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Highlights

- Reader Engagement in Linguistic
- Language Death and Urgency to Retain
- Learners Perceptions Environment
- Classroom for Effective Lesson Delivery

Discovering Thoughts, Inventing Future

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Does Rosetta Stone Declare the Death of the Teacher?

By Hamida Saafi
University of Jeddah

Abstract- Technology ushers in fundamental structural changes that can be essential to achieve significant improvements in all sectors including education. This justifies the great attention that many universities have paid to the incorporation of technology into the classroom in the recent years. The faculty of Science and Arts in Khulais, Jeddah, Saudi Arabia, and in an attempt to keep up with the technological developments, adopted a computer- mediated software called Rosetta Stone. The latter is claimed to perform the same roles as the teacher and yield effective language learning outcomes from the part of learners. Indeed, this paper addressed such claims by identifying the teachers' perceptions towards technology in general and Rosetta Stone in particular. It also aimed to explore the teachers' attitudes towards the potential adjustments they may make to their roles after the introduction of Rosetta Stone into the educational landscape and whether such programs can replace them.

Data was gathered via a semi- structured interview and a questionnaire. The results showed that despite their highly favorable opinions towards technology, teachers emphasized the importance of selecting the kind of technology to be employed in the classroom according to its suitability. Findings also mirrored the teachers' views that Rosetta Stone is no substitute for the teacher. This implies that technology cannot set teachers aside or take them over, by contrast, it adds to their roles.

Keywords: *technology; integration; learning outcomes; rosetta Stone; teacher roles.*

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Hamida Saafi

Abstract- Technology ushers in fundamental structural changes that can be essential to achieve significant improvements in all sectors including education. This justifies the great attention that many universities have paid to the incorporation of technology into the classroom in the recent years. The faculty of Science and Arts in Khulais, Jeddah, Saudi Arabia, and in an attempt to keep up with the technological developments, adopted a computer- mediated software called Rosetta Stone. The latter is claimed to perform the same roles as the teacher and yield effective language learning outcomes from the part of learners. Indeed, this paper addressed such claims by identifying the teachers' perceptions towards technology in general and Rosetta Stone in particular. It also aimed to explore the teachers' attitudes towards the potential adjustments they may make to their roles after the introduction of Rosetta Stone into the educational landscape and whether such programs can replace them.

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This paper includes more implications of the findings which urge the need for more researches to be carried out so as a better understanding of the classroom environment is achieved which will, in turn, guarantee better learning attainments.

Keywords: technology; integration; learning outcomes; rosetta Stone; teacher roles.

I. Introduction

By definition learning is the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something. More specifically, language learning has always been defined as the cognitive process by which humans acquire the capacity to perceive, produce and use words to understand, communicate and interact effectively (www. merriam-webster.com). To achieve this goal, language researchers, scholars and academicians never ceased to come up with up- to – date teaching approaches, methods and tools to be implemented in the classroom. When it comes to the English language and considering the facts that *"at present, the role and status of English is that it is the language of social context, political, socio-cultural, business, education, industries, media, library, communication across borders, and key subject in curriculum"* (Shyamlee and Phil, 2012, p.150), improving the language learning process is regarded as a highly desirable goal to be reached. In recent years, technology has been the subject of interest as it has been claimed that its introduction into the language classroom may yield positive language learning outcomes (Ismail et al (2010)).

The questions that may be posed, in this regard, are about the attitudes of the teachers, as central agents in the classroom (Wainwright (2013)), towards technology employment as well as their perceptions towards their changing role after its introduction into the educational realm.

II. The Rationale BEHIND the Study

As a matter of fact, the worldwide recognition of the importance of technology which invaded all sectors, with education making no exception, (Shyamlee and Phil (2012)) is the first reason that urges this study to be carried out. The second reason that stands behind this research refers to the general consensus about the effectiveness of technology integration in the language classroom as reported by Ismail et al (2010) who asserted that *"the potentially positive outcomes of integrating technology into education have convinced a number of countries to embark on the use of the internet and information technology in their educational systems"* (p. 38). Further, this paper comes in response to Saqlain et al (2013)'s claim that no research was conducted to explore female teachers' perceptions towards technology integration in Saudi educational settings so as to confer higher credibility on previous researches about this topic. In more particular terms, the serious efforts made by the Faculty of Science and Arts in Khulais to embrace technology and encourage both teachers and students to use it, is still another reason that urges this study's conduct.

III. Overview of Literature

a) The integration of technology in the English language classroom

According to Wright (2008), *"technology is everywhere"* (p.4). It is no longer restricted to certain universities *"with prestigious departments and research*

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centers" as it was the case in the 90s but has considerably evolved and extended rapidly since then (Forteza and Ortiz, 2015, p. 207) to become the normal means of communication and education (Chapelle, 2003). Indeed, many scholars and educational leaders highlighted its effectiveness in language learning and considered computer and related internet technology as important educational innovations (Forteza and Ortiz 2015). Pelgrum (2001) also claimed that ICT (Information and Communication Technology) is not only the "*backbone"* of the information age, but a *"sounding tool"* that helps induce educational reforms that will turn learners into "*productive knowledge workers*" (cited in Cavas et al, 2009, p. 20). Almekhalfi and Almeqdadi (2010) went further to assert that technology is a *"cornerstone"* to improve students' language performance.

Wainwright (2013), on the other hand, pointed out that technology in education gets plenty of hype. Therefore, she encouraged its introduction into the classroom and considered it a *"great way"* to guarantee diversity in learning styles. She listed several reasons why learners need technology in the classroom. As a matter of fact, if used correctly, technology will help prepare learners for their future careers, which will definitely include the use of technology. Still, the students become more responsible as technology helps them take more command over their own learning. Within similar lines of thought, Debela (2008) cited three reasons that make technology-based learning an indisputably *"well- liked mode"* namely; convenience, flexibility and economic advantages (cited in Ismail et al, 2010, p. 40).

Additionally, Mustafa et al (2012) stressed the importance of exploiting the *"plethora of resources provided by computer"* (p. 426) in learning a second language. The same idea was articulated by Cavas et al (2009) who highlighted the strong effect technology has in education as *"it provides enormous tools for enhancing teaching and learning"* (p.21).

At the empirical level, Viswanathan (2008) conducted a research about the internet effect on education in India and came to the result that the teaching of the English language is promoted with the help of internet at all levels of education. With reference to a meta- analysis carried out in 2003 that consisted of 42 studies on 7000 students, technology was found to be very effective and positively affect the learners' achievements as well as their cognitive and affective skills (cited in Saglam and Sert, 2012).

Things, then, have come a long way since Levy (1997) wrote *"CALL remains a peripheral interest in the language teaching community as a whole, still largely the domain of the CALL enthusiast, and there is scant evidence to suggest CALL has really been absorbed into mainstream thinking, education, and practice"* (cited in Stanley, 2013, p.46).

In another vein, Zhao (2003) raised two problematic issues related to technology. The first was about the terminology itself and described it as an ill-defined term that encompasses *"a wide range of tools, artifacts, and practices, from multimedia computers to the internet, from video tapes to online classrooms, from web pages to interactive audio conferencing*" (p. 8). Therefore and according to this author, it is *"misleading"* to consider a certain tool as effective as another simply because they are all called "technology". The second issue has to do with the way how a specific technological tool is used. He argued that *"assessing the effectiveness of a technology is in reality assessing the effectiveness of its uses rather than the technology itself."* (p.8). He came to the conclusion that it is *"inappropriate to over generalize the effectiveness (or lack thereof) of one way of using technology to the technology itself"* (p. 10). He went further to stress that the use of the same technological tool under different circumstances and in different settings may result in different learning outcomes. The same idea was conveyed by Jung (2005) who claimed that despite their recognized importance as essential teaching and learning tools, technologies cannot be a panacea for all educational problems.

Cavas et al (2009) recommended that, in education, ICT should not be used as a mere tool to transfer instructional materials but as a means for *"learning, discovering, sharing and creating knowledge"* (p.30). In this respect, Albirini (2006) argued that investments are done in the latest technologies without considering the target group needs and interests (cited in Cavas (2009), p. 10).

It becomes evident that we are now at a time in human development where digital technologies are making an increasingly significant contribution to language learning in many parts of the world (Chapelle, 2003). In many societies, educational policy makers are trying to redesign and reconstruct their educational systems based on the new educational paradigms (Cavas et al, 2009, p.20). The Saudi Government, for example, is *striving* to integrate technology at all school levels (Saqlain et al, 2013). In an attempt to fit within this digital era and seize the effectiveness of educational technology, serious attempts have been made by the Faculty of Science and Arts in Khulais in terms of technology integration as it has incorporated various forms of technology to support teaching practices and engage the students in the learning process. The most noticeable of these attempts is the implementation of Rosetta Stone.

b) Rosetta Stone program

This program has as objective to raise the overall English language proficiency of the students. It deals with the four constructs of the language namely; speaking, writing, reading and listening. It also focuses

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on grammar and vocabulary. The students can control their own learning as they learn at their own pace. There are three Levels to each language taught by *Rosetta Stone*, and each Level contains four lessons. Within these lessons, there are several units. The layout of the course is so tightly structured to keep the learner on task trying to learn a language without a real teacher.

Rosetta Stone never uses L1 translations or explanations, forcing the users to rely solely on their own intuition while gradually acquiring the language content necessary for the next level. In order to do this successfully, it is expected that learners move through the program in a linear progression, expanding on the initial one or two word building blocks at the beginning of level 1 to some long, grammatically complex sentences in the higher levels.

c) The effectiveness of Rosetta Stone

Stanley (2013) fore grounded the importance of such programs in acquiring a language and underlined the positive attitudes of learners towards them. To put it in his words *"some learners have found English learning software like Rosetta Stone (www.rosettastone. co.uk/) effective for swift acquisition of surface language"* (p.36). Indeed and in an EFL context, learners can really benefit from self-directed vocabulary and grammar-based exercises, particularly those that monitor voice input and assess the accuracy of pronunciation which becomes possible through such programs as Rosetta Stone. Wegerif (2004) added that the endlessly patient and non-judgmental nature of computers makes them perfectly convenient to enable repetitive language learning activities that provide instantaneous feedback to the user (cited in Stanley;2013). Still, the effectiveness of Rosetta Stone was defended by Vesselinov (2009) who found out that after using this program for 55 hours, learners language proficiency level improved significantly (cited in Lord, 2016).

Dewaard (2013), however, found this program lacking in a number of areas; specifically its shaky theoretical foundations, cultural in authenticity and the overall limitations of a nonhuman system, among other limitations. She came to the conclusion that this program cannot be *"a viable replacement of current instruction"* (p.61). In the same vein, Lord (2016) argued that such program is still lacking convincing empirical evidence to support its claimed effectiveness. Santos (2011), on the other hand, subsequently reviewed Rosetta Stone program and noted that it lacks contextualization in the materials. He added a major weakness in terms of interaction which he described as poor and limited when compared to real- life conversation managed by teachers (cited in Lord, 2016). Nielson (2014) concluded that despite the attractive options this program offers, it is *"not yet able to offer an alternative to human support or interaction"* (p.125).

d) Teacher or Rosetta stone

Rosetta Stone is an example of a stand-alone self-paced language learning program. It is claimed that such programs would be more efficient, effective and enjoyable than the traditional learning forms (cited in Lord, 2016).

This software is adopted by the Faculty of Science and Arts in Khulais, Jeddah. It is institutionally embraced as a way to improve the students' English level. Students have access to this program 6 hours per week in the language labs. Their performance is automatically assessed and their marks are included in the calculation of their overall average in the English language subject.

While Rosetta Stone is being performed, the teachers are in the labs just to supervise and ensure that the learners are using the program appropriately i.e. Rosetta Stone is functioning on the computer. Students are exposed to their computers which are, in this respect, the sole source of learning. This engenders many concerns about the teachers' positions, availability, functions and roles in the educational setting.

Therefore, exploring teachers' perceptions towards technology in general and this program, in particular, seems to be of relevance.

e) Teachers' perceptions

Wainwright (2013) argued that teachers are central to what happens in the classroom. Bill (1997) confirmed that teachers are *"an integral part of any educational system"* and highlighted the significance *"to know their concerns and issues through their perspectives"* (cited in Saqlain et al, 2013, p.148). In this regard and in terms of technology integration, Cavas et al (2009) considered teachers as the prime actors in implementing ICT in learning and teaching and should be the center of attention. The same idea was conveyed by Gilakjani (2012) who claimed that *"to successfully implement the integration of a new technological tool, consideration of what the implementation will mean to teachers' personal beliefs and values is of great concern "* (p. 67).

Mollaei and Riasati (2013) conducted a research in Iran and found that EFL teachers there perceived technology use very beneficial as it augmented language learning. Concomitantly, Park and Son (2009)'s study revealed that the Korean EFL teachers consider computer technology a useful teaching instrument that enhances learning by providing learners with a variety of language inputs and boosts their learning capabilities in real- life contexts (cited in Merc, 2015, p.230).

Russell Stannard, a linguistics lecturer at Warwick and founder of a teacher training website, advocated that those who use technology argued that the advantages are obvious. Indeed, languages and

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digital technology are a natural fit. Language development is around four skills–reading, writing, speaking and listening – and all of those are facilitated by technology. There's a very strong link between the affordances of technology and the type of things we're trying to do as teachers (cited in Williams (2014)).

In an analysis of a correlation between teachers' attitudes and the effective use of technology, Cavas et al (2009) found out that these two variables are strongly linked. They added that the teachers' attitudes as well as their talents and desires are accounted for as crucial points that affect the results of technology application. Indeed, *"the basic agent for establishing this system is teachers"* (p.21). They reported that the success of integrating ICT into the classroom will ease the move from the teacher- centered to student- centered mode, one of the major goals of the communicative language teaching approach.

In the same vein, Ismail et al (2010) pointed out that *"the success of integrating instructional technology in teaching and learning languages depends heavily on the attitude and support of the teachers involved"* (p.37). They added that *"Teachers are seen to be active agents in the process of changes and implementation of new ideas as their beliefs and attitudes may support or impede the success of any educational reform"* (p.37). As a matter of fact, their positive attitudes towards computers are *"widely recognized as a necessary condition"* for effective technology employment in the classroom (Woodrow (1992) as cited in Ismail, 2010, p.38).

Aydin (2007) carried out a research whose sample was 115 Turkish EFL teachers and found that a great majority of these teachers positively perceive technology use and foregrounded its effectiveness as an educational tool to reach information (cited in Saglam and Sert, 2012).

However, Odabasi (2000) researched the attitudes of 144 Turkish faculty members towards ICT in terms of familiarity, use and effectiveness and the results indicated that most participants were familiar with outdated applications and used current educational technology in a rather old- fashioned way (cited in Saglam and Sert, 2012). The same idea was supported by Asan (2003) who carried out a research to explore the teachers' perceptions and awareness towards three main variables namely specific technologies, the role of technology in education and the technological problems faced by schools in Turkey. Results revealed that the use of computer is not a routine part of their teaching practices. Teachers also lack computer capabilities that would allow them to professionally integrate it within their teaching paradigms. In the same respect, Hawkins (2002) confirmed that many teachers do not feel comfortable in applying ICT in their educational settings and feel more confident with their old traditional teaching styles (cited in Cavas (2009)). Eugene (2006), on the other hand, investigated the relationship between teachers' beliefs and technology integration and came to the conclusion that there was a discrepancy between what these teachers believe and their actual implementation of technology in their teaching (cited in Gilakjani (2012)).

f) The changing role of the English language teacher

From a constructivist point of view, Plomp et al (1996) claimed that the learning process includes four components that interact: *(1) the teacher, (2) the learner, (3) curriculum content and goals, (4) instructional materials and infrastructure.* He argued that any change in one of these four components will definitely lead to a change in the other three. Consequently the whole teaching and learning process alters (cited in McGhee and Kozma (2005)).

"The computer explosion and internet have transformed the environment in which language is used and learning takes place" (Mustafa et al, 2012, p.426). As a result and *"with the improvements in technology and its use in EFL classrooms, the roles of the EFL teachers are also changing"* (Merc, 2015, p. 229).

In the same vein, Fernandez (2001) stressed that the teacher's role must change if computer and internet are introduced into the classroom (cited in Xiaoli (2009)). The same idea was conveyed more recently by Shyamlee and Phil (2012) who reported that *"The new era assigns new challenges and duties on the modern teacher. The tradition of English teaching has been drastically changed with the remarkable entry of technology"* (p.150).

However, Harris et al (2002) insisted that teachers should be involved in all stages of technology implementation and meanwhile be assured that this approach is advantageous over the previous one and compatible with their teaching practices. Due to the ICT introduction in the classroom, a change is expected to happen in the teaching and learning styles. To put it in their words *"it is not necessarily the technology that has to be innovative, but the approach to teaching and learning has to be"* (cited in Cavas et al, 2009, p. 32). The change of teaching and learning mode has brought a great challenge to the English teachers.

Several studies stressed the change in the teacher's role when network and internet based technologies are introduced into the classroom (Fernandez,2001; Feng, 2006; Li, 2008; as cited in Xiaoli (2009)). Xiaoli (2009) speculated that the role of the teacher is transforming from the traditional knowledge implementer to a multiple one. In this vein, he pointed out that *"the teacher will be less of an information-giver and more of a learning facilitator"* (p.336).

Computer- based activities allow the teacher to assume the role of a facilitator whilst students take on an increasing responsibility of their own learning. In fact, technology will shift the emphasis of activities away from

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the teacher towards the students and enhance social interaction (Xiaoli (2009)).

The same idea was conveyed by Ghishan and Amarin (2013) who reported that because technology becomes an integral part of the teaching/learning process, the role of the classroom teacher changes noticeably. Classroom teachers become facilitators who assist students in constructing their own understandings and capabilities in carrying out tasks on computer technologies. There is a shift from lecturing and recitation to coaching because computer encourages the teacher to play the role of a coach. In this regard, Gao (2005), added that in an internet based teaching environment, the teacher tends towards being a "researcher, director and cooperator" (cited in Xiaoli, 2009, p. 339).

The same author argued that among the traditional teaching drawbacks are the learners' dependence on the teacher as *"the chief instructor, knowledge implementer, and the most important information sources"* (p.338). He stressed that with the advent of internet based programs, these problems were addressed and the learner's autonomy, one of the major objectives of learning, has increased. He came to the conclusion that one of the key issues in making this new teaching mode successful is the shift of the teacher's role.

In another respect, Saglam and Sert (2012) noted that ICT integration leads to *"a pause in student-teacher interaction"* (p.6). In other words, this kind of interaction disappeared because learners become very busy using their computers and *"responded neither to their peers nor to their teachers"* (p.6). Shyamlee and Phil (2012) admitted the truth "*that these technologies have proved successful in replacing the traditional teaching"* (150). Selgam and Sert (2012) went further to claim that the integration and implementation of ICT in the curriculum has radically changed the educational paradigm and by consequence *"face to face learning has started to give way to web-enhanced instruction via internet based resources and systems"* (p.1). However, Gilakjani (2012) warned that *"computer technology policy makers need to understand that teachers shouldn't be excluded from instructional planning when considering future educational computer technology use"* (p.73).

In the same vein, Xiaoli (2009) affirmed that with the implementation of internet based technologies, a very limited number of teachers may be needed if roles changed *"[But] in no way should the teacher be denigrated. The more a teacher participates in the planning of instructional delivery, the greater the fidelity and agreed- upon implementation design"* (p. 339).

The American Council on the Teaching of Foreign Languages (ACTFL) acknowledged and highlighted the importance of technology integration into the classroom. However and due to the complexity of the learning process, it recognized the pivotal role of eachers in making the language learning experience a success. The council also stressed the availability of teachers as a crucial condition for successful technology incorporation and management.

In answer to the question "does teaching become obsolete?" Shyamlee and Phil (2012) wrote *"all in all, the multimedia as an assisting instrument, cannot replace the dominant role of teachers and it is part of a complete teaching process. Teachers still play the leading role that their position could never be replaced by the computer"* (p.154).

The following paper proceeds with the hypothesis that the integration of technology-based programs reduces the role of the teacher and has as objective to answer the following two questions:

1. What are the teachers' perceptions towards the integration of technology in the curriculum in general and that of Rosetta Stone in particular?
2. What are the teachers' perceptions towards their changing role after the introduction of Rosetta Stone?

IV. Methodology

a) Subjects

This study is based on data gathered from a group of participants which includes 26 non- native English language teachers currently working at the Faculty of Science and Arts in Khulais that is located in Jeddah, Saudi Arabia. These participants have a varying teaching experience ranging from 2 to 20 years. They are either holders of master or PhD degrees in applied linguistics or literature and teach different English language subjects such as poetry, grammar, reading, phonetics…etc. All of them had an experience with Rosetta Stone program given that they work as lab-assistants as part of their teaching duties.

It is worth noting that all the participants are female and this choice is made intentionally for cultural and religious considerations.

b) Instruments

The instruments used in the data collection consisted of a semi-structured interview (appendix I), and a teacher questionnaire (appendix II).

The semi- structured interview was conducted to obtain more comprehensive information as well as to better understand the attitudes of the teachers towards Rosetta stone implementation and their changing role. This kind of instrument as articulated by Dunn (2005) *"has some degree of predetermined order but still ensures flexibility in the way issues are addressed by the informant"* (p.80). Indeed, the interviewer follows the guide, but is still able to follow topical trajectories in the conversation that may differ from the guide if need be. In this research, all the interviewees have working hours at the language labs where Rosetta Stone is employed.

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To confer a higher reliability on this research, a second instrument namely; a teacher's questionnaire was used. It was developed by the researcher herself and was administered and welcomingly completed by the teachers who appreciated the contribution to this research.

This teacher's questionnaire consists of three parts each part contains 10 items. The first intends to explore the teachers' perceptions of technology integration in the curriculum as a whole. The second part investigates the teachers' attitudes towards the application of Rosetta Stone. The third part, on the other hand, elicits the teachers' views about their changing role after the implementation of Rosetta Stone. The questionnaire used a five-point Likert scale ranging from 1= *strongly disagree* to 5= *strongly agree*.

In an attempt to obtain more objective answers and in order not to orient the informants, the semi structured interview was conducted before administering the questionnaire.

V. Results and Implications

It is worthwhile to note that the average response value for each statement was calculated by adding the response values of each teacher by statement (1, strongly disagree; 2, disagree; 3, neutral; 4, agree; 5, strongly agree) and then dividing them by the total number of respondents (26). The same approach was operated on the three variables on this paper.

Table1: Percentage of respondents for each category statement concerning their perceptions towards technology integration in the classroom in general

Statement	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
1. Nowadays technology introduction into the language classroom is a must.	0	0	4	32	64
2. Technology introduction into the classroom is effective in education.	0	7	0	27	66
3. The teacher's competency in technology helps to successfully integrate it into the curriculum.	7	0	15	35	43
4. The use of technology helps improve the English language learning.	0	0	5	20	75
5. The use of different kinds of technologies is highly recommended.	3	3	4	30	60
6. Technology integration helps me to achieve my teaching objectives.	0	0	0	20	80
7. Technology assists in developing teaching methods and students' knowledge.	0	7	0	70	23
8. There is a strong relationship between effective use of technology and teachers' attitudes towards it. Positive attitudes towards technology lead to better learning outcomes.	0	0	3	34	63
9. Teachers should be trained as materials developers for better technology integration.	0	0	0	27	73
10. Technology literacy has become one of the basic skills of teaching.	0	4	4	21	71

Table 1 above displays the results concerning the first research question namely the teachers' perceptions of technology integration in the language classroom. The responses towards the statements did not have wide variations. As a matter of fact, the average response value is near 4 or higher. This reflects the teachers' highly positive perception of technology integration into the language classroom and its effectiveness in developing and improving the language teaching process which, in turn, helps to achieve better learning outcomes from the part of the students.

As mirrored in table 1, most of the respondents agree or even strongly agree that technology introduction is a must (96%) and that technology literacy has become one of the basic skills of teaching (92%).

Be it the case and as reflected through the table, teacher training is highly recommended (100%). The same idea was articulated by Saglam and Sert (2012) who asserted that technology is changing the educational paradigms very rapidly and warned that teachers may be caught unguarded due to the lack of professional training in this aspect. Further, findings showed the importance of technology incorporation in the classroom and thus the urgent need for teacher training in this field. Indeed, all the participants confirmed that technology integration becomes a necessity and therefore teachers as material developers should be trained for successful technology integration. This conforms to Jung (2005)'s who recognized the importance of ICT teacher training and asserted that technology in the classroom brings with it new

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challenges. These challenges, in turn, place new demands on teachers to incessantly retrain themselves and acquire new skills and knowledge while maintaining their jobs.

The same ideas were conveyed through the interviewees' answers. As a matter of fact, 23 of the teachers reported that their competency in technology is highly required and that they use different kinds of technologies in their classrooms. They argued that the application of technology becomes evident. "It goes without saying that I use my computer, internet, different types of software in my classroom", one of the teachers commented. This conforms to Chapelle (2003)'s conclusion. To put it her words *"in the 21st century, English language teachers apparently need to add another thick layer to the object of their critical thinking reflection—technology"* (p.9). All the participants in this study asserted that technology helps to realize the teaching goals. This supports Saglam and Sert (2012)'s claim that technology has a great potential as a teaching tool.

A great majority of the participants in this study hold favorable attitudes towards the use of technology in the language classroom and attributed this to such variety of options that technology affords as making teaching interesting and more productive in terms of improvements. Shyamlee et al (2012) came to the same conclusion and proved that *"technology has a positive role in promoting activities and initiatives of student and teaching effect in English class"* (p.151).

Table 2: Percentage of respondents for each category statement concerning their perceptions towards technology integration in the classroom in general

Statement	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
11. I have a full understanding of what Rosetta Stone is, its vision and how it works.	15	7	70	3	5
12. I know why Rosetta Stone is an integral part of the curriculum and the rationale behind its diffusion in it.	10	30	60	0	0
13. Rosetta Stone is a reliable software that encompasses all language constructs (grammar, vocabulary, listening, reading…..etc.)	13	9	75	2	1
14. Rosetta Stone is a well-liked teaching mode.	30	40	27	3	0
15. Rosetta Stone is an effective application that results in higher learning achievements.	13	14	71	0	2
16. Rosetta Stone raises the students interest, engagement and motivation in learning the language as it offers visibility and liveliness where sounds and pictures are set together.	30	40	30	0	0
17. Using Rosetta Stone would require more effort from the learners.	31	61	4	2	2
18. Rosetta Stone nurtures the personal learning mode.	45	55	0	0	0
19. Rosetta Stone improves the students thinking potential.	20	70	10	0	0
20. Rosetta Stone courseware can give feedback.	52	48	0	0	0

As indicated through the table above, most of the teachers displayed a self- evident ignorance of why Rosetta Stone was introduced to the language classroom given that the average response value for each statement was near 3 or lower. 71% of the respondents do not know if Rosetta Stone is reliable to achieve better learning outcomes. They either disagree or even strongly disagree that such software can nurture the learners thinking potential.

One of the interviewees argued that "teachers can guarantee the students effective learning outcomes in many ways, while Rosetta Stone cannot," she argued that "Rosetta Stone cannot provide feedback".

This would be similar to that of De Waard (2013)'s findings as she claimed that language classrooms are structured by putting students in the kinds of situations they would encounter in real life. They are also given an abundance of grammar support. She added that Rosetta Stone software is simply not flexible enough to allow for deep learning of a foreign language. Without a focus on structure or grammar, she suggested, students are merely memorizing words, not learning to speak a language.

One important implication that we came to in this paper is that the teachers do not oppose technology integration in the classroom. "We are pro-technology," stated one of the respondents, "when it is properly selected". What matters, here, is the kind of technology being applied. As such, after being selected, technology effectiveness in terms of learning outcomes should be assessed. Indeed, technology should not be blindly embraced.

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Table 3: Percentage of respondents for each statement concerning their perceptions towards their changing role after the integration of Rosetta Stone in the curriculum

Statement	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
21. With the integration of Rosetta Stone the teacher's role changed.	0	0	4	35	61
22. Rosetta Stone enhances self-learning thus limits some of the teacher's roles in the leaning process.	6	2	12	56	24
23. With the move from interactive teaching to interactive technology, such programs as Rosetta Stone, can do many of the same responsibilities and functions as teachers.	0	23	12	3	62
24. With the application of Rosetta Stone, will be less of an information giver and more of a learning facilitator.	5	9	3	33	50
25. With Rosetta Stone the teacher's voice is replaced by computer sound and his/ her analysis by visual images.	2	8	3	25	62
26. Rosetta Stone hampers the teachers productivity in the classroom.	1	1	0	60	38
27. Rosetta Stone can teach languages as effectively as a typical classroom-learning environment.	63	37	0	0	0
28. Rosetta Stone can provide that high quality language instruction as done by a qualified English teacher.	40	50	10	0	0
29. Even with the provision of such programs as Rosetta Stone, students still need input and guidance from a qualified teacher to learn the language effectively.	63	35	0	2	0
30. After the introduction of Rosetta Stone, teaching has become obsolete.	90	10	0	0	0

As seen in Table 3, the average response for the first six statements is almost 4 which indicated that most of the respondents agreed that after the introduction of Rosetta Stone, their roles changed. This supports Proctor (2002)'s claim that the implementation of Rosetta Stone poses challenges and urges the teachers to make adjustments to their traditional activities. Practically speaking, most of the teachers strongly agreed that the teacher's voice is replaced by the computer sound and that his/ her analysis was substituted by visual images which justifies the respondents consensus that Rosetta Stone relatively limits the teacher's roles in the leaning process and therefore hampers their productivity in the classroom. One of the informants protested "with Rosetta Stone, the students do not need the teacher, they need a technician may be". Another complained "my students are exposed to the computer and barely notice me in the classroom".

It is worth noting, however, that all the respondents displayed a strong opposition towards the last four items on the questionnaire. This implies that despite their admission of their changing role, teachers still perceive themselves as the only agents who are able to pass on certain crucial skills to their students. The same idea was conveyed by Wright (2015) who stated that a teacher does not only transmit knowledge; s/he guides her/his students. Teachers are mentors who encourage students to develop critical thinking skills and apply them to real life.

Indeed, 23 of the respondents do not perceive that students can reach a proficiency level by relying solely on Rosetta Stone software by contrast they fore grounded the importance of input and guidance from a qualified teacher. All of the teachers either disagree or even strongly disagree that teaching can in anyhow be archaic. Through the semi- structured interview, the teachers stressed that "Rosetta Stone cannot in anyway replace the teacher……it's just a program and is no way a substitute of the teacher", "teaching can never be obsolete, be it Rosetta Stone or whatever program applied". The same idea was conveyed by Shyamlee et al (2012) who highlighted the paramount importance of technology but "teachers still play the leading role that their position could never be replaced by the computer." (p. 154).

"While technology will certainly help to promote the learning process, it is useful – sometimes essential – to have a real live human who gives valuable help. Will these technologies mean …….fewer teachers? Let's hope there will always be a friendly human face to brighten up your learning experience" expressed one of the informants. As a matter of fact, this lends strong support to Wright (2013)'s claim which described the teachers as role models that create trust and inspire students in an environment where learning occurs. She added that technology alone cannot offer these skills.

Hence, an important issue appears in this respect that is the necessity to consider teachers attitudes before employing Rosetta stone or any other kind of technology into the English language classroom. Indeed, Shyamlee et al (2012) insisted that the teachers are to determine whether or not to adopt multimedia technology. They suggested that when it comes to language curriculum, teachers play a pivotal role in the decision making process. Therefore, the success of any implementation rests on the teacher engagement and a

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deep understanding of the technology to be incorporated.

VI. Study Limitations

Before moving on to concluding remarks, it seems of relevance to point out that the current study results may be confounded by a number of issues, namely; the focus on a single application in a relatively short time. Hence the need for studies that evaluate the effectiveness of more comprehensive uses of technology over a longer period of time is very much higher recommended for the sake of reliability as suggested by Zhao (2003).

Additionally, the conclusions drawn through this research are very much the opinions of a relatively restricted number of female teachers. Despite their recognized importance, attitudes and perceptions alone cannot be reliable to measure technology successful incorporation. This may lay the ground for more researches to be conducted and proficiency level tests to be taken in order to come up with more definite results about the potential effectiveness of Rosetta Stone program and its impact on the learners language achievements. As a matter of fact, A clear cut answer to the question whether technology could substitute the teacher cannot be obtained through a mere elicitation of the teachers perceptions as many other variables may interact, therefore more investigation should be sought.

Additionally and according to Pelgrum and Plomp (1996), students are an important element in the teaching/ learning process, thus, their views about what helps to improve their learning is substantial. However, this paper did not cover such views. In this respect, students' perceptions seem to be significant if technology is to be successfully incorporated within the curriculum.

VII. Conclusion

It goes without saying that the internet and computer explosion have transformed the environment in which language is used and learning takes place. In this vein, the present paper addressed the growing faculty concern that software could replace classroom teaching with a particular focus on the role of the teacher. Among the conclusions drawn from this research is that in this digital era and within the English language classroom boundaries, to apply technology or not seems to be an irrelevant question. The real issue is which technology to introduce and how and in what ways the uses of this technology are effective in improving language learning. Given that they positively perceive technology integration, teachers should foster their technology competencies in order to successfully integrate it in their classrooms. Therefore, more skills are needed from the part of the teachers. Indeed, modern developments of innovative technologies cannot replace the teacher; by contrast, they have provided new possibilities to teaching professions.

Ideally speaking, the purpose of both traditional and computer- mediated software language learning processes is to provide a space in which the facilitation of language learning itself can take place and thus better language learning outcomes may be achieved. A partnership of such processes and more would make language learning a better journey. Further researches to deeply investigate the relationship between teachers' pedagogical beliefs and technology use in education, which becomes essential, are still needed to enrich the educational landscape.

Appendix I

A semi- structured interview

1. How do you evaluate your own competency in using technology in your classroom?
2. What kinds of technologies do you use and how frequently do you use them in your classroom?
3. How necessary is the application of multimedia technology in the English teaching process?
4. What is Rosetta Stone?
5. What are the objectives of Rosetta Stone?
6. How helpful and useful is utilizing Rosetta Stone in the English language classroom?
7. What are the advantages of employing Rosetta Stone?
8. What are the disadvantages of employing Rosetta Stone?
9. With the advent of Rosetta Stone do you still retain some of your traditional functions (example class leader/ lecturer/ discussion leader)? What are they?
10. What are the different qualities and competencies the teacher should acquire with the changing educational paradigm?
11. What are the different adjustments if any, teachers should make in the teaching process after the introduction of Rosetta Stone.
12. To what extent can such programs as Rosetta Stone replace the certified language teachers?
13. To what extent is teaching considered obsolete after the introduction of Rosetta Stone?

Appendix II

A teacher's questionnaire

Dear colleagues, this questionnaire has as objective to explore your perceptions towards technology integration into the EFL classroom with a particular focus on Rosetta Stone program. Still, it tends to examine your attitudes towards your changing roles due to Rosetta Stone implementation. Please complete all items even if you feel that some are redundant. This may require 30-40 minutes of your time.

Thank you very much for your cooperation!

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Instructions: Please read each statement and then tick the number which best shows how you feel.
1= strongly disagree 2= disagree 3= neutral 4= agree 5= strongly agree

Questions	1	2	3	4	5
Your perception of technology					
1- Nowadays technology introduction into the language classroom is a must.					
2- Technology introduction into the classroom is effective in education.					
3- The teacher's competency in technology helps to successfully integrate it into the curriculum.					
4- The use of technology helps improve the English language learning.					
5- The use of different kinds of technologies in the classroom is highly recommended.					
6- Technology integration helps me to achieve my teaching objectives.					
7- Technology assists in developing teaching methods and students' knowledge.					
8- There is a strong relationship between effective use of technology and teachers' positive attitudes towards it. Positive attitudes towards technology lead to better learning outcomes.					
9- Teachers should be trained as material developers for a better technology integration.					
10- Technology literacy has become one of the basic skills of teaching Your					
attitudes towards RS application					
11- I have a full understanding of what Rosetta stone is, its vision and how it works.					
12- I know why Rosetta Stone is an integral part of the curriculum and the rationale behind its diffusion in it.					
13- Rosetta Stone is a reliable software that encompasses all aspects of the language (grammar, vocabulary, listening, speaking….etc.)					
14- Rosetta Stone is a well-liked teaching mode.					
15- Rosetta Stone is an effective application that results in higher learning achievements.					
16- Rosetta Stone raises the students interest, engagement and motivation in learning the language as it offers visibility and liveliness where sounds and pictures are set together.					
17- Using Rosetta stone would require more effort from the learners.					
18- Rosetta Stone nurtures the personal learning mode.					
19- Rosetta Stone restricts the students thinking potential.					
20- Rosetta Stone courseware can give feedback.					
Your perception of your changing role after the application of Rosetta stone					
21- With the integration of Rosetta Stone, the teacher's role changed.					
22- Rosetta Stone enhances self-learning thus limits some of the teacher's roles in the leaning process.					
23- With the move from interactive teaching to interactive technology, such programs as Rosetta Stone, can do many of the same responsibilities and functions as teachers.					
24- With the application of Rosetta Stone, will be less of an information giver and more of a learning facilitator.					
25- With Rosetta Stone the teacher's voice is replaced by computer sound and his/ her analysis by visual images.					
26- Rosetta Stone hampers the teachers productivity in the classroom.					
27- Rosetta Stone can teach language as effectively as a typical classroom-learning environment.					

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28- Rosetta Stone can provide that high quality language instruction as done by a qualified English teacher.					
29- Even with the provision of such programs as Rosetta Stone, students still need input and guidance from a qualified teacher to learn the language effectively.					
30- After the introduction of Rosetta Stone, teaching has become obsolete.					

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Use of Dreams in Girish Karnad's the Dreams of Tipu Sultan

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Abstract- Girish karnad's in his play the The Dreams of Tipu Sultan use the concept of dreams to indicate the downfall of Tipu Sultan through his dreams. The dreams of Tipu Sultan can be interpreted as symbol or an indication which focuses on his downfall in the future. The dreams book (Khwab-nama) was looted from Seringapatam along with other books. The book was not in library or the royal library in Seringapatam. It was discovered hidden in the bed chamber of Tipu Sultan palace Lal Mahal the ruin of which can be seen today in front of the Sri Ranganatha Swamy Temple. Tipu sultan, one of the most politically perceptive and tragic figures in modern Indian history. In the play he had four dreams but in history has 37 dreams.

Keywords: dreams, biblitheque, ramzan, khusrawi, busd, white elephant, thamari, dalw.

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Use of Dreams in Girish Karnad's the Dreams of Tipu Sultan

Thiyam Naoba Singh

Abstract- Girish karnad's in his play the *The Dreams of Tipu Sultan* use the concept of dreams to indicate the downfall of Tipu Sultan through his dreams. The dreams of Tipu Sultan can be interpreted as symbol or an indication which focuses on his downfall in the future. The dreams book (Khwab-nama) was looted from Seringapatam along with other books. The book was not in library or the royal library in Seringapatam. It was discovered hidden in the bed chamber of Tipu Sultan palace Lal Mahal the ruin of which can be seen today in front of the Sri Ranganatha Swamy Temple. Tipu sultan, one of the most politically perceptive and tragic figures in modern Indian history. In the play he had four dreams but in history has 37 dreams.

Keywords: dreams, biblitheque, ramzan, khusrawi, busd, white elephant, thamari, dalw.

I. Introduction

The Dreams of Tipu Sultan uses the concept of dreams to indicate the downfall of Tipu Sultan through his dreams. The dreams book (Khwab-nama) was looted from Seringapatam along with other books. The book was not in library or the royal library in Seringapatam. It was discovered hidden in the bed chamber of Tipu Sultan palace Lal Mahal. Tipu sultan stands apart in Karnad's oeuvre because as a play about colonialism it has to grapple with the inescapable psychodrama of east vs. west, Europe vs. the non European other, white vs. non - white, and colonize vs. colonized. Karnad's cast his protagonist in multiple and contradictory roles - as a beloved ruler, legendary warrior, loving father, and visionary dreamer, but also as the Machiavellian schemer who plot with the French against the English, the defeated soldier who enters into humiliating treaties with the enemy. Tipu was the third generation of his family to be born south of the Vindhyas. In the play he had four dreams but in history has 37 dreams. His dreams were fulfilled after one hundred and fifty years of his death.

II. Dreams

Girish karnad's in his play the *The Dreams of Tipu Sultan* use the concept of dreams to indicate the downfall of Tipu Sultan through his dreams. The dreams of Tipu Sultan can be interpreted as symbol or an indication which focuses on his downfall in the future. The dreams book (Khwab-nama) was looted from Seringapatam along with other books. The book was not in library or the royal library in Seringapatam. It was discovered hidden in the bed chamber of Tipu Sultan palace Lal Mahal the ruin of which can be seen today in front of the Sri Ranganatha Swamy Temple. That nobody saw the book or had an occasion to read it. He kept it so well hidden the even his personal servant and body guard couldn't locate it. What makes this book unique is that it can give us a clear and unambiguous portrait of the man that Tipu was, his inner conflict and his ambition. His dream was recorded in flawless Persian, a tribute to the language skill of the Sultan. Most of the dreams are about his conflicts with British and the volatile political situation of the times. The dreams tell us that Tipu was a human as anyone like us and that the hectic life he lived was reflected in his dreams too. The dreams are inner reflection of his personality and a mirror to his unconscious self. The dreams are his own handwriting and reflect his inner most thought.

Habibullah, the munshi of Sultan, was present at the time the manuscript was discovered. But he too had only heard of the dreams and never seen it. On April 23th,1805 this book was presented in the name of the Marquis Wellesley to Hugh Inglis, Chairman of the Court of Director of the East India Company, by Major Alexander Beatson. A copy of this book is available in the Biblitheque National of Paris which was made for it in 1822.

The dreams and other notes in the book were recorded on the first thirty-two pages and again on eleven pages toward the end of it. In between, a large number of pages are left blank. The size of the register is 7 inch by 51 inches. The dreams cover thirteen (13) years of his reign-1785-1798.

After the death of Tipu Sultan on May 4th, 1799 his library was taken away to England and now part of the libraries at Cambridge and Oxford, as also the Indian Office Library in London and the Asiatic Society in Calcutta. Most of this dreams devoted to driving the British out of India and defeating the Nizam.

Karnad's has mention only four dreams in the play. And all the dreams are political allegories. But in history Tipu had recorded 37 dreams in his dreams book (Khwab-nama) which was found by Colonel Patrilk and this was recorded between the years 1785-1798. Historian Mir Hussian Ali khan Kermani says:

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It was dairy in which my master had recorded his dreams. He had kept it concealed from his closest confidants. I didn't know of its existence. None of us did. I couldn't believe my eyes when I saw the word written on its first page, in the Sultan's own hand…

Tipu's Voice: In the register are recorded the dreams I've had and an having

Kirmani: The Sultan had hidden the diary under his pillow and there it had lain his death… until that idiot Munshi stumbled on it. It was Sacred, personal.

When they saw a dairy's as an odd little book a pleasantly inconsequential conversation pieces. This dreams book was presented as an ideal gift for the Chairman of Honourable East India Company in April 1800 on behalf of Marquis Wellesley.

In history the dreams themselves, thirty seven in all, date from April 1786 to 16th January 1799, leading historian to believe that the book was compiled over that entire period. But close analysis of its contents has now revealed that the register is directly connected to the final year of Tipu life and that it dates from no earlier than 1795.

Tipu first dream in the play is dream 9 of his dream book in history. His first dream came on the 3rd day of month of Thamari, the last night of the month of Ramzan followed next morning by IDD in the year of Dalw 1213 from the birth of the prophet. He was returning with his army from farrukhi near Salamabad when he had the following dream.

Tipu: I had been on an elephant shikar and on my way back was walking with poornaiya, the finance minister, where we saw a big temple. It was in a dilapidated state, and I said, 'poornaiya, look at that structure. It looks quite mysterious.

Poornaiya: Yes, your Majesty. It does indeed.

Tipu: Let's go in and have a look. Poornaiya, what idols are these? Are they some god you recognize?

Poornaiya: No, your Majesty. I don't think they are gods.

TIPU: They don't seem to belong to any religion I know. POORNAIYA: They are strange. I have never seen such figures before.

Tipu: No, let's go on. Let's inspect them more closely.

Poornaiya: Be careful, sir. Those two. They are getting up look out! (Two woman in the last row stand up. They are wearing nine yard saris. One of them pulls her saris up between her knees).

Tipu: Who are you? Are you human or are you some spirits.

Woman: Your Majesty. We are living women. The rest of us, theses men here, are merely images. We have been here for many centuries now, praying to God and seeking our salvation.

Karnad's, second is come with the first dream. In history second dream was dream 10 out of his 37 dreams. In this Tipu saw two old men with long beards, in flowing silk gowns, approach them. Beside them are two elephants and several footmen carrying spear and guns.

Tipu: Greeting? Who are you? You seem to have come from a long distance.

Old Man: We are the envoys of the Emperor of China.

Tipu: Please enter… what is the object of your visit.

Old Man: We wish nothing but the promotion of greater friendship. The Emperor of China send you a white elephant and these horses as a token of his friendship and affection for you.

Tipu: The elephant and horses are indeed beautiful. I am deeply touched. I am also eager to know how you capture and train elephant in China, I know from Hadrat Nizami's book Sikandar-namah that the Emperor of China had sent a present of a white elephant, a horse and a female slave to the Great Alexander

Old Man: Yes indeed. The Emperor has never sent a white elephant to anyone except the Great Alexander and now to your presence.

The third dream in the play 'The woman in the Man dresses is dream XIII out of his 37 dreams. This dream come on the Sixth day of the Khusrawi month in the year of Busd, as he was preparing for a night attack on the Maratha armies with 300 men under general Hari Pant Phadke at Shahnur near Devgiri. He had a dream. A young man in turband like a Maratha enters. A handsome man, fair skinned and light-eyed, female voice approached him

Tipu: Thank you. Come. Come and sit by me.

Young Man: But I'm not telling you anything you don't already know.

Tipu: Well, it's always nice to be reminded when one spends as much time on horseback as I do, there's no time to look into mirror.

Young Man: But surely your begum tell you, specially Ruqayya Banu, your favorite queen-

Tipu: Beware! You are being impertinent…

Young Man: Will the Sarkar-e-Khudadad kindly take off my turband? (Tipu take off the turband and a cascade of long hair comes tumbling down on the shoulder of the young…)…will you unbutton my blouse, your Majesty.

(Pause)

You're blushing. You have gone red. I didn't realize your Majesty in such a shy man. Let me do

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that for you, sir…Here! (unbutton the blouse, Tipu react)…

Tipu: (angry) you've tricked me. You've inveigled the padshah into giving your audience, into talking to you. Get out of here? Out! …

After consulting… Marathas are dressed in male attire, they will in fact prove to be woman.

The fourth dream of Tipu came after his two son hostage he was unrest. He couldn't sleep even in the bed and decided to sleep on the bare stone floor. He had a dream and this dream he sees his father Haider. Haider said he's maimed and have no limb. He said Tipu cut off his limb and handed them over to the enemy

Tipu: Yes, father. I've done that, have you come to punished me?

Haider: What punishment would be adequate, do you think?

Further Haider said he have no arms. English are stranger now and you scared of them and think like a trader. But Tipu say he will not let them. He will restore his father limb and arms, and his dream left out.

The last dream in the play is victory over the British. Kirmani remember it vividly. But the crucial detail still eludes him. Sultan was staying in the caravanserai on the northern ramparts. He'd been there for a couple of days, with the soldiers, watching the English noose tighten. It was sweltering hot, we had been praying for a downpour, for them the moats would have been flooded and the English attack delayed. But the cloud had hung ominously, inert, neutral. We were half way through our lunch, our sweat streaming into our plates, when the skies exploded. The English had launched their assault. The Sultan washed his finger and got up. He buckled on his sword belt, took out an envelope from his pocket, sealed it and gave it to me 'Keep it till I come back,' he said. He mumbled a prayer and left. Kirmani forget about the letter. Next day he found it in his pocket. He broke the seal and inside was a paper on which he had recorded his last dream. Tipu said:

Today we celebrate, we pray and thank God, with the Marathas and the Nizam on our side, we can chase the English into the sea any day.

(Laughter)

Thank you, all. Together we have driven the English back-.

Kirmani: That was Tipu's last dream.

Tipu *was* killed in 4th May, 1799. In a fraction of second after identify the sultan dead body wailing of female is heard in the far distance. The British were surprised how the ladies of the palace known so soon. The palace was a mile away 'Some secret signal'. The wailing gets louder and spread. The entire city was soon wailing. The wailing of ladies washed away the dreams of Sultan. But his last dream was fulfilled after one hundred and fifty years of his death when India got Independence from British.

III. Conclusion

The Dreams of Tipu Sultan uses the concept of dreams to indicate the downfall of Tipu Sultan through his dreams. Karnad describe the dreams on the factual incident of Tipu life. In historical record he had 37 dreams but in Karnad plays only four dreams are discussed. And all the dreams are political allegories and fact. Dreams book (Khwab-nama) his only soul mate which was found by Colonel Patrilk recorded between the years 1785-1798. All of his dreams were to driven out the British from the native land India to the far sea off land. His last dream was fulfilled after one hundred and fifty years of his death.

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Learning: Learners Perceptions About it in their Academic Environment

By Richard Kojo Eshun

Abstract- A member of Institute of African Culture and International Understanding [IACIU]. Centre for Human Security in Africa [CHS]. His Excellency Olusegun Obasanjo Presidential Library, [OOPL] UNESCO United Nation 1Learners have different views for learning and doubt the usual phenomenon that is expected by all, admitted in schools. It is defined by the Oxford dictionary as the process of gaining knowledge through experience, teaching, and study.

This learning defined has specific terms in the defining. We have knowledge experience, Teaching, and study. These specifics, take time before they are understood by learners and the objective with which they are in school, is achieved.

Learners do not understand the reasons for being in school. All they know is to see a teacher for some writing skills and reading and at the end tested to see who is the best in class. It is not the case for the real meaning of learning in schools..

Keywords: learning, perception, knowledge, teaching, study, and experience.

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I. Introduction

How Learners understand the term learning, desire much to be discussed. Their ignorance to this term is causing most of these Learner's poor performance in school. Since a child needs to grow in size, in thinking and other changes, there should be a total awareness by these learners that there lived to have behavioral growth as well. So as they go through changes when studying, is not something different but part of life.

They are therefore to be guided and directed through teaching, studying and their personal experiences for acceptable changed behavior. The ability to acquire the desire changes could be enhanced.

With this, that the practical research is written on how they perceive learning and relate to it for acceptable behavioral change. Thus; Learning, Learners Perception above it.

II. Knowledge

A child is born, with a block ceiled knowledge that takes the baby through the ages. The child is then directed through this block knowledge to grow until it becomes usable for helping the family, community, Region, nation and sometimes the world at large.

What then is this knowledge? MacMillan defined knowledge as what you know or aware of its happening. Longman dictionary also defines knowledge as the facts, skills and understanding one gain's through learning and experience, so we say that, every child is born with adopted skilled experiences. How do children be aware of this knowledge with them? They see their experiences as natural that anyone who attempts to change their experiences learned, becomes a nuisance to them. They, therefore, perceive knowledge as God-given experiences. So more often, they usually term a knowledgeable student, as gifted students.

In the school Learners have to be taken through directions to identify particular career trait. They at times doubt teachers for certain developments that come out of their learning. They are aware that growth, emotion or affective and cognitive developments come by chances. In the fact, they come as a result of what they study or experience at school.

III. Teaching

Learners block knowledge needs directions. The child is directed in all ways. The act of showing one what to do, is teaching. Teaching begins first at home. The mother of the child takes the child through directions for the child to use the knowledge for walking, standing, eating, sitting and speaking.

It is the same trend that goes on in the schools. How is this seen? The learner has a unique knowledge that needs to be directed to its destination.

Teaching, therefore, is the act of giving lessons on directions in schools, colleges or Universities. It shows someone how to do something. It also tells the learner how and the way they should behave or think.

More often, learners find it difficult to underst- and that. They think their future career is already destined and prepared. So we sometimes realize some little manners of disobedience in the school. Parents, and at times some of as teachers do say the talent is there already, knowing not the fact that, the knowledge talent needs directions to its destined career. Most learners perceive learning as difficult and un-predicting career destination.

It is imperative to show Learners, that, whatever is taught in school goes a long way to the fulfillment of goals attainment. So to learn something, there must be

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teaching going on. Thus, helping people to learn something. The idea of teaching and learning to learners, is to receive instructions, obey them and answer some queries on what they have learned. It wonders at times to know that only a few are aware of the continuity of learning in schools. That is, after first cycle, where next to them? It only occurs to them when the Basic Education Certificate Examination is closer and that every activity in the school seems to send off. As this happens in their first cycle, there is a different view to those learners at the second cycle level too.

When a teacher goes to the classroom, the entire place is filled with empty experience. It is then occupied by fear, tremble and panic. Through teaching, learners perceive learning as a frightening activity. Teachers and parents have to take them through pampering and expression of warmth both at home and the school respectively so that learners acquaint themselves with new knowledge gained playfully.

IV. Studying

Living things are facts finders and curious. Many of the creations are ambiguous. They are not easy to live with, so all living things go through thoughtfully to know more about what surrounds them. The process of finding out nature, behavior and what the attitude of something is, so is to be familiarized with it.

We examine what study is in schools. A Study is an exercise, done to find out more about a particular subject or problem. We devote our time and attention to gain knowledge. knowledge is defined as what one knows, seen, felt or experienced. In studying, a learner is exposed to situations to study all, and assess which of them worth knowing or which of them is applicable in life. Eight social subjects in basic schools, we have extracurricular too. The learner goes through competitive studying to be able to define the parts of the knowledge gained.

Learners are expected to read their note with meanings and make inferences. They are to visit the library and make some findings. They are also to do their assignment, homework and project work. In doing this, the block knowledge of the learner starts to open and allows the learner to manifest his or her potential in the field of learning.

They have a certain outlook about studying. When; they study harder, their peers will like and respect them in school. They would be drawn closer to their learning group too.

In a real sense, studying equip a learner to acknowledge his or her potential in school.

It is the devotion of time and attention to gaining knowledge of an academic subject by mean of books.

It is also a detailed investigation and analysis of a subject or situation.

V. Experiences

Knowledge, refreshing as we all know, isdependent on teaching, study, and experiences. Experience is one of the welcoming activity in learning that is used to know about a particular knowledge. It is a useful activity in both formal and informal sector of Education. This is termed learning, through a reflection in doing. It is also the practical contact with facts or events and their observations.

Let us see learning by experiences. The learner would be taken through activities, where he or she gets reflected by the occurrences and outcomes of these activities. He or she is introduced to the aspect the knowledge. It often occurs either in a traditional academic setting (schools and classroom) or nontraditional setting (outside of school locations outdoor environment) or whether it includes a traditional education.

It is the mastering of an event or subject gained through involvement in or exposure to it.

The learner goes through a felt of emotions which consequently affect the physical aspect him or her. This is what makes them have challenges as regards to what learning is in school.

So learners perceive learning as a difficult task and pressuring events in their life. It is obvious that, learners develop relative attitude to learning gradually in school. Teachers have to expose to learners several experiential activities and top it up with their teaching while the learner constructs a study parting to make meanings to what goes on the learning environments.

VI. Analysis

The term learning is quite a tedious task, believing and accepting unknown experiences, is a difficult task. As a parent, you would realize one mourning your child starts crying, complain of not going to school without any apparent reason. For all you know, the child may not be having an interest in learning at that particular time.

Every learner has a problem with learning, and this is because, there are always new experiences that the learner has to force to know, through studying, teaching and other unfamiliar experiences.

Analytically, students don't like the activity of learning. It has always been the duty of teachers to take learners through learning profession before learners accept behavioral changes in them. In teaching, we use teaching aids, illustrations, demonstrations, and others to assist learners to accept the best behavioral change in their career for the future. We already know as teachers, such learning difficulties. So we more often take the learners through a professional style of accepting new behavioral changes.

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Indeed, learners see learning as a strange activity and alien to their block knowledge. They must be talked to, in an acceptable and persuasive manner before they could accept and comprehend what is studied in the classroom.

Another aspect is that; the learner will prefer playing to studying his or her books after school. They have their reasons to this; they feel relieved in playing than learning. Meanwhile, these two activities, have the same instructional meaning.

So learners perceive learning as a stranger in their knowledge outfit

VII. Conclusion

Learning is a stranger in the block knowledge of learners. It must be dealt with care and truth. The learner is supposed to welcome all forms of activities and give comments and questions.

In the classroom, the required knowledge for the learning is classified into periodic and objectives. It is not done directly. Teachers take patience's, carefulness, professionalism, intelligence and duty consciousness to calm the abilities of learners, and allow them to explore within their learning environment.

Learners perceive learning as strange and demanding activities in their academic lives. The title learning; Learners perception about it seeks to erase certain ideologies about learning on the learner. It also tries to open the welcoming benefit of learning to learners so that they will always embrace learning and study harder, to top up to their natural knowledge.

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Language Death and Urgency to Retain its Pure Variety

By Swati Jha

Abstract- Language Death is a process that affects speech communities where the level of linguistic competence that speakers possess of a given language variety is decreased. Language death may affect any language idiom, including dialects and language. Khortha or Kharostha Bangla is enigmatic in nature because of its varied varieties and features like ergativity, language switching, code mixing and convergence. Language Shift leading to language death is a sociolinguistic phenomenon which can be widely observed in Khortha. The present paper highlights upon the various aspects of Language shift in Khortha. It will also focuses on the factors that may lead to the death of the original variety of Khortha. The paper also emphasizes on the need to see the urgency to maintain and retain the originality of Khortha so that it does'nt disappear or become a matter of past.

Keywords: language shift-language death-code mixing –convergence-ergativity.

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Swati Jha

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I. Introduction

A language is an inextricable part of its cultural evolution and environment and as such it evolves until such time that culture exists. Although language and culture are inextricable, culture is the trough that nurtures and preserves language. You need language to express culture and you need culture to preserve and perpetuate that expression across generations. From this, it becomes clear in the Indian context that the continuing decline of almost all Indian languages owes to the decline in Indian culture Language death is the process by which a language stops being used by the people who previously spoke it.

David Crystal mentions "There are some 6000 languages in the world and of these, about half are going to die out in the course of the next century; 3000 languages, in 1200 months. That means, on average there is a language dying out somewhere in the world every two weeks or so." A 1999 survey has shown that 96% of the world's languages are spoken by just 4 % of the people.

'Language is really alive only as long as there is someone to speak it to. When you are the only one left, your knowledge of your language is like a repository, or archive, of your people's spoken linguistic past. If the language has never been written down, or recorded on a tape-and there are still many which have not-it is all there is. But, unlike the normal idea of an archive, which continues to exist even after the archivist is dead, the moment the last speaker of an unwritten or unrecorded language dies, the archive disappears forever. When the language dies which has never been recorded in some way, it is as if it has never been.'(David Crystal 2000).

'Death' is a term applied to living objects, but there are certain things which have life and which find birth, flourish and die out with time. Because *language has no existence without people*, a language dies when nobody speaks it anymore. When a language dies, it is as though it never existed - which ultimately endangers total culture. Languages have disappeared with the changing civilisation, but the present situation demands attention as languages are becoming extinct at a much faster rate than ever before.

II. Various Factors that Lead to the Death of a Language

The most common process leading to language death is one in which a community of speakers of one language becomes bilingual in another language, and gradually shift allegiance to the second language until they cease to use their original language. Speakers of some languages, particularly regional or minority ones may decide to abandon them on economic or utilitarian grounds, in favour of languages regarded as having greater utility or prestige.

1. Language dies when there is no intergenerational transfer of language. This is not usually a sudden event, but a slow process of each generation learning less and less of the subtleties of their native language. Due to the transfer of fewer words, and an increased switch over to another language, the older population may remember many words, but younger people become deficient in their vocabulary. This situation occurred with the Manx language[1] but Manx, in addition to other languages, has been reintroduced in schools and in bilingual publications[2]
2. Languages can also die when their speakers are wiped out by genocide or disease.
3. Linguicideor language extinction is the intentional causing of the death of a language. It is also used as a derogatory term to describe unintentional death of languages through competition and other mechanisms. Perhaps the largest historical example

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[1] See UNESCO'S Atlas of the World's language in Danger of Disappearing, 2009.

[2] As mentioned in Krauss, Michael E, 1992, *Language, 68(1): 4-10*

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was the destruction of the Native American languages in the Spanish colonization of the Americas.

4. Language attrition, occasionally called language suicide, is a process of language obsolescence. Over generations, the speakers of the less prestigious language of two closely-related languages borrow so much lexis, pronunciation and syntax from the more prestigious language, that the less prestigious language becomes virtually indistinguishable from the prestigious one.

III. Globalisation and Language Change in India:

Being the world's largest democracy and hosting the world's second largest population, India is truly multicultural. It is growing at a faster pace than ever before post the 1991 reforms. Globalisation, privatisation and liberalisation have affected the daily life of every individual. The language component of our society has not escaped impact of these reforms and most of the people today have accepted English as a language of communication, not only in business but also in their personal interactions. While economically this is helping a certain strata of society, ethnographically we are getting poorer rapidly.

IV. Language Death in India

Indian constitution eighth schedule has 22 languages. Individual mother tongues in India number several hundred; the 1961 census recognized 1,652 (SIL *Ethnologue* lists 415). According to Census of India of 2001, 29 languages are spoken by more than a million native speakers, 122 by more than 10,000.

The rise and fall of languages is always visible in the history of mankind. From the undeciphered language on the walls of Harappa civilisation up to the present Hinglish is used in everyday advertisement, thus languages are constantly evolving. India has given shelter to people from all parts of the world and in doing so; it has provided an opportunity for exchange of culture, knowledge and of course language.

Of all the Indian languages, the tribal languages spoken in the eastern and central India are the most threatened ones. 'Definitely 10-20% of all Indian languages are in bad shape and on their death bed, but the tribal languages are the most vulnerable one'.

Over the last few decades, linguists have analyzed several tribal languages, but the majority are poorly studied and sparsely documented. Many have yet to be rendered into computer typefaces, unable to cross the digital divide.

As stated above, the tribal languages in India are the most vulnerable ones, they are more prone to changes, shifts and ultimately death. Khortha or Khotta is also one of the tribal languages which is spoken by the tribals as well as non-tribals of Hazaribagh and Giridih districts in Jharkhand. It is related to Magahi. In *Language and Literature* Shankarlal C. Bhatt (2006) has stated that Khortha is not a pure form, rather it a mixed form of language. In day-to-day affairs people use this form but in official communication they make use of Hindi.

While the official language of Jharkhand is Hindi many tribal languages are spoken in different parts of the state. . Khortha is being spoken by a majority of inhabitants in Dhanbad. Though the language is greatly influenced by the other languages being spoken in the state, but still there are some groups residing in the outskirts of Dhanbad, where one can find the untouched, pure variety of Khortha.

The language has seen a variety of changes in itself. The reasons can be many which also include Language in Contact, Language Convergence, literacy rate and the high rate of migration of the people from one place to another. Due to its vulnerable nature and many other influences this living language is at the risk of dying out. The present study hence will be focused on the various aspects of the language including the sociocultural aspects and morpho-syntactic aspects, the difference in speech based on gender, age, literacy rate and occupation. This paper will also highlight the factors that may lead to put Khortha into Endangered Language category.

The difference in the speech has been highlighted through the data collected from the respondents residing in the communities located in and around Dhanbad namely: Chaudhary Bandh, Sadhobaad, Kharni, Babudih, Manjhaladih, Saambalpur. The respondents were interviewed individually and in groups. The sentences of various categories and the word list were used as the tool for the data collection. The responses were noted and taped for future analysis. The data were collected from 150 respondents under the variables of age, gender, occupation and literacy rate.

While collecting the data it was observed that the speech of females and elderly are more close to pure variety. Mainly because the females and the elderly people spend maximum time at home. They hardly go out of their community. This is the reason why their language is untouched and pure in nature. The youngsters and working people have to go to the nearby cities and town for further study or for their occupation. They are exposed to the other varieties of languages which ultimately affect their Mother Tongue. It can be well explained through the data presented below:

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Table 1: Difference in speech/ words based on Gender

Sentences	Males	Females
Jisladke ne kaanchtodauskobulao (Call that boy who has broken the glass)	/je/ /gld3rta:/ /ka:nch/ /pho:d^lkau/ /se/ /gld3ta:/ /ke/ /bula:/	/ je/ /gld3rta:/ /ka:nch/ /pho:rh3u/ /sei/ /gld3ta:/ /ke/ /daik/
Kaanch toot gayi (The glass has been broken)	/ka:nch/ /tu:t/ /gel3i/	/ka:nchta:/ /tu:it/ /gel3i/
Bachha ye khananahikahyega (The boy will not eat this food)	/i:/ /kha:na:/ /gid3rta:/ /n3hi:/ /khaeto/	/i://kha:yek/ /gid3rta:/ /n3ye/ /khaeto:/
Kal main chor se bahut maar khaya (Yesterday I was beaten brutally by the thief)	/ka:l/ /hum/ /chor/ /se/ /b3hUt/ /ma:r/ /kha:ye/	/ka:ilh/ /h3me//chor/ /se/ /b3di://ma:r/ /khaelho:/
Ye topisafed rang kihai (This cap is white in colour)	/i:/ /topi:/ /s3fed/ /hel3i	/i:/ /topi:/ /sa:da:/ /h3l3i

Response sheet of Males and Females

Table 2: Difference in speech based on Age

Words	Old	Young
Jhanda(flag)	/jhaanda/	./jh^nda/
Barish (rain)	/b^rsa	/pa:ni
Rasta (path)	/d3h3r/	rasta:/
Ghar (house)	/kh^nd	/ru:m/
Turant (immediately)	/ekh3ni:/	/tUr3te/
Mitaana / saafkarna (to clean)	/mita:e/	/sa:f/
Kapda(cloth)	/ pi:dh3na:/	/k^p3da:/
Chehra (face)	/thoth3na/	/s3k3l/
Ungali(fingers)	/a:ngUr/	/Ungri:/
Chabhi(keys)	/ka:thi:/	/cha:bhi:/
Sach(truth)	/nlshto/	/s^cche/
Gilas(glass)	/gllsa:/	/gila:s/-
Lamba(tall)	/da:nga:/	/l^mba:/
Chipchipa (sticky)	/la:tha:/-	/ch^t3k/
Ekjaisa(same to same)	/oh3te/	/eke r^k3m

Response sheet of a young boy and an adult

Table 3: Difference in speech based on Literacy Rate

Words/ Sentences	Educated	Semi-educated/ no education
Sari(traditional wear for females in India)	/sa:ri/	/lUgga:/
Dhul (dust)	/dhu:l/ dust	/dhu:ra:/
Dhoop	/dhu:p/	/r3uda:/
Kanghi(comb)	/k3nghi:/	/k3k3ba:/
Anda(egg)	/3nda:/	/di:m/
Bael(ox)	/bael/	/b3r3d/
Wahbaithebaithethakgaya(he is tired of sitting)	/u://b3ith3le/- /b3ith3le/ /th3k/ /gele/	/u:/ /b3is3le/ /b3is3le// thai:k/ /gel3i/-
Wahkabhinakabhijaruraayega(He will definitely come back some day)	/u://k3kh3no/ /n3/ /k3kh3no/ /z3ru:r/ /aeto/	/u:/ /k3kh3no/ /nae/ /k3kh3no/ /ghu:r/ /ke/ /aeto/

Response sheet of a literate and illiterate person

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The above data shows the difference in the language, selection of words among the speakers of the community. Influence of Hindi and English or mixing up Khortha with other langauges including Bengali, Maithili and Bhojpuri have affected the language a lot. Stephen Wurn(1998) has given different perspective about Language Endangerment. An analysis on Khortha has been done based on the levels suggested by Wurn. The five level classification of language endangerment are:

1. Potentially endangered languages: In this case the language are socially and economically disadvantaged, under heavy pressure from a larger language, and beginning to lose child speakers;
2. Endangered language: It has few or no children learning the language, and the youngest good speakers are young adults;
3. Seriously endangered languages: have the youngest good speakers at age 50 or older;
4. Moribund languages: have only a handful of good speakers left, mostly old;
5. Extinct/Dead languages: have no speakers left

As per the levels discussed by Stephen Wurn Khortha surely comes under the category of Endangered Language, because the small children, though exposed to Khortha as their Mother Tongue, are more prone to English and Hindi. At schools they meet with the speakers of other languages. Prabhat K Singh in his article 'Nurturing Linguistic Diversity in Jharkhand' (2014) throws the light on the education system prevailing in India, says 'that it is a well-known fact children understand concepts in their MT or in their first language; but the education system in India has largely failed to provide education to children in their own language'. He also adds to the point saying 'the tribal children are forced to study in the dominant regional languages like Hindi or English.' The question arises whether it is the forced one or the opted one, but the fact cannot be denied that the children first language is affected through other languages. The youngsters are more exposed to the technical advancements, to the speakers of other languages. During conversation in Khortha the sheer inability to make use of the words in his/her language and substituting it with Hindi or English is the most common problem. Though it appears to be a common problem but can be one step towards Language shift or death of the language. The situation is bad with the people going out for their job and business but it is worst with the young speakers who cannot even read and write in Khortha and rely on the English/Hindi translations of the words they make use of in their conversation. Just two generations of this dilution and we will have a large pool of the speakers who cannot even speak read or write in Khortha. With it, this successive march of incremental cultural deaths takes one step closer to total extinction.

Lyle Campbell, project Director of ELCat and linguistics professor at the University of Hawaii at Manoa, has developed a unique language Endangerment Scale called EGIDS, which can allow the researchers and also language experts to determine which of the world's living languages are at the risk of dying out and to what extent each individual language is endangered. ELCat's scale is different as it has got smaller set of criteria, focusing exclusively on endangered languages. On the basis of four criteria, ELCat's Language Endangerment Scale assigns six different levels of endangerment to each language ranging from 0(safe)- 5(critically endangered). G The criteria are discussed below:

- Intergenerational Transmission (How old are the youngest speakers and is the language passed on to younger generations?)
- Absolute number of speakers
- Speaker number trends (Is the number of speakers declining, stable or increasing?)
- Domains of use of the language (Is the language only used in certain (e.g. informal) contexts or for every domain in life from home to media, education and government?)

After applying the above discussed four criteria on Khortha we can have the following points:

a. *Intergenerational Transmission*: As has already been discussed earlier in the present paper language do transfer from one generation to the other generation, but in a filtered way. When talked with the school going boys and girls, they say that though they speak Khortha at home but they are more comfortable with Hindi language, because this is the linking language or the language that they make maximum use of.
b. *Absolute number of speakers:* Though Khortha has been spoken by large number of people in and around Jharkhand the data is presented below:

	Persons	Males	Females
Khortha/Khotta: Total	974,761	506,940	467,821
Urban	851,406	440,418	410,988
Rural	123,355	66, 522	56,833

(Source: Language & Literature, Land and People of Indian States & Union Territories, Vol.II. Jharkhand;2006Shankarlal C. Bhatt and Gopal K. Bhargave)

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For the present study the data has been collected from 15 villages [3] each village comprised of 70-80 family members, making it a total of approx. 1200 families. Each family has 6-7 members each making it a total of 8400 speakers which can be fairly distributed as:

Age	Gender	No. of speakers
Children (4-14 yrs)	Both males and females	2400
Youngsters (15-24 yrs)	Both males and females	1900
Middle aged (25-39 yrs)	Females	1000
Middle aged (25-39 yrs)	Males	1100
Elderly (40-59 yrs	Females	700
Elderly (40-59 yrs Old People (ranging from 60 yrs and above)	Males	900
Old People (ranging from 60 yrs and above):-	Both males and females	400

(The above number has been shared by the Sarpanch (Head of the village) and Block development officer of the villages)

From the above data it is quite clear that how the original variety of Khortha which is just retained with older people is on the verge of extinction. Out of 8400 speakers the pure variety is spoken by just 400 speakers. The language is more exposed to other languages including Hindi, English and other contact language through Children (2400 speakers), youngsters (1900 speakers) and Middle aged males (1100). The reason has already been discussed earlier in the paper.

If we discuss the third and fourth criteria of ELCat's Language Endangerment Scale we will find that Speaker number trends is declining. The speakers of the original and the pure variety of Khorthais perishing slowly. The older people and to some extent the females of the families have somehow tried to hold the fading tradition of the dying language.

If we consider the domains of the language use the language is just used in informal context. In schools and colleges the medium of instruction is either Hindi or English. As the village provides just the elementary level of education the students are bound to go out for their further studies. Most of the youngsters are putting up in hostels in Dhanbad or nearby places. The parents say that they have to educate their children they don't want them to suffer in villages and strive for their livelihood.

V. Measures to Safeguard Khortha

Language travels from one generation to other. The saying is perfectly right but it does not apply fully on Khortha. Undoubtedly it does reaches to the children but again the fact cannot be ignored that with youngsters it is losing its identity. It is high time now that the Khortha speakers and the government should realize the importance and urgency to retain its pure variety. Though some measures have been adopted by the Government[4] but the efforts have to multiply at a faster pace. Again the people who are putting up their efforts to safeguard the endangered languages believe the success of such expeditions largely depends on the willingness of communities to preserve their own mother tongue. With growing interest in language diversity, it may be possible for fading languages to get a new lease on life. Awareness of language preservation has steadily grown with the emergence of state funded language programs, introducing minor languages at the college level and establishment of new academic centers devoted to the study of endangered languages. Mr Ganesh Murmu, a Linguist in Ranchi University, believes most tribal communities will surely welcome the attention towards the safeguard of their language. He says "before there was a feeling that if you speak a tribal language you are in a lower social class". Though the people of the communities believe that "we too have status, we too have identity"[5] but slowly it is fading away.

The extinction of each language results in the irrecoverable loss of unique culture, historical and ecological knowledge. Each language is a unique expression of the human experience of the world. Every time a language dies, we have less evidence for understanding patterns in the structure and function of human language, human prehistory and the maintenance of the world's diverse ecosystems. The speakers of the language may experience the loss of their language as a loss of their original ethnic and cultural identity.

Khortha needs to be revitalized which is the demand of the current time, because if a language dies it takes away with itself a whole lot of culture, tradition and identity of the speakers of a particular community. The revitalization process includes the following suggestions:

a. Assessment of the language's current situation, number of speakers, context in which speaker's live,
b. Facts about their attitudes displayed, speaker fluency, accuracy, and age levels, rate of decline,

[3] List of the villages selected for the data collection: Chaudhary Bandh, Sadhobad, Kharni, Babudih, Manjhladih, Sanwalpur, Murradih, Kalyanpur, Budhwaser, KatanlaOjhadih, Birajpur, Jainagar, Pipratanda, Bogla Basti, Sawalpur.

[4] Introducing Khortha in the colleges at the post graduate level and as an optional paper in JPSC (Jharkhand Public Service Commission.) See Shankarlal C Bhatt, *Language and Literature, 2006* .Vo.12

[5] Singh, K.S. 1994. The Scheduled Tribes, Delhi.

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c. Cost involved in creating dictionary and educational books,
d. Fund raising for the language preservation program should be run in different communities.
e. Publicity campaigns and promotion of fresh public attitude towards languages
f. Community must sense the need to save the language
g. Culture should respect the minority languages
h. Political willingness to provide fund for research and development
i. Linguists need to do sufficient research and document/archive the language. There is a need to record, analyze and to script it down.

VI. Conclusion

With combined efforts of scholars from different streams, political leaders, academician, community leaders and the community can help in the revitalization and documentation of Khortha and henceforth the diverse culture of India.

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Level of Emotional Intelligence among a Sample of Secondary School Teachers at al Koura District-Jordan

By Dr. Bassam Mahmoud Bany Yassien

Abstract- The main objective of the current study was to investigate the levels of emotional intelligence among a sample of secondary school teachers at Al Koura Educational district in light of their gender, qualification and teaching experience. Sample of the study consisted of (283) male and female teachers selected suing random sampling in the academic year 2017 /2018.The results of the study indicated that teachers reported moderate levels of emotional intelligence, It is also indicated that there is no significant differences in emotional intelligence levels due to gender and qualification, while significant differences were found in emotional intelligence levels due to teaching experience, in favor of more teacher's experiences.

Keywords: *emotional intelligence, secondary school teachers.*

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Emotional Intelligences Levels among Secondary School Teachers at Al Koura District Educational Directorate- Jordan.

I. Introduction

Emotional intelligence is one of the most significant variables contributing in individuals' success in life as it enables people to communicate with others; making friendships; being innovative and responsible; using feelings and emotions as facilitator for thinking; ability to understand own feelings and manage them, contributes in thinking development and growth as the ability of emotional control signifies the ability of positive adjustment, which allows the individual to overcome obstacles hindering active thinking process (Al Atoume, 2007; Austin, 2005).

Several studies (e.g. Di Fabbio, Palazzeschi, 2008,Myers,Tuker, 2005) tracked the origins of the emotional intelligence to Social Intelligence Theory presented by Thorndike in the 20th of the last century. Social intelligence is defined as the ability to understand and recognize others' feelings and emotions, thus, providing invaluable opportunities to actively interact in the different social contexts. Gardner, the godfather of Multiple Intelligences Theory, implied that there is two type of personal intelligence: The first is interpersonal intelligences, which refers to one's ability to recognize and understand others feelings, while the second is intrapersonal intelligence; referring to the ability to understand one's own feelings. Thus, Gardner has paved the way to the emergence of emergence of emotional intelligence.

In their work on emotional intelligence, both Mayer and Salovey (1997) indicate that the origins of emotional intelligence can be traced to the 18th century when scientists assumed that the mind entails three separate parts, which are:

1. Cognition: includes different functions such as memory, thinking, decision making and intelligence.
2. Emotions: includes emotions, moods, positive and negative feelings.
3. Motivation: All the biological and learned drives or the objectives individuals seek to achieve (Othman & Riziq, 2001).

Goleman (1995) wrote in his book (Emotional Intelligence) after a review of previous literature and studies addressing emotions in addition to his tours in school, his readings to the works of Mayers and Salovey. From this date, the concept of emotional intelligence has been a major focus in the psychological fields of study. Despite of that this concept is relatively new in the psychological heritage, it is still ambiguous, and this what drove scholars and psychologists to examine it thoroughly to identify the main abilities comprising emotional intelligence:

Mayers and Salovey (1997) indicate that emotional intelligence represents individuals' ability to monitor one's emotions and those of others, recognize the different emotions, ability to use the information from these abilities to direct his thinking and behaviors. They also mention that emotional intelligence entails four basic abilities: the ability to recognize emotions and express them; the ability to use emotions and sense them; the ability to understand emotion, analyze and acknowledge them; and finally, the ability to manage emotions, which indicates one's ability to adjust emotionally with his mood state.

Goleman (1995) on the other hand indicates that emotional intelligence is a set of different abilities individuals have to enable them success in their life endeavors. These abilities can be learned and developed and they include:

1. *Self-Awareness:* Individual's ability to acknowledge his emotions, beliefs and attitudes.

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2. Self- Regulation: The ability to control negative emotions and transform them to positive ones.
3. Motivation: A state of internal stimulation and inner tensions driving people to achieve a specific goal.
4. Empathy: Being able to understand others' feeling and showing an empathetic response.
5. Social Skills: One's ability to show strong and positive influence on others by recognizing their emotions and response against them properly.

Bar- On (1997, 2000) describes emotional intelligence as being a group of socio emotional competences defining one's connection with his self and that of others to adapt with stress and the different environmental demands. He distinguishes five separate components of personal, emotional and social aspects, and these are:

1. Personal Aspect: Helps individual to be self- aware, show self- assertiveness, self -consideration and self- achievement, self- esteem and autonomy.
2. Interpersonal Relations: Enables individual to establish good interpersonal relationships, having a positive influence on others in the surrounding environment and showing some competences such as sympathy, social responsibility, the ability to create interpersonal relationships.
3. Adaptation: Helps individual successfully adapt with life, environmental burdens and stressors, living the facts of live as they are, resiliency and being a problem solver.
4. Stress Management: Helps in managing stressors and resists impulses while showing self- control, and this includes: stress endurance, psychological stress and impulses control.
5. General Mood: This includes the competences assisting one in recognizing mood states and change them and entails happiness and optimism (Bar- On, 2005).

As for previous studies that examined the nature of emotional intelligence among teachers and its relationship with some demographic variables, Bany Younis (2007) investigated the relationship between emotional intelligences and burnout among a sample of basic stage teachers in Irbid. The Second Educational Directorate, and to how extent there are statistically significant differences in the magnitude of this relationship between emotional intelligence and burnout in light of experience, qualification and gender. The sample of the study included (438) male and female basic stage teachers selected randomly from a number of basic schools. The results of the study indicated that level of emotional intelligence among basic stage teachers was high. There were no statistically significant differences in the magnitude of the relationship between emotional intelligence and burnout in light of teacher's experience, qualification and gender.

Subramaniam and Cheong (2008) studied levels of emotional intelligence among science and mathematics teachers. The sample of the study included (325) teachers as the results of the study showed that the general level of emotional intelligence among teachers was moderate. There were no statistically significant differences in the general level of emotional intelligence among teachers due to specialization.

In another study, both Di Fabio and Palazzeschi (2008) investigated the relationship between emotional intelligence and self- efficacy among a random sample of (169) male and female teachers selected from a number of secondary schools in Italy. The results found statistically significant age differences in emotional intelligence level among teachers. The results of the study indicated that female teachers reported higher scores on interpersonal domain of emotional intelligence while males reported higher scores on the inner personal emotional intelligence.

In another study, Rasteger and Memarpour (2009) investigated the relationship between emotional intelligence and teaching self- efficacy among a sample of 250 Iranian teachers. The results of the study showed that there was a statistically significant positive relationship between emotional intelligence and teaching self-efficacy among a teachers. There were no statically significant differences in emotional intelligence levels due to teacher's gender, age and teaching experience.

In a study by Polat and Ozton (2009), the researchers attempted to identify the relationship between basic schools teachers' perceptions of their emotional intelligence and their perceptions about fifth and sixth grade students emotional intelligence in Turkey. The sample of the study included 175 basic school teachers. The results of the study indicated a statistically significant positive correlation between basic schools teachers' perceptions of their emotional intelligence and their perceptions about fifth and sixth grade students emotional intelligence. The study found that emotional management skills had an effect on their emotional behaviors when interacting with fifth and sixth grade students.

In Palestine, Ramadan (2010) investigated emotional intelligence degree among UNRWA schools teachers at Nablus in light of their gender, school size, qualification and years of experience. The sample of the study consisted of 120 male and female teachers. The results of the study showed that emotional intelligence levels among UNRWA schools teachers were very high and empathy ranked first. There were statistically significant differences in emotional self- awareness, emotions management and personal motivation due to gender, in favor of male teachers. The results found statistically significant differences due to years of experience in emotional self- awareness, while no statistically significant differences were found in

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emotional intelligence levels between teachers due to school size and qualification.

In his study, Kocoglu (2011) examined the relationship between emotional intelligence and teaching self- efficacy among English as foreign language (EFL) teachers in Turkey. The sample of the study included 90 EFL teachers. The results of the study indicated a positive correlation between EFL teachers' emotional intelligence and their teaching self-efficacy, especially in class management.

Buqaiey (2011) investigated the relationship between emotional intelligence and burnout and the prevalent personality styles among the first three basic stage grades teachers in UNRWA schools at Irbid Governorate, Jordan in light of their gender, work experience and qualification. A convenient sample of 122 teachers was selected. The results of the study showed high emotional intelligence levels among the first three basic stage grades teachers, while a low level of burnout was reported among them. Extraversion personality was the most prevalent personality style among teachers. There were no statistically significant differences in the relationship between emotional intelligence and burnout in light of teacher's gender and qualification.

A study by Mogharabi (2011) examined the relationship between emotional intelligence and career professional self- competence among secondary school teachers at Mecca. The sample of the study was 146 public and private secondary school teachers. The results of the study indicated no statistically significant differences in emotional intelligence levels due to teacher's work experience while differences were found due to specialization.

A study by Ravi (2014) to find out the relationship between emotional intelligence and different factors of personality of secondary school teachers. The sample consisted of 200 secondary school teachers. Results indicated that there was no significant difference between emotional intelligence of secondary school teachers in relation to gender and stream in which they are teaching. Further, a positive relationship found in the emotional intelligence and some of personality factors but many personality factors were negatively related to emotional intelligence of different groups of secondary school teachers but most type of relationship was not significant.

The aim of a study by V. Kamatchi, R. Soureche(2015) to find out the relationship between emotional intelligence and leadership styles of secondary school teachers. A sample of 200 secondary school teachers (includes both the gender) were procured from 20 high schools in Puducherry region. . The data collected were analyzed statistically using SPSS package. The result revealed that positive correlation exists between emotional intelligence and leadership style variables, whereas significant difference exhibit in emotional intelligence and leadership style variables with respect to different demographic variables.

A study by HAYAT, REHMAN, FAHIM and BIBI (2016) was focused to determine the effect of gender on emotional intelligence and professional development in male and female secondary school teachers. The sample consisted of 200 secondary school teachers (100 male and 100 female teachers). The major findings of the research indicated that female secondary school teachers were more emotionally intelligent and professionally developed than male secondary school teachers. Both variables emotional intelligence and professional development seemed to correlate with gender significantly at 0.01 levels. High mean scores on female secondary school teachers indicated high level of emotional intelligence and professional development and low mean scores on male secondary school teachers indicated low level of emotional intelligence and professional development as compared to females. Yusuf (2017), examined secondary school teachers' level of emotional intelligence and their moral character as predictors of moral character among secondary school students in Ilorin South LGA, Kwara State. The sample consisted of 106 teachers and 318 students from 20 secondary schools were purposively sampled for the study. Data collected were analyzed using mean-scores, standard-deviation and multiple-regression. The study revealed that secondary school teachers' emotional intelligence predicts secondary school students' moral character. It was recommended that there is a need for teaching emotional intelligence as a foundation course at all the teacher training institutions in Nigeria.

Reviewing previous studies, it can be noted that the majority of studies examining emotional intelligence were correlational in nature and they attempted to examine the relationships between emotional intelligence and other variables. For example, Rasteger, Memarpour, (2009); Kocoglu (2011); Polat and Ozton (2009) studies investigated the relationship between the emotional intelligence and teaching self- efficacy while Di Fabio and Palazzeschi (2008) examined the relationship between emotional intelligence and general self- efficacy. Additionally, other studies (e.g. Bani Younis, 2007; Buqaiey, 2011) attempted to examine the relationship between emotional intelligence and burnout. Mogharabi (2011) examined in his study the relationship between emotional intelligence and professional competence among teachers. It is noticeable that most previous studies investigated emotional intelligence among specific school subjects teachers. For example, Subramanian, Cheong (2008) used a sample of science and mathematics teachers; Rasteger and Memarpour (2009) employed a sample of EFL teachers. Also, it worth mentioning that previous studies used samples of basic stage teachers (e.g. Bani Younis, 2007; Polat &

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Ozton, 2009; Buqaiey, 2011) in addition to the clear discrepancy in the results reported in these studies. Ravi (2014) studied the relationship between emotional intelligence and different factors of personality of. . Kamatchi, R. Soureche (2015) to find out the relationship between emotional intelligence and leadership styles. Yusuf (2017), examined secondary school teachers' level of emotional intelligence and their moral character as predictors of moral character. In sum, previous studies did not fully examine emotional intelligence levels among secondary school teachers in Jordan, which makes this study of great importance in the educational and psychological fields of study in general, and specifically in Jordan.

II. Problem and Questions of the Study

In times when the role of teachers in the teaching learning process is no longer limited to providing students with theoretical knowledge as the role of teachers has become a participant, debater and facilitator, one of the most important sources in the teaching learning process, this dictates the need for teachers to become more engaged in this process, meaning that is vital to deepen our knowledge about the different aspects of teachers' personalities, especially the emotional ones. This means that there is a need to examine the nature of teachers' emotions, differentiate between them, and most importantly how to understand and control these emotional aspects. This cannot be achieved uncles teachers have high levels of emotional intelligence and this was the main motivator for this study as it attempts to identify emotional intelligence levels among secondary school teachers at Al Koura District, Jordan and to how extent their emotional intelligence is influenced by some demographic variables. Specifically, the problem of the study can be stated in the following questions:

1. What is emotional intelligence level among a sample of secondary school teachers at Al Koura District, Jordan?
2. Are there statistically differences in emotional intelligence level among secondary school male and female teachers at Al Koura District due to gender, qualification and work experience?

a) *Significance of the Study*

The significance of this study can be stated in the following:

1. The study sample of secondary school teachers, a population assuming the achievement of several educational objective, including, but not limited to, the development of psychological, emotional and cognitive aspects among students. Therefore, teachers lack of high levels of emotional intelligence may hinder the achievement of these objectives; making the educational environment a hindering one in the quest to achieve learning objectives.
2. Identifying emotional intelligence levels among teachers in the different school stages is vital nowadays as several studies (e.g. Kelly & Moon, 1998) have stressed that emotional intelligence components are basic pillars for the success in the teaching profession.
3. This study may help Jordanian educators and scholars and those in the neighboring Arab countries achieve other educational goals and objective that are not the scope of this study.
4. This study adopts the recommendations of previous studies Bani Younis, 2007; Abu Thouaib, 2010) suggesting the need for more studies examining the levels of emotional intelligence among teachers as they assume a significant role in the teaching learning process.

b) *Procedural Definitions*

Emotional Intelligence: One form of intelligence that entails the ability to pay attention to emotions, recognize them, understanding feeling, formulate and organize them. It is the ability to recognize one's feelings and emotions and those of others, then to engage with them in active, positive emotional and social relationships which in turn help individual promote his mental, emotional and professional competences and learn more life skills. In this study, emotional intelligence is the means score the respondent has on the emotional intelligence scale used in this study.

c) *Limitation of the Study*

There are two main limitations hindering the generalization of the results obtained in this study, and these include:

1. The sample of the study was confined to secondary school teachers working in public schools affiliated to Al Koura Educational District, and this means that results obtained cannot be generalized to other samples of teachers.
2. The instrument of the study was the Emotional Intelligence Scale developed by Abu Thouaib (2010), and the psychometric properties of this scale (validity, reliability) delaminate the results of this study.

III. Methods

This section presents the population of the study, the participant, the instrument used for data collection, validity and reliability of the instrument, scoring of the instrument and the statistical analysis used as follows:

a) *Population of the Study*

Population of the study included all secondary school teachers in the public schools at Al Koura District

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in the first semester of the school year 2017/ 2018. The population of the study was 1500 male and female secondary school teachers

b) Sample of the Study

The sample of the study was 283 secondary school teachers (171 male, 112 female) selected using random sampling procedures. Table 1 presents the distribution of the sample based on the variables examined in this study.

Table 1: The Distribution of the Sample Based on Gender, Qualification and Work Experience

Variable	Level	Number	Percentage
Gender	Male	171	60.4
	Female	112	39.6
	Total	283	100.0
Qualification	Higher education	125	44.2
	B.A. or lesser	158	55.8
	Total	283	100.0
Work Experience	Less than 5 years	46	16.3
	Less than 10 years - 1	160	56.5
	10 years or more	77	27.2
	Total	283	100.0

Table 2: The Distribution of the Sample Based on Gender, Qualification and Work Experience

Work experience	Gender	Qualification		Total
		Literature	Scientific	
Less than 5 years	Male	10	14	24
	Female	4	18	22
	Total	14	32	46
5 years- less than 10 years	Male	44	44	88
	Female	30	42	72
	Total	74	86	160
10 years or more	Male	22	37	59
	Female	15	3	18
	Total	37	40	77
Total	Male	76	95	171
	Female	49	63	112
	Total	125	158	283

c) Instrument of the Study

The study used Emotional Intelligence Scale developed by Abu Thouaib (2010) based on his revision of several emotional scales available in the psychological literature (e.g. Bar-On, 2005; Golman, 2002). The scale consisted in the preliminary format of 46 items distributing on 5 domains, which are:

1. Self- Awareness, measured by items 1 to 10 in the scale.
2. Adaptability, measured by items 11 to 18 in the scale.
3. Empathy, measured by items 27 to 37 in the scale.
4. Social Communication, measured by items 27 to 37 in the scale.
5. General Mood, measured by items 38 to 46 in the scale.

d) Validity of the Scale

Abu Thouaib (2010) checked the validity of the scale using different statistical procedures, including:

e) Content Validity

The preliminary format of the scale was given to a panel of 10 specialists in educational psychology, psychological counseling and measurement and assessment departments at Yarmouk University and Alalbayet University in Jordan in addition to a language specialist. They were asked to give their opinions about the items of the scale with respect to the belongingness of each item to the domain, the language clarity in addition to asking them to provide any remarks they find suitable. An agreement criterion was set at 80% or more was used to judge specialists' acceptance of any given item to be accepted or deleted. Based on this, with

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reference to the specialists' remarks, no item was deleted. Other items were linguistically paraphrased. Based on these modifications, the final format of the scale consisted of 46 items distributing on 5 domains.

f) Construct Validity

At the completion of content validity procedures, the instrument was administrated to a pilot sample out of the original sample of the study. The pilot sample consisted of 50 male and female students. 4 students were excluded from the pilot sample for their absence from the second administration of the scale. To check construct validity, correlation corrected item-total was computed to calculated the correlations between each of the individual items with the domain and to compute the correlations between each domain with the total scale.

It can be noticed that the values of the correlations corrected item-total between the scale items and the domains for each item and the correlations values between the items and the total scale were positive and ranged between (0.22—64) for the items with the domain; ranged between (0.20-0.52) for the total scale. The following criterion was used to retain the item: the correlation value for each item with the total score must not be lesser than (0.22). Using this criterion on the items in the preliminary format of the scale consisting of (46) items, items (1,2,5) were deleted from the original scale so as the final format of the scale consisted of (43) items distributing on (5) domains, which were:

1. Self- Awareness, measured by items (31,26,16, 11,6,1).
2. Adaptability, measured by items (32,27, 22,17, 12, 7,2).
3. Empathy, measured by items (28, 23,18, 13,8, 3, 36,33).
4. Social Communication, measured by items (19,14, 9,4,43,41,39,37,34,29,24).

General Mood, measured by items (42, 40, 38,35,30, 25, 20,15,10,5).

Furthermore, inter- correlational values were computed between the different domains of the Emotional Intelligence Scale and found that these values were high, ranging between (0.66-0.73). The values of correlations between the individual domains and the total scale were also high (0.65-0.88), meaning that the scale has high reliability levels to be used in this study for data collection.

g) Factor Analysis Validity

A factor analysis procedure was performed on the total scale data for a sample of (1078) male and female students on the total items of the final format of the scale, totaling (43) items. In doing so, principal component and varimax rotation were used. The factor analysis results indicated that scale contain (10) factors, and the Eigen value for each is more than (1.00) and account for (54.42%) of the total variance in the scale.

The Eigen values of the total factors account for (33.52%) as the Eigen value for the first domain was (9.417), and this is a high value compared to the other factors. As the first factor accounts for (21.90) of the total variance, and the Eigen value for the first factor compared to the Eigen value for the second factors is more than (2), this indicates that the scale was unidimensional. It was also found that the percentage of the accounted variance for the first factor was more than (20%), this is consistent with the suggestions presented by Reckase (cited in Hambleton & Swaminathan, 1985) as an indicator for unidimensionality for scales.

In this study, the construct validity for the Emotional Intelligence Scale was checked by computing corrected item- total correlation to calculate the correlations between each of the items with the domain, and the total scale. Table (3) shows this:

Table 3: Corrected item- total correlation

No.	*Corrected item- total correlation	
	Domain	Total Scale
1	0.63	0.46
2	0.61	0.56
3	0.63	0.50
4	0.73	0.56
5	0.59	0.44
6	0.59	0.63
7	0.62	0.47
8	0.43	0.49
9	0.50	0.61
10	0.56	0.60
11	0.50	0.59
12	0.53	0.70
13	0.42	0.31
14	0.42	0.36
15	0.34	0.31
16	0.36	0.33
17	0.36	0.27
18	0.61	0.55
19	0.39	0.43
20	0.48	0.46
21	0.57	0.50
22	0.51	0.52
23	0.61	0.63
24	0.45	0.37
25	0.51	0.45
26	0.64	0.60
27	0.66	0.66
28	0.50	0.49
29	0.57	0.59
30	0.54	0.51
31	0.61	0.61
32	0.50	0.57
34	0.46	0.49

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No.	*Corrected item- total correlation	
	Domain	Total Scale
35	0.57	0.50
36	0.64	0.63
37	0.55	0.60
38	0.38	0.34
39	0.58	0.32
40	0.57	0.58
41	0.55	0.46
42	0.55	0.43
43	0.67	0.42

** It is preferred that the Corrected item- total correlation should not be lesser than (0.20)*

It can be noticed from table (3) that corrected item- total correlation ranged between (0.34) and (0.73) for the correlations between items and domains while ranging between (0.32) and (070) between items and total scale. These values were adequate to achieve the objectives of this study.

h) Reliability of the Scale

At the competition of the construct validity procedures and the deletion of items not fulfilling the inclusion criteria in the scale, reliability of the scale was checked using a sample of (50) male and female students not included in the original sample. This was done using the following methods:

Test-Retest Reliability: The scale was administrated to pilot sample of (50) male and female students. After two weeks, the same scale was administrated again to the same sample of students. At the competition of the second administration, Pearson correlation coefficients were calculated and found to range between (0.71) and (0.81) for the individual domains, and (0.89) for the total scale.

Internal Consistency (Cronbach alpha): Internal consistency coefficients (Cronbach alpha) was calculated, which were (0.71-0.81) for the individual domains, while Cronbach alpha for the total scale was (0.89).

In this study, reliability for the Emotional Intelligence Scale was checked using the following methods:

- Test-Retest Reliability: The correlation coefficient between the two administrations of the total scale was (0.85).
- Internal Consistency (Cronbach alpha): Cronbach alpha for the total scale was (0.94).
- Internal consistency coefficient (Cronbach alpha) for each domain and the total scale (N=32)

Table 4

Internal consistency coefficient (Cronbach alpha)	Test- retest coefficient (Pearson correlation)
0.94	0.85

i) Scoring of the Scale

Emotional Intelligence Scale included (43) items distributing on (5) domains as the respondent matches between the content of the item and his personal perceptions. The scale is score using a 5 point Likert scale as follows: *always (=5), often (=4), sometimes (=3), rarely (=2) and never (=1)*. As for the negative items (31,26,21,16,11,6,1), these are reversely scored as *always (=1), often (=2), sometimes (=3), rarely (=4) and never (=5).* Based on this, the total value on each items ranges between (1–5). Thus, as the scale contains (43) items, the highest score a respondent can obtain is (215) while the least is (43).

j) Statistical Standard

To explain the estimations of Al Koura Educational District on each of the items in the Emotional Intelligence Scale, the following statistical standard was used:

From 1.00 to lesser than 1.80: Very low
From 1.81 to lesser than 2.60: Low.
2.61 to lesser than 3.40: Moderate.
3.41 to lesser than 4.20: High.
4.21 to 5.00: Very high

k) Statistical Analysis

To answer the questions of the study, the following statistical procedures were used:

- Means and standard deviations.
- Three Way ANOVA.
- Shaffer Test for post hoc comparisons.

IV. Results of the Study

Results relating the first question of the study" What is emotional intelligence level among a sample of secondary school teachers at Al Koura District, Jordan?

To answer this question, means and standard deviations were calculated for secondary schools teachers' estimations at Al Koura Educational District on each of the individual items of Emotional Intelligence Scale and the total instrument as shown in table (4).

Means and standard deviations were calculated for secondary schools teachers' estimations at Al Koura Educational District on each of the individual items of Emotional Intelligence Scale and the total instrument in descending order based on means values.

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Table 5

No.	Rank	Item	Means *	SD	Level
1	1		3.67	1.07	High
26	2		3.56	1.12	High
16	3		3.35	1.09	Moderate
31	4		3.20	1.27	Moderate
6	5		3.10	1.15	Moderate
21	6		2.94	1.21	Moderate
11	7		2.93	1.49	Moderate
		Self- Awareness	3.25	0.59	Moderate
2			3.54	1.06	High
7			3.11	1.31	Moderate
12			3.89	1.20	High
17			3.23	1.19	Moderate
22			2.70	1.24	Moderate
27			3.43	1.17	High
32			3.04	1.34	Moderate
		Adaptability	3.28	0.67	Moderate
3			3.61	0.97	High
8			3.04	1.44	Moderate
13			3.74	1.13	High
18			3.03	1.15	Moderate
23			2.73	1.16	Moderate
28			3.23	1.09	Moderate
33			2.96	1.23	Moderate
36			2.95	1.32	Moderate
		Empathy	3.16	0.61	Moderate
4			3.47	1.10	High
9			2.91	1.46	Moderate
14			3.45	1.04	High
19			3.01	1.17	Moderate
24			3.63	1.24	High
29			3.13	1.14	Moderate
34			3.04	1.25	Moderate
37			3.24	1.32	Moderate
39			3.14	1.19	Moderate
41			2.86	1.21	Moderate
43			2.85	1.22	Moderate
		Social Communication	3.16	0.53	Moderate
5			3.29	1.12	Moderate
10			2.85	1.46	Moderate
15			3.38	1.13	Moderate
20			2.89	1.27	Moderate
25			3.75	1.18	High
30			3.18	1.32	Moderate
35			3.07	1.32	Moderate
38			3.07	1.27	Moderate
40			2.92	1.18	Moderate
42			2.78	1.21	Moderate
		General Mood	3.12	0.49	Moderate
		Total Scale	3.18	0,64	Moderate

**lowest score is (1) and highest score is (5)*

As seen in the above table, it can be seen that:

– Level of emotional intelligence among secondary school students at Al Koura Educational District was moderate (M=3.18, SD=0.64). It can also be seen that Adaptability ranked first (M=3.28, SD=0.67), with a moderate level while General Mood ranked last (M=3.12, SD=0.49) with moderate estimation level.

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– Item (12) state at first the rank (M=3.89, SD=1.20) with high estimation level, while item (22) state at the last rank (M=2.70, SD=1.24) with moderate estimation level.

Results relating the second question of the study "Are there statistically differences in emotional intelligence level among secondary school male and female teachers at Al Koura District due to gender, qualification and work experience?

To answer this question, means and standard deviations were calculated for secondary schools teachers' estimations at Al Koura Educational District on each of the individual items of Emotional Intelligence Scale and the total instrument based on their gender, qualification and work experience as shown in table (5). Table (5). Means and standard deviations were calculated for secndary schools teachers' estimations at Al Koura Educational District on each of the individual items of Emotional Intelligence Scale and the total instrument based on their gender, qualification and work experience

Table 6

Qualification	Work experience	Gender					
		Male		Female		Total	
		M	SD	M	SD	M	SD
Higher Education	Less than 5 years	3.09	0.25	3.29	0.48	3.15	0.32
	5- less than 10 years	3.05	0.68	2.59	0.26	2.86	0.59
	More than 10 years	3.44	0.89	3.75	0.73	3.56	0.83
	Total	3.16	0.73	3.00	0.70	3.10	0.72
B.A. or less	Less than 5 years	3.74	0.50	3.33	0.84	3.51	0.73
	5- less than 10 years	3.14	0.86	3.06	0.83	3.10	0.84
	More than 10 years	3.45	0.66	2.79	0.11	3.40	0.66
	Total	3.35	0.76	3.13	0.82	3.26	0.79
Total	Less than 5 years	3.47	0.52	3.33	0.78	3.40	0.65
	5- less than 10 years	3.09	0.77	2.87	0.69	2.99	0.74
	More than 10 years	3.44	0.74	3.59	0.76	3.48	0.75
	Total	3.27	0.75	3.07	0.77	3.19	0.76

As seen in table (5), there were apparent differences in the means scores of secondary schools teachers at Al Koura Educational District estimation on the total Emotional Intelligence Scale from their perceptions in light of gender, qualification and work experience. To identify the significance of these differences, Three Way ANOVA was used as seen in table (6)

Table (6) Three Way ANOVA of secondary schools teachers at Al Koura Educational District estimation on the total Emotional Intelligence Scale from their perceptions in light of gender, qualification and work experience and the interaction between the variables.

Table 7

Source of variance	Total squares	DIF	Average squares	F	Sig.
Gender	1.100	1	1.100	2.165	0.142
Qualification	0.095	1	0.095	0.187	0.666
Work Experience	7.435	2	3.718	*7.316*	**0.001*
Gender	1.334	1	1.334	2.626	0.106
Gender × Work Experience	0.215	2	0.107	0.211	0.810
Qualification × Work Experience	1.647	2	0.824	1.621	0.079
Gender × Qualification × Work Experience	1.007	2	0.504	0.991	0.094
Error	137.709	271	0.508		
Total	150.542	282			

**Significant at the significance level (α=0.05)*

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As shown in table (6):

- There were no statistically significant differences at the significance level (α=0.05) between the means scores of secondary school teachers at Al Koura Educational District on the total Emotional Intelligence Scale from their perceptions due to gender, qualification as all the significance values were higher to the significance level (α=0.05).
- There were no statistically significant differences at the significance level (α=0.05) between the means scores of secondary school teachers at Al Koura Educational District on the total Emotional Intelligence Scale from their perceptions due to the interaction between gender and qualification as all the significance values were higher to the significance level (α=0.05).
- There were no statistically significant differences at the significance level (α=0.05) between the means scores of secondary school teachers at Al Koura Educational District on the total Emotional Intelligence Scale from their perceptions due to the interaction between gender, qualification and work experience as all the significance values were higher to the significance level (α=0.05).

There were statistically significant differences at the significance level (α=0.05) between the means scores of secondary school teachers at Al Koura Educational District on the total Emotional Intelligence Scale from their perceptions due to work experience. To identify these differences, Schaffer' Test for post hoc comparisons was used as seen in table (7).

Table (7) Schaffer' Test for post hoc comparisons for the means scores secondary school teachers at Al Koura Educational District on the total Emotional Intelligence Scale from their perceptions based on work experience

Table 8

Work Experience	M	5 years to less than 10 years	10 years or more
Less than 5 years	3.40	-	-
5 years to less than 10 years	2.99		*
10 years or more	3.48		

**Significant at the significance level (α=0.05)*

As seen in table (7), there were statistically significant differences at the significance level (α=0.05) between the means scores of secondary school teachers at Al Koura Educational District on the total Emotional Intelligence Scale from their perceptions due to work experience between 5 years to less than 10 years from one hand and 10 years or more, in favor of 10 years or more.

V. Discussion

First: Discussion of the first question of the study " What is emotional intelligence level among a sample of secondary school teachers at Al Koura District, Jordan?

The results pertaining to this question (table 4) indicated that level of emotional intelligences among secondary school teachers at Al Koura Educational District was moderate as Adaptability ranked first (M=3.28, SD=0.67) with moderate estimation level, while general mood ranked last (M=3.12, SD=0.49) with moderate estimation level. This results is consistent with the results reported in Subramanian and Cheong study (2008) while was different with the results reported in Bani Youn is (2007), Buqaiey (2011) and Ramadan (2010) studies.

This result can be explained by the assumption that Jordanian teachers are one of the classes that have been suffering from marginalization and elimination for more than 25 years. Teachers in Jordan achieved the minimal level of their rights, and this negatively affected their behaviors, actions, emotions and adaptability in the teaching learning process; keeping them unable to engage in this process. Teachers were not fully able to reach adequate levels of active and positive communication with their students to be able to understand their emotions and feelings despite the fact that they are the most significant components of the teaching learning process. In light of the Arab Spring, the Jordanian teachers were able to express these rights by demanding the creation of teachers syndicate, increase their monthly income. While this was beyond the ambitions of Jordanian teachers, it was still a moral victory to prove their identity.

Second: Discussion of the first question of the study "Are there statistically differences in emotional intelligence level among secondary school male and female teachers at Al Koura District due to gender, qualification and work experience?

Table (6) indicates no statistically significant differences at the significance level (α=0.05) between the means scores of secondary school teachers at Al koura Educational District on the total Emotional Intelligence Scale from their perceptions due to gender and qualification as all significance values were more than the statistical level (α=0.05).

- There were no statistically significant differences at the significance level (α=0.05) between the means scores of secondary school teachers at Al koura Educational District on the total Emotional Intelligence Scale from their perceptions due to the interaction between gender and qualification, and

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the interaction between gender and work experience as all significance values were more than the statistical level (α=0.05).

– There were no statistically significant differences at the significance level (α=0.05) between the means scores of secondary school teachers at Al Koura Educational District on the total Emotional Intelligence Scale from their perceptions due to the interaction between gender, qualification and work experience as all significance values were more than the statistical level (α=0.05). This results is consistent with the results reported in Bani Younis (2007) and Buqaiey (2011) studies. This result can be attributed to that both Jordanian male and female are living similar conditions and are exposed to the same variables in the teaching learning process, especially in the secondary stage.

Table (7) shows statistically significant differences at the significance level between the means scores α=0.05) between the means scores of secondary school teachers at Al Koura Educational District on the total Emotional Intelligence Scale from their perceptions due to work experience between (5- to less than 10 years) from one hand and (10 years or more), in favor of (10 years or more. This result is different from the result shown in in Bani Younis (2007); Mogharabi (2011) and Rasteger and Memarpour (2009). These results are consistent with the results reported in Ramadan (2010) study. This result may be due to that teachers' work in education for a long period enabled them to communicate better with different students from the various academic achievement levels and this helps them in understanding their emotions, respect them and to encourage students to express their emotions in the different social situations positively. All this made teachers acquire the adequate self-awareness of their emotions and to develop better emotional competence.

VI. Recommendations

In light of the results, the following recommendations are suggested:

1. Encourage teachers to participate in program able to promote their emotional intelligence skills.
2. Future studies examining emotional intelligence and its relationship with other variables such as job satisfaction and attitudes towards teaching profession are needed.

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An Analysis of Reader Engagement in Linguistic Research Articles

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Abstract- This study investigated the use of reader engagement in 60 RAs from the international linguistic journal Language Learning. Based on the Model of Stance and Engagement and IMRD Structure under Genre Analysis theory, findings suggested that there appear a total of 53.1 reader engagement markers per 10,000 words. Under IMRD Structure, reader engagement markers occur most frequently in Introduction section (76.9 words per 10,000 words), followed by Discussion, Method, and Results. There exists a significant difference of the distribution in reader engagement markers among the four sections ($X2=22.747$, $df=3$, $p<.001$). Under the Model of Stance and Engagement, the frequency of Directives category (102.8 times per 10,000 words) is highest, followed by Appeals to Shared Knowledge, Personal Asides, Reader Mentions, and Questions. The distributions of five engagement markers are significantly different within each section ($X2=109.466$, $df=4$, $p<.001$; $X2=268.079$, $df=3$, $p<.001$; $X2=234.765$, $df=4$, $p<.001$; $X2=600.722$, $df=4$, $p<.001$). A significant difference is found in the overall distribution of five engagement markers among the four sections ($X2=102.552$, $df=4$, $p<.001$). Meanwhile, this study offers suggestions for the teaching of reader engagement in academic writing.

Keywords: reader engagement; linguistic ras; imrd structure; model of stance and engagement.

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An Analysis of Reader Engagement in Linguistic Research Articles

Junhan Luan [α] & Yi Zhang [σ]

Abstract- This study investigated the use of reader engagement in 60 RAs from the international linguistic journal *Language Learning.* Based on the Model of Stance and Engagement and IMRD Structure under Genre Analysis theory, findings suggested that there appear a total of 53.1 reader engagement markers per 10,000 words. Under IMRD Structure, reader engagement markers occur most frequently in Introduction section (76.9 words per 10,000 words), followed by Discussion, Method, and Results. There exists a significant difference of the distribution in reader engagement markers among the four sections (X2=*22.747*, df=3, p<.001). Under the Model of Stance and Engagement, the frequency of Directives category (102.8 times per 10,000 words) is highest, followed by Appeals to Shared Knowledge, Personal Asides, Reader Mentions, and Questions. The distributions of five engagement markers are significantly different within each section (X2=109.466, df=4, p<.001; X2=268.0*79*, df=3, p<.001; X2=234.*765*, df=4, p<.001; X2=600.*722*, df=4, p<.001). A significant difference is found in the overall distribution of five engagement markers among the four sections (X2=102.552, df=4, p<.001). Meanwhile, this study offers suggestions for the teaching of reader engagement in academic writing.

Keywords: reader engagement; linguistic ras; imrd structure; model of stance and engagement.

I. Introduction

According to Hyland (2005a), academic writing has gradually changed its traditional tag as an objective, faceless and impersonal form of discourse into a persuasive endeavor involving interaction between writers and readers. This viewpoint regards academic writings as not merely producing texts that plausibly represent external reality, but also as using language to acknowledge, construct and egotiate social relations. In other words, academic writing is now widely acknowledged to be dialogical, involving interaction between a writer's authorial persona and the reader (Hyland, 2005a; Thompson, 2001). From this point of view, establishing an effective writer-reader interactive relationship is vital in academic writing.

The growing studies on the topic of establishing an effective writer-reader interactive relationship in academic writing, however, has focused on the ways that writers use language to project the stance, identity, or credibility of themselves, rather than examining how they engage with their readers. Meanwhile, considerable research on this topic was carried out mainly from the aspects of different disciplines, different sections of thesis writing, and under different language or cultural backgrounds. For example, some studies are about how various linguistic features contribute to the writer-reader relationship (Bazerman, 1988; Hyland, 2000; Swales, 1990).

The present research focuses on the construction of writer-reader interactive relationship from the aspect of readers and in the single discipline of linguistics.

Based on the Model of Stance and Engagement (Hyland, 2005a) and a self-established corpus which contains 60 RAs from the international academic journal *Language Learning,* the present study aims to identify the distributions and categories of reader engagement.

II. Theoretical Framework

a) Model of Interaction (Model of Stance and Engagement

According to Hyland (2005a), the concept of interaction reflects the writer-reader interactive relationship in academic writing, which contains two perspectives---writer and reader. To observe and describe the interactive relationship, Hyland (2005a) put forward the Model of Interaction (Model of Stance and Engagement), which is shown in Figure 2.1.

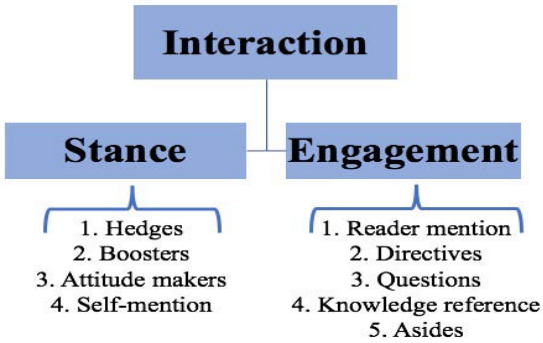

Figure 2.1: Key resources of academic interaction (Hyland, 2005a)

It can be observed from Figure 2.1 that "stance" and "engagement are the two main aspects of academic interaction. (Writer) stance contains four factors: hedges, boosters, attitude markers, and self-mention; while (reader) engagement includes five

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markers: Reader Mention, Directives, Questions, Knowledge Reference, and Asides.

b) Definition and Purposes of Reader Engagement

Based on Hyland's (2001b; 2005a) definition, reader engagement can be seen as an alignment dimension where writers "acknowledge and connect to readers, recognize the presence of readers, pull readers along with their arguments, focus readers' attention, acknowledge readers' uncertainties, include readers as discourse participants, and guide readers to interpretations".

In accordance with Hyland (2001b; 2005a), there are two main purposes to writers' use of engagement strategies: the first purpose is to "adequately meet readers' expectations of inclusion and disciplinary solidarity" (Reader Pronouns and Interjections); the second purpose is to "rhetorically position the audience" (Questions, Directives and References to Shared Knowledge).

c) Ways and Markers of Realizing Reader Engagement

Reader engagement in academic writing can be achieved through the use of some resources including:

1. Reader Mentions: soliciting solidarity

Reader Mentions can be defined as the direct reference to the reader with personal pronouns or other devices. Reader Mentions comprise: (a) second person pronouns and possessives (you, your); (b) inclusive first-person pronouns and possessives (we, our, us); (c) indefinite pronouns (one, one's); and (d) items referring to readers (reader, the reader).

2. Questions: constructing involvement

Questions are explicit engagement features as they invite collusion with readers: addressing readers as someone with interest in the problem posed by the question, with the ability to recognize the value of asking it, and with the good sense to follow the writer's response to it (Hyland, 2002c). Questions contain: (a) direct questions and (b) rhetorical questions.

3. Appeals to Shared Knowledge: claiming membership

Appeals to Shared Knowledge is common in professional research writing where "academics seek to position readers within naturalized and unproblematic boundaries of disciplinary understandings" (Hyland, 2001b). Writers construct themselves and their reader as members of the same discipline or academic community by explicitly referring to the agreement.

4. Directives: managing readers

Directives are defined as utterances instructing or directing readers to perform an action, or seeing things in a way determined by writers. They may be performed by means of (a) imperatives; (b) modals of obligation and necessity directing readers to a particular action (must, ought to, should, have to, need to); and (c) predicative adjectives expressing necessity or signify-cance (it is necessary/ essential / required to).

5. Personal Asides: intimating Sharedness

By using Personal Asides, writers address readers directly through asides and interruptions to the ongoing discussion, which briefly breaks off the argument to offer a meta-comment on an aspect of what has been said. This device allows writers to intrude into the text, break off from the argument, and offer a comment that contributes more to a writer-reader relationship. Personal Asides comprise (a) comments and (b) explanations.

In the present study, the research focus is the use of the above five markers in linguistic RAs. Based on Hyland's (2005a) definitions and classification of reader engagement markers, the five markers are subdivided, which is shown in Table 2.1.

Table 2.1: Subdivision of Five Reader Engagement Markers (Hyland, 2005a)

Engagement markers	Subcategory	Examples given by Hyland
Reader Mentions	Inclusive first person pronouns and possessives	In this extract we can note how the lecturer stresses how he is trying to make things simple.
	Second person pronouns and possessives	That is, though you can see words, you cannot see ideas or content. If you cannot see content, you have no proof that it exists.
	Indefinite pronouns	Thus, one cannot conclude that the FSL subjects were less accurate' than the other subjects, and therefore, responded more quickly in the visual condition as a speed/accuracy trade-off.
	Items referring to readers	Some readers will want to argue that this is a comparative analysis of neighborhood asso-ciation's more than social movements.
Questions	Direct questions	To what extent can AL features (lexical diversity, syntactic complexity, and decontextualization) be found in caregivers' input to children at the age of 4 years 2 months (4;2) and 5;10 at home and in school, and is this extent related to family SES and literacy?
	Rhetorical questions	How can these findings be reconciled? Our goal in this

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		paper is to offer an explanation for these stylized facts.
Appeals to Shared Knowledge	Single word expressions	Obviously, motivation is a key factor in both goal setting and goal attainment.
	Multi-word expressions	Of course, the most frequent lexical bundles are suggested in a list form (on the right hand of the screen) as one of the tool's features.
Directives	Imperatives	Now consider, for both NS and NNS, the more crucial findings on regular verbs, where there was a significant anti- frequency effect.
	Modals of obligation and necessity	Such transformations should be studied in terms of the semantic and ideological transformations they entail.
	Predicative adjectives	It is important to explore the role of different contributing factors.
Personal Asides	Comments	And – as I believe many TESOL professionals will readily acknowledge – critical thinking has now begun to make its mark, particularly in the area of L2 composition.
	Explanations	These are time pressure (as pressure increases, difficulty increases) and the degree of visual support provided...

d) IMRD Structure in Research Articles

Swales (1990) put forward the IMRD structure and explained it as, firstly, "research papers make the transition from the general field or context of the experiment to the specific experiment by describing an inadequacy in previous research that motivates the present experiment". Then, the Method and Results sections (subsumed under Procedure in Figure 2.3) continue along a narrow, particularized path, while the Discussion section mirror-images the Introduction by moving from specific findings to wider implication.

Specifically, the Introduction section, as the rhetorical section that motivates the study, includes a review of previous research. A primary function of the Introduction section is to make claims about statements from other research. Similarly, the Discussion section, as the rhetorical section whose primary function is to explain the statistical findings in non-statistical English, makes many claims about the research findings. The Results section describes the process of manipulating the data obtained from the Methods section and makes only limited claims about the statistical tests. The Methods section simply describes the process of obtaining the data, rarely makes claims about other statements (West, 1980).

III. Methodology

a) Research Questions

This study attempts to investigate the following research questions:

What are the features of reader engagement in linguistic RAs?

1. What are the features of reader engagement markers in different sections (introduction, method, results, and discussion) of linguistic RAs from the perspective of frequency?
2. Are there any significant differences in the use of reader engagement markers among the different sections of linguistic RAs?

b) Data Collection

The data collection in the present study consists of four steps. In the first place, 100 RAs were collected from the journal *Language Learning* from 2016 to 2017, through convenience sampling. 30 RAs in 2016 and 30 RAs in 2017 were selected randomly. Consequently, the corpus used in this study consists of 60 linguistic RAs from the journal *Language Learning* from 2016 to 2017. Table 3.1 shows the details of linguistic RAs used in this study.

Table 3.1: Linguistic RAs used in this study

Name of journal	Year of publication	Number of articles
Language Learning	2016	30
	2017	30
In total		60

Then, the 60 RAs were transformed from PDF format to TXT format. Then, the 60 RAs were listed from No.1 to No. 60 (Appendix 3). Unrelated information like titles, authors' names, abstracts, key words, tables, figures, irrelevant examples, notes, references, and appendixes were deleted.

Thirdly, the 60 RAs were divided into four parts and the corpus were classified into four subsets: Subset 1 (Introduction), Subset 2 (Method), Subset 3 (Results) and Subset 4 (Discussion). Subsets 1 to 4 were transformed into four TXT files, which were then imported into Ant Conc 3.4.4 one by one. Table 3.2 presents the description of the corpus.

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Table 3.2: Description of the corpus used in this study

Subset Year	Subset 1: Introduction	Subset 2: Method	Subset 3: Results	Subset 4: Discussion	Total words
2016	32,701	51,164	57,430	56,546	197,841
2017	29,525	71,321	48,913	70,887	220,646
Total words	62,226	122,485	106,343	127,433	418,487

Fourthly, based on Hyland's (2005b) list of reader engagement markers, the reader engagement markers were identified and coded in the four subsets.

c) *Identification of Reader Engagement Markers*

All of the five reader engagement markers in the corpus are identified and classified according to the following criteria:

1. Reader Mentions

A. Among the four categories of Reader Mentions, second person pronouns and indefinite pronouns are easy to identify from the text.

B. However, for the reason that the use of first-person pronouns and possessives consists of two subcategories (inclusive and exclusive), and only the inclusive use belongs to reader engagement markers, whether the first person pronoun is inclusive can only be identified through the specific context. Usually, articles are written by more than one authors. If the first person pronoun is used in past tense, especially in the method section, it is unlikely to be inclusive but exclusive, which probably describes the process of the study which may involve more than one researcher.

C. As for the items referring to readers, distinguishing those addressing readers from those mentioning readers is needed.

Example 1:

When identifying collocations, we also need to consider the distance between the co-occurring words and the desired compactness (proximity) of the units. Here, we can distinguish three approaches based on n-grams (including clusters, lexical bundles, concgrams, collgrams, and p-frames), collocation windows, and collocation networks.

(Subset 1, inclusive first-person pronouns and possessives) 2)

2. Questions:

The key to distinguishing direct questions from rhetorical questions was whether they require any answer or simply attract the readers' attention.

Example 2:

Can L2 listeners just as easily adapt to foreign accents? And does producing an accent facilitate adaptation more than listening to it does? In contrast to LI speakers, who are unlikely to deviate from the norms of their language spontaneously, L2 speakers regularly deviate and may therefore show a production training advantage.

(Subset 1, rhetorical questions)

3. Appeals to Shared Knowledge:

Both single word expression and multi-word expression are responsible for conveying the sense of certainty. The identifications of single word expression and multi-word expression are quite easy compared to the identifications of the other four categories of reader engagement markers.

Example 3:

One obvious possibility is that DDL was not different enough from traditional teaching in these parts of the world, and this was somewhat borne out by C/E designs producing the lowest effect sizes.

(Subset 3, single word expressions)

4. Directives:

A. Modals verbs of obligation and necessity were regarded as Directives and were distinguished from those expressing possibility. B. Predicative adjectives command or require the reader to do something and are regarded as Directives. While non-predicative adjectives, which are intended to describe the importance or necessity of something, were distinguished from predicative ones.

Example 4:

We must therefore be careful not to automatically interpret larger values, as has been done often (see above).

(Subset 2, modals of obligation and necessity)

5. Asides:

An effective way to distinguish comments from explanations is, to add expressions like "I think" or "I believe" to see whether the new sentence makes sense, and then judge whether the asides are facts or opinions according to the common sense as well as the context.

Example 5:

All were graduate students in applied linguistics and reported a great deal of experience with L2 pronunciation analyses (either via enrollment in a semester-long course on applied phonetics and pronunciation teaching or participation in L2 speech projects as research assistants).

(Subset 2, explanations)

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IV. Results

a) Overall Distribution of Reader Engagement in Four Sections

The frequency distribution of reader engagement in linguistic RAs is revealed in Table 4.1 and Figure 4.1. To make the frequencies in four sections comparable, the frequencies are normalized to the occurrence per 10,000 words.

Table 4.1: Frequencies of reader engagement in linguistic RAs

Sections	Total words	Frequency	Per 10,000 words
Introduction	62,226	479	76.9
Method	122,485	554	45.3
Results	106,343	340	32.0
Discussion	127,433	851	66.8
In total	418, 487	2,224	53.1

As is shown in Table 4.1, reader engagement markers occur 2,224 times totally among 418,487 words. That is, there is a total of 53.1 reader engagement markers per 10,000 words in linguistic RAs. Reader engagement markers occur most frequently in the Introduction section *(*76.9 words per 10,000 words), followed by Discussion section (66.8 words per 10,000 words) and Method section (45.3 words per 10,000 words). The frequency of reader engagement markers in the Results section (32.0 words per 10,000 words) is lowest among the four sections.

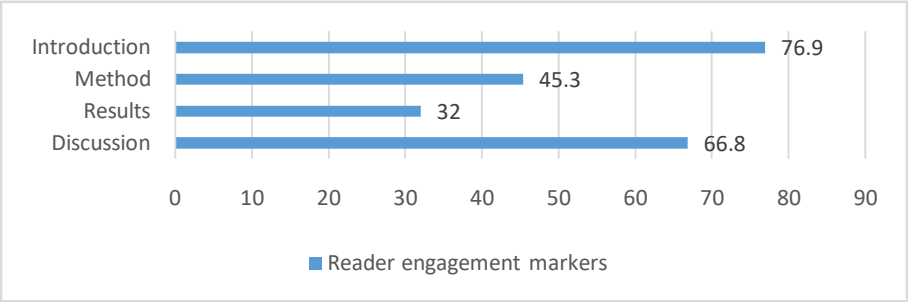

Figure 4.1: Normalized frequencies of Reader Engagement in linguistic RAS

Obliviously, it can be indicated from Figure 4.1 that writers tend to apply more reader engagement in Introduction and Discussion than in Method and Results in their writing of linguistic RAs.

To observe whether there is a significant difference in the overall use of reader engagement among the four sections, a Chi-square Test for Goodness of Fit is carried out. The results are shown in Table 4.2.

Table 4.2: Chi-Square Test of Reader Engagement Frequencies in Linguistic RAs

Section	Count	Expected count	Chi-square	df	Asymp.Sig.
Introduction	76.9	55.3	22.747[a]	3	.000***
Method	45.3				
Results	32.0				
Discussion	66.8				

*Note. *p<.05; **p<.01; ***p<.001*

According to the results shown in Table 4.2, there is a significant difference between the frequencies of reader engagement markers among the four sections of linguistic RAs (X2=22.747, df=3, p<.001).

b) Distribution of Reader Engagement in Each Section

Based on Table 2.1, the frequencies of five reader engagement markers as well as their subcategories in each section are shown in Table 4.4.

Table 4.4 reveals that the frequency of Directives category is highest within four sections (172 times, 36.0% in Introduction; 291 times, 52.5% in Method; 175 times, 51.5% in Results; 445 times, 52.3% in Discussion), followed by Appeals to Shared Knowledge, Personal Asides, Reader Mentions, and Questions.

To observe whether there is a significant difference existing in the distribution of five engagement markers within each section, Chi-square Test for Goodness of Fit is carried out four times. The results are shown in Table 4.3.

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Table 4.3: Chi-square Tests of Five Reader Engagement Markers in Each Section

Section	Expected count	Chi-square	df	Asymp.Sig.
Introduction	95.8	109.466[a]	4	.000***
Method	138.5	268.079[a]	3	.000***
Results	68.0	234.765[a]	4	.000***
Discussion	170.2	600.722[a]	4	.000***

*Note. *p<.05; **p<.01; ***p<.001*

According to the results shown in Table 4.3, the distribution of five engagement markers are significantly different within each section (X=109.466, df=4, p<.001; X2=268.079, df=3, p<.001; X2=234.765, df=4, p<.001; X2=600.722, df=4, p<.001).

Table 4.4: Frequencies of reader engagement markers in each section

Engagement marker	Subcategory	Frequency			
		Introduction	Method	Results	Discussion
Reader Mentions	Inclusive first person pronouns and possessives	37	18	42	143
	Second person pronouns and possessives	4	0	0	0
	Indefinite pronouns	6	6	9	16
	Items referring to readers	0	0	0	0
Frequency in total / Percentage		47 / 9.8%	24 / 4.3%	51 / 15.0%	159 / 18.7%
Questions	Direct questions	91	0	7	13
	Rhetorical questions	18	0	2	23
Frequency in total / Percentage		109 / 22.8%	0 / 0%	9 / 2.6%	36 / 4.2%
Appeals to Shared Knowledge	Single word expressions	98	120	61	108
	Multi-word expressions	3	4	3	8
Frequency in total / Percentage		101 / 21.1%	124 / 22.4%	64 / 18.8%	116 / 13.6%
Directives	Imperatives	88	193	127	171
	Modals of obligation and necessity	67	82	38	216
	Predicative adjectives	17	16	10	58
Frequency in total / Percentage		172 / 36.0%	291 / 52.5%	175 / 51.5%	445 / 52.3%
Personal Asides	Comments	3	6	1	13
	Explanations	47	109	40	82
Frequency in total / Percentage		50 / 10.4%	115 / 20.8%	41 / 12.1%	95 / 11.2%
Total		479	554	340	851

c) *Distribution of Reader Engagement among Four Sections*

Based on the four groups of statistics presented above, the frequencies (which are normalized to the occurrence per 10,000 words to make them comparable) of five reader engagement markers among four sections are summarized in Table 4.5.

Firstly, based on Table 4.3 and Table 4.5, whether there is a significant difference existing in the distribution of five reader engagement markers among the four sections can be observed.

Table 4.5: Frequencies of Reader Engagement Markers among Four Sections

Reader engagement markers	Frequency	Introduction	Method	Results	Discussion	In total
Reader Mentions	Raw	47	24	51	159	281
	Normalized	7.6	2.0	4.8	12.5	26.9
Questions	Raw	109	0	9	36	154
	Normalized	17.5	0	0.8	2.8	21.1
Appeals to Shared Knowledge	Raw	101	124	64	116	405
	Normalized	16.2	10.1	6.0	9.1	41.4
Directives	Raw	172	291	175	445	1,083
	Normalized	27.6	23.8	16.5	34.9	102.8

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Directives	Raw	172	291	175	445	1,083
	Normalized	27.6	23.8	16.5	34.9	102.8
Personal Asides	Raw	50	115	41	95	301
	Normalized	8.0	9.4	3.9	7.5	28.8
In total	Raw	479	554	340	851	2,224
	Normalized	76.9	45.3	32.0	66.8	221.0

Table 4.6: Chi-Square Test of the Overall Distribution of Five Reader Engagement Markers

Engagement markers	Count	Expected count	Chi-square	df	Asymp.Sig.
Reader Mentions	26.9	44.2	102.552[a]	4	.000***
Questions	21.1				
Appeals to Shared Knowledge	41.4				
Directives	102.8				
Personal Asides	28.8				

*Note. *p<.05; **p<.01; ***p<.001*

According to the results shown in Table 4.6, there is a significant difference in the overall distribution of five engagement markers among the four sections (X2=102.552, df=4, p<.001).

Secondly, it can be summarized from Figure 4.2 that the frequency of Directives category (102.8 times per 10,000 words) is highest among five reader engagement markers in linguistic Ras, followed by Appeals to Shared Knowledge (41.4 times per 10,000 words), Personal Asides (28.8 times per 10,000 words), and Reader Mentions (26.9 times per 10,000 words). The frequency of Questions (21.1 times per 10,000 words) is lowest among five reader engagement markers.

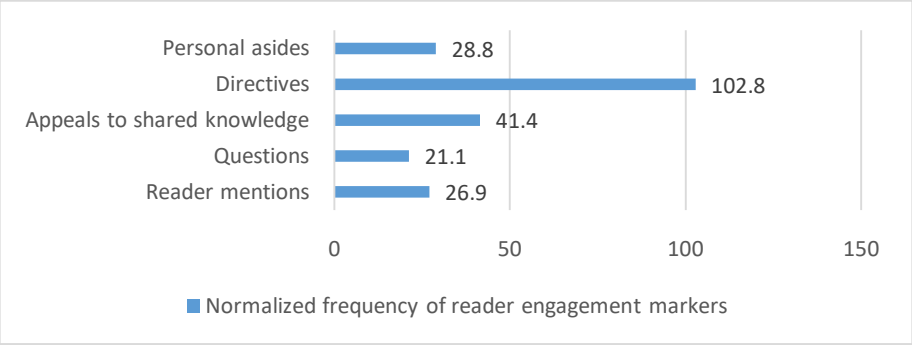

Figure 4.2: Normalized Frequencies of Reader Engagement Markers in Four Sections

Finally, Table 4.5 also shows the distribution of each reader engagement markers among four sections. It is obvious that the category of Reader Mentions occur most frequently in the Discussion (12.5 words per 10,000 words). Questions occur most frequently in the Introduction (17.5 words per 10,000 words) and seldom occur in Method section. Appeals to Shared Knowledge occur most frequently in the Introduction (16.2 words per 10,000 words). Directives occur most frequently in the Discussion (34.9 words per 10,000 words). Personal Asides occur most frequently in the Method (9.4 words per 10,000 words).

Based on the above results, it can be summarized that Directives are most heavily used in four sections, both Questions and Appeals to Shared Knowledge occur most frequently in the Introduction; Questions seldom occur while Personal Asides occur most frequently in the Method; Reader Mentions and Directives occur most frequently in the Discussion.

Whether there is a significant difference existing in the distribution of each engagement marker among four sections are tested through Chi-square Tests.

Table 4.7: Chi-Square Tests of Each Reader Engagement Marker Among Four Sections

Engagement marker	Expected count	Chi-square	df	Asymp.Sig.
Reader Mentions	7.0	9.429[a]	3	.024*
Questions	7.3	23.545[a]	2	.000***

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Appeals to Shared Knowledge	10.3	5.146[a]	3	.161
Directives	26.0	6.538[a]	3	.088
Personal Asides	7.3	2.034[a]	3	.565

*Note. *p<.05; **p<.01; ***p<.001*

According to Table 4.7, there is a significant difference in the distribution of Reader Mentions among four sections (X2=9.429, df=3, p<.05) and Questions among four sections (X2=23.545, df=2, p<.001); while there is no significant difference in the distribution of Appeals to Shared Knowledge among four sections (X2=5.146, df=3, p>.05), Directives among four sections (X2=6.538, df=3, p>.05), and Personal Asides among four sections (X2=2.034, df=3, p>.05).

V. Conclusions

The features of reader engagement in linguistic RAs can be concluded as: There is a total of 53.1 reader engagement markers per 10,000 words. Reader engagement markers occur most frequently in Introduction *(*76.9 words per 10,000 words). There is a significant difference of the frequencies in reader engagement markers among the four sections of linguistic Ras (X2=22.747, df=3, p<.001). The frequency of Directives category (102.8 times per 10,000 words) is highest among five reader engagement markers. There is a significant difference in the overall distribution of five engagement markers among four sections (X2=102.552, df=4, p<.001). Besides, the distribution of five engagement markers are significantly different within each section (X2=109.466, df=4, p<.001; X2=268.079, df=3, p<.001; X2=234.765, df=4, p<.001; X2=600.722, df=4, p<.001).

The present study has pedagogical implications for the teaching of reader engagement in linguistic academic writing. Firstly, there is a call for sufficient and appropriate training of EFL students on the use of reader engagement markers to improve their academic writing in linguistics. Secondly, EFL teachers ought to remind students that academic writing in the register of linguistics is a dialogue between the writer and the readers, and thus the writer should take account of the readers' background information, needs and expectations to build a sound relationship with the readers. Finally, EFL teachers are responsible to take note of the common mistakes made by students in using reader engagement markers and to teach how to use the linguistic devices in an appropriate way.

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

Wordu, Nkasiobi Chinyeaka [α] & Dr. Oji, Emmanuel Wichendu [σ]

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.

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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).

III. 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

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components are words, sound, speaking and language. For verbal communication to be used effectively in the classroom, the teacher must speak;

- ✓ 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).

IV. 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).

V. 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.

VI. Non-Verbal Communication

Good communication is the foundation of successful relationships, both personally and professionally. 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.

VII. 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 class-room 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 students messages.
- ✓ Better senders of signals that reinforces learning.
- ✓ Sure of sending the right messages to students.

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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.

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.

a) 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.

b) 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.

c) 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

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VIII. 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:

a) 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.



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

b) 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

c) 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).

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Fig. 4: Devided Classroom

d) 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

e) 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,

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encouraging and rewarding them verbally as the lesson goes on.

IX. 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 fixed seat can also cause a barrier to communication in the class as no other seating arrangement can take place no matter what activity 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).

X. 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, the child 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.

XI. 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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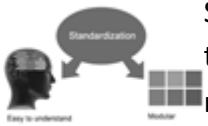

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Institutional Fellow of Open Association of Research Society (USA) - OARS (USA)

Global Journals Incorporation (USA) is accredited by Open Association of Research Society, U.S.A (OARS) and in turn, affiliates research institutions as "Institutional Fellow of Open Association of Research Society" (IFOARS).



The "FARSC" is a dignified title which is accorded to a person's name viz. Dr. John E. Hall, Ph.D., FARSC or William Walldroff, M.S., FARSC.

The IFOARS institution is entitled to form a Board comprised of one Chairperson and three to five board members preferably from different streams. The Board will be recognized as "Institutional Board of Open Association of Research Society"-(IBOARS).

The Institute will be entitled to following benefits:

The IBOARS can initially review research papers of their institute and recommend them to publish with respective journal of Global Journals. It can also review the papers of other institutions after obtaining our consent. The second review will be done by peer reviewer of Global Journals Incorporation (USA) The Board is at liberty to appoint a peer reviewer with the approval of chairperson after consulting us.

The author fees of such paper may be waived off up to 40%.

The Global Journals Incorporation (USA) at its discretion can also refer double blind peer reviewed paper at their end to the board for the verification and to get recommendation for final stage of acceptance of publication.





The IBOARS can organize symposium/seminar/conference in their country on behalf of Global Journals Incorporation (USA)-OARS (USA). The terms and conditions can be discussed separately.

The Board can also play vital role by exploring and giving valuable suggestions regarding the Standards of "Open Association of Research Society, U.S.A (OARS)" so that proper amendment can take place for the benefit of entire research community. We shall provide details of particular standard only on receipt of request from the Board.



The board members can also join us as Individual Fellow with 40% discount on total fees applicable to Individual Fellow. They will be entitled to avail all the benefits as declared. Please visit Individual Fellow-sub menu of GlobalJournals.org to have more relevant details.

We shall provide you intimation regarding launching of e-version of journal of your stream time to time. This may be utilized in your library for the enrichment of knowledge of your students as well as it can also be helpful for the concerned faculty members.



After nomination of your institution as "Institutional Fellow" and constantly functioning successfully for one year, we can consider giving recognition to your institute to function as Regional/Zonal office on our behalf.
The board can also take up the additional allied activities for betterment after our consultation.

The following entitlements are applicable to individual Fellows:



Open Association of Research Society, U.S.A (OARS) By-laws states that an individual Fellow may use the designations as applicable, or the corresponding initials. The Credentials of individual Fellow and Associate designations signify that the individual has gained knowledge of the fundamental concepts. One is magnanimous and proficient in an expertise course covering the professional code of conduct, and follows recognized standards of practice.

Open Association of Research Society (US)/ Global Journals Incorporation (USA), as described in Corporate Statements, are educational, research publishing and professional membership organizations. Achieving our individual Fellow or Associate status is based mainly on meeting stated educational research requirements.



Disbursement of 40% Royalty earned through Global Journals : Researcher = 50%, Peer Reviewer = 37.50%, Institution = 12.50% E.g. Out of 40%, the 20% benefit should be passed on to researcher, 15 % benefit towards remuneration should be given to a reviewer and remaining 5% is to be retained by the institution.

We shall provide print version of 12 issues of any three journals [as per your requirement] out of our 38 journals worth $ 2376 USD.

Other:

The individual Fellow and Associate designations accredited by Open Association of Research Society (US) credentials signify guarantees following achievements:

- The professional accredited with Fellow honor, is entitled to various benefits viz. name, fame, honor, regular flow of income, secured bright future, social status etc.

- In addition to above, if one is single author, then entitled to 40% discount on publishing research paper and can get 10%discount if one is co-author or main author among group of authors.
- The Fellow can organize symposium/seminar/conference on behalf of Global Journals Incorporation (USA) and he/she can also attend the same organized by other institutes on behalf of Global Journals.
- The Fellow can become member of Editorial Board Member after completing 3yrs.
- The Fellow can earn 60% of sales proceeds from the sale of reference/review books/literature/publishing of research paper.
- Fellow can also join as paid peer reviewer and earn 15% remuneration of author charges and can also get an opportunity to join as member of the Editorial Board of Global Journals Incorporation (USA)
- • This individual has learned the basic methods of applying those concepts and techniques to common challenging situations. This individual has further demonstrated an in–depth understanding of the application of suitable techniques to a particular area of research practice.

Note :

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- In future, if the board feels the necessity to change any board member, the same can be done with the consent of the chairperson along with anyone board member without our approval.
- In case, the chairperson needs to be replaced then consent of 2/3rd board members are required and they are also required to jointly pass the resolution copy of which should be sent to us. In such case, it will be compulsory to obtain our approval before replacement.
- In case of "Difference of Opinion [if any]" among the Board members, our decision will be final and binding to everyone.

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Preferred Author Guidelines

We accept the manuscript submissions in any standard (generic) format.

We typeset manuscripts using advanced typesetting tools like Adobe In Design, CorelDraw, TeXnicCenter, and TeXStudio. We usually recommend authors submit their research using any standard format they are comfortable with, and let Global Journals do the rest.

Alternatively, you can download our basic template from https://globaljournals.org/Template.zip

Authors should submit their complete paper/article, including text illustrations, graphics, conclusions, artwork, and tables. Authors who are not able to submit manuscript using the form above can email the manuscript department at submit@globaljournals.org or get in touch with chiefeditor@globaljournals.org if they wish to send the abstract before submission.

Before and during Submission

Authors must ensure the information provided during the submission of a paper is authentic. Please go through the following checklist before submitting:

1. Authors must go through the complete author guideline and understand and *agree to Global Journals' ethics and code of conduct,* along with author responsibilities.
2. Authors must accept the privacy policy, terms, and conditions of Global Journals.
3. Ensure corresponding author's email address and postal address are accurate and reachable.
4. Manuscript to be submitted must include keywords, an abstract, a paper title, co-author(s') names and details (email address, name, phone number, and institution), figures and illustrations in vector format including appropriate captions, tables, including titles and footnotes, a conclusion, results, acknowledgments and references.
5. Authors should submit paper in a ZIP archive if any supplementary files are required along with the paper.
6. Proper permissions must be acquired for the use of any copyrighted material.
7. Manuscript submitted *must not have been submitted or published elsewhere* and all authors must be aware of the submission.

Declaration of Conflicts of Interest

It is required for authors to declare all financial, institutional, and personal relationships with other individuals and organizations that could influence (bias) their research.

Policy on Plagiarism

Plagiarism is not acceptable in Global Journals submissions at all.

Plagiarized content will not be considered for publication. We reserve the right to inform authors' institutions about plagiarism detected either before or after publication. If plagiarism is identified, we will follow COPE guidelines:

Authors are solely responsible for all the plagiarism that is found. The author must not fabricate, falsify or plagiarize existing research data. The following, if copied, will be considered plagiarism:

- Words (language)
- Ideas
- Findings
- Writings
- Diagrams
- Graphs
- Illustrations
- Lectures

- Printed material
- Graphic representations
- Computer programs
- Electronic material
- Any other original work

Authorship Policies

Global Journals follows the definition of authorship set up by the Open Association of Research Society, USA. According to its guidelines, authorship criteria must be based on:

1. Substantial contributions to the conception and acquisition of data, analysis, and interpretation of findings.
2. Drafting the paper and revising it critically regarding important academic content.
3. Final approval of the version of the paper to be published.

Changes in Authorship

The corresponding author should mention the name and complete details of all co-authors during submission and in manuscript. We support addition, rearrangement, manipulation, and deletions in authors list till the early view publication of the journal. We expect that corresponding author will notify all co-authors of submission. We follow COPE guidelines for changes in authorship.

Copyright

During submission of the manuscript, the author is confirming an exclusive license agreement with Global Journals which gives Global Journals the authority to reproduce, reuse, and republish authors' research. We also believe in flexible copyright terms where copyright may remain with authors/employers/institutions as well. Contact your editor after acceptance to choose your copyright policy. You may follow this form for copyright transfers.

Appealing Decisions

Unless specified in the notification, the Editorial Board's decision on publication of the paper is final and cannot be appealed before making the major change in the manuscript.

Acknowledgments

Contributors to the research other than authors credited should be mentioned in Acknowledgments. The source of funding for the research can be included. Suppliers of resources may be mentioned along with their addresses.

Declaration of funding sources

Global Journals is in partnership with various universities, laboratories, and other institutions worldwide in the research domain. Authors are requested to disclose their source of funding during every stage of their research, such as making analysis, performing laboratory operations, computing data, and using institutional resources, from writing an article to its submission. This will also help authors to get reimbursements by requesting an open access publication letter from Global Journals and submitting to the respective funding source.

Preparing your Manuscript

Authors can submit papers and articles in an acceptable file format: MS Word (doc, docx), LaTeX (.tex, .zip or .rar including all of your files), Adobe PDF (.pdf), rich text format (.rtf), simple text document (.txt), Open Document Text (.odt), and Apple Pages (.pages). Our professional layout editors will format the entire paper according to our official guidelines. This is one of the highlights of publishing with Global Journals—authors should not be concerned about the formatting of their paper. Global Journals accepts articles and manuscripts in every major language, be it Spanish, Chinese, Japanese, Portuguese, Russian, French, German, Dutch, Italian, Greek, or any other national language, but the title, subtitle, and abstract should be in English. This will facilitate indexing and the pre-peer review process.

The following is the official style and template developed for publication of a research paper. Authors are not required to follow this style during the submission of the paper. It is just for reference purposes.

Manuscript Style Instruction (Optional)

- Microsoft Word Document Setting Instructions.
- Font type of all text should be Swis721 Lt BT.
- Page size: 8.27" x 11'", left margin: 0.65, right margin: 0.65, bottom margin: 0.75.
- Paper title should be in one column of font size 24.
- Author name in font size of 11 in one column.
- Abstract: font size 9 with the word "Abstract" in bold italics.
- Main text: font size 10 with two justified columns.
- Two columns with equal column width of 3.38 and spacing of 0.2.
- First character must be three lines drop-capped.
- The paragraph before spacing of 1 pt and after of 0 pt.
- Line spacing of 1 pt.
- Large images must be in one column.
- The names of first main headings (Heading 1) must be in Roman font, capital letters, and font size of 10.
- The names of second main headings (Heading 2) must not include numbers and must be in italics with a font size of 10.

Structure and Format of Manuscript

The recommended size of an original research paper is under 15,000 words and review papers under 7,000 words. Research articles should be less than 10,000 words. Research papers are usually longer than review papers. Review papers are reports of significant research (typically less than 7,000 words, including tables, figures, and references)

A research paper must include:

a) A title which should be relevant to the theme of the paper.
b) A summary, known as an abstract (less than 150 words), containing the major results and conclusions.
c) Up to 10 keywords that precisely identify the paper's subject, purpose, and focus.
d) An introduction, giving fundamental background objectives.
e) Resources and techniques with sufficient complete experimental details (wherever possible by reference) to permit repetition, sources of information must be given, and numerical methods must be specified by reference.
f) Results which should be presented concisely by well-designed tables and figures.
g) Suitable statistical data should also be given.
h) All data must have been gathered with attention to numerical detail in the planning stage.

Design has been recognized to be essential to experiments for a considerable time, and the editor has decided that any paper that appears not to have adequate numerical treatments of the data will be returned unrefereed.

i) Discussion should cover implications and consequences and not just recapitulate the results; conclusions should also be summarized.
j) There should be brief acknowledgments.
k) There ought to be references in the conventional format. Global Journals recommends APA format.

Authors should carefully consider the preparation of papers to ensure that they communicate effectively. Papers are much more likely to be accepted if they are carefully designed and laid out, contain few or no errors, are summarizing, and follow instructions. They will also be published with much fewer delays than those that require much technical and editorial correction.

The Editorial Board reserves the right to make literary corrections and suggestions to improve brevity.



Format Structure

It is necessary that authors take care in submitting a manuscript that is written in simple language and adheres to published guidelines.

All manuscripts submitted to Global Journals should include:

Title

The title page must carry an informative title that reflects the content, a running title (less than 45 characters together with spaces), names of the authors and co-authors, and the place(s) where the work was carried out.

Author details

The full postal address of any related author(s) must be specified.

Abstract

The abstract is the foundation of the research paper. It should be clear and concise and must contain the objective of the paper and inferences drawn. It is advised to not include big mathematical equations or complicated jargon.

Many researchers searching for information online will use search engines such as Google, Yahoo or others. By optimizing your paper for search engines, you will amplify the chance of someone finding it. In turn, this will make it more likely to be viewed and cited in further works. Global Journals has compiled these guidelines to facilitate you to maximize the web-friendliness of the most public part of your paper.

Keywords

A major lynchpin of research work for the writing of research papers is the keyword search, which one will employ to find both library and internet resources. Up to eleven keywords or very brief phrases have to be given to help data retrieval, mining, and indexing.

One must be persistent and creative in using keywords. An effective keyword search requires a strategy: planning of a list of possible keywords and phrases to try.

Choice of the main keywords is the first tool of writing a research paper. Research paper writing is an art. Keyword search should be as strategic as possible.

One should start brainstorming lists of potential keywords before even beginning searching. Think about the most important concepts related to research work. Ask, “What words would a source have to include to be truly valuable in a research paper?” Then consider synonyms for the important words.

It may take the discovery of only one important paper to steer in the right keyword direction because, in most databases, the keywords under which a research paper is abstracted are listed with the paper.

Numerical Methods

Numerical methods used should be transparent and, where appropriate, supported by references.

Abbreviations

Authors must list all the abbreviations used in the paper at the end of the paper or in a separate table before using them.

Formulas and equations

Authors are advised to submit any mathematical equation using either MathJax, KaTeX, or LaTeX, or in a very high-quality image.

Tables, Figures, and Figure Legends

Tables: Tables should be cautiously designed, uncrowned, and include only essential data. Each must have an Arabic number, e.g., Table 4, a self-explanatory caption, and be on a separate sheet. Authors must submit tables in an editable format and not as images. References to these tables (if any) must be mentioned accurately.

Figures

Figures are supposed to be submitted as separate files. Always include a citation in the text for each figure using Arabic numbers, e.g., Fig. 4. Artwork must be submitted online in vector electronic form or by emailing it.

Preparation of Eletronic Figures for Publication

Although low-quality images are sufficient for review purposes, print publication requires high-quality images to prevent the final product being blurred or fuzzy. Submit (possibly by e-mail) EPS (line art) or TIFF (halftone/ photographs) files only. MS PowerPoint and Word Graphics are unsuitable for printed pictures. Avoid using pixel-oriented software. Scans (TIFF only) should have a resolution of at least 350 dpi (halftone) or 700 to 1100 dpi (line drawings). Please give the data for figures in black and white or submit a Color Work Agreement form. EPS files must be saved with fonts embedded (and with a TIFF preview, if possible).

For scanned images, the scanning resolution at final image size ought to be as follows to ensure good reproduction: line art: >650 dpi; halftones (including gel photographs): >350 dpi; figures containing both halftone and line images: >650 dpi.

Color charges: Authors are advised to pay the full cost for the reproduction of their color artwork. Hence, please note that if there is color artwork in your manuscript when it is accepted for publication, we would require you to complete and return a Color Work Agreement form before your paper can be published. Also, you can email your editor to remove the color fee after acceptance of the paper.

Tips for writing a good quality Social Science Research Paper

Techniques for writing a good quality homan social science research paper:

1. Choosing the topic: In most cases, the topic is selected by the interests of the author, but it can also be suggested by the guides. You can have several topics, and then judge which you are most comfortable with. This may be done by asking several questions of yourself, like "Will I be able to carry out a search in this area? Will I find all necessary resources to accomplish the search? Will I be able to find all information in this field area?" If the answer to this type of question is "yes," then you ought to choose that topic. In most cases, you may have to conduct surveys and visit several places. Also, you might have to do a lot of work to find all the rises and falls of the various data on that subject. Sometimes, detailed information plays a vital role, instead of short information. Evaluators are human: The first thing to remember is that evaluators are also human beings. They are not only meant for rejecting a paper. They are here to evaluate your paper. So present your best aspect.

2. Think like evaluators: If you are in confusion or getting demotivated because your paper may not be accepted by the evaluators, then think, and try to evaluate your paper like an evaluator. Try to understand what an evaluator wants in your research paper, and you will automatically have your answer. Make blueprints of paper: The outline is the plan or framework that will help you to arrange your thoughts. It will make your paper logical. But remember that all points of your outline must be related to the topic you have chosen.

3. Ask your guides: If you are having any difficulty with your research, then do not hesitate to share your difficulty with your guide (if you have one). They will surely help you out and resolve your doubts. If you can't clarify what exactly you require for your work, then ask your supervisor to help you with an alternative. He or she might also provide you with a list of essential readings.

4. Use of computer is recommended: As you are doing research in the field of homan social science then this point is quite obvious. Use right software: Always use good quality software packages. If you are not capable of judging good software, then you can lose the quality of your paper unknowingly. There are various programs available to help you which you can get through the internet.

5. Use the internet for help: An excellent start for your paper is using Google. It is a wondrous search engine, where you can have your doubts resolved. You may also read some answers for the frequent question of how to write your research paper or find a model research paper. You can download books from the internet. If you have all the required books, place importance on reading, selecting, and analyzing the specified information. Then sketch out your research paper. Use big pictures: You may use encyclopedias like Wikipedia to get pictures with the best resolution. At Global Journals, you should strictly follow here.



6. Bookmarks are useful: When you read any book or magazine, you generally use bookmarks, right? It is a good habit which helps to not lose your continuity. You should always use bookmarks while searching on the internet also, which will make your search easier.

7. Revise what you wrote: When you write anything, always read it, summarize it, and then finalize it.

8. Make every effort: Make every effort to mention what you are going to write in your paper. That means always have a good start. Try to mention everything in the introduction—what is the need for a particular research paper. Polish your work with good writing skills and always give an evaluator what he wants. Make backups: When you are going to do any important thing like making a research paper, you should always have backup copies of it either on your computer or on paper. This protects you from losing any portion of your important data.

9. Produce good diagrams of your own: Always try to include good charts or diagrams in your paper to improve quality. Using several unnecessary diagrams will degrade the quality of your paper by creating a hodgepodge. So always try to include diagrams which were made by you to improve the readability of your paper. Use of direct quotes: When you do research relevant to literature, history, or current affairs, then use of quotes becomes essential, but if the study is relevant to science, use of quotes is not preferable.

10. Use proper verb tense: Use proper verb tenses in your paper. Use past tense to present those events that have happened. Use present tense to indicate events that are going on. Use future tense to indicate events that will happen in the future. Use of wrong tenses will confuse the evaluator. Avoid sentences that are incomplete.

11. Pick a good study spot: Always try to pick a spot for your research which is quiet. Not every spot is good for studying.

12. Know what you know: Always try to know what you know by making objectives, otherwise you will be confused and unable to achieve your target.

13. Use good grammar: Always use good grammar and words that will have a positive impact on the evaluator; use of good vocabulary does not mean using tough words which the evaluator has to find in a dictionary. Do not fragment sentences. Eliminate one-word sentences. Do not ever use a big word when a smaller one would suffice.

Verbs have to be in agreement with their subjects. In a research paper, do not start sentences with conjunctions or finish them with prepositions. When writing formally, it is advisable to never split an infinitive because someone will (wrongly) complain. Avoid clichés like a disease. Always shun irritating alliteration. Use language which is simple and straightforward. Put together a neat summary.

14. Arrangement of information: Each section of the main body should start with an opening sentence, and there should be a changeover at the end of the section. Give only valid and powerful arguments for your topic. You may also maintain your arguments with records.

15. Never start at the last minute: Always allow enough time for research work. Leaving everything to the last minute will degrade your paper and spoil your work.

16. Multitasking in research is not good: Doing several things at the same time is a bad habit in the case of research activity. Research is an area where everything has a particular time slot. Divide your research work into parts, and do a particular part in a particular time slot.

17. Never copy others' work: Never copy others' work and give it your name because if the evaluator has seen it anywhere, you will be in trouble. Take proper rest and food: No matter how many hours you spend on your research activity, if you are not taking care of your health, then all your efforts will have been in vain. For quality research, take proper rest and food.

18. Go to seminars: Attend seminars if the topic is relevant to your research area. Utilize all your resources.
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.

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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.

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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.

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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
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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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