensions they reflect. The results showed a certain inadequacy between the Arabic word and its equivalent in the majority of the cases, especially regarding its ethnographic value, which represents its most important aspect. As a result, the findings made us question the quality of the specialized dictionaries used by the translators when fulfilling their tasks.

Keywords: bilingual dictionaries, translation, law, cultural-bound words.

ملخص:

تعد القواميس ثنائية اللغة مصدرا مهما يتزود منه المترجمون بكل ما يحتاجونه من كلمات في اللغة الأجنبية عبر ما يختاره المؤلف من مكافئات لتلك المفردات العربية؛ وليس في وسعنا سوى التسليم بهذه الحقيقة إلى حد معين، خاصة عندما يتعلق الأمر بكلمات بسيطة لا تمثل عقبة لمتلقي اللغة المصدر ومتلقي اللغة الهدف. لكن المسألة تصبح موضع تشكيك عند تعامل المترجم مع كلمات ذات بعد ثقافي في إطار المجال القانون. لهذا السبب يتعين على أخصائيي المجال إعطاء اهتمام أكبر لمثل هذه المصادر القيّمة من أجل تسهيل مهمة المترجم في نقل رسالة النص وفقا لمعايير الأمانة والدقة.

تهدف هذه الدراسة إلى التحقق من دقة المكافئات الإنجليزية لبعض المصطلحات المرتبطة بالثقافة العربية في قاموس قانوني ثنائي اللغة (عربي- إنجليزي) من خلال البحث عن دلالة كلا المصطلحين العربي والانجليزي في كلا الثقافتين، وذلك بغية وضع مقارنة بين مختلف دلالاتها والأبعاد الثقافية التي تعكسها. وقد أظهرت النتائج نوعا من اللاملائمة بين الكلمة العربية وما يعادلها في اللغة الانجليزية في غالبية الحالات، خاصة فيما يتعلق بقيمتها الثقافية، والتي تمثل الجانب الأهم فيها؛ هذا ما يجعل من القواميس المتخصصة المستخدمة من قبل المترجمين محل شك في نوعيتها.

الكلمات المفتاحية: القواميس ثنائية اللغة، الترجمة، القانون، الكلمات ذات البعد الثقافي

I. Introduction

Translation is the process of conveying the message of the source language discourse into the target language discourse as accurately as possible. However, this task is deemed to have pitfalls, especially when it comes to culturally-bound words. The Legal translator cannot translate from one language to another without regard to the cultural differences between the two legal systems. The judicial area is among the most sensitive fields that have to be approached carefully, because such field occupies an essential place at the national and international levels. When fulfilling his task, a legal translator should possess, in addition to his mastery of at least two languages and his vast cultural background and legal skills which can be interpreted as the legal knowledge with all what it may include: grammatical, terminological, syntactical as well as the cultural concepts being in use in this field. No matter how experienced is the translator, he can never perform his work without needing a dictionary, as this one represents a reliable source of information to be provided in a short period to the target receptors portrayed by the judicial bodies, clients or any other official or unofficial parties. But this source of information may be subject to criticism, especially when dealing with cultural terms that do not reflect the same reality in the languages (cultures) in contact; therefore, they may lead to misinterpretations and even mistranslations, which in turn may lead to unpleasant results. This work comes among others to represent an attempt to shed light on the deficiencies that may exist in such bilingual dictionaries, and pave the way for further improvements in the field of dictionary compiling.

II. Legal Language and the Translator

As a linguistic act; legal translation would never exist without the tongue that generates it. It is of great importance to admit that translation had affected all of us for years. Its effects were the result of the increasing role of international relations and the growing demand for the free movement of people, goods and capitals. We may also cite the legal procedures taking place worldwide as a result of peoples' interactions. Linguistically speaking, the law is a profession of words as described by Mellink off (1963, p.259). No legal system would exist without language. This latter has made all the laws worldwide known to people through translation which was the primal tool to make knowledge spread for centuries. That is why many scholars admitted that no rendition would be possible without language, and no law would exist and remain without the tongue that gave birth to it (Arntz, 1986, p.92).

Legal translation has always been the subject of much debate among scholars. Sometimes the method of conversion was the matter to be discussed. Others, the question of fidelity of the translator towards the text itself, and some other times about the role of the

Author: University of Constantine 1, Algeria.
e-mail: merabet.mhamza@yahoo.fr

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translator as an intercultural mediator between legal systems and the different issues he faces when performing his work. For centuries, the legal translation was bound to the rule of literal translation instead of giving much freedom to the translators. Such freedom allows them to produce legal texts that could be better in meaning and form. But the principle of faithfulness to the source text was of great importance. As a result, it was generally accepted that the translator's task is to reconstruct the form and substance of the source text as closely as possible. The golden rule to be followed was "the stricter, the better" when dealing with legal discourses (Sarcevic, 1997, p.127).

In recent years, some theorists turned their backs to the dichotomy of preferring to be close to the source text or the target text. They reconsidered to pay close-grained attention to the translator as the real actor of the translation activity. As a result to this new trend, many references that have been considered "handbooks" by many translators who have chosen the legal field as their domain of work were published. We may cite among these theorists Smith (1995); who contributed enormously to the development of ideas allowing the translator to fulfill his task better. He suggested that the legal translator requires competency in at least three separate areas:

1. He must acquire a basic knowledge of the legal systems he is translating from and to.
2. He must possess familiarity with the relevant terminology, i.e. the legal one.
3. He must be competent in the target language-specific legal writing style. (Smith, 1995, p.60)

In addition to what Smith (1995) mentioned above, he explained the nature of legal texts in every legal system that exists. He pointed out that each legal system is said to be "System-bound," i.e., every legal text has its characteristics following the legal system in which it was created. In other words, every text is influenced by its legal system regarding the terminology in use, the style, as well as the cultural background. However, besides what Smith suggested, Schroth has gone farther to say that the linguistic aspect of the translation is not enough when dealing with special-field texts such as the legal texts. He suggested that "in order to produce a text that leads to the same results in practice; the translator must be able to understand not only what the words and sentence mean, but also what legal effect it is supposed to have, and how to achieve that legal effect in the other language" (2010, p. 71). On the other hand, Gémar (1997) confirmed the correctness of the previous views. He went so far to say that the only real difficulty of legal translation is the diversity of legal systems Gémar (1979, p.44). Thus, variety of legal systems implies a range of cultures, as each legal system reflects its own culture from which it emerged.

As it has been explained so far, the legal translator finds himself faced with three dilemmas: languages, the legal systems, and their cultures. One might think that the task of the translator might be easy, especially if the translator is able to work between two different languages. The reality may seem a little bit different for those who have not a deep and clear image of the profession. In fact, numerous are the scholars who recommend the translators to follow a multidisciplinary approach when dealing with the law. They see the legal translator to have received dual training (legal and linguistic). Translation in this field also requires knowledge in economics, sociology, history, and even philosophy. As an example, commercial law requires notions of taxation (Gémar, 2000). Everyone knows that with the emergence of new technologies, daily information has become within everyone's reach. To exemplify, we can compare the terminology used in the texts of international law in several languages. The English language that has become the main language of international communication can be a source of difficulties. This is due to the fact that it conveys common law concepts. As Jacques Mauro noticed: "every country [...] has its own law with unique and irreplaceable legal words (Mauro, 1988, p.181). These words are impregnated with the culture they arose from. They differ from one culture to another, and that what makes the task of the translator more difficult and even challenging.

III. Translating Culture in the frame of Law

As the translator acts as an intercultural mediator, he is never safe from criticism. He is always required to convey the cultural concepts as faithfully as possible. But once again, scholars have drawn guidelines according to which the translator may meet the standards of intended fidelity. These guidelines vary according to the approaches that dealt with the question of culture; from source-oriented to target-oriented approaches. We may mention among others Bensimon (1998) who questioned the matter of equivalence as a target-oriented approach to cultural terms when he said: "[…]is a translation not faithful when the translated text functions in the target culture in the same way as in the source culture?" (Bensimon, 1998, pp.13-14). Such statement implies an opposite view to the way the translator should follow when dealing with cultural concepts. Different views have drawn a reconsideration of the place of cultural features in providing other people with a different reality than theirs. A reality that reflects the otherness with its differences. It is a fact that this otherness has been defended by many scholars and translators who have another vision about the source text and its foreignness. They looked at it as an entity that should be preserved to show that each text has its

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own cultural features that remain unique, and should not be subject to distortions or transformations in the target text. As a result, there would be a deletion of cultural characteristics of the text to be translated. In this context Venuti (1995) made it clear speaking about how a translator should tackle the source text: "*A translated text should be the site where a different culture emerges, where a reader gets a glimpse of a cultural other*" (Venuti, 1995, p.306). Yet, a good translator for Venuti is the one who preserves the foreignness of the source text when translating it, which allows the reader to become eager to discover another reality that is not his. In the same context he shed light on the fact that the process of translation has its gains and losses. Therefore, there shall be no similarities between cultures, and no translation would fill the gaps between cultures that remain unbridgeable (Venuti, 1995, p.306). Another defender of the foreignness and the rejection of the assimilation of the cultural features in the target text was Antoine Berman. He contributed so much in the field of translatology. Following Berman's vision of the act of translation, he considers the translation process as a recognition of the difference rather than an act of integration. Once again, Venuti positions himself on his side when he brought up the topic of ethics. Together they developed the concept of the translator's ethics toward the source text as a criterion of a faithful translation. Venuti (1998) insisted in his book "The Scandals of the translation: Towards an ethics of difference" on the mission of the translator as a cultural broker, who is never free when dealing with a text that implies cultural aspects he should transmit with all its inner foreignness. He sees the way a translator should act as an opportunity to allow the cultural features manifest in the translated text through its language. He points out: "*I follow Berman […] Good translation is demystifying: It manifests in its own language the foreignness of the foreign text*"(Venuti, 1998, p.11).

Playing the role of a bridge between cultures and legal systems, a legal translator should always take into consideration the ethical side of his profession. Once again, the matter of faithfulness is the core here. As mentioned by Berman and Venuti; a translator is to be judged ethical when he preserves the cultural features of the source text in the translated one. Nevertheless, such fidelity does not concern only the source text as well as his author. It goes beyond that to include the readership as well. Andrew Clifford insists that the purpose of every translator is to provide loyal service to the client. As such; an ethically correct translator is the one who fulfills the reader's needs and requirements (Clifford, 2004, p. 97). To this point, faithfulness has been achieved in a perfect manner. With regard to the above-mentioned conditions given by the scholars; a translator should as well be selective of the tools he uses when performing his translation tasks, i.e., the bilingual dictionaries. These tools have been and still are subject of many debates on their reliability in conveying the correct and understandable meaning of the cultural-bound terms. Such a subject was tackled through the works of (Kotzé, 1999), (Mpofu, 2001), (De Groot and Van Laer, 2006) and (Janulevičienė, Rackevičienė, 2011). The previous studies showed that there are still deficiencies in dictionary compiling regarding the choice of the appropriate equivalents to legal and cultural terms.

IV. Method

In this research project, we set the task to examine some Legal cultural-bound concepts used by the Algerian jurists. We focused mainly on the matter of whether the compiler of the Arabic-English legal dictionary failed or succeeded in giving the suitable equivalents to the terms we have chosen. In so doing, we randomly selected six Arabic cultural-bound words which are frequently used in the Algerian family affairs judgments as follows:

1 - "الخلع"(Khol'aa)
2 - "الثيب"(Thayib)
3 - "اللعان"(Li'aan)
4 -"القرء"(Kor'e)
5 -"الشبهة"(Shub'ha)
6 -"خاتم الحنة"(Khatam Al Hannaà)

Such concepts are closely bound to the customs and traditions as well as the religion of Algerians. Because the Algerian family code is based essentially on the precepts of the Islamic Sharia; we assumed that there should be a large gap between the Arabic concept itself and the English equivalent given by the compiler of the bilingual dictionary. That is why we tried to carry out a comparative study of these six concepts starting with their lexical and contextual definitions in the Arabic language using several references to the mentioned purpose. Then, we took the English equivalents given by the complier of the bilingual dictionary (Arabic-English Legal dictionary by Harith Suleiman Al Farouki) of these concepts and looked if they matched the reality and spirit of the Arabic word by comparing the meaning and use of these equivalents in an English legal dictionary (Henry Campbell Black's law dictionary). The previous step allowed us to have a wider view of the meaning of the given English equivalent in the Western English culture. We assumed that in the majority of the cases the English equivalents did not match the Arabic words. On the one hand, because there are deep significations of some words that could not be rendered by the translator with only simple English equivalents suggested in the bilingual dictionaries. On the other hand, the cultural gap that exists between both languages the Arabic language and the English one hinders the task of the translator in conveying the message as correctly and accurately as possible.

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V. Analysis of the Six Terms

a) First term

The first word "الخلع"(Khol'aa)is often used in the judgments of divorce concluded as per the request of the wife. It is lexically defined as the act of removing something, as one may say: someone takes off his garment (Belhadj, 2005, p.261). Whereas it is used by the Fuqaha "The Islamic Jurisprudence jurists" to refer to the agreement concluded by the husband and the wife about the divorce on condition the latter pays her husband a sum of money (Ibid, p.261).

In Harith Suleiman Al Farouki's Arabic-English Legal dictionary the word is referred to as:

Divorce (Requested by the wife) for consideration (payable by her) (Al Farouki, 2008, p.155).

As one may notice, the compiler of the bilingual dictionary used a whole sentence to give a comprehensible definition of the word; this indicates that there is no direct English equivalent to the Arabic one. Consequently, the compiler judged that an explicative sentence in the form of paraphrase would fill the emptiness left by the absence of an equivalent word to the Arabic one. Here, the reader may understand the meaning from the illustrative sentence in English given by the compiler, but yet, there is a sort of deficiency in the English language in providing at least a close equivalent to the Arabic legal concept.

b) Second term

The second word"الثيب"(Thayib) is also used in the matters of marriage and divorce in the Islamic law, as well as in the legal systems of the majority of Islamic countries. It refers to the status of the Muslim woman in the society whether she is married, divorced or even widowed, virgin or non virgin.

From a lexical view, it refers to a woman who married her husband and was separated from him by any means after he touched her (after having sexual intercourse). It may also refer to a non-virgin woman (Ibn Mandhour, 1992, p.248). From a contextual definition, it indicates a woman who had vaginal sexual intercourse. It is also referring to a woman who lost her virginity as a result of sexual intercourse (Ibn Mouflih, 1424, p.211).

In Harith Suleiman Al Farouki's Arabic-English Legal dictionary the word indicates:

A Married woman, feme covert as a first meaning. It is referred to also as a woman who lost her husband because of death or divorce as follows: *Widow, divorced* (Al Farouki. 2008, p.119).

From the first sight, we noticed the use of a legal-specific word by the compiler of the dictionary that is "Feme covert". Moving to the English legal dictionary (Black's Law Dictionary), the concept of "Feme covert" given in Al Farouki's Dictionary reflects the wanted meaning in the frame of the legal context. We noticed from the definition of the above-mentioned dictionary that a "feme covert" is a married woman, generally used to indicate the legal disabilities of a married woman, as compared with the condition of a "feme sole" (Black, 1968, p.745). Here, the meaning was preserved in the frame of the legal context. Nevertheless, it is preferable to use the appropriate words in the appropriate contexts as in such case. Even though Al Farouki made great efforts in selecting the appropriate words to fill the gap left by the Arabic word in question, there is much to speak about regarding the given translations of Al Farouki as follows:

From the translations stated above we may say as a summary that Al Farouki did his best to cover all the meanings implied by the Arabic word, but in all the cases, the concerned woman here is the one who is still under the authority of her husband as in "Married woman" or "feme covert", or the one who enjoyed the status of a married woman in the past and lost that because of the death of her husband to become a "widow", or has been separated from him to become a "divorced" woman.

But still, there is an ambiguity regarding the core of the meaning implied by the Arabic word. As being cited above by different Islamic scholars, the Arabic word refers more specifically to the case of a woman who lost her virginity either by marriage or else, let us say from an illicit relationship. Here, there is no way to talk about any of the previous cases cited by Al Farouki who only limited the meaning into the above three examples. The choice of the compiler may lead the reader to think that the Arabic word refers only to the legal situations where a woman loses her virginity. In fact, the Arabic word has a larger signification to include also the woman who lost her virginity from a prohibited relationship; and such detail is usually conventional among the scholars of the Islamic faith (Islam web, 2011).

c) Third term

The third word"اللعان"(Li'aan) lexically refers to the act of excluding and banishing (Zamakhchari, 1998). Whereas the contextual meaning refers to the way a husband accuses his wife of committing fornication or disclaiming the relationship with the child he has with her as being his legitimate son. Both husband and wife shall be called to testify against each other; the husband by accusing his wife, and the wife by denying his accusation (Al Djordjani, 1405, p.246).

Al Farouki has chosen three words as equivalents to the Arabic one as follows:

Curse, malediction, execration (Al Farouki, 2008, p.288).

Here, the compiler has only put three words that are equal to the Arabic one regarding lexical meaning. Unfortunately, he did not make any reference to the Islamic procedure mentioned above regarding both husband and wife's testimonies concerning the accusation of the spouse about the possible fornication

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she committed or the illegitimacy of the child claimed by the husband. Instead, Al Farouki chose words that reflect only the apparent meaning of the Arabic word that is defined in Merriam Webster's dictionary as:

A prayer or invocation for harm or injury to come upon one; or even: A profane or obscene oath or word (Webster, 2018).

The three words have the same apparent meaning. This latter does not convey the message intended by the jurist concerning the real value of such concept in a legal text having the Islamic religion as the primal source of jurisdiction. In such situation, the compiler should have adopted the same method of translation as for the first concept, where he tried to explain the meaning of the word in a kind of paraphrasing to make the reader understand the reality behind such legal notion. Nevertheless, we attempted to search for the legal meaning of the words chosen by Al Farouki in Black's Law Dictionary, but we found only one-word "Malediction" that has a legal signification. Needless to say that what we discovered was relatively different and far away from the meaning we were searching. Black (1968) defined it as follows:

Malediction: A curse, which was anciently annexed to donations of lands made to churches or religious houses, against those who should violate their rights (Black, 1968, p.1108).

Such definition puts the reader in a real dilemma if he has to rely on a specialized dictionary like Black's Law Dictionary. It is of great importance to explain the concepts that have inaccurate equivalents in another language by putting footnotes containing the explanation for the sake of avoiding the reader fall into ambiguity.

d) Fourth term

The fourth word "القرء"(Kor'e) lexically refers to a period where the woman has her period and even the end of her menses (Ibn Mandhour, 1992, p.130). In religious contexts, the meaning corresponds to the one given by the lexicographers with some divergences among the Islamic scholars regarding its strict signification. Some of them refer to the word as the woman's period (Ibn Al Kayim, 1998, p.601); whereas some others refer to the end of her menstruation and the beginning of her new menstrual cycle (Al Tabari, 1994, p.442). Ibn Al Arabi suggested the word "Time" to put an end to the conflict of opinions regarding the signification of the concept (Al Arabi, 2003, p.250).

Al Farouki has chosen four equivalents to the Arabic word as follows:

Menstruation, menses, menstruous flow, period (Al Farouki, 2008, p.147).

As one may notice, the compiler joined the first category of Islamic scholars who defined it as the woman's period or menses; this would raise the question of the dichotomy that exists between the first definition chosen by Al Farouki and the second one that refers to the end of the menstruation of the woman. Regarding the first meaning, one might think of the period that extends from the beginning of the woman's menses until their end, which corresponds to the day of menses blood disappearance, whereas in the second case he would think of the period that comes after the end of the menses, which means the period of neatness. Between the two meanings, there is an obvious divergence that could lead to a conflict of ideas; especially when it comes to readers who have a conviction for any of the given senses mentioned above. It is preferable for the compiler to look for the golden mean regarding the signification of this word in order to satisfy both parties who have convictions about any of the two meanings. For instance, the above definition of Ibn Al Arabi would be this golden mean and would fit the context of both situations.

e) Fifth term

The fifth word "الشبهة"(Shub'ha) lexically refers to confusion (Al Razzi, 1986, p.328) or lack of clearness (Ibid, p.590). Whereas in the contextual use it was referred to by Al Jorjani to the uncertainty about a matter whether it is licit or illicit (Al Djordjani, 1405, p.72). Among the recent definitions of the word, we have Azzouhayli's definition: "The Ambiguous thing linked to a matter that cannot be distinguished from the others" (Azzouhayli, 1994, p.756).

Regarding this word, Al Farouki chose three equivalents that are:

Suspicion, doubt, question (Al Farouki, 2008, p.199).

Whenever this word is out of context, for example, the religious one, the above English equivalents would fit the wanted meaning to refer to a matter of doubt. For example, if there is an instance of suspecting something wrong without proof or on slight evidence or a person's state of mental uneasiness and uncertainty. But if the word is contextualized as follows: "نكاح الشبهة" (Niqah Ashub'ha), then the compiler should make a personal effort to get the meaning close to the reader's mind whenever speaking about a religious matter like the abovementioned one. This latter refers to a marriage lacking one or more of its pillars by which it could be concluded, for example the bride's father or anyone who can take his place, or the witnesses who have to be present and witness the wedding ceremony. In this case where one or several pillars of the marriage are missing the marriage is to be judged void and illicit concerning the religion. In such case, dictionary compilers should suggest compound words to refer to the cases where this Arabic word is used in certain contexts. As an example for "نكاح الشبهة" (Niqah Ashub'ha), he may suggest doubtful marriage or suspicious marriage.

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f) Sixth term

The sixth and final term "خاتم الحنة"(Khatam Al Hannaà) seems to be the most difficult occurrence to be translated; this is due to the deeper signification of this compound word in the Algerian society in the frame of marriage ceremonies. There is no existing definition to this compound word in the Arabic dictionaries except the definition of the one or the other separately. For example, the word Henna lexically refers to the plant with which people make powder used to color their hands or hair etc. (Moujamaa Allougha Al Arabia, 2004, p.251). Whereas the word Henna contextually refers to the rituals and customs of marriage that have a cultural and social significance expressing joy and happiness (Al Sakhaoui, 1988, p.793). The word "خاتم"or ring is commonly known by all people to refer to the jewel put in the finger by any of the spouses. These two words pose no problem if explained separately, but if combined then there would be a struggling situation to the translator when trying to give the appropriate equivalent in the other language. If we take a look in the English dictionaries, the word "Henna" has the same definition given by the Arabic dictionaries to refer to the reddish-brown dye obtained from leaves of the henna plant and used especially on hair and in temporary tattoos (Webster, 2018). This compound word refers to an entire ceremony as part of the wedding, where there should be a golden ring and even other jewels to be offered by the husband to his wife, accompanied with a set of rituals where women sing songs to express their happiness. Also, during this ceremony the husband's mother applies a paste of Henna mixed with rose water and perfume in the hands of the wife. As one may notice, there is a whole reality to be expressed when trying to translate such Arabic compound word. That is why it is recommended that the translator does a literal translation followed by a footnote explaining the hidden reality behind such expression regardless the matter of the jewel offered to the wife by her husband.

VI. Results & Discussion

The above-analyzed examples show that the compiler of the bilingual legal dictionary succeeded in the cases where there is no actual English equivalent to the Arabic term. In other words, as a method of clarification to the English reader, he used a whole expression to express the meaning of the Arabic word. In most of the cases, he employed many equivalents to the Arabic word, as for the term "الثيب"(Thayib) as an attempt to cover all the nuances of the word. The second method employed by Al Farouki did not succeed to include all the meanings implied by the Arabic word, as in the above-mentioned example, where he did not include the woman who lost her virginity from an illicit relationship. He did not even differentiate between the woman who lost her virginity from a marriage and the one who did it out of wedlock relationship as it has been explained through the views of Islamic scholars. Moreover, despite the fact that Al Farouki's dictionary is of a specialized field, i.e., the legal field; the compiler simply put the direct English equivalents to the word "اللعان"(Li'aan) instead of dealing with such term in the same way as in the first case, where he used a whole sentence to explain the essence of the concept. Unfortunately, the given equivalents did not match the wanted meaning. On the contrary, they even convey a different meaning which may lead the reader to another reality. In the fourth case, the compiler has fallen in the pitfall of preferring a signification at the expense of another. He chose the English term menstruation and its equivalents to refer to "القرء"(Kore) at the detriment of the second view of Islamic scholars who view it as the end of the woman's menses. In this case, there is a clear difference between the first signification and the second signification. As such, Al Farouki should have looked for a word or expression that fits the context and meaning expressed by the Arabic word and goes with the abovementioned Islamic scholars' views. In the fifth case where the compiler succeeded in giving an appropriate equivalent to the word "الشبهة"(Shub'ha) which is out of context, he should have made an additional effort to put this word into context as part of the sequence of entries coming under the main word. As an example, the compound word "نكاح الشبهة" (Niqah Ashub'ha) may be translated into doubtful marriage or suspicious marriage, which would be satisfactory. Otherwise, it should be accompanied with a footnote explaining the given expression. Concerning the last occurrence, it was clear that the chosen expression was of local use in the Algerian society. We may not find any use of such expression in the other Arab and Muslim societies. That is why; we could not find it in the Arabic dictionaries or in the bilingual legal dictionary subject of our study. Although, there is an exception of finding the definitions of the two words "Henna" and "ring" separately. Such a situation makes the task of the translator more difficult, especially when facing words or expression of local or regional use. The translator may fall into mistranslations or even misinterpretations of the legal terms if lacking a reliable resource providing him with what he needs. Otherwise, he may engage into a literal translation with a footnote providing the reader with information that helps him have a precise and accurate image of the reality expressed by the expression.

The compiler succeeded in providing the majority of the lexical equivalents to the Arabic words. Using paraphrasing method as an attempt to bring a close idea to the mind of the reader on the Arabic word was of great necessity. Nevertheless, he did not succeed in choosing the equivalent that reflects the reality of the Arabic words regarding their cultural aspects. It is of great necessity to say that the compiler

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should have dealt with such words with a profound look into their signification in the cultural context. As a consequence, we may say that even though the English equivalent fits the Arabic word lexically, it differs from it semantically and even culturally. That is why attention must be paid to dictionaries that include culturally-bound terms being in use in different legal documents. These terms which imply an even abyssal cultural reality than it may seem.

VII. Conclusion

Even though there is a lexical matching to the major part of the selected terms; the cultural value of the Arabic word was not entirely conveyed. The reason is due to the divergences that exist between both cultures on the one hand. On the other hand, sometimes the word may imply a polysemy as for the term "الثيب" whose sense cannot be rendered in one word as for the Arabic one that encompasses all the meanings explained above. Faced with the problem of the absence of equivalents that convey the whole sense of Arabic culturally-bound terms, the translator finds himself obliged to make personal efforts to clarify the meaning of the word, through strategies, in an attempt to make the signification of the given word closer to the mind of the reader. His efforts may vary between reformulation, paraphrasing or even footnotes. This situation is the consequence of the unsuitability of the English equivalents chosen by the compilers of bilingual dictionaries in the majority of the cases. The task of the translator becomes riskier when it comes to sensitive passages, such as the legal ones. Such types of texts require more caution and accuracy because they play a crucial role in people's lives concerning judicial affairs. That is why it is recommended that there should be a joint policy to fill the gap left by these terms which pave the way to overcome the issue of word ambiguity for the sake of clearness and preciseness.

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Contrastive Study of Passive Voice of Intransitive Verbs in English and German - based on theConstrual Theory

By Ying Yang
Northwestern Polytechnical University

Abstract- English and German have not only similarities but also differences in many ways. From the perspective of cognitive linguistics, either in English or German, the passive voice of intransitive verbs is a special language phenomenon. The Construal Theory of Langacker's cognitive grammar will be used to contrast and analyse the differences and cognitive reasons for the passive voice of intransitive verbs in English and German from different dimensions of construal. The purpose of this analysis and the contrastive outcome is to help trilingual learners comprehensively and profoundly understand the two languages.

Keywords: *construal theory; intransitive verbs; passivevoice; contrastive.*

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Abstract- English and German have not only similarities but also differences in many ways. From the perspective of cognitive linguistics, either in English or German, the passive voice of intransitive verbs is a special language phenomenon. The Construal Theory of Langacker's cognitive grammar will be used to contrast and analyse the differences and cognitive reasons for the passive voice of intransitive verbs in English and German from different dimensions of construal. The purpose of this analysis and the contrastive outcome is to help trilingual learners comprehensively and profoundly understand the two languages.

Keywords: construal theory; intransitive verbs; passive voice; contrastive.

I. Introduction

English and German have many similarities and differences, which makes students draw comparison between German and English. Especially for English and German bilingual learners, because of the impact of language migration they inevitably have confusion when they are learning English and German.

Contrastive learning is an important method of language learning, which studies the synchronicity of two or more languages, and describes their similarities and differences, especially the differences (Xu Yulong 2010: 3). This method is of great benefit to the teaching or the learning of students. The passive sentences in the language have always been valued by grammar scholars. So this paper intends to analyze and explain the differences between the passive voice of intransitive verbs in English and German by means of Langacker's construal theory and the reasons of these differences, which helps the trilingual learners study comprehensively and profoundly.

II. Construal Theory

"Construal" is the relationship between the speaker (or the listener) and the conceptualized and depictive scenario (Langacker 1987: 487-488). The meaning of a language is not just the content of what it triggers, but also how the content is understood (Langacker 2008: 55). Langacker devided the construal into four dimensions: specificity, salience, focus and perspective.

Specificity refers to the level of detail described in the entity (Wu Xiaofang 2011: 58). It is also the degree of descripitive sophistication of the same scene or event, with macroscopic and microscopic description. Salience refers to the fact that the contents highlighted in language expressions are different. Some highlights the process while other highlights the result. Langacker (2008) discusses the salience from two aspects: the profile and the trajector / landmark. Both the trajector and the landmark can distinguish the differences of participants' status in the highlighted relationship of profile. The focus is expressed in the language through a cognitive structure "graphics / background" or "trajector / landmark". From the four specific dimensions of construal, there are different representations in Chinese and English. Langacker (1987) thinks that perspective has two main aspects, namely, viewpoint and focus. Perspective is the different language expressions produced by different observation angles in the process of scene construal. It is hidden in the semantic concept in many cases and is reflected through the semantic concept of expression by an overall analysis. In translation, the translator's understanding of the scene expressed in the original text will vary in degree, prominence and perspective in the process of construal.

III. Research Design

a) Research Question

What are the similarities and differences between passive voices of English and German intransitive verbs from the perspective of four dimensions of Construal Theory?

b) Research Subject

The author choose typical English and German unmarked and marked passive sentences of intransitive verbs from some grammatical books.

c) Research Procedure

In this study qualitative analysis is made. To be specific, in the process of analysis two aspects of passive voices in English and German intransitive verbs will be included, namely, marked and unmarked passive

Author: School of Foreign Stuies, Northwestern Polytechnical University, Xi'an, Shaanxi, China, 710100. e-mail: 18706789883@163.com

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sentences. The results from the analysis of unmarked and marked passive voices in English and German intransitive verbs are used to answer the research question.

IV. Findings and Discussions

"Generally speaking, only transitive verbs have passive voices in English and German. However, some intransitive verbs have their own passive voices. The most representative passive voice is the impersonal passive in German (unperpönliches Passiv) and the English phrasal verb-passive"(Li Dongliang 2013: 159). Therefore, two representative languages the impersonal passive voice in German and the English phrasal verb-passive in this part will be analyzed. Then the similarities and differences between passive voices of English and German intransitive verbs from the perspective of four dimensions of Construal Theory will be given.

a) Marked passive sentence

Whether English active sentence or passive sentence has its subject acting as the trajector. There is impersonal passive sentence in German, that is, when the subject of the passive sentence in German is omitted, the whole sentence can exist independently and its' meaning is not affected. Therefore, in this part the marked passive sentence analysis is only for impersonal passive sentence in German.

The impersonal passive sentence in German can have complement with three case ot two case and adverbial and also can be without complement (Duden 2006: 552). E.g:

1. *Hier wird nicht (von den Menschen) gefischt.*
   =Fishing is not allowed here.
2. *An der forschung der Grammatik wird （von den Grammatikern）gearbeitet.*
   =The grammarian commit to the grammar study.
3. *Ihm wurde damals viel (von dem Lehrer) geholfen.*
   =The teacher helped him a lot.

The agentive phrase of the impersonal passive sentence in German is usually omitted, which leads a lower specificity than that of their active sentences.

There is no subject acting as the trajector in the sentence (1). "Hier" is a place adverb and cannot act as a landmark. At this time, the salience of the landmark is significantly improved. The sentence (2) also lacks the subject acting as the trajector. But the three case object "der Forschung der Grammatik" und "der Grammatiker" at this time are regarded as the landmarks.

b) Passive Sentences of English Phrasal Verbs

There are four types of passive phrases in English: verbs with prepositions, verbs with adverbs, verbs with nouns and prepositions, verbs with adverbs and prepositions. E.g:

1. *The power has been given up (by the politician) voluntarily.（Verb with an adverb)*
2. *The children are taken good care of (by the nurse)（Verb with noun and preposition）*
3. *He is depended on (by someone).(Verb with preposition)*
4. *Women were looked down upon (by many people) in the past.（Verb with adverb and preposition）*

First, after the supplement of agentive phrases, which is led by the preposition "by". the meaning of the four sentences is complete. The semantic concept of the English intransitive verbs' passive sentences is consistent with that of their corresponding active sentences, and the specificity is also the same. However, English sometimes omittes the agentive phrases, so the specificity will be changed. It can be seen from the above four sentences that the specificity of semantic concept in the sentence (3) and sentence (4) is lower than that in the sentence (1) and (2), and also the specificity of sentence (3) is higher than that of sentence (4). The specificities of "someone" and "many people" are lower than that of "politician" and "nurse".

The author uses Langacker's construal theory to analyze the passive voices of English intransitive verbs, and hier combines salience with focus to analyze them together. The words "power", "politician" and the relationship-"give up" are the foreground of the semantic concept in the sentence (1); the foreground of sentence(2) includes "children", "nurse" and the relationship——"take care of"; in the sentence(3) the words "he", "someone" and the relationship——"depend on" are placed in the foreground; "women", "many people" and the relationship——"look down upon" of sentence(4) are also the foreground. It can be seen from the perspective of the foreground and background of the selected conceptual content that the four passive sentences and their corresponding active sentence is the same. But the focus of the active sentences and passive sentences is different.

Because all the four sentences have their own trajector, which is the main focus "the power"(1), "the children" (2), "He" (3) and "Women" (4); and also have their own landmark, which is the subordinate focus "politician"(1), "nurse" (2), "someone" (3) and "many people" (4). The semantic concept expressed by the variant of English phrasal verb-passive not only maintains consistency in the foreground and background of the focus dimension, but also presents a process, which weakens the "agent" and strengthens "recipient" and highlights the process of the relationship itself. From the point of view of perspective, the English phrasal verb always has its' subject in the linear structure of passive sentences, and the concept of the relationship is complete.

Only the speaker chooses different viewpoint and focus. It also just reflects the subjectivity of the perspective in the construal theory.

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c) *Unmarked passive sentences in German*

In view of the fact that German impersonal passive voices are special, in order to easily understand, so in this part the author also discusses the unmarked active voices and passive voices.

5. *Der Student schuf die Hausaufgabe. → The student finished the homework.*
6. *Die Hausaufgabe wurde vom Studenten geschaffen.→ The homework was finished by the sudent.*
7. *Die Hausaufgabe wuurde geschaffen.→ The homework was finished.*

Sentence(6) and (7) are the two passive forms of the sentence(5). From the perspective of conceptual representation, the sentences (5) and (6) all relate to the relationship—"schaffen", the participants—"Student" and "Hausaufgabe". The specificities of two sentences are the same. The sentence (7) omittes the participant - "Student", compared to sentence (5) and sentence (6) the specificity of this sentence is much lower. The sentences (6) and (7) use passive voice, so their perspectives are consistent. However, the perspective of sentence (6) and sentence (7) is opposite to that of sentence (5). The sentence (5) is from the perspective of the agent, while the sentence (6) and sentence (7) are from the perspective of the recipient.

From the point of view of the focus, there are two participants "Student" and "Hausaufgabe" and the relationship——"schaffen" in the sentence (5) and sentence (6), so the conceptual content of the foreground is consistent. In the sentence (7), the participant "Student" does not appear in conceptual content of the foreground. From the perspective of trajector/landmark of salience, "Student" is the subject of the sentence (5) and the trajector, which is the main focus in the relationship of profile. And "Hausaufgabe" is the object of the sentence (5) and the landmark, which is the subordinate focus in the relationship of profile. "Hausaufgabe" is the subject in the sentence (6), and "Student" is used as the dativ object in the agentive phrase. At this time, their relations between main and secondary focus (trajector and landmark) are transformed. In the sentence (7) the agentive phrase is directly omitted. "Hausaufgabe" at this time is viewed as a trajector and the only focus in the relationship of profile. Compared with the sentence (6) sentence (7) has a better highlighting effect.

The sentence (5), sentence (6) and (7) are different in specificity, focus, salience and perspective. And they are used in different contexts and serve different communication purposes. Such language phenomenon is in line with the commonality of human's construal.

d) *Marked passive sentences*

i. *Impersonal passive sentence in German*

The impersonal passive sentence in German has not the subject acting as the trajector. The sentence(10) identifies this. The three case object "Ihm" serves as the landmark. The agent subject "Lehrer" is also a landmark, but its salient degree is not as important as the main landmark "Ihm", so then "Lehrer" acts as the secondary landmark. The sentence (10) lacks of subject, so there is no trajector, which is viewed as the main focus.

From the unmarked passive sentences to the marked passive sentences the analysis of passive voices in German shows a process of gradual change, which is changing from weakening the "agent" and strengthening the "recipient" to weakening the "agent" and weakening the "recipient", and even omitting both the "agent" and the "recipient" and only highlighting the relationship itself.

Finally, from the standpoint of perspective dimension in the construal theory, it can be seen that the impersonal passive voice in German, although its' passive voice lacks of subject in the linear structure of sentence, does not affect the understanding of the relationship. But the passive voice of German verbs, which lacks of subject and other components, can indirectly reflect the perspective behind the expression. The form that the impersonal passive voice in German, which is a special grammatical phenomenon, regards the intransitive relationship as the transitive relationship, presents a kind of clear subjective color and shows the perspective of subjectivity.

V. Conclusion

In this paper, the author uses the four analytical dimensions of construal theory in Langacker's cognitive grammar to explore the English phrasal verb-passive and the impersonal passive voice in German. By interpreting the respective characteristics, the following results are obtained: Firslyt, the passive voices of English and German intransitive verbs are presented in the same specificity. Both of them can rovide more forms of content expression to the speaker or user. Secondly, from the perspective of salience and focus, the English phrasal verb-passive voice maintains consistency in the foreground and background of the focus dimension, and in the salience dimension it also presents a form, which weakens the "agent" and strengthens the "recipient". The characteristics of German impersonal passive voice are consistent with that of English phrasal verb in the focus dimension. However, compared with he English phrasal verb-passive, it shows a richer choice in the salience dimension and a gradual salient process, which changes from weakening the "agent" and strengthening the "recipient" to weakening the "agent" and the

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"recipient", and even omitting the "agent" and the "recipient". Finally, the passive voice of English and German intransitive verbs both represent the perspective of subjectivity of speakers or users in the perspective dimension.

The language shows our entire mental activity from the subjective behavior (Borsche 1990: 141). Through the passive voices of English and German intransitive verbs, which are a kind of special linguistic facts in their languages, we can glimpse the unique cognitive patterns of the nations behind these linguistic phenomena. By contrasting the passive voices of English and German intransitive verbs the confusion of the learners who learn English and German at the same time can be eliminated, as they use such passive voices. In addition, it can also enrich the means of the language users' expressions and serve language communication more flexibly and diversely.

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Enhancing Teacher-Learner Communication Strategies in the Classroom for Effective Lesson Delivery in the 21st Century

By Wordu, Nkasiobi Chinyeaka & Dr. Oji, Emmanuel Wichendu
University of Education

Abstract- This paper discusses the strategies for enhancing Teacher-Learner communication as used for effective lesson delivery in the classroom in the 21st century. In discussing the subject matter, it examined the concept of communication, types viz verbal and non-verbal, roles, strategies, the classroom, types and features. Conclusion was drawn with regard to the need to adapt the applications of ICTS apparatus in the effective delivery of lessons in the classroom., Especially in the new era of the 21st century. Recommendations were suggested on the need to run a synergy between the teachers/students on better ways of acquiring good communication skills for effective teaching to sustain feedback of the national development.

Keywords: verbal and non-verbal communication, classroom, teacher, learner.

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Keywords: verbal and non-verbal communication, classroom, teacher, learner.

I. Introduction

Communication is the act of transmitting and exchanging thoughts, ideas, opinions and information. It is, as, Mangal and Mangal, (2009) put it, a process of sharing or exchanging experiences, information, ideas, opinions, sentiments, thoughts, feelings, etc. between the source of communication and receiver through some mutually agreeable or known media either verbaly or non-verbally, face-to-face or virtually.

Teaching is communication, and teachers should be good communicators. Educationists are concerned with the communication that takes place in the classroom between teacher and learner and the latter who learns well is the one who participates well in the communication process. The essence of communication is to achieve effective learning outcomes, such learning outcomes can be facilitated by certain strategies or techniques adopted by the communicator. The communicator can use gadgets such as audio-visuals, visuals to communicate/teach or be the direct communicator as teachers or parents do.

In the formal educational sector, the teacher stands as the communicator, the channel through which learners gain knowledge of the content taught through the act of imparting is generally known as teaching. Teaching is thus a communication means adopted by teachers to achieve effective teaching and learning by the learners. The teacher's communication strategies should be such that he/she achieves the objectives of imparting knowledge, skills, ideas, attitude, and character to learners and also enables learners to have a deep grasp of the content taught in the classroom.

Classroom communication is the process by which the teacher, the learner and the instructional materials interact purposefully to achieve learning. The success of the learner depends largely on how teachers interact with the learners in the classroom (Amadi, 2006). It is therefore important for a teacher to learn how to communicate effectively in the classroom because communication is a two way process. One can communicate to others through spoken words, silence, body postures, gestures, facial expressions, written words, graphics, paintings, music and other creative forms of expression as stated by Kuma, (2008).This paper examines the role of good communication between teacher and learner in the teaching - learning process.

II. Classroom Communication

Communication in the classroom is mostly carried out through verbal and non-verbal modes in a class. When Communication is done or carried out through the use of words (oral) and written forms, it is termed verbal communication but when communication is done through feelings, thoughts, signs, gestures, etc. without the use of oral or written language it is termed non-verbal communication (Kumar, 2008).

a) Verbal Communication In The Classroom

To Live strong Foundation (2013), verbal communication is using sounds and language to pass on a message and it is seen as the primary way or tool for expression between two or more people. In verbal communication, messages, ideas or feelings, are conveyed through the use of mouth, and using spoken words for example, talking face to face, on telephone, or as a speech. It helps teaching and learning as well as forming bonds and relationships with people. The key components are words, sound, speaking and language. For verbal communication to be used effectively in the classroom, the teacher must speak;

Author α σ: Department of Curriculum & Inst. Technology Ignatius Ajuru University of Education, Rumuolumeni, P. M. B 5047, Port Harcourt.
e-mails: Wnkasiobi@Yahoo.Com, Emmanuelwicendu@Yahoo.Com

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- ✓ Audibly
- ✓ Write eligibly
- ✓ Read loud enough for all students to hear
- ✓ Use the right vocal expression, i.e. the intonation and inflection in a spoken message which is more important than the verbal content.(Bharti,21st January 2015).

These will give the right meaning of the words spoken and ease understanding of the message. Verbal communication in the classroom usually rests on the teacher who does most of the talking and the students talk only when they are asked to talk, like when they are asked a question or when they ask questions.

For effective verbal communication, students should be allowed to participate orally too by reading, narrating, questioning and writing in their books. This helps the teacher to get feedback from the students and helps the students to feel free and not be afraid of the teacher and also form bonds with classmates as they try to find answers to questions together(Papa, 2014).

b) Types of Verbal Communication

There are two basic types of verbal communication:

Interpersonal Communication: This generally refers to a two-way exchange that involves both talking and listening and relies on both language and emotion to produce desired effect. It can be used to inform, inquire, argue and discuss topics of all kinds. It is vital to teaching and learning as well as forming bonds and relationships between teacher and learner and between learner and learner.

Public Speaking: Involves one or more people delivering a message to a group, it is commonly understood as face-to-face speaking between individuals and an audience for purpose of communication (HBO Documentary, 2010).

c) Effect of Negative Verbal Behaviours

For a teacher to deliver a lesson effectively, some behaviour must be avoided such as:

- ✓ Inconsistency or hidden messages.
- ✓ Rudeness.
- ✓ Raised voice and shouting at a student.
- ✓ Incoherent diction
- ✓ Too much talk.
- ✓ In appropriate language and style.

These will demoralize the students and they might withdraw from the teacher. The teacher should rather ensure that:

- ➢ Clear messages are given,
- ➢ Clear diction is used with good modulated tones.
- ➢ Show respect to students.
- ➢ Be encouraging.
- ➢ Show appropriate use of praise.

These will ensure the effective delivery of lessons, help students to feel free with the teacher and so will show interest and participate in the lesson.

d) Non-Verbal Communication

Good communication is the foundation of successful relationships, both personally and professsionally. But we communicate with much more than words. The majority of our communication as Mc Garry, (2009) puts it is without words or non-verbal otherwise known as body language.

Lopetegul, (2009) states that body language is not only what you say, it is the way that you say it. Non-verbal behaviours in the class aid retention of what is learnt.

e) The Roles of Non-Verbal Cues

Non-verbal cues can play four positive roles. These according to Lopetegul (2009) are:

1. *Repetition:* Non-verbal behaviour can repeat and re-enforce the message the teacher is sending verbally to enhance understanding as stated by Papa (2014), drives the point home.
2. *Substitution:* Non-verbal behaviours in the classroom can substitute for verbal messages e.g. the eye can convey a message much more than words and often does.
3. *Complementing:* Non-verbal behavior can complement the teacher's message giving it the exact meaning.
4. *Accenting:* Non-verbal behaviour can give more emphasis and effect to what was spoken(Segal, and Smith, 2014)

These effects hold the student's attention, help them also give non-verbal responses which helps and enables the teacher to read the students accurately e.g. their emotions, the unspoken messages they send out and that creates trust.

Non-verbal communication is a powerful tool that helps teachers express what they really mean and to connect to their students. It is a vital form of communication, when interacting with others, we continuously give and receive countless wordless signals and this is what happens in the classroom also. Teachers should be aware of non-verbal messages in the classroom Grenville, (2013) stated that it will help them become:

- ✓ Better receivers of student's messages.
- ✓ Better senders of signals that reinforces learning.
- ✓ Sure of sending the right messages to students.
- ✓ Grenville continued to say that some of the non-verbal behaviours in the classroom are:
- ✓ The gestures the teacher makes
- ✓ The way the teacher sits
- ✓ How fast or loud the teacher talks
- ✓ How close the teacher stands by a student
- ✓ How much eye contact the teacher makes.

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All these send strong messages to the students. The way the teacher listens, looks, moves and reacts tells the students whether or not the teacher cares or tells how well the teacher listens.

f) The (Importance of the) Teacher in The Classroom Communication

As Unachukwu, (1990) succinctly put it, a teacher is a person trained or recognised and employed to help learning in a classroom situation in order to achieve set educational goals.

Professionally, a teacher is one who attempts to help someone acquire or change some skills, attitude, knowledge, idea or appreciation. He creates and influences desirable changes in the behaviour of his pupils, (Peretomode, 1992).In ordinary usage, the term teacher is often used to refer to anybody who imparts information or knowledge or merely instructs another.

The teacher has the most important function in any teaching-learning situation, he/she carries out the real art of teaching and some of the roles according to Peretomode (1992) are:

- ✓ He/she decides what is important,
- ✓ plans for learning outcomes,
- ✓ decides subject matter to be covered,
- ✓ provides and uses instructional materials,
- ✓ decides on instructional methods to be used,
- ✓ decides on the overall goals to be reached,
- ✓ develops learning experiences,
- ✓ counsels students,
- ✓ attends to or responds to students' personnel problems,
- ✓ motivate students, etc.

Amadi, (2006) included other teacher's functions like:

- ✓ creates a democratic atmosphere in the class where students can freely express their ideas and opinions,
- ✓ smiles at the students,
- ✓ calls them by name,
- ✓ is friendly and helpful to student,
- ✓ is generous with patience,
- ✓ is considerate of their feelings and
- ✓ is alert to give service.

These prove that classroom communication lies in the hand of the teacher as he/she is solely in control of all activities that takes place in the class.

i. *A Learner*

Collins English Dictionary (2013) says that a learner is someone who is learning a particular subject or how to do something. Free-online Dictionary sees a learner as one who is learning and could be a pupil; an apprentice; or a trainee. A learner is someone who is taught by a teacher either at home or in a classroom in a school, formally or informally. The learner is the main concern of teaching – learning activities and the focus of the teacher and the school as a whole (Balogun, 1981).

Communicating effectively to and with the learner should be a priority concern of the teacher in the classroom for the teachers work is done if he or she can communicate effectively and the desired changes in the learner is achieved.

The learner is intended to gain knowledge, or mastery of something through practical experiences or study.

ii. *The Classroom*

The classroom is defined by (www.bing. com/bing. dictionary) as a room where people are taught, a room especially in a school or college where classes are held. For this paper, a classroom is a designated room or space where learners have been arranged in a row or column seating arrangement or other forms of seating arrangement for learning. It is a safe place where learning occurs uninterrupted by other distractions.



Fig. 1: Normal Traditional Classroom Arrangement

g) Categories of Classrooms

There are different categories of classrooms. Classrooms are set up in different ways to fit the needs of the students, it could be arranged to accommodate the needs of the students' learning abilities as well as the needs of the classroom activity, and some of these settings according to Cooper (2014) are:

h) The Traditional Classroom

Typical classrooms are set up with five or six rows all facing the front. The teacher's desk is at the front and so are chalkboards or whiteboards. Storage cupboards and shelves are on the remaining walls. The aisles have enough space between them for the teacher to walk up to each student. This set up allows all the students to see the teacher and the board. It also makes it easy for the teacher to hand out papers because he or she can give paper to each student in front of the row.

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Fig. 2: http://www.123rf.com

i) Horseshoe Setup

Arranging desks in a horseshoe fashion, allows student to face each other and see the teacher. The horseshoe shape is preferably a circle because the teacher and student presenters can easily enter it and walk around to engage the other students. The horseshoe usually is open at the front so that the teacher can easily reach the desk and board.



Fig. 3: Horse Shoe Classroom

j) Divided Classroom

A classroom that is split has half the desks facing right and the other half facing left. In this way, the students can see each other and the teacher or presenters can walk in the middle. This is useful for classes that are having debates or other interactive discussions. This allows the teacher to sit in the back and allow the student to take leadership roles. Desks and tables work for this set up (Cooper, 2008).



Fig. 4: Devided Classroom

k) Desk Cluster

Desk cluster are often seen when students are doing a lot of group work. The desks are arranged in small groups, quite often facing one another. The setting looks like little islands around the room. Each group is able to communicate easily with each other and the teacher can move between the desks to guide the students. Tables work well for this set up but desks are common because many students can turn their desks to form the cluster.



Fig. 5: Cluster Classroom

This paper favours the traditional classroom set up arranged in rows and columns seating arrangement as it makes for effective communication in class as the teacher faces the class during a lesson delivery and so can notice the non-verbal communication messages sent by the students.

He or she can walk down the class in the middle touching and talking to individual students, encouraging and rewarding them verbally as the lesson goes on.

III. Communication Barrier in the Classroom

This includes those conditions that hinder effective communication for effective teaching-learning to take place in the classroom. They include:

- ✓ *Spacing:* Inadequate space between seats makes it difficult for the teacher to move about as to see and attend to students individually.
- ✓ *Unventilated / Air-tight Classroom* will be uncomfortable, no student concentrates in a classroom that is hot and unairy.
- ✓ Wrong sitting arrangement will constitute a barrier to communication in the class. It is also very uncomfortable to learn sitting on the floor, on broken chairs, on the window, or leaning on the wall.
- ✓ *Stationary or fixedseat:* can also cause a barrier to communication in the class as no other seating arrangement can take place no matter what activity

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that is taking place in the class, because the seats are nailed or screwed to the floor and thus immovable (Study mode-Training Program, 2013).

IV. Conclusion

Communication strategies are plans for communicating information from teacher to learner. It is the blue print for effective communication between students or pupils in the teaching/learning situation. What is intended to be accomplished is increasing awareness of the content taught, encouraging action through learners' participation and changing behaviour of the learner positively.

The focus of the teacher should be how to help the learners settle in class, feel at home and be willing to learn. To achieve this requires the application of non-verbal communication strategy as this will ensure effective learning through: facilitation of closeness between teacher and learner, instilling confidence in the learner, and increasing the child's desire to learn. It also erodes the child's fear of coming to school as the childis now relaxed, freer and friendly, thechild now enjoys being in school. Lastly, it breaks the child's phobia of leaving home, according to Ibe-Bassey (2004) effective and efficient instruction leads to effective and efficient learning and an effective classroom communication between teacher and learner as well as between learner and teacher ensures this learning.

V. Recommendation

In view of the importance of effective communication in teaching, this paper advances the following recommendations:

1. Colleges and Universities of Education should ensure the trainee teachers are taught proper communication skills as part of the curriculum.
2. Teachers should ensure that they acquire good communication skills by practicing and attending conferences, seminars and workshop.
3. Practicing teachers should be occasionally trained on communication skills.
4. Teachers should be conversant with different classroom seating arrangement that facilitates effective communication in the classroom.
5. Teachers should use more of non-verbal communication skills in the classroom while teaching.

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Relationships between Principal Leadership Style, School Climate, and Teacher Stress

By Mir Qalam Khan
Qurtuba University Science & InformationTechnology

Abstract- In this study the relationships between transformational leadership style, school climate and teacher stress were investigated. Data were collected from 15 schools principals and teachers with grade configuration of six through ten in district Karak KP. Pearson product-moment correlation was used to analyze the relationship between leadership style and school climate, school climate and teacher stress, and leadership style and teacher stress. Result showed that transformational leadership style positively influenced the school climate. In positive school climate the stress level in teachers remained normal. The correlation between leadership style and teacher stress was also not significant; meaning that transformational leadership style minimized teacher stress level.

Keywords: *transformational leadership, school climate, teacher stress, student achievement.*

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Relationships between Principal Leadership Style, School Climate, and Teacher Stress

Mir Qalam Khan

Abstract- In this study the relationships between transformational leadership style, school climate and teacher stress were investigated. Data were collected from 15 schools principals and teachers with grade configuration of six through ten in district Karak KP. Pearson product-moment correlation was used to analyze the relationship between leadership style and school climate, school climate and teacher stress, and leadership style and teacher stress. Result showed that transformational leadership style positively influenced the school climate. In positive school climate the stress level in teachers remained normal. The correlation between leadership style and teacher stress was also not significant; meaning that transformational leadership style minimized teacher stress level.

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I. Introduction

Principal is considered as the most influential person in the school organization. The school name and fame is thought to be very closely linked with the principal's behavior inside the school. He has important role in the school effectiveness and running it efficiently (Sabriah, et al. 2010). The school environment and feelings of teachers inside the organization revolve round the leadership style of the principal. All these have close relationship among them and influence each other. Collectively they create an atmosphere that affects the ultimate purpose of the organization, i.e. students' performance.

Basically three leadership styles are identified; authoritarian, democratic and laize-faire. Each style has specific characteristics and influences the school environment. But policy makers and educators think about such effective leadership that can improve the school and provide continuous teacher commitment towards his job (lambertze, 2002). Bass (1990) also favours such leadership style that encourages teacher commitment for achieving the organizational goals. The success and failure of any educational institution can be attributed to a great extent to the leadership of the principal of that institution. The leadership style of the principal affects in positive or negative way the whole environment of the school. In the words of Deal and Peterson(1999) principals are the living 'Logos' because their actions and words give message to others what is valued in the school setting. He/she leads from his/her values. School activities are determined by what the principal does. Principal influences others' behaviors'. His/ her values are contagious, his good sense of ethics instills respect and trust in the whole system, communicate a clear message about the important things and the way how to operate the school. According to Ramzay (1999) in school students and teachers try to live according to the standards of the head of the institution. Therefore, the head should accept the responsibility, what the staff and students say and do that create the school climate to facilitate effective teaching learning process.

For performing their duties smoothly, the principal's leadership behavior is crucial. The principal's role/style affects the whole educative environment and decreasing /increasing teacher stress and their professional practices are affected which ultimately influence the students' academic performance. We see the difference in students' performance studying in public /private schools. The difference leads us to analyze the role of the principal and investigate which style of the principal is perceived by teachers as the better one and which behavior of the principal makes them stressful. The role of teachers in creating positive school climate cannot be denied. Teachers' satisfaction and their working in stress free environment are crucial for positive school climate. According to Hoy and Miskel (2001) school climate is the sum total of beliefs, values and attitudes of pupils and staff members including principal and parents, leadership style and job satisfaction. In other words, it is the atmosphere which is influenced by the head of the school that dictates students and teachers' perception of their school and affects their values and attitudes towards school and job. Researches on school climate, e.g. Hoy and Sabo (1998) show that positive school climate is related to the effectiveness of the whole school. Although leadership style is the major cause involved in school climate, however many opinions favour students and school community perceptions as important components for a good climate in the school.

In west for about two decades' leadership of the school principal has been considered as the crucial component of the school (Murphy, 2005). In Pakistan the idea of principal as leader is yet a new concept but it is being realized as an important aspect of the role of principal. It is important determinant in creating effective learning environment and a principal's success in school

Author: Ph. D. Scholar, Qurtuba University Science & Information Technology, Hayatabad Peshawar. e-mail: mirqalam60@gmail.com

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achievement goals. Leaders should be well aware of the necessary conditions and processes of school improvement. According to Kelly, Thornton, and Daugherty (2005) "skilled leaders precisely envision future needs and empower others to share others and implement that vision. School principals must be able to assess and evaluate the impact and perceptions of their leadership styles." In the rapidly changing circumstances a dynamic leadership of the principal is must for bringing reforms in the school. Principal must deal with the leadership building capacity of his staff. To meet the present day challenges, the old concept of a strong principal who maintained only discipline and record keeping has changed to that of instructional leader and transformational leader with vision and captain of a team to bring reformation in his institution.

II. Influence of Principal on School Climate

Principals use the information's related to school such as students' test scores, attitudes, teachers' politics, their academic and professional standards, and their general behavior with the students and their attitude towards job. All these factors compose the school climate. Keeping in view all this information the principal decides the school planning. The instructional activities going in school should be well understood by the principal for bringing any change in the school climate. Leadership affects the school and is the fundamental component in achieving the school objectives.

According to Marzano, Waters and McNulty (2005) leadership of the principal is associated with school climate. While Bulach, Boothe & Pickett (2006) consider principal leadership as an indicator of school climate.

Many aspects are included in school climate e.g. the physical and psychological environment of the school, leadership qualities of the staff and school staff relations with the community.

Effective leadership fosters positive school climate. So we cannot deny that principal's leadership is linked to school climate as indicated by(Sims, 2005).

III. School Climate and Teacher Stress

Organizational climate in the school influence the behavior of the school and it depends upon the overall perceptions of the teachers. As the school climate is the combination of the relationships among all the personnel in the school, i.e. principal, teachers, students and other staff members. The sum total of the nature of these relationships establish the school climate and create positive or negative atmosphere. Teachers as part of the whole environment influence the climate and are being influenced. When the teachers' relationships are strong within the organization and positive climate exists in the school, teachers feel free and are not stressed but when their relationship become weak they become non cooperative and their stress level arise (Beehr,1995). Establishing positive school climate is the main responsibility of the school principal that enhance the teachers' morale and performance (Freiberg, & Stein 1999).

IV. Principal Leadership and Teacher Stress

The term stress is not something new in our daily life. Everyone feels some kind of stress when he faces some abnormal situation. Occupational stress is a worldwide problem. Teacher stress is one of them. Although it is a psychological phenomenon but it has a strong influence on the physiological environment of the school also and a stressful environment can never lead to positive school climate that foster congenial educative process and better performance of the students.

Many factors are involved in teacher stress but inside the school the leadership of the principal is more involved. Principal as authority in the school can do much to minimize teacher stress by adopting suitable leadership style according to the situation. All over the world teacher stress has become major area of research for educationists and policy makers. Now it has been accepted that teacher stress is one of the causes that brings hurdles in the achievement of quality education. A dissatisfied and stressed teacher cannot teach as good as a teacher in free and healthy environment. Thus stress affects teachers' performance which after all affects students' performance.

It is very clear that all the factors are interrelated with one another, among which the leadership style of the principal has a major role.

In the context of Pakistan little attention is given to the effects that the behavior of the principal has on the different components of the educational environment. Principals make efforts to maintain the school environment peaceful from outside, make the teachers attend the classes and keep in control the students. What the teacher feel? , what happen in the class? , what do the students achieve? , the principal is not too much concerned with it. He feels success if little complaints of discipline are made to him. This situation is not optimistic. It is necessary to make realized the principals about their role and its effects. For this purpose, conducting of surveys are important at different levels of education to bring into the notice of principals and other stakeholders in a reliable way the relationships among the leadership style of principal, teacher stress, and school climate. This may enable the principals to rethink about their behavior while chairing the institution.

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a) Purpose of the study

The purpose of the study was to investigate the relationship among the transformational leadership style of the principal, school climate and teacher stress. Answers were sought for the following research questions; (i) if leadership style influenced school climate, (ii) if the school climate affected teacher stress level and (iii) if leadership style affected teacher stress level.

V. Method of Research

a) Instruments

The principal leadership style was measured through PLQ (principal leadership questionnaire) having six subscales, (i) vision identification; when the principal identifies new opportunities for schools and with the future vision he inspires others, (ii) goal acceptance; the promotion of cooperation among the subordinates for achievement of goals, (iii) modeling; when the principal shows himself as role model, (iv) individualized support;; when individuals are respected and supported, (v) intellectual stimulation; when individuals are encouraged to rethink over their assumptions and performance, (vi) high performance expectation; expectations of the principal from his subordinates for high performance. All subscales have average Cronbach alpha above .80 (Jantzi & Leithwood, 1996).

School climate data were collected through SCI-R (school climate inventory Revised) by CREP (center for research in educational policy, 2002). This instrument has seven subscales measuring order, leader, environment, involvement, instruction, expectation and collaboration factors of school climate. The instrument has been used in many studies. Its reliability is above acceptable criterion.70.

The third instrument WSPT9Wilson Stress Profile for Teachers) was used for collecting data of teacher stress. Ithas nine subscales measuring self-perceived stress in major stressful categories related to teaching and also provides an overall general teaching stress scores(Wilson, 1979). Perkey et al. (1988) have used this profile and found satisfactory result.

This study includes 15 secondary school principals and 75 teachers (five teachers in each school). In each school the principal responded to the PLQ(principal leadership questionnaire) and the five teachers expressed their opinion about the statements in SCI-R(school climate Inventory) and WSPT(Wilson stress profile for teachers). The relationship was examined between principal leadership style and the teachers' views about school climate and teachers level of stress. Relationships were examined between six factors of transformational leadership style of the principal, seven factors of school climate and nine factors of WSPT.

b) Results of the study

For determining relationships between the different variables Pearson product-moment correlation formula was used. Total observations are 15— the number of schools in the study. Table 1shows the relationships between six PLQ factors and seven factors of SCI-R

Table 1: Correlation between the PLQ factors (vision identification, modeling, goal acceptance, individualized support, intellectual stimulation and high performance expectation) and SCI-R factors (order, leader, environment, involvement, instruction, expectation, collaboration)

	order	Leader	Environment	involvement	instruction	expectation	Collaboration
Vision identify Cation	.477**	.212	.364**	.158	.228*	.365**	.185
Modeling	.303**	.012	.306**	.106	.132	.215	.167
Goal acceptance	.411**	.184	.257*	.132	.102	.237*	.252*
Individualized support	.365**	.137	.290*	.116	.097	.203	.206
Intellectual stimulation	.435**	.193	.335**	.191	.246*	.282*	.314**
High performance expectation	.440**	.200	.343**	.128	.145	.196	.233*

* P < .05
**P<.01

Significant positive relationships were found between all PLQ factors and order factor of SCI-R. it means that transformational behavior is directly linked with order in school climate. Similarly positive significant relationships were obvious with the environment of school climate. The three factors of SCI-R (instruction, expectation, collaboration) showed SCI-R(leader, involvement) showed no significant relationships with PLQ factors. However, the whole correlations are in positive direction which make it clear that transformational leadership style of the principal influences the school climate.

Table 2 represents correlations between SCI-R factors and WSPT factors. Here the result is mixed.

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Bothe positive and negative relationships are present but not significant. It shows that school climate affected teacher stress level both positively and negatively but not to a great extent.

Table 2: Correlation between SCI-R factors order, leader, environment, involvement, instruction, expectation, collaboration) and WSPT factors(students behavior, employee administrator relationship, teacher- teacher relationship, parent teacher relationship, time management, intra personal conflict, physical symptom of stress, psycho emotional symptoms of stress, stress management techniques)

	SB	EAR	TTR	PTR	TM	Int.P	PHSS	PES	SMT
Order	.210	.109	.032	.183	.188	.274*	.265*	.115	.095
Leader	.043	-.158	-.100	-.113	-.040	.028	.069	-.017	-.033
Environment	.126	.024	.084	.018	.111	.110	.241*	.093	.004
Involvement	.163	.057	.066	-.037	.145	.011	.231*	.262*	.032
Instruction	.031	.077	-.072	-.020	.045	.165	.039	.116	-.002
Expectation	.164	.079	-.012	.075	.141	.189	.206	.112	.068
collaboration	.076	.016	.042	.003	.150	.098	.140	.049	.023

* $p < .05$
** $p < .01$

In table 3 the result of correlation between PLQ factors and WSPT factors are shown. It is visible from the table that only Parent teacher relationship has significant correlation with the 'vision', 'modelling' and 'goal acceptance' factors of the PLQ ($p < 0.05$). No significant correlations were found between the other factors of PLQ and WSPT. It means that the respondent teachers stress level was not affected by the principal leadership style to a significant level.

Table 3: Correlation between the PLQ factors(vision identification, modeling, goal acceptance, individualized support, intellectual stimulation and high performance expectation) and WSPT factors(students behavior (SB), employee administrator relationship (EAR), teacher- teacher relationship (TTR), parent teacher relationship (PTR), time management (TM), intra personal conflict (Int P), physical symptom of stress (PHSS), psycho emotional symptoms of stress (PES), stress management techniques (SMT).

	SB	EAR	TTR	PTR	TM	Int.P	PHSS	PES	SMT
Vision identification	.179	.180	.117	.275*	.162	.175	.069	-007	.036
Modeling	.150	.112	.153	.277*	.174	.170	.163	.032	.099
Goal acceptance	.106	.146	.200	.270*	.139	.107	.066	-.012	.044
Individualized support	.004	-.028	.050	.192	.038	.054	-.008	-.040	-.148
Intellectual stimulation	-.031	-.024	-.033	.129	.096	.154	.031	-.023	-.055
High performance expectation	-.058	-0124	-.018	.140	..033	.050	-.018	.000	-.110

* $p < .05$
** $p < .01$

c) Limitations of the study

Data were collected from small numbers of principals and teachers and the schools were from rural area which could have brought skewness to the findings.

VI. Discussions

Although two factors (order, environment) of school climate have positive significant relationships with all factors of transformational leadership style yet the other factors of SCI-R do not show such relationship, e.g. Leader and involvement factors does not show any significant relationship and the remaining three factors (instruction, expectation, collaboration) have weak relationship with the leadership style. It seems that the different aspects of school climate are not influenced in the same way by the leadership styles of the principal. However, the correlations with all factors of leadership style goes in positive direction which indicates that transformational leadership style has positive influence on school climate.

As for as the relationship between school climate and teacher stress is concerned the positive school climate should reduce teacher stress. the result of table 2 is clear the correlation does not rise to significant level. It means that teacher stress level is not high because the leadership style of the principal has made the school climate a positive that can reduce teacher stress. the negative correlation of some factors, e.g. leader climate seems specific and unique characteristic of the environment as a whole in the school which needs further study.

The third correlation between leadership style and teacher stress is also in line with the correlation between school climate and teacher stress. When leadership style positively influences the school climate and the climate does not raise the stress level in teacher, the leadership style of the principal also minimizes teacher stress. Table 3 is evidence of the fact. However some negative correlations of the individual factors of the two variables, although not significant, require deep study.

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FELLOWS

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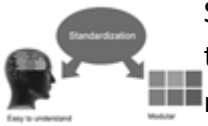
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g) Suitable statistical data should also be given.
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Refresh your mind after intervals: Try to give your mind a rest by listening to soft music or sleeping in intervals. This will also improve your memory. Acquire colleagues: Always try to acquire colleagues. No matter how sharp you are, if you acquire colleagues, they can give you ideas which will be helpful to your research.

19. Think technically: Always think technically. If anything happens, search for its reasons, benefits, and demerits. Think and then print: When you go to print your paper, check that tables are not split, headings are not detached from their descriptions, and page sequence is maintained.

20. Adding unnecessary information: Do not add unnecessary information like "I have used MS Excel to draw graphs." Irrelevant and inappropriate material is superfluous. Foreign terminology and phrases are not apropos. One should never take a broad view. Analogy is like feathers on a snake. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Never oversimplify: When adding material to your research paper, never go for oversimplification; this will definitely irritate the evaluator. Be specific. Never use rhythmic redundancies. Contractions shouldn't be used in a research paper. Comparisons are as terrible as clichés. Give up ampersands, abbreviations, and so on. Remove commas that are not necessary. Parenthetical words should be between brackets or commas. Understatement is always the best way to put forward earth-shaking thoughts. Give a detailed literary review.

21. Report concluded results: Use concluded results. From raw data, filter the results, and then conclude your studies based on measurements and observations taken. An appropriate number of decimal places should be used. Parenthetical remarks are prohibited here. Proofread carefully at the final stage. At the end, give an outline to your arguments. Spot perspectives of further study of the subject. Justify your conclusion at the bottom sufficiently, which will probably include examples.

22. Upon conclusion: Once you have concluded your research, the next most important step is to present your findings. Presentation is extremely important as it is the definite medium though which your research is going to be in print for the rest of the crowd. Care should be taken to categorize your thoughts well and present them in a logical and neat manner. A good quality research paper format is essential because it serves to highlight your research paper and bring to light all necessary aspects of your research.

.

Informal Guidelines of Research Paper Writing

Key points to remember:

- Submit all work in its final form.
- Write your paper in the form which is presented in the guidelines using the template.
- Please note the criteria peer reviewers will use for grading the final paper.

Final points:

One purpose of organizing a research paper is to let people interpret your efforts selectively. The journal requires the following sections, submitted in the order listed, with each section starting on a new page:

The introduction: This will be compiled from reference matter and reflect the design processes or outline of basis that directed you to make a study. As you carry out the process of study, the method and process section will be constructed like that. The results segment will show related statistics in nearly sequential order and direct reviewers to similar intellectual paths throughout the data that you gathered to carry out your study.

The discussion section:

This will provide understanding of the data and projections as to the implications of the results. The use of good quality references throughout the paper will give the effort trustworthiness by representing an alertness to prior workings.

Writing a research paper is not an easy job, no matter how trouble-free the actual research or concept. Practice, excellent preparation, and controlled record-keeping are the only means to make straightforward progression.

General style:

Specific editorial column necessities for compliance of a manuscript will always take over from directions in these general guidelines.

To make a paper clear: Adhere to recommended page limits.



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Mistakes to avoid:

- Insertion of a title at the foot of a page with subsequent text on the next page.
- Separating a table, chart, or figure—confine each to a single page.
- Submitting a manuscript with pages out of sequence.
- In every section of your document, use standard writing style, including articles ("a" and "the").
- Keep paying attention to the topic of the paper.
- Use paragraphs to split each significant point (excluding the abstract).
- Align the primary line of each section.
- Present your points in sound order.
- Use present tense to report well-accepted matters.
- Use past tense to describe specific results.
- Do not use familiar wording; don't address the reviewer directly. Don't use slang or superlatives.
- Avoid use of extra pictures—include only those figures essential to presenting results.

Title page:

Choose a revealing title. It should be short and include the name(s) and address(es) of all authors. It should not have acronyms or abbreviations or exceed two printed lines.

Abstract: This summary should be two hundred words or less. It should clearly and briefly explain the key findings reported in the manuscript and must have precise statistics. It should not have acronyms or abbreviations. It should be logical in itself. Do not cite references at this point.

An abstract is a brief, distinct paragraph summary of finished work or work in development. In a minute or less, a reviewer can be taught the foundation behind the study, common approaches to the problem, relevant results, and significant conclusions or new questions.

Write your summary when your paper is completed because how can you write the summary of anything which is not yet written? Wealth of terminology is very essential in abstract. Use comprehensive sentences, and do not sacrifice readability for brevity; you can maintain it succinctly by phrasing sentences so that they provide more than a lone rationale. The author can at this moment go straight to shortening the outcome. Sum up the study with the subsequent elements in any summary. Try to limit the initial two items to no more than one line each.

Reason for writing the article—theory, overall issue, purpose.

- Fundamental goal.
- To-the-point depiction of the research.
- Consequences, including definite statistics—if the consequences are quantitative in nature, account for this; results of any numerical analysis should be reported. Significant conclusions or questions that emerge from the research.

Approach:

- Single section and succinct.
- An outline of the job done is always written in past tense.
- Concentrate on shortening results—limit background information to a verdict or two.
- Exact spelling, clarity of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else.

Introduction:

The introduction should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable of comprehending and calculating the purpose of your study without having to refer to other works. The basis for the study should be offered. Give the most important references, but avoid making a comprehensive appraisal of the topic. Describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will give no attention to your results. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here.

The following approach can create a valuable beginning:

- Explain the value (significance) of the study.
- Defend the model—why did you employ this particular system or method? What is its compensation? Remark upon its appropriateness from an abstract point of view as well as pointing out sensible reasons for using it.
- Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them.
- Briefly explain the study's tentative purpose and how it meets the declared objectives.

Approach:

Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done. Sort out your thoughts; manufacture one key point for every section. If you make the four points listed above, you will need at least four paragraphs. Present surrounding information only when it is necessary to support a situation. The reviewer does not desire to read everything you know about a topic. Shape the theory specifically—do not take a broad view.

As always, give awareness to spelling, simplicity, and correctness of sentences and phrases.

Procedures (methods and materials):

This part is supposed to be the easiest to carve if you have good skills. A soundly written procedures segment allows a capable scientist to replicate your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order, but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt to give the least amount of information that would permit another capable scientist to replicate your outcome, but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section.

When a technique is used that has been well-described in another section, mention the specific item describing the way, but draw the basic principle while stating the situation. The purpose is to show all particular resources and broad procedures so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step-by-step report of the whole thing you did, nor is a methods section a set of orders.

Materials:

Materials may be reported in part of a section or else they may be recognized along with your measures.

Methods:

- Report the method and not the particulars of each process that engaged the same methodology.
- Describe the method entirely.
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures.
- Simplify—detail how procedures were completed, not how they were performed on a particular day.
- If well-known procedures were used, account for the procedure by name, possibly with a reference, and that's all.

Approach:

It is embarrassing to use vigorous voice when documenting methods without using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result, when writing up the methods, most authors use third person passive voice.

Use standard style in this and every other part of the paper—avoid familiar lists, and use full sentences.

What to keep away from:

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings—save it for the argument.
- Leave out information that is immaterial to a third party.



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Results:

The principle of a results segment is to present and demonstrate your conclusion. Create this part as entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Use statistics and tables, if suitable, to present consequences most efficiently.

You must clearly differentiate material which would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matters should not be submitted at all except if requested by the instructor.

Content:

- Sum up your conclusions in text and demonstrate them, if suitable, with figures and tables.
- In the manuscript, explain each of your consequences, and point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation of an exacting study.
- Explain results of control experiments and give remarks that are not accessible in a prescribed figure or table, if appropriate.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or manuscript.

What to stay away from:

- Do not discuss or infer your outcome, report surrounding information, or try to explain anything.
- Do not include raw data or intermediate calculations in a research manuscript.
- Do not present similar data more than once.
- A manuscript should complement any figures or tables, not duplicate information.
- Never confuse figures with tables—there is a difference.

Approach:

As always, use past tense when you submit your results, and put the whole thing in a reasonable order.

Put figures and tables, appropriately numbered, in order at the end of the report.

If you desire, you may place your figures and tables properly within the text of your results section.

Figures and tables:

If you put figures and tables at the end of some details, make certain that they are visibly distinguished from any attached appendix materials, such as raw facts. Whatever the position, each table must be titled, numbered one after the other, and include a heading. All figures and tables must be divided from the text.

Discussion:

The discussion is expected to be the trickiest segment to write. A lot of papers submitted to the journal are discarded based on problems with the discussion. There is no rule for how long an argument should be.

Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implications of the study. The purpose here is to offer an understanding of your results and support all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of results should be fully described.

Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact, you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved the prospect, and let it drop at that. Make a decision as to whether each premise is supported or discarded or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."

Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work.

- You may propose future guidelines, such as how an experiment might be personalized to accomplish a new idea.
- Give details of all of your remarks as much as possible, focusing on mechanisms.
- Make a decision as to whether the tentative design sufficiently addressed the theory and whether or not it was correctly restricted. Try to present substitute explanations if they are sensible alternatives.
- One piece of research will not counter an overall question, so maintain the large picture in mind. Where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

When you refer to information, differentiate data generated by your own studies from other available information. Present work done by specific persons (including you) in past tense.

Describe generally acknowledged facts and main beliefs in present tense.

The Administration Rules

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Please read the following rules and regulations carefully before submitting your research paper to Global Journals Inc. to avoid rejection.

Segment draft and final research paper: You have to strictly follow the template of a research paper, failing which your paper may get rejected. You are expected to write each part of the paper wholly on your own. The peer reviewers need to identify your own perspective of the concepts in your own terms. Please do not extract straight from any other source, and do not rephrase someone else's analysis. Do not allow anyone else to proofread your manuscript.

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Topics	Grades		
	A-B	**C-D**	**E-F**
Abstract	Clear and concise with appropriate content, Correct format. 200 words or below	Unclear summary and no specific data, Incorrect form Above 200 words	No specific data with ambiguous information Above 250 words
Introduction	Containing all background details with clear goal and appropriate details, flow specification, no grammar and spelling mistake, well organized sentence and paragraph, reference cited	Unclear and confusing data, appropriate format, grammar and spelling errors with unorganized matter	Out of place depth and content, hazy format
Methods and Procedures	Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads	Difficult to comprehend with embarrassed text, too much explanation but completed	Incorrect and unorganized structure with hazy meaning
Result	Well organized, Clear and specific, Correct units with precision, correct data, well structuring of paragraph, no grammar and spelling mistake	Complete and embarrassed text, difficult to comprehend	Irregular format with wrong facts and figures
Discussion	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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