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The Effects of Code-switching on Teaching English from EFL Students' Perspective

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Abstract

The title of this academic study is '**The Effects of Code-switching on Teaching English from EFL Students' Perspective**. The main purpose of this study is to shed light on the effects of code-switching in teaching. The main research questions of this study are what are the main purposes and benefits of code-switching in teaching?

To obtain data, for this study an open-ended questionnaire is used. The participants are 120 senior students at Salahaddin University-Erbil/ College of Languages and College of Education/ English Departments and Lebanese French University/ College of Languages and College of Education/ English Departments. The senior students were required only to take part in the questionnaire intentionally because when students reach the final year of their study at university; they know and understand very well in what year at university while studying the students will need to switch codes from the language of instruction to the their first language. To analyse the obtained data, the mixed methods research approach involving both quantitative and qualitative methods was used by the researcher.

This study concluded that code-switching has some advantages for the freshman students; they switch codes from the language of instruction to their first language because of some reasons. First, they do not want to face misunderstanding when they are in communication with their instructors in teaching and learning. Second, freshman students switch codes when they want to focus on some information. Third, they switch codes not to interrupt the discussion. Fourth, they switch codes for using of the native equivalent words in the language of instruction. Fifth, performing code-switching in teaching helps freshman students to learn new words and terms easily and quickly in the language of instruction. Sixth, when freshman students are allowed to switch codes, many of them are involved in daily activities. However, it should be noted that code-switching should not be done when the freshman students pass the first year because, if this happens in last years of the study; students are unable to learn and use the language of the instruction at their departments perfectly. Therefore, code-switching should be done in the first year of the study, but accurately and carefully.

Keywords: Code-switching, types of code-switching, reasons of code-switching, functions of code-switching, advantages of code-switching and disadvantages of code-switching.

1. Introduction

There is no doubt that a large number of students are admitted to universities every year. All students study hard to have a wonderful future. In most departments at colleges of all universities, a second language is used as the language of instruction. Therefore, all the freshman students are required to use the language of instruction in their study. It should be noted that having the ability to use the second language will help all students to get good jobs, especially in private sectors. It is worth noting that those students, who are able to use the second language in communication, except their first language, can find jobs easily more than those students who are not able to use another language in communication. Therefore, it is very vital for everyone to know and use another language perfectly because when anyone does not

have a good ability to use the second language he will not get jobs easily especially in private sectors.

On the other hand, it should be noted that most of the freshman students, who are admitted to the universities, do not have a good ability to use the language of instruction in their departments because they use their first language at high school more than other languages while studying. Therefore, they definitely face many difficulties in learning because they are unable to understand the main purpose behind any kind of subjects when they study. There is no doubt that those students, who cannot use the language of instruction in their departments, will not be able to complete all their academic years successfully when they cannot understand their instructors in the teaching process. In this case, instructors indirectly should motivate, encourage, and help all freshman students to teach the students the language of the study step by step because learning another language needs time. It is believed that code-switching, especially in the first year at college, is a good help for the freshman students to learn the second language in their departments. However, it is worth pointing out that the first year students should not be allowed to use their first language while studying more than using the language of instruction when they exchange ideas and information in communication with their instructors because, if this happens, they cannot learn the language of instruction easily. Before mentioning the functions of code-switching, it is worth pointing out that what code-switching is. Code-switching simply is using two languages in the same communication by speakers. The current study focuses on Eldridge's view of code-switching. According to Eldridge (1996, p.305), there are four main functions and purposes of code-switching, which are: "conflict control, floor-holding, reiteration and equivalence".

1.1 The problems of the study:

It is noted that most of the freshman students are not able to use English as an instructional language at their departments. So, they try to use their first language when they are in communication with their instructors in the class. In this case, it can be said that using the first language by students, especially, the first year students at university may have some benefits. Therefore, the current study attempts to shed light on why the freshman students at the college use their first language, while they are required to use the language of the instruction in the process of teaching and learning. Moreover, this study is an attempt to point out that whether performing code-switching has benefits or not for the freshman students and when they should be allowed to perform code-switch from the second language to their first language.

1.2 The Aim of the Study

It should be noted that this study does not focus on which type of code-switching is more common than other types. Instead, the purpose of this study is to highlight what the reasons of code-switching are by the freshman students while studying at the university and when code-switching should be performed to help the freshman students to have a better understanding of all subjects. Moreover, the current study focuses on the reasons behind code-switching in teaching only, not in general it means not in a normal conversation.

1.2. The Research Questions

The study aims at addressing the following questions:

- 1- What are the main purposes behind code-switching during the learning?
- 2- What are the benefits of code-switching during the learning?
- 3- When should code-switch need to be done in students' BA journey?

1.3 Hypothesis:

This current paper hypothesizes that:

- 1- There are some purposes of code-switching in teaching.
- 2- Performing code-switching has some benefits for students.
- 3- Code-switching should not be done in all years of the study at college.

2. Theoretical Background

2.1 Definition of Code-Switching

According to Abdullah (2015, 161), the three forms of communication are spoken, written and signed, the term of *code* refers to all three forms of communication. On the other hand, the term *switching* means changing. Myers-Scotton (1993, p. 1) states that using two different language varieties by speakers in the same communication is called code-switching. Spolsky (2008, p. 121) mentions that code-switching means changing from one language to another one in speaking. Richards and Schmidt (2002, p. 81) provide a more detailed definition of code-switching by saying that code-switching takes place when bilingual or multilingual speakers use two different languages in communication. They sometimes start by a language and their listeners answer them by another language. Moreover, those speakers, who are able to speak more than one language, sometimes change from one language to another language in the middle of their sentences when they speak to each other. Ayeomany (2006, p. 95) points out that using another language besides the first language of speakers during communication is called code-switching. Furthermore, combining words and phrases from other languages with the first language of speakers of a language is also called code-switching.

2.2 Types of Code-Switching

According to Romaine (1995, pp.122-123) and Brice and Brice (2009, p. 67), there are three types of Code-Switching, which are:

1- Inter-sentential Switching:

In this type of code-switching, the switch is carried out at a clause or a sentence boundary by speakers. It is worth mentioning that the speakers use one element in one language and the other one in another code. For instance, “Jag skall göra min läxa nu because I want to go to the movies later. It means “I will do my homework now because I want to go to the movies later”. It is worth noting that in this type of code-switching, the switch takes place at the beginning or the end of the sentence.

2- Intra-Sentential Switching:

In this type of code-switching, speakers do code-switch in the middle of the sentence without facing interruptions, hesitations or pauses. For example, “I gave her den röda lamp”. It means “I gave her the red lamp”.

3- Tag-Switching:

In this type of code-switching, speakers do code-switch by inserting a single word, such as fillers, interjections and idiomatic expressions, from one language into a sentence in another code. For instance, “När kommer du dit sen, you know”? It means “When will you get there later, you know”?

2.3 The Reasons of Code-Switching in Teaching

1- Singh and Abdul Nasir (2012, pp. 65-66) mention that people do switch codes from the second language to the first language. The main reason behind the code-switching is to achieve a better understanding in communication and deliver the main purpose behind speeches.

2- Willis (1981, p.7) points out that in the classes especially in the EFL classes, teachers try to avoid using the first language of students when they explain subjects. But, when students try to use their first language in speaking, it means that there is a problem in terms of understanding the subjects. Therefore, in this case teachers try to do code-switch by using the first language of the students in order to make students understand what they talk about. But, in this case, teachers must not do code-switch for a long time.

3- Dykhanova (2015, p. 18) states that code-switching takes place during teaching because students are not proficient in the language of instruction. Therefore, teachers try to explain a little bit of some information or subjects by using the students' first language.

4- According to Trudgill (2000, p. 105), code-switching is utilized for compensating the lack of the student's capacity in communicating himself. It means that when a student is unable to express some information in the language of instruction, he or she uses his or her first language to show that he/ she also has the necessary information on the subject of study but cannot express it in the language of instruction.

5- Jukil (2012, p. 527) believes that the main reason of doing code-switch in the teaching classes is to remove misunderstanding between teachers and students. It is clear that freshman students do not have enough information in the language of instruction. Therefore, they try to express some information by their first language. Moreover, teachers sometimes try to express little information by using the first language of students in order to help them understand what they talk about.

2.4 The Functions of Code-Switching

Regarding the functions of code-switching, Gumperz (1982, pp.75-81) mentions six functions of code-switching, which are:

1- Message qualification: it is utilized to depict a capability to a speech that had been already said or stated.

2- Addressee specification: it is utilized to participate in a speaker's communication. It means a speaker tries to address another speaker among other speakers.

3- Quotation marking: it is utilized to notify a speech of another one.

4- Interjection: it is utilized to making more clarification. It means that speakers use sentence connectors and fillers in their speech.

5- Reiteration: it is used to emphasis on something or a point. It means to clarify what has been pointed out in communication.

6- Personalization vs. objectification: it is utilized to comprehend the difference between opinion and fact.

Similarly, Eldridge (1996, pp.305-306) states that there are some functions of code-switching. But, Eldridge mentions four functions of code-switching, which are: "conflict control, floor-holding, reiteration and equivalence". According to Eldridge, conflict control happens when students in teaching try to avoid misunderstanding; therefore they perform code-switching. Floor-holding takes place when students have lacks of expressing themselves in the language of instruction. Reiteration occurs when students try to focus on and clarify some information

because they do not understand when instructors use the language of instruction in teaching only. Equivalence happens when students have lacks of vocabulary in the language of instruction; therefore they use few vocabularies in their first language.

2.5 Why More Researches should be done on Code-switching in Teaching

Singh and Abdul Nasir (2012, p.65) state that it has been noted several times that in the EFL classrooms teaching code-switching happens. But, enough academic studies have not been done in order to show how much code-switching is helpful and useful in the process of teaching. Therefore, more studies about the effect of code-switching in teaching should be done. Moreover, the advantages and disadvantages of code-switching in teaching should be explained and mentioned. Based on Singh and Abdul Nasir (2012), some advantages and disadvantages of code-switching in the process of teaching will be pointed out.

2.6 Advantages of Code-Switching in the Process of Teaching

1- Eldridge (1996, p.306), points out that students and teachers do code-switch in the process of teaching in order to be sure that the main message of teaching any subjects is clear and understandable.

2- Bhooth et al (2014, p.82) state that teachers switch codes in teaching to explain and translate some words, which are difficult to understand by students because some words and terms do not have equivalents in other languages. Therefore, teachers switch codes so as to help all students to understand the meaning of some words and terms.

3- According to Memory et al (2018, p.66), code-switching is very useful in teaching because it helps all students, especially those students who have poor ability in expressing themselves in language of instruction , to participate in asking questions and answering.

2.7 Disadvantages of Code-Switching in the Process of Teaching

1- Sert (2005, p.5) believes that doing code-switching in teaching should be reduced because if teachers do code-switch for a long time, students cannot learn the language of instruction easily because in teaching they use the first language more than using the language of instruction. In this case, students pay more attention of using their first language than the language of instruction.

2- Cook (2002, p.333) mentions that if a teaching class includes more than one group of native speakers of one language, code-switching is not useful for all of them because both groups of native speakers do not understand each other when they use their own first language in communication. In this case, teachers cannot make all students in class understand about what they explain and talk about.

3- According to Macaro (2001, p.183), the competence among all students in classes will be reduced if teachers allow students to use their first language because one of main purposes of teaching by using a language of instruction is to make students learn another language.

2.8 The Difference Between Code-switching and Code-mixing:

Breitenmoser (2020) points out that when bilingual and multilingual speakers switch codes from one language to another language consciously, it is code-switching. But, if they switch codes from one language to another one unconsciously, it is code-mixing. Moreover, Smith (2018, p. 29) mentions that if students have even a very little ability to speak the second language or the language of instruction, and use a word, phrase or short sentence from the second language or the language of instruction in the first language in the class, it is code-switching. So, the current study sheds light on the effects of code-switching, not code-mixing,

on teaching English from EFL students' perspective, because it is clear that the freshman students somehow can use the language of instruction, even a little bit, at their departments and perform code-switching consciously. Furthermore, the freshman students at university can a little bit use English in communication with facing difficulties, but not perfectly.

2.9 Methods of Data Collection

2.9.1 Data Collection Tool

For this study, the open-ended questionnaire was made in order to get more perspectives from senior students about the effect of code-switching in teaching. For the current study the questionnaire included 11 items. Both qualitative and quantitative methods were used by the researcher. All participants were required to write their views for every item of the questionnaire. Moreover, all participants were given enough time to express their views about all items accurately. Enough space was provided after each item for participants to mention their views regarding each item.

In the questionnaire Likert Scale was used. According to Likert Scale five possible responses such as (Strongly Disagree= 1, Disagree= 2, Neutral= 3, Agree= 4 and Strongly Agree= 5) should be provided to permit the participants of the questionnaire to provide their opinions to each item. It is worth noting that before asking the participants of the questionnaire to provide their views regarding each item, a small group of senior students were asked to express their opinions about all items because the researcher wanted to be sure that all modified items are understandable and all participants are able to provide their views for all items clearly. This is called piloting. After distributing the questionnaire to the participants, the responses were received over a period of one month. In this case, the face validity of the questionnaire was gained.

2.9.2 Participants

To get sufficient data for the current study, 120 senior students at Salahaddin University-Erbil from the English Departments at College of Languages and College of Education, and Lebanese French University/ College of Languages and College of Education/ English Departments participated in the questionnaire. They were given enough time to express their views for all items. The students of the mentioned departments were asked to participate in the questionnaire on purpose because most of them before admitting to university did not have any information about using the language of instruction in their departments. Therefore, the researcher wanted to know the effectiveness of code-switching in teaching from the student's views in the mentioned departments. In addition, the researcher asked fourth-year students to take part in the questionnaire because when students reach the final year of study; they know well when and in which year of study code-switching should be done at university.

2.9.3 Validity and Reliability

According to Mackey and Gass (2012), validity means that the obtained data by researchers must make sense and guide the researchers in their researches to a good conclusion. Before collecting the data from participants, all items of the questionnaire were evaluated by some professors and academics to be sure that all items are academically appropriate and related to the current study. All jury members provided valuable comments on each item. Finally, some modifications have been done regarding each item. Regarding reliability, it means that the data should be stable when the same participants provide their views with regard to the items of the questionnaire at two different items (Ibid). Therefore, after getting the data from participants of the current study, after a month the researcher asked the same participants to provide their views regarding each item to be sure that the participants provide the same views as the first time.

2.10 Data Analysis

For analysing the obtained data, the SPSS program was used to know the percentage of views of participants, mean score, standard deviation for any choice in each item and the P-value of each item. According to Hippler (2018, 47), Cronbach’s alpha can be used to know the degree of internal consistency of results of two obtained data for the same items in the questionnaires. The result should be equal or less than $\alpha = 0.05$ in order to get a significant result.

2.10.1 Results and Discussion

1- As for item (1), which says ‘The main reason behind code-switching in teaching is the lack of freshman students in expressing themselves in the language of instruction’, as shown in figure (1), the results show that 75% of the participants strongly agree and 25% of them agree with the statement. The mean score is 4.75, and the standard deviation is 4.24. For this item, based on the views of participants the P-Value is 0.02. Therefore, the result is statistically significant because it is less than $\alpha = 0.05$.

They believe that the main reason behind performing code-switching by freshman students in the classroom is the lack of students in expressing themselves in the language of instruction especially in the first year of study because when students are admitted to university most of them have inadequate information on the use of the language of instruction because of lacking in vocabulary in the language of instruction. Therefore, when they want to participate in daily activities they switch codes from the language of instruction to their first language to express what they want to say. Moreover, another reason behind performing code-switching by freshman students in teaching is that most instructors provide more marks to those students, who participate in daily activities. In this case, those students, who cannot express themselves in the second language, try to participate in daily activities in classroom teaching by using their first language, even for a very short time, rather than sitting quietly in order to prove or show that they can answer most of those questions, which are asked by instructors, but because they are not good at using the second language they do code-switch.

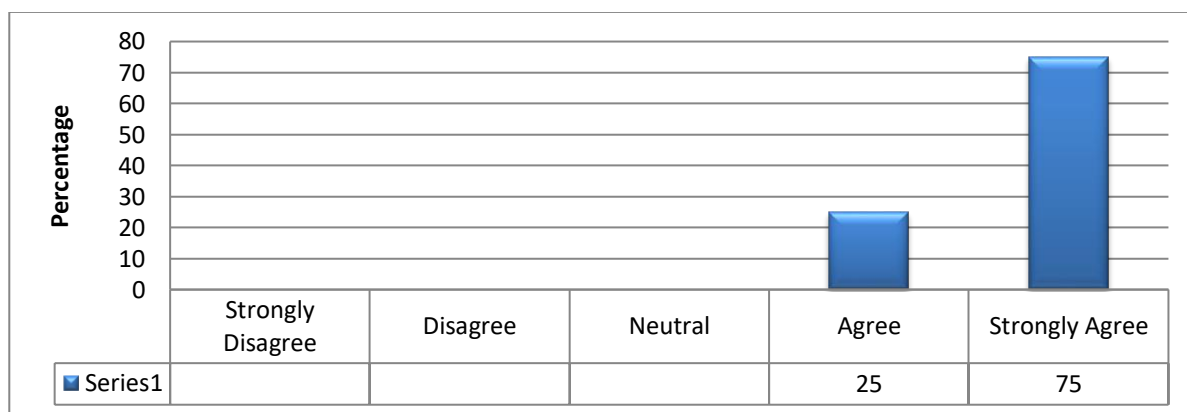


Figure 1 Participants’ Responses to item (1).

2- As for item (2), which says ‘Performing code-switching in teaching is useful because freshman students can understand the main message behind all subjects easily and quickly’, as shown in figure (2), the results show that 86.7% of the participants strongly agree and 13.3% of them agree with the statement. The mean score is 4.87, and the standard deviation is 23.8. For this item, based on the views of participants the P-Value is 0.009. Therefore, the result is statistically significant because it is less than $\alpha = 0.05$.

They mention that when freshman students are admitted to university; they do not have enough ability in the language of instruction and the new knowledge that they study at their departments. In this case, when the freshman students are unable to use the language of instruction perfectly, they cannot comprehend the new knowledge. Therefore, they face many difficulties in the process of learning. But, the freshman students are able to learn new

information and knowledge when they study at their departments easily and quickly when instructors, even for a short time, switch codes from the language of instruction to the first language of the freshman students in teaching. Moreover, when the freshman students are able to understand the main message behind their subjects; they revise what they study every day at home. But, if the freshman students are unable to understand what their instructors talk about in the classroom; from the beginning of their first year of study, the freshman students will be pessimistic about their future and their studies. Therefore, it is very useful for the freshman students when instructors use the first language and the language of instruction together when they explain new subjects in the classroom.

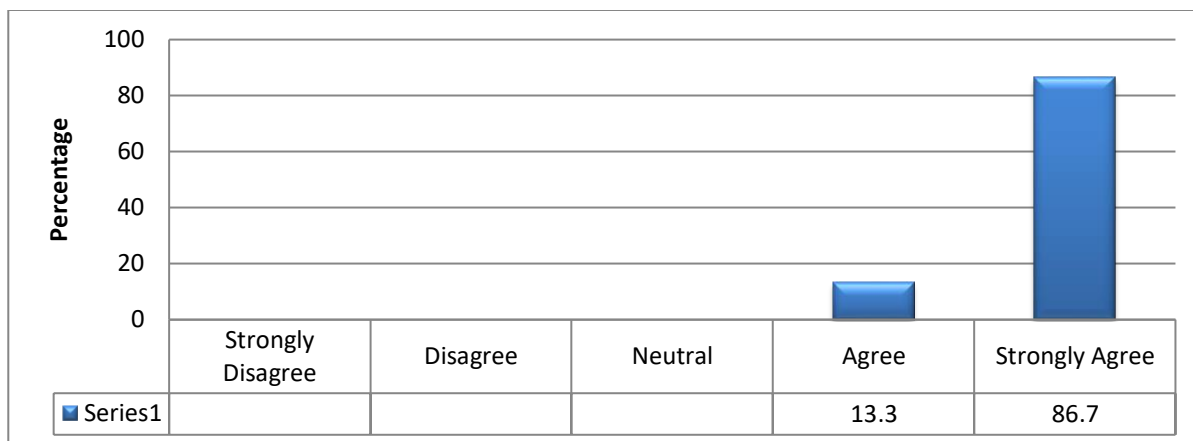


Figure 2 Participants' Responses to item (2).

3- As for item (3), which says 'Instructors must not use the native language of the freshman students for a long time in teaching because, if they do, the freshman students cannot learn the language of instruction', as shown in figure (3), the results show that 54.2% of the participants strongly agree and 45.8% of them agree with the statement. The mean score is 4.54, and the standard deviation is 4.04. For this item, based on the views of participants the P-Value is 0.04. Therefore, the result is statistically significant because it is less than $\alpha = 0.05$.

They believe that it is true that performing code-switching in the classroom helps freshman students learn the main message behind all subjects, which are taught in the classroom, but it should not be forgotten that code switch from the language of instruction to the first language of freshman students brings several problems in teaching because at that time freshman students do not use the language of instruction in communication. In this case, they cannot learn the language of instruction. Moreover, the freshman students just try to participate in communication when their instructors allow them to use their first language for exchanging ideas. Therefore, instructors should switch codes when it is necessary, and it helps the freshman students to comprehend the main message behind explaining any kind of subjects. In addition, instructors should not switch codes just at the beginning or in the middle or at the end of teaching in the classroom because at that time the freshman students just want to listen to their instructors when they know that their instructors switch codes. For example, if instructors switch codes just at the beginning of teaching in the classroom, the freshman students just try to listen to their instructors just at the beginning of the teaching in the classroom. In this case, the performing code-switching is not beneficial.

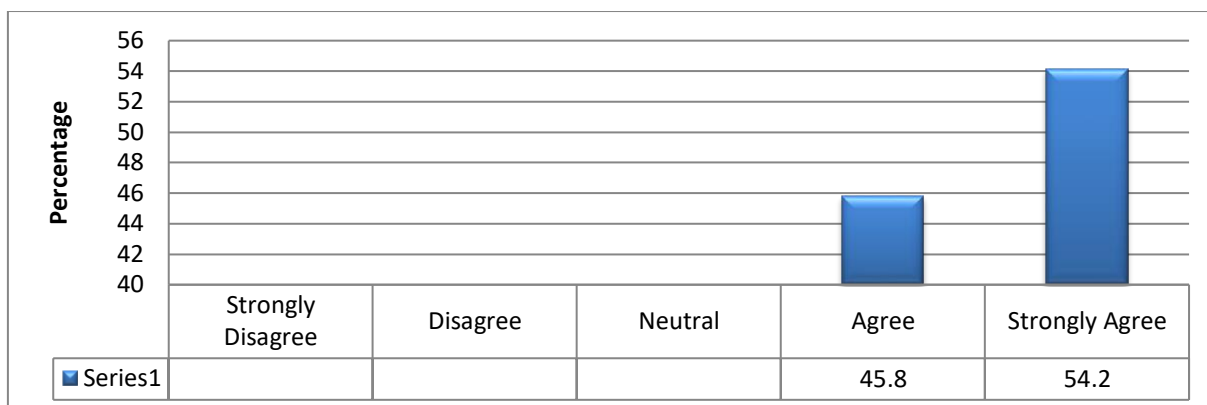


Figure 3 Participants’ Responses to item (3).

4- As for item (4), which says ‘During all years of students’ BA journey, instructors should switch codes in teaching’, as shown in figure (4), the results show that 47% of the participants strongly disagree and 53% of them disagree with the statement. The mean score is 1.53, and the standard deviation is 1.03. For this item, based on the views of participants the P-Value is 0.02. Therefore, the result is statistically significant because it is less than alpha= 0.05.

They state that instructors must not do code-switch in all years of students’ BA journey because, if they do, performing code-switching will be considered as a barrier to becoming fluent in the language of instruction. Moreover, those freshman students, who have poor level in the language of instruction, cannot learn it easily. Therefore, instructors must not do code-switch in all years of BA journey. Instead, instructors should switch codes only in the first year of study accurately and carefully because using the first language of the freshman students with the language of instruction definitely helps the new admitted students to learn the language of instruction in their departments gradually. Performing code-switching in the first year of study is very useful because it helps students to comprehend all the new information and knowledge when they study in the classroom clearly. In addition, when freshman students learn new information; they later try to use the language of instruction for exchanging ideas in the classroom, and if they make any mistakes while speaking, their instructors correct the mistakes. This will be a great tool to help the freshman students learn the language of instruction in the first year of study. Therefore, switch codes should be done mostly in the first year of study. However, it should be noted that in the final years of students’ BA journey, instructors need to use first language of students only to translate the meaning of those terms that are difficult to understand.

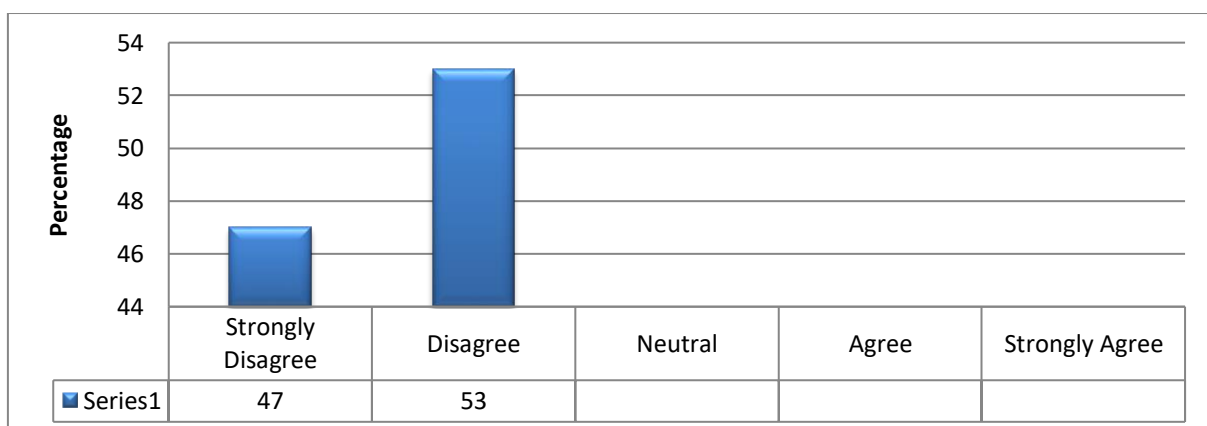


Figure 4 Participants’ Responses to item (4).

5- As for item (5), which says ‘Instructors sometimes allow freshman students to switch codes from the language of instruction to the native one, not to interrupt the discussion in teaching’,

as shown in figure (5), the results show that 60% of the participants strongly agree, 33% of them agree and 7% of them are neutral with the statement. The mean score is 4.53, and the standard deviation is 4.05. For this item, based on the views of participants the P-Value is 0.04. Therefore, the result is statistically significant because it is less than $\alpha = 0.05$. They believe that instructors always like to have their students participate in discussion in daily activities in order to exchange ideas altogether because in this case most of the students can understand what they study in the classroom. However, it should be noted that most of the freshman students are unable to express everything in the language of instruction. Therefore, they switch codes from the language of instruction to the first language to express a word or a term or any kind of information, and then they will continue in expressing themselves in the language of instruction. In this case, the discussion between instructors and the freshman students will not be interrupted. For example, when the freshman students are not able to remember a word in English, when they communicate in English; they try to use an equivalent Kurdish word not to interrupt the discussion. However, the freshman students should not be allowed to use their native language in communication more than the language of discussion because, if this happens, they are not encouraged to learn the language of instruction.

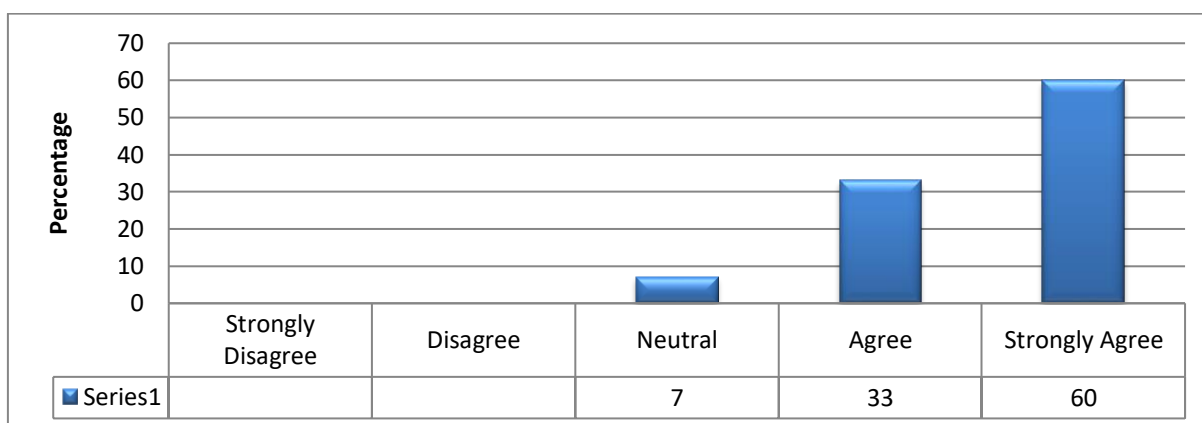


Figure 5 Participants' Responses to item (5).

6- As for item (6), which says 'The level of learning competence among freshman students is at high level, when they are allowed to switch codes in teaching', as shown in figure (6), the results show that 66.7% of the participants strongly agree and 33.3% of them agree with the statement. The mean score is 4.7 and the standard deviation is 4.16. For this item, based on the views of participants the P-Value is 0.007. Therefore, the result is statistically significant because it is less than $\alpha = 0.05$. They state that whenever freshman students are allowed to use their first language while studying even for a short time, it engages a greater number of students in the process of learning because they are not afraid that they will not be able to speak all the words in the language of instruction. Therefore, more students try to participate in communication. If they make any mistakes or if they could not express some words in the language of instruction, their instructors correct them and help them to express the words in the language of instruction. Therefore, it will definitely make the process of learning among the freshman students quicker. Furthermore, when instructors help freshman students to learn new words and terms through the process of code-switching, the freshman students will build their vocabulary in the language of instruction step by step. Therefore, in the future they do not need to switch codes in the classroom because after building their ability in terms of vocabulary in the second language; they will be able to express themselves in it. It means that code-switching paves the way to a better level in speaking and learning in the language of instruction for the freshman students.

It should be noted that when the communicative and language competence among freshman students is at high level, a better self-confidence will be achieved by them. Therefore, it can be

said that allowing code-switching leads to a higher level of language learning, which in turn leads to obtain a better self-confidence by freshman students.

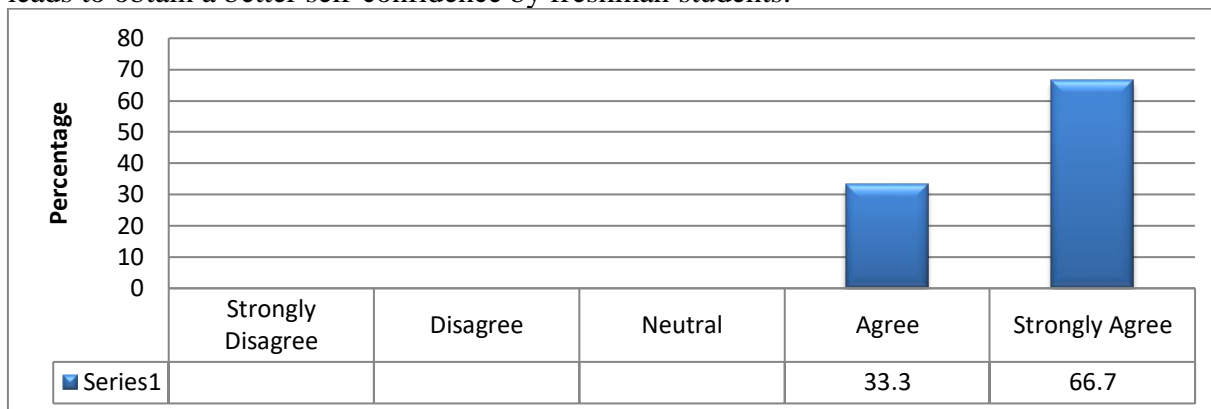


Figure 6 Participants' Responses to item (6).

7- As for item (7), which says 'More freshman students are involved in classroom activities; if they are allowed to switch codes even for a short time', as shown in figure (7), the results show that 73.3% of the participants strongly agree and 26.7% of them agree with the statement. The mean score is 4.73, and the standard deviation is 4.23. For this item, based on the views of participants the P-Value is 0.01. Therefore, the result is statistically significant because it is less than $\alpha = 0.05$.

They state that there is no doubt that when freshman students are allowed to switch codes from the language of instruction to their first language; they engage in a much larger number of daily activities because they know that if they are not able to express a word or phrase in the language of instruction, the instructors will help them to express it. But, if freshman students are not allowed to do code-switch, then those freshman students, who have a poor level of the language of instruction, will not participate in daily activities because they are afraid that their classmates will make fun of them. This will have a negative impact on the student's psyche. It should be noted that when freshman students do not participate in daily activities, they will not be able to learn new knowledge and information well, which will have a negative impact on the future of the students. Therefore, in the learning process, instructors need to allow freshman students to express a few words and phrases or sentences in their first language for a short time, as this will help the freshman students to learn new information and knowledge sooner and become more involved in daily activities.

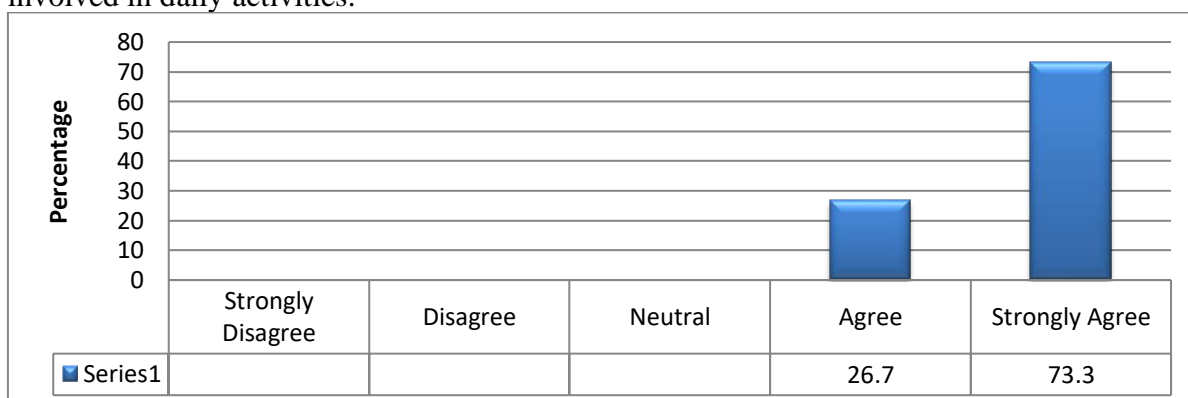


Figure 7 Participants' Responses to item (7).

8- As for item (8), which says 'If instructors switch codes; they indirectly strengthen the freshman student's comprehension ability to understand what they talk about in teaching', as shown in figure (8), the results show that 69.2% of the participants strongly agree and 30.8% of them agree with the statement. The mean score is 4.69, and the standard deviation is 3.76.

For this item, based on the views of participants the P-Value is 0.002. Therefore, the result is statistically significant because it is less than $\alpha = 0.05$.

They believe that it is a very common thing and there is no doubt that many new freshman students understand all subjects when instructors use the first language of the freshman students and the language of instruction together while studying because most of the freshman students do not have a good level of use in the language of instruction. The reason is that they did not read all the educational materials in high schools, especially in state high schools, in the second language or did not study in detail until they learned. Therefore, studying in the first language and the language of instruction is an important factor in strengthening the students' understanding of all subjects. Understanding all or most of the subjects in the first year of university will encourage students to read more and be optimistic about their future.

There may be a few students in every class, who are able to speak in the language of instruction because they were educated in private schools or grew up in a European country and came here to study for a bachelor's degree; they dominate the class when they are in communication with their instructors because they do not face difficulties when they use the language of instruction. This will have a negative impact on other students because they may think that they are very bad at using the language of instruction. Therefore, instructors are able to play a very positive role in the use of first language and language of instruction together in teaching in strengthening the students' comprehension ability in all subjects while studying.

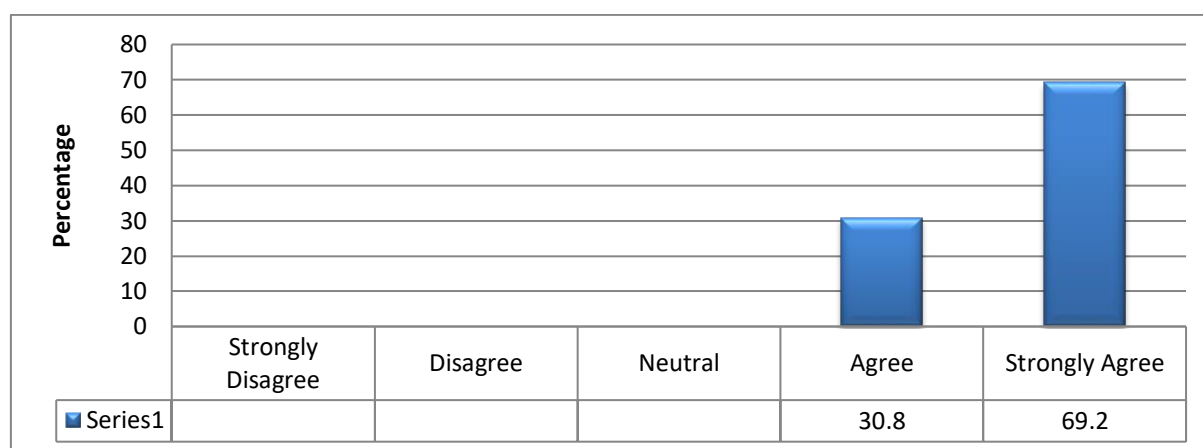


Figure 8 Participants' Responses to item (8).

9- As for item (9), which says 'Code-switching helps students learn new terms and phrases easily', as shown in figure (9), the results show that 53.3% of the participants strongly agree and 46.7% of them agree with the statement. The mean score is 4.53, and the standard deviation is 4.03. For this item, based on the views of participants the P-Value is 0.003. Therefore, the result is statistically significant because it is less than $\alpha = 0.05$.

They state that if instructors in the classroom use only the language of instruction, then most of the freshman students will not be able to understand all the words because they do not have a good level and knowledge of the language of instruction. So, if instructors use the native language of the freshman students and the language of instruction together while studying, the freshman students will understand the main purposes behind studying any kind of subjects clearly. Moreover, they are able to learn the meaning of words, terms and those words which provide more than one meaning easily, when instructors switch codes to explain the meaning of words and terms. In this case, the translation of the meaning of the words will help the students to learn the meaning of the words and terms easily. Additionally, the participants mention that it should be noted that when the freshman students are allowed switch codes in the learning process, time-consuming will be reduced by learning the meaning of unknown

words because they will be able to learn the meaning of the words and focus more on the subjects and information in the classroom.

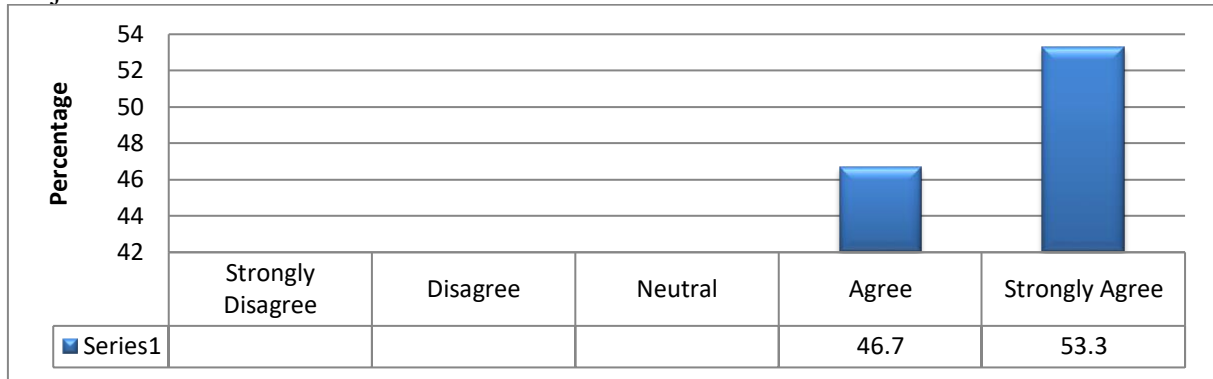


Figure 9 Participants' Responses to item (9).

10- As for item (10), which says 'The main purpose behind code-switching by instructors is to clarify what they explain in teaching', as shown in figure (10), the results show that 35% of the participants strongly agree, 55% of them agree and 10% of them are neutral. The mean score is 4.25, and the standard deviation is 4.30. For this item, based on the views of participants the P-Value is 0.04. Therefore, the result is statistically significant because it is less than $\alpha = 0.05$.

They believe that it is true that using the native language of the students and the language of instruction at the same time is not an easy task in the learning process because the instructors will be tired. But, the result of this important task makes the freshman students understand more about all subjects and information. Furthermore, they state that it is clear to all the freshman students that the purpose of code-switching in teaching, especially in the first year at university, is only to explain all information in more detail to make sure that they fully understand the information because the goal of education and teaching is to have a good future for students, when the instructors are sure that the freshman students understand all the subjects, they will also make sure that the freshman students have a good future. Therefore, we hope that in the first year of university, instructors will use the first language of the students with the language of instruction for a few minutes or even a few seconds to make the information easier and clearer for the new admitted students to university. In this way the instructors make the subjects clearer and easier for the students. In addition, the participants mention that most of the students often say that we have heard that if instructors switch codes while teaching, it means that these instructors have a lack of knowledge in the language and cannot communicate in the language of instruction to convey all subjects and information to their students. But, this idea is completely wrong and not true because if instructors are not well-informed, they will never be able to get a high degree.

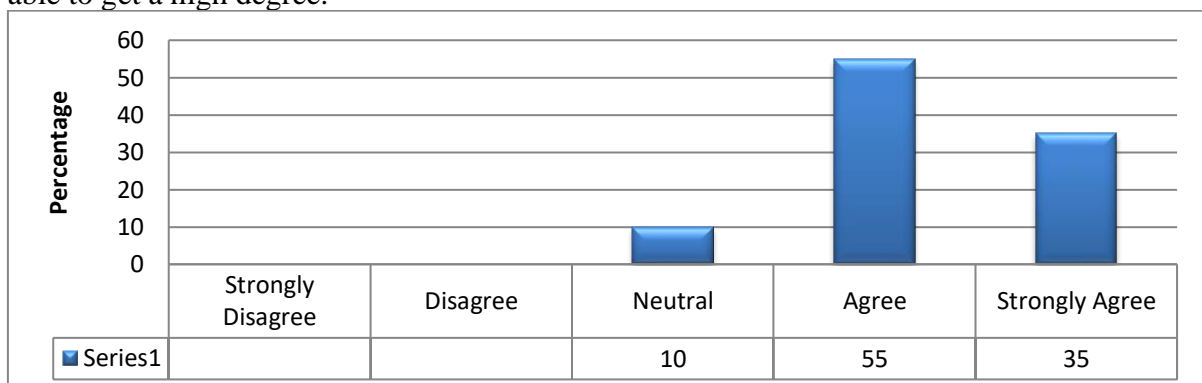


Figure 10 Participants' Responses to item (10).

11- As for item (11), which says 'Code-Switching is done by the freshman students to repeat what they have studied in the classroom to be sure that they understand the main purposes

behind all subjects', as shown in figure (11), the results show that 61.7% of the participants strongly agree and 38.3% of them agree with the statement. The mean score is 4.62, and the standard deviation is 4.12. For this item, based on the views of participants the P-Value is 0.03. Therefore, the result is statistically significant because it is less than $\alpha = 0.05$.

They point out that if the freshman students sometimes switch codes in the classroom for asking about some information to know if it is right or wrong. It does not mean that they do not understand the subject because the freshman students sometimes use their first language to mention some information to be sure that they understand the information and subjects after being taught and explained by the instructors. It means that one of the reasons behind code-switching by the freshman students is to make sure that they understand the information. In other words, code-switching is done by the freshman students for the purpose of emphasis of what they have studied in the class to avoid misunderstanding.

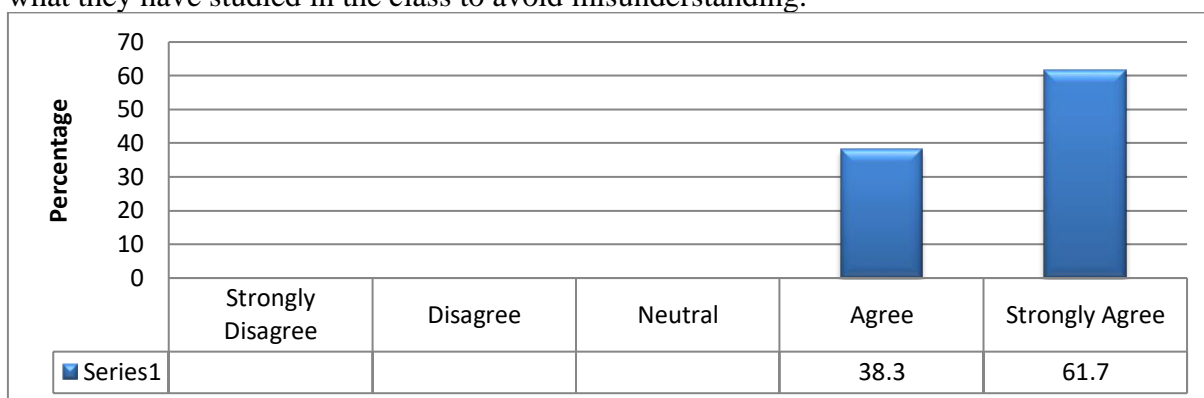


Figure 11 Participants' Responses to item (11).

Generally speaking, freshman students at university are generally unable to communicate in the language of instruction during their first year of study because it is clear that students are admitted to universities according to their high school marks. Therefore, when they want to participate in daily activities in the language of instruction; they switch codes from the language of the instruction to their native language in order to express themselves perfectly and make their instructors understand. However, it should be noted that when instructors, even for a short time, switch codes while studying, the freshman students are able to understand the main purpose behind any kind of subjects. This is a reason of code-switching.

It is clear that from the very beginning of the study in the first year at university, if the students are able to understand and learn from the instructors; they will be more willing to study in their departments and will be successful. But, if they are not able to understand the purpose of studying the subjects, then from the first year, the freshman students will face the problem of understanding the subjects of the study, which means that they will be pessimistic in their studies at the first year of the study and will not be successful. Therefore, performing code-switching by instructors and students is useful as a good tool to help the freshman students to understand the main purposes behind studying all subjects. When instructors allowed the freshman students to do code-switch, even for a short time, they will be involved in daily activities because at that time they are able to express few Kurdish words in communication. In this case, instructors are able to help the freshman students to express what they want in the language of instruction. Therefore, the freshman students are able to learn new words, phrases and terms easily and quickly. When they are able to learn new vocabulary and express themselves in the language of instruction, the communicative competence among the freshman students will be at high level day by day. This is another reason of code-switching.

It should be noted that the freshman students sometimes switch codes in order to be sure that they understand what they study in the classroom in order not to face misunderstanding.

However, it should be kept in mind that instructors should not switch codes in teaching and allow the freshman students to use their first language more than using the language of instruction because, if this happens, most of the freshman students will definitely participate in daily activities when they perform code-switching. In this case, it will be very hard for the freshman students to learn the language of the instruction in their department. Therefore, instructors must be aware that code-switching needs to be done accurately and carefully only in the first year at university and as an important tool to motivate the freshman students to learn the language of instruction. This is another reason of performing code-switching.

4.11 Conclusion

The current study has considered *The Effects of Code-switching on Teaching English from EFL Students' Perspective*. It is clear that code-switching has advantages and disadvantages in the process of teaching. However, it should be mentioned that instructors are able to make the freshman students get benefits from code-switching to learn the main purposes behind studying all subjects and the language of instruction, especially in the first year at university. The following conclusion is drawn from the results of the study.

1- There are some purposes behind code-switching by the freshman students such as avoiding misunderstanding (conflict control), reiteration (to focus on something), floor-holding (not to interrupt the discussion) and using of the native equivalent words in the language of instruction because the freshman students are unable to express all words in the language of instruction. In this case, this is the answer of the first research question. Moreover, it is worth noting that the first hypothesis of this study is verified.

2- When the freshman students are allowed to switch codes, even for a very short time, more of them will be involved in daily activities, and the competence among all the freshman students will be at a high level. Moreover, they will be able to learn English easily and quickly. In this case, this is the answer of the second research question. Moreover, it is worth saying that the second hypothesis of this research is verified.

3- Instructors must allow the freshman students only to switch codes in the classroom in order to help them learn the language of the instruction gradually because in the first year of study at university, they are unable to express themselves in the language of instruction perfectly. In this case, this is the answer of the third research question. Moreover, it is worth saying that the third hypothesis of this research is verified.

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Appendix

**Salahaddin University-Erbil
 College of Languages
 English Department**

Dear Respondent,

My name is Sangar Othman Ibrahim. I am working on an academic research. The title of this academic research is **The Effects of Code-switching on Teaching English from EFL Students' Perspective**. This questionnaire is a part of conducting my academic research. You are kindly required to participate in the questionnaire by selecting a choice for every item and provide your views. I wish you to take part and provide me with the required information if possible. Please feel free to ask any questions you might have.

I reassure you that the information you provide and your name will be used anonymously and kept confidential and you will be able to withdraw, without any reason, at any time you wish.

The current research deals with how much performing code-switching at the first year at university helps students learn the language of instruction in their departments and knowledge. By answering 'YES' to the question below, you confirm that you have understood this and consent to take part in the research under the confidentiality conditions stated.

Note: You can use a separate sheet to provide your views for each item.

Do you consent to taking part in this research? YES/ NO

Name:

Place of Work:

Gender: Male Female.

Note: for each of the questions below, circle the response that best characterizes how you feel about the statement, where: 1= Strongly disagree (SD), 2= Disagree (D), 3= Neutral (N), 4= Agree (A), and 5= Strongly Agree (SA). Moreover, provide the reasons for your choice of every item.

Items	How you feel about the statement				
	SD	D	N	A	SA
1- The main reason behind code-switching in teaching is the lack of freshman students in expressing themselves in the language of instruction. The reasons for your choice:					
2- Performing code-switching in teaching is useful because freshman students can understand the main message behind all subjects easily and quickly. The reasons for your choice:					
3- Instructors must not use the native language of the freshman students for a long time in teaching because, if they do, the freshman students cannot learn the language language. The reasons for your choice:					
4- During all years of students' BA journey, instructors should switch codes in teaching. The reasons for your choice:					

5- Instructors sometimes allow freshman students to switch codes from the language of instruction to the native one, not to interrupt the discussion in teaching. The reasons for your choice:					
6- The level of learning competence among freshman students is at high level, when they are allowed to switch codes in teaching. The reasons for your choice:					
7- More freshman students are involved in classroom activities; if they are allowed to switch codes even for a short time. The reasons for your choice:					
8- If instructors switch codes; they indirectly strengthen the freshman student's comprehension ability to understand what they talk about in teaching. The reasons for your choice:					
9- Code-switching helps students learn new terms and phrases easily. The reasons for your choice:					
10- The main purpose behind code-switching by instructors is to clarify what they explain in teaching. The reasons for your choice:					
11- Code-Switching is done by the freshman students to repeat what they have studied in the classroom to be sure that they understand the main purposes behind all subjects. The reasons for your choice:					

د. کار یگه ری گۆرینی زمانی له سه ر فیربوونی زمان نینگلیزی وهکو زمانیکی بیگانه له تیروانی قوتابیاندا

د. سنگر عثمان ابراهیم

بهشی زمانی نینگلیزی / کۆلیژی زمان / زانکۆی سه لاهه ددین / هه ولیر.

پوخته

ناویشانی ئەم توێژینهوه بریتیه له (کار یگه ری گۆرینی زمانی له سه ر فیربوونی زمان نینگلیزی وهکو زمانیکی بیگانه له تیروانی قوتابیاندا). نامانجی سه رمکی ئەم توێژینهوهیه بریتیه له تیشک خستنه سه ر کار یگه ری بهکانی زمان گۆرین لهکاتی خویندندا. پر سیه ره سه ره که یه بهکانی ئەم توێژینهوهیه بریتیه له نایا مه بهست و سوو دهکانی گۆرینی زمان له کاتی خویندندا چیه؟

بۆ دهستکهوتنی دانای زیاتر، بۆ یه م توێژینهوهیه ره پرسی بهکار هاتوه و ۱۲۰ قوتابی دوا قوناغی خویندن له بهشی زمانی نینگلیزی له کۆلیژی زمان و کۆلیژی په روه ده / زانکۆی سه لاهه ددین و بهشی زمانی نینگلیزی له کۆلیژی زمان و کۆلیژی په روه دهی زانکۆی لوبنانی-فه رهنسی له هه ولیر بهژ داریان له ره پرسیه که کردوه. ئەم قوتابیانه به مه بهست داوایان لیکراوه که بهژ داری ره پرسیه که بهکن چونکه ئەوکاتهی قوتابیهکان دهگه نه کۆتاسالی خویندنیان له زانکۆدا، بهباشی درک دهکن که له چ سالیکی خویندندا قوتابیهکان پێویستیان به بهکار هێنای زمانی دایک ده بێت له جیاتی زمانی خویندن. بۆ شیکردنهوی داتاگان، هه ر دوو شیوازی جوۆری و چه ندی بهکار هاتوه.

ئەم توێژینهوه گه یشتوته ئەم ئەنجامه ی که بهکار هێنای زمانی دایک له گه ل زمانی خویندن له سالی یه که م بۆ قوتابیه تازه وه رگیراوه مکان چه ند سوو دیکی هه یه. یه که م، قوتابیه تازه وه رگیراوه مکان نایه نه ویت روو به رووی لیکتینه گه یشتن ببه نه وه له گه ل مامۆستا بهکانیان لهکاتی فیربوون و خویندندا. دووم، قوتابیه تازه وه رگیراوه مکان زمان دهگۆرن لهکاتی خویندندا ئەوکاتهی که ده یانه وئ جهخت له سه ر هه ندیک زانیاری بهکنه وه. سێیه م، قوتابیه تازه وه رگیراوه مکان زمانی خویندن دهگۆرن تاوه کو گه نۆگۆکانیان له گه ل مامۆستا بهکان به رده وام ببن و نه پچرین. چوارم، قوتابیه تازه وه رگیراوه مکان زمان دهگۆرن لهکاتی خویندندا کاتیک وشه یه کی زمانی دایک بهکار دێنن له زمانی یه که می خویندندا. پێنجه م، زمان گۆرین لهکاتی خویندندا یارمه تی قوتابیه تازه وه رگیراوه مکان ده دات که به خیرایی و ناسانی فیری وشه ی نو ئ ببن. شه شه م، ئەوکاتهی که قوتابیه

تازه وهرگير او هكان ريځگايان پېدهدرنيت كه زمان بگورن لهكاتي خوښندندا نهوا ژماره يكي زياتر لهوان بهژداري چالاكويهكاني روژانه دهكمن. بهلام پيوسته ناماژه بهميش بكرنيت زمان گورين لهكاتي خوښندندا نابيت نهجم بدرنيت كاتيك قوتايه تازه وهرگير او هكان قوناغي بهكمم دهبرن چونكه، نهگهر نهه روودات له سالاني كوتايي خوښندندا، نهوا قوتايه هكان تواناي نهوميان نابيت به شيويهكهه نهكاديمي و بهتواوي زماني خوښندن لهبهشهكانياندا بهباشي بهكاربينن و فيري بين. بويه زمان گورين لهكاتي خوښندندا پيوسته تنيا له سالي بهكمي خوښندن نهجم بدرنيت نهويش به ووردي و زانايهوه.

دهستهواژه گرنگهكان: زمان گورين، جوړهكاني زمان گورين هوكارهكاني زمان گورين، نهركهكاني زمان گورين، سوودهكاني زمان گورين، زيانهكاني زمان گورين.

آثار تبديل اللغة على تدريس اللغة الإنجليزية كلغة أجنبية من منظور الطلاب

د. سنكر عثمان ابراهيم

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ملخص

عنوان هذه الدراسة الأكاديمية هو " آثار تبديل اللغة على تدريس اللغة الإنجليزية كلغة أجنبية من منظور الطلاب". الغرض الرئيسي من هذه الدراسة هو إلقاء الضوء على تأثير تبديل اللغة في التدريس. الأسئلة البحثية الرئيسية لهذه الدراسة هي ما هي الأغراض والفوائد الرئيسية لتبديل اللغة في التدريس؟ للحصول على البيانات، يتم استخدام الاستبانة المفتوح لهذه الدراسة. إذ إن المشاركين هم الطلاب السنة الرابعة في جامعة صلاح الدين/ كلية اللغة و كلية التربية/ قسم اللغة الإنجليزية و الجامعة اللبنانية الفرنسية / كلية اللغات و كلية التربية / قسم اللغة الإنجليزية. كان يُطلب من ١٢٠ الطلاب السنة الرابعة فقط المشاركة في الاستبيان عن قصد، لأنه عندما يصل الطلاب إلى السنة النهائية من دراستهم في الجامعة؛ إنهم يعرفون ويفهمون جيداً أن الطلبة في أية سنة في الجامعة أثناء الدراسة، يحتاجون إلى تبديل لغة التدريس إلى لغتهم الأم. استخدم الباحث طرق البحث الكمية والنوعية لتحليل البيانات التي تم الحصول عليها.

خلصت هذه الدراسة إلى أن استخدام اللغة الأم مع لغة الدراسة في السنة الأولى له فوائد عديدة للطلاب المقبولين (في المرحلة الأولى) حديثاً في الجامعة. أولاً، لا يرغب الطلاب المقبولين في مواجهة سوء التفاهم مع أساتذتهم أثناء التعلم والدراسة. ثانياً، في السنة الأولى، يغير الطلاب المقبولون لغتهم أثناء الدراسة عندما يريدون التأكيد على بعض المعلومات. ثالثاً، الطلاب المقبولون يقومون بتبديل اللغة حتى لا يقطعوا المناقشة مع أساتذتهم. رابعاً، لاستخدام الكلمة في لغتهم الأم باللغة الثانية وهي لغة الدراسة في أقسامهم. خامساً، تغيير اللغة أثناء الدراسة، يساعد الطلاب المقبولين الجدد على تعلم كلمات ومصطلحات جديدة بسهولة وسرعة. سادساً، عندما يُسمح لطلاب السنة الأولى بتغيير لغتهم أثناء الدراسة، يشارك عدد أكبر منهم في أنشطتهم اليومية.

الكلمات الرئيسية: التناوب اللغوي، انواع تبديل اللغة، أسباب تبديل اللغة، وظائف تبديل اللغة، فوائد تبديل اللغة، الأضرار تبديل اللغة.

Student-Centered Syllabus Design of Syntax Class at Universities in Erbil-Kurdistan

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ABSTRACT

Minor changes and improvements have been made to syllabi in the universities in Erbil-Kurdistan over the years. Hence, this research aims to bring to light the need for student-centered syllabus in Erbil-Kurdistan. It further aims to find out the degree to which the syllabi of syntax class are student-centered, assess the items mentioned in the syntax syllabi, and identify the frequency range of the existing student-centered factors. Additionally, it identifies the items in the syllabi that need to be modified towards a more student-centered format. Document review is adopted as a quantitative research tool for collecting data. 15 syllabi of syntax class have been collected in 8 public and private universities in Erbil-Kurdistan. To assess the learner-centeredness of the collected syllabi, the researchers adapted Cullen and Harris' (2009) rubric in accordance to the syllabi in the universities in Kurdistan. The results show that syllabi of syntax class in the public and private universities in Erbil-Kurdistan are teacher-centered to a high degree. Moreover, the findings also show that the syllabi of syntax class would sound more student-centered if teachers start working on certain elements in their syllabi, such as accessibility of teacher, learning rationale, teacher's role, student's role, grades, feedback mechanisms, and revision/redoing. The results will benefit all the teachers in Erbil-Kurdistan and show them a clear picture of the state of their syllabi in terms of student-centeredness and encourage them to work on certain aspects in their syllabi to design a more student-centered syllabus.

Keywords: Student-Centered Syllabus, Syllabus Assessment, Syllabus Design, Syntax Class, Teacher-Centered Syllabus.

1. Introduction

In education, considerable importance has been given to the course content while problems related to teacher-student communication and goal setting are taken for granted at the course level. Syllabus is provided to the students as the initial and most formal communication tool between the teacher and the students concerning any course. Syllabus, in traditional times, has been described as a way to form a contract between students and the university because it performed the function of a contract in formalizing and clarifying the responsibilities of the teacher and the students (Eberly, et al., 2001). Meanwhile, syllabus, in modern times, is more than a contract since it plays the dual role of presenting specific information of the course and helping the students create their first impressions of how the class will function (Johnson, 2006). Syllabus is more restricted to the accounts and records of what happens at the classroom level and more narrowly on the selection and grading of content (Rahimpour, 2010).

There are various types of language teaching syllabi that each is designed for a certain teaching situation. Six types of syllabi are put forward by Krahnke (1987) that are, structural, notional/functional, situational, skill-based, content-based, and task-based syllabus. In language teaching and learning, teachers' choice of a syllabus has to be a mindful decision made with full consciousness and knowledge of the type as it affects the students' perception towards the subject.

Since its introduction, student-centered approach to teaching and learning is the most preferred method of teaching implemented in today's time. The kind of syllabus that supports and is designed for this type of teaching method is student-centered syllabus. Student-centered

syllabus is viewed as the first chance of the teacher by which he/she can introduce the learning-centered paradigm that is applied in his/her class and the students will know their role and responsibilities via the syllabus. Student-centered syllabus covers more than just inscribing meeting assignment deadlines and attending classes. It further elucidates the purpose of the course, how learning will be assessed during the course and the roles of both students and teachers in the classroom (Richmond, et al., 2016).

There are several reasons why student-centered syllabus (SCS hereafter) is more compelling to students, for instance, the language used by the teachers in this type of syllabus is much friendlier, uses of images, and incorporating the learner-centered principles like approachability and flexibility. Moreover, SCS creates a seamless image of the teacher with a perfect exemplary teaching characteristics and ready to have a great rapport with the students. The students feel motivated to do well in a course if they are introduced to the course via such a captivating kind of syllabus (Richmond, et al., 2016).

In designing a student-centered syllabus, teachers are given full freedom for designing their own syllabus. Though some teachers believe that syllabus should be designed by those with specific expertise, Rahimpour (2010) asserts that appropriate training should be given to all the teachers so that they would be competent and skillful enough to design their own syllabus. In the meantime, they should perceive the syllabus as open, flexible and negotiable because if they want their syllabi to be more student-centered then the syllabus has to be negotiated by teachers and their students and changes should be made to the syllabus on the basis of the students' needs analysis. Syllabi can be shifted from one-sided contract to a student-centered one via taking students' opinions and viewpoints for finding alternative ways in which students can attain class goals and adding them onto the syllabus (Eberly, et al., 2001).

Contrary to the idea of syllabus being flexible and negotiable, in the previous times, teachers were described as consumers of other people's syllabi and syllabi tended to be underestimated in their value and passed from one generation of faculty to the next without any changes in it (Eberly, et al., 2001). This problem has evoked the need for a new approach to designing syllabus (i.e. SCS design). Public and private universities in Erbil-Kurdistan are equally in need of student-centered syllabus design as the other parts of the world. As yet, the term 'course book' is widely used as a connotation for the term 'syllabus' in the universities of Erbil-Kurdistan. It's high time we made some changes in syllabus (the so called 'course book') in Erbil-Kurdistan because as Eberly, et al. (2001) rightly state that the efforts the teachers put into the writing of the syllabus is directly related to the value students set on the syllabus as a learning tool.

This study aims at identifying the percentage of student-centeredness of the collected syllabi of syntax class from eight public and private universities in Erbil-Kurdistan for the academic year (2021-2022). It further pin points the parts of the syntax syllabi that need to be reformed and redesigned towards a more student-centered model.

2. Literature Review

The field of syllabus design has seen considerable changes in the last decade. This section is devoted to presenting the previous studies concerning the syllabus design. Eberly, et al. (2001) conducted an investigation to describe and identify the content of syllabi in general education. The sample size of their investigation was 145 general education syllabi from the 1997-1998 academic year in Oakland University. A checklist was used to analyze the syllabi. The factors that were analyzed in the syllabi were acknowledgment of general education guidelines, basic course information, required reading, course format, course content, performance evaluation,

use of technology, and responsibility for learning. The conclusion drawn in this study is that an established format is used for the syllabi and no changes are made to them despite the initiation of new faculty and development of new courses. The current study assesses the syllabi based on student-centered factors that need to be available in syllabi.

Johnson (2006) carried out a study to provide an overview of syllabus structure and further provide a checklist by which faculty members and administrators can evaluate and develop the syllabi. Likewise, the present study also assesses the collected data based on a modified rubric and the rubric can be used by instructors or review committees who develop and make improvements to the syllabi in Kurdistan.

Another study, relevant to the syllabus design, was conducted by Cullen and Harris (2009) in which they offer a means for assessing the degree of student-centeredness in teaching practices via a systematic review of course syllabi. They developed a rubric for reviewing course syllabi. They recommend their rubric to be used as a criterion that can serve as a guide for future faculty development. The current study adapted their rubric and modified it according to the syllabi available in Kurdistan.

Richmond, et al. (2016) compared students' perceptions towards the traditional teacher-centered syllabi versus student-centered syllabi via using an experimental design. The sample of the study were 90 students. They were randomly assigned to either student- or teacher-centered syllabi. They were asked to rate the faculty authors using well-validated measures of teaching behaviors. The results showed that students had an evidently positive perception toward faculty using a learner-centered syllabus. The students perceived the instructors who wrote student-centered syllabus as having considerably higher teacher-student rapport than students who receive a teacher-centered syllabus. Though the study in hand does not investigate the students' perceptions towards the instructors who wrote the collected syllabi, it investigates both the degree of student-centeredness and teacher-centeredness in the collected syllabi.

Richmond (2016) as an extension to Cullen and Harris' work (2009), explains the specific elements that need to be available in a student-centered syllabus and provides examples for how teachers can include these elements in their syllabi.

Richmond, et al. (2019) modified Cullen and Harris' (2009) rubric to assess the student-centeredness of 109 syllabi that were sampled from Project syllabus from the years 1999 to 2018. The results show that Project Syllabus, in this 19 years' time span, tended to have become disproportionately student-centered considering all the factors assessed.

3. Research Methodology

3.1. Rational for the Choice of Research Methodology

A quantitative research approach has been adopted in this study. Document review was used as a tool for collecting the data. The main reason to use document review was that the researchers wanted to assess the extent to which the syllabi of syntax class are student-centered and that happens only by collecting the syllabi documents and analyzing them quantitatively. The reason why quantitative approach has been adopted is the nature of the research questions of the study (Dornyei, 2007).

The research questions of the current study are:

1. To what extent the syllabi of syntax class at public and private universities in Erbil-Kurdistan are student-centered?

2. What is the frequency range of each of the SCS components (i.e. factors) of the syntax syllabi collected from the departments of English language at public and private universities in Erbil-Kurdistan?

3. What are the parts of syntax syllabi that need an excessive amount of reform so as to shift it towards a more SCS model?

3.2. Hypothesis of the Study

It is hypothesized that minor changes have been made to the syllabi of syntax class at the public and private universities in Erbil-Kurdistan over the years and it is predicted that they are not student-centered to a good degree.

3.3 Population and Context

This study was conducted in Erbil, the capital city in the Kurdistan Region of Iraq. The population of the study is 15 syllabi of syntax class collected from the departments of English language in 8 public and private universities in Erbil (viz. Salahaddin University, University of Kurdistan Hawler (UKH), Tishk International University, Knowledge University, Cihan University, Lebanese French University, Catholic University, and Bayan University). The total number of syntax syllabi in Erbil were collected and that makes the data and results of the study more reliable. Moreover, only syllabi of syntax class were chosen as the data of the study because syntax tends to be a difficult subject for Kurdish EFL students in the universities in Erbil as this is mentioned by some of the professors who wrote the collected syllabi.

The researchers gathered demographic information of the collected syllabi (as shown in Table 1) including gender of the instructors who wrote the syllabi, institution type, year of syllabus publication, level of class, class name, class hours per week, and type of class format.

As displayed in Table 1, all of the collected syllabi were designed for a face to face syntax class for the academic year 2021-2022. Furthermore, 11 of the collected syllabi were designed for juniors, while only 4 were for seniors. Regarding the institutional type of the collected syllabi, 6 of them were from different colleges of Salahaddin public university (evening and morning study) and 9 of them were from the private universities in Erbil. Additionally, the syllabi were designed for either 2 or 3 class hours per week. Only one of them was designed for four hours per week. Finally, 7 of the collected syllabi were written by male instructors while 8 were designed by female instructors.

Table 1. Demographic information of the 15 collected syntax syllabi in public and private universities in Erbil-Kurdistan

Variable	No. of Selected Syllabi
Class level	
• Junior	11
• Senior	4
Class format	
• Face-to-face	15
Class name	
• Syntax	15
Institutional type	
• 4 year public college or university	6
• 4 year private college or university	9
Gender of instructor	
• Male	7
• Female	8
Academic year	
• 2021-2022	15
Class hours per week	
• 2 hours/week	5
• 3 hours/week	9
• 4 hours/week	1

3.4 Research Instruments and Data Collection

A fully manual analysis has been adopted in this study. Hence, this approach has limitations in that the close reading of long passages of discourse in the corpus of the study (viz. the syntax syllabi) forced the researchers to collect the syntax syllabi in public and private universities in Erbil only as the context of the study due to time and financial constraints. The study is restricted to analyzing the collected data based on Cullen and Harris' (2009) rubric. The rubric was modified by the researchers based on practical reasons (see 3.6).

3.5. Ethical Considerations

While collecting the documents (i.e. syllabi) from the public and private universities in Erbil, the foremost aim of the study was explained to the heads of the departments via an official support letter from the dean of college of education-Salahaddin University directed to all the public and private universities in Erbil. In the letter, they were asked to provide the data needed for the research and anonymity and confidentiality were guaranteed. Fortunately, the researchers were provided with the syllabi in all the public and private universities in Erbil that had syntax course as a part of their curriculum.

3.6 Data Analysis

The collected data were analyzed based on Cullen and Harris' (2009) rubric. To get a concise analysis of the collected syllabi, the rubric was modified and adapted to the syllabi there are in Erbil. Cullen and Harris' (2009) original rubric presents 12 factors that need to be available in a student-centered syllabus and scores the student-centeredness of each factor based on 4 likert scales. The researchers of the current study added 3 more likert scales to each of the 12 factor so as to adapt it to the syllabi collected in the universities in Erbil. For instance, if the first factor is taken as a sample, Cullen and Harris' (2009) first rating scale for 'teacher accessibility factor' describes the teachers who are available for prescribed number of office hours only. In the modified rubric, the first rating scale added for 'teacher accessibility factor' describes the teachers who are available for prescribed number of class hours only (see Appendix A). The reason why this has been added is that there are teachers working as part time employees in the universities in Erbil and they merely interact with the students in class and have no office hours after class time. After the modifications were done to each of the factors in the rubric, it was revised by 3 professors for validity reasons. Finally, each of the 15 collected syllabi was manually analyzed and assessed based on the modified rubric. Moreover, descriptive statistics were performed using SPSS version 21.0. The reason for performing descriptive statistics is because the researchers needed to calculate the mean for each of the 12 student-centered factors in the collected syllabi.

4. Analysis of Results

Each of the collected syntax syllabi was assessed manually for their degree of student-centeredness via three major domains in the modified rubric of Cullen and Harris (2009). The three domains were community, power and control, and evaluation/assessment. Each domain included further factors (i.e. sub-domains) and the mean for each of the factors was calculated as presented and discussed below.

4.1 Community

The first domain assessed in the collected syntax syllabi was community. By community, it is meant that the teacher, in his/her syllabus, should express his/her desire for creating a community with learners in class. This domain was assessed based on three factors that were accessibility of teacher, learning rationale and collaboration. The accessibility of the teacher assesses the extent to which the teacher is available for the students because a student-centered syllabus should mention the teachers' office hours, email address, phone number, and holding open hours in location other than office. As depicted in Table 2, the results show that the percentage of teacher accessibility mentioned in the 15 collected syntax syllabi was 3.73% student centered.

Regarding the second factor which is learning rationale, a detailed rationale must be provided by the teacher for each assignment or assessment in the syllabus. The syntax syllabi were 1.86% student-centered regarding this factor.

Collaboration, as the last factor in community domain, encourages the incorporation of collaborative learning into syllabi. On the contrary to the previously mentioned factors, collaboration was 26.53% student-centered in the syntax syllabi.

Therefore, these results show that more changes need to be done onto the learning rationale, accessibility of teacher and collaboration respectively in the syllabi of syntax class in the universities in Erbil- Kurdistan for the coming years.

Factors	SCS %	TCS %
1. Community		
Accessibility of teacher	3.73%	96.27%
Learning rationale	1.86%	98.14%
Collaboration	26.53%	73.47%
2. Power and control		
Teacher's role	0.80%	99.20%
Student's role	6.60%	93.40%
Outside resources	19.30%	80.70%
Syllabus focus	37.40%	62.60%
3. Evaluation/assessment		
Grades	5%	95%
Feedback mechanisms	4.93%	95.07%
Evaluation	30.26%	69.74%
Learning outcomes	49.30%	50.70%
Revision/redone	0.80%	99.20%
Total Mean	15.54%	84.46%

Table 2. Result of the degree of learner-centeredness and teacher-centeredness in the collected syntax syllabi

4.2 Power and Control

The second assessed domain in the collected syntax syllabi was power and control. The extraordinary change that is made in a student-centered syllabus is relinquishing control (Richmond, et al., 2016). In this domain of a student-centered syllabus, the teachers reveal that power and control are shared in the classroom. Four factors must be mentioned concerning this domain which are teachers' role, students' role, outside resources, and syllabus focus.

The teacher's role in a student-centered classroom is of a facilitator and this should be conveyed to the students through the syllabus that the teacher's role is one of shared power. The teachers should mention in the syllabi that the students are allowed to participate in developing course principles, choice of assignments and the level of flexibility (Richmond, et al., 2016). This element in the syntax syllabi of Erbil universities ranked 0.80% student-centered which means this factor was rarely mentioned in the syntax syllabi.

In student's role as the second factor, the teachers largely focus on the responsibilities of students in the class, which is generally considered as a powerful tool in boosting students'

confidence in the teaching-learning process. In a student-centered syllabus, the teachers should mention that the students are welcomed to present new materials and content in class. As seen in Figure 1, students' role in the collected syllabi has a very low extent of 6.60% student-centeredness.

Speaking of outside resources, the results showed that the teachers of syntax class had a better understanding of it as a tool to make their syllabi more student-centered and showed their awareness about the importance of outside resources as making their students autonomous. The percentage of the student-centeredness of outside resources was 19.30%.

Concerning syllabus focus, the researchers attempted to understand and assess whether the collected syllabi are focused on teacher-established rules or on policies that are negotiable. This factor showed the highest percentage of student-centeredness in this domain which was 37.40%.

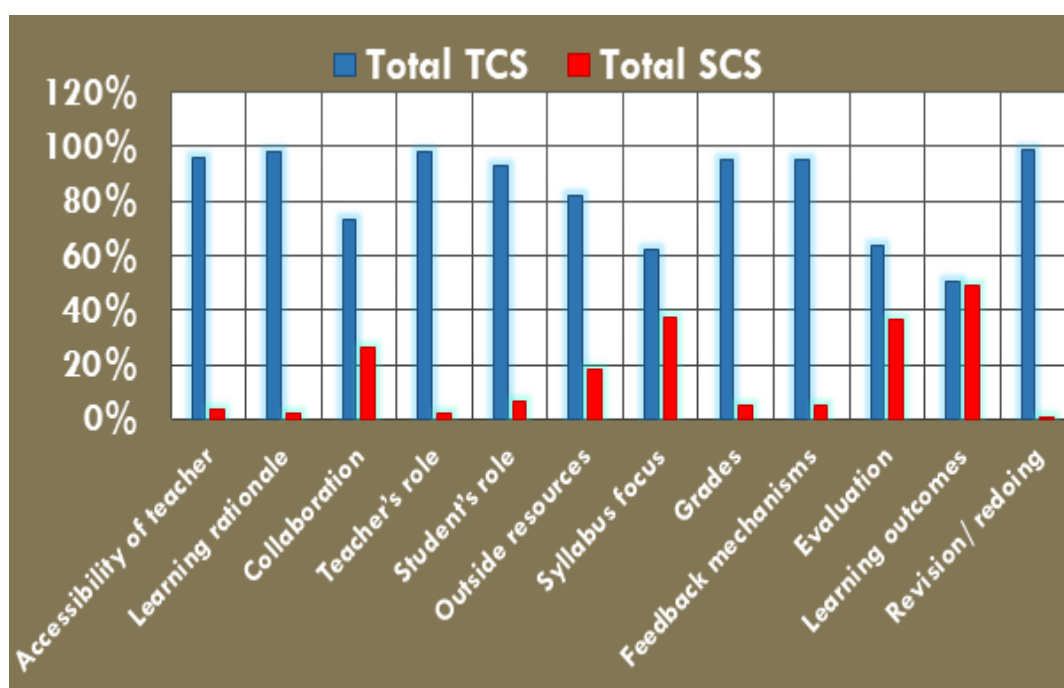


Figure 1. Total student-centered and teacher-centeredness of the 12 factors of syntax syllabi

4.3 Evaluation/ Assessment

As the final domain, the researchers have attempted to assess the process of evaluation and assessment mentioned in the collected syntax syllabi. This domain includes a group of factors viz. grades, feedback mechanisms, evaluation, learning outcomes, and revision/redoing. The factor of evaluation targeted to be 30.26% student-centered. This shows that the teachers of syntax prefer summative evaluation with a bit formative ones included. A student-centered syllabus must mention that students' performance in the classroom will be assessed through summative and formative evaluations including written and oral presentations, group work, and peer evaluation.

In addition, the two factors of grades and feedback mechanism scored almost the same degree of student-centeredness, 5% and 4.93% respectively.

Based on the analyzed data, learning outcomes scored the highest degree of student-centeredness among all the 12 factors which was 49.30%. This showcases that the teachers of syntax class in Erbil universities are aware of the importance of including learning outcomes in their syllabi to a moderate degree.

Lastly, revision and redoing scored 0.80% of learner-centeredness. This result indicates that teachers of syntax class in Erbil-Kurdistan prefer to mark the assignments and written works once without giving the students a chance to redo it.

The overall mean of the 12 factors of syntax syllabi was calculated (see Figure 2) and the result shows that the syllabi of syntax class at public and private universities in Erbil-Kurdistan are nearly 16% student-centered and 84% teacher-centered. This percentage is extremely disheartening and calls for a great deal of hard work in the syllabi of syntax class so as to be redesigned towards a more student-centered model.

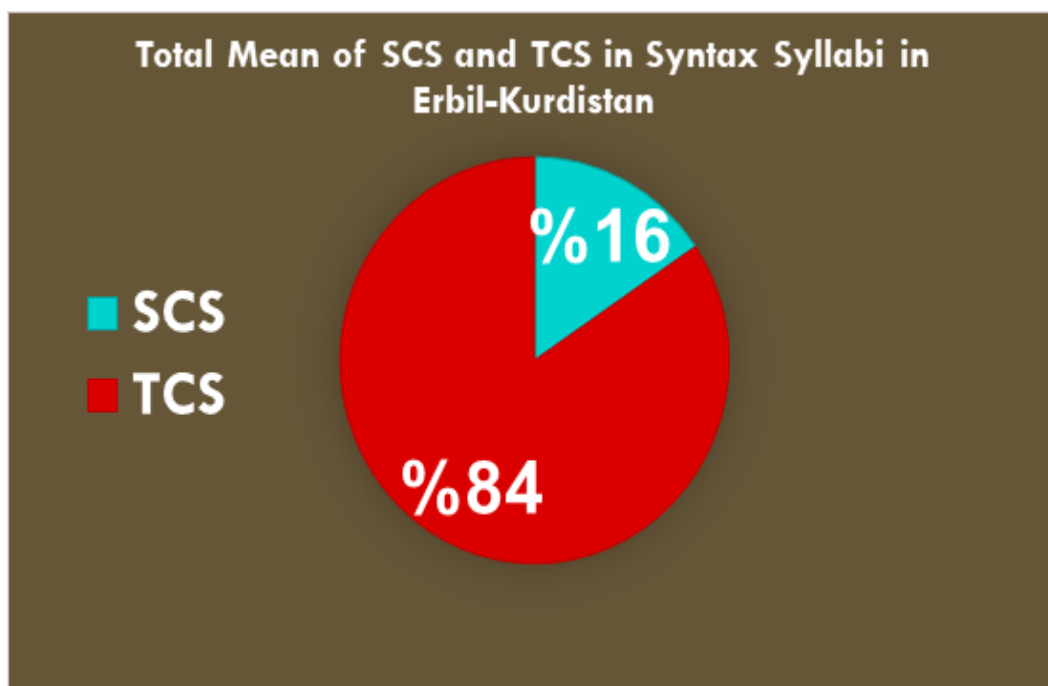


Figure 2. Total mean of student-centered and teacher-centeredness of syntax syllabi at the public and private universities in Erbil- Kurdistan

5. Discussion

The findings suggest that the syllabi of syntax class at the universities in Erbil-Kurdistan to a great extent are teacher-centered in terms of community, power and control, and evaluation/assessment. The student-centered factors that are rarely mentioned in the syntax syllabi are accessibility of teacher, learning rationale, teacher's role, students' role, grades, feedback mechanism, and revision/redoing.

Although some of the other student-centered factors could be found in most of the collected syntax syllabi and showed a tendency towards student-centeredness, they were not consistent

enough to make the syllabi student-centered. The factors were collaboration, outside resources, syllabus focus, evaluation and learning outcomes.

Similar to the results of Eberly, et al. (2001), the results of the current study show that an established format of syllabi is used in Erbil-Kurdistan disregarding the new courses and developments happening to the class pedagogies. The results of Richmond, et al. (2019) work show that the Project Syllabi have become more student centered over the years. On the contrary, the current study shows that syntax syllabi in Erbil-Kurdistan in 2022 is still %16 student-centered and needs tremendous amendments.

Though the results of the current study are limited to the syllabi of syntax class at the universities in Erbil, they can be generalized to the syllabi of all the classes in the universities in Erbil-Kurdistan because the universities provide the same format sample of syllabus to the teachers teaching various courses in different fields.

6. Conclusion

Student-centered syllabus is a trendy design of syllabus in today's time. The current study assessed the extent to which the syntax syllabi of the universities in Erbil-Kurdistan are student-centered. The data of the study were assessed based on 12 student-centered factors. The results of the current study show that the syntax syllabi at the public and private universities in Erbil are not student-centered to a good degree but rather teacher-centered to an exceedingly high degree. Therefore, there is an excessive need for student-centered syllabus design for syntax class at the universities in Erbil.

The student centered factors that had no place in the syntax syllabi were accessibility of teacher, learning rationale, teacher's role, students' role, grades, feedback mechanism, and revision/redoing. In the syntax syllabi, the teachers failed to assure the students of their accessibility in the institution and outside. Multiple means of contact were not provided in the syntax syllabi. Regarding the learning rationale, the same phenomenon could be noticed as the teachers could not provide a satisfactory rationale for the assignments and assessments or topics covered in the course. Moreover, teacher's role and students' role in almost all of the collected syllabi were not identified as the students were not told of their responsibilities in the classroom. The grades factor was among those that scored low degree of student-centeredness as identified in some of the syntax syllabi that grades were used as a means of penalty and there was no reference to various options that students can acquire grades from. Feedback mechanism had no place in the syllabi along with revision/redoing of assignments and quizzes. A student-centered syllabus should not focus on when and how students will lose marks or receive penalties. The teacher has to use a friendly language and mention in the syllabus that options are provided to the students for achieving points.

In consequence, the syntax syllabi at the public and private universities in Erbil-Kurdistan should be redesigned and reformed in a way that would put students' minds at rest via communicating all the necessary student-centered factors in the syllabus.

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Appendix (A) Cullen and Harris' (2009) modified rubric for assessing student-centeredness of syntax syllabi at universities in Erbil-Kurdistan

Factor	0% SCS 100 % TCS	2% SCS 98% TCS	4% SCS 96% TCS	6% SCS 94% TCS	20% SCS 80% TCS	60% SCS %40 TCS	100% SCS 0% TCS
1. Community							
a. Accessibility of teacher	Available for prescribed number of class hours only; teacher-student interaction in class only.	Available for prescribed number of office hours only; disheartens teacher interaction except for emergency	Available for prescribed number of office hours; provides email but discourages contact except for emergency	Available for prescribed number of office hours; provides phone and email but discourages contact except for emergency	Available for more than prescribed number of office hours; offers phone, email, private phone number;	Available for more than prescribed number of office hours; offers phone, email, private phone number or	Available for multiple office hours, multiple means of access including phone(s), email, private phone

					encourage s interactio n	creates Whatsapp, Viber or telegram groups; encourages interaction	number, creates Whatsapp , viber or telegram groups, holds open hours in locations other than office (e.g. library or union); encourage s interactio n
b. Learning rationale	No assignments or activities are mentioned in the syllabus.	Assignment s and activities are mentioned, but no rationale provided for assignment s or activities	Explanati on of the mentione d activities and assignme nts, but no rationale provided for assignme nts or activities	Explanation of assignment s and activities but not tied directly to learning outcomes	Rationale provided for assignme nts and activities; tied to learning outcomes	Rationale provided for assignment s and activities; tied to learning outcomes. Methods, policies and procedures are mentioned, but not tied to learning outcomes.	Rationale provided for assignme nts, activities, methods, policies and procedure s; tied to learning outcomes
c. Collabora tion	Collaboratio n prohibited	Collaborati on discouraged	Collabora tion encourage d.		Collabora tion required as a learning tool for helping those who are slow learners.	Collaborat ion incorporat ed; use of groups for work and study	Collabora tion required; use of groups for class work, team projects; encourage s students to learn from one another
2. Power and control							
a. Teacher's role	No shared power. Teachers' role not mentioned at all except that of the 'maker of policies'.	No shared power. Authoritari an, rules are written as directives; numerous	No shared power ; while teacher is ultimate authority, some flexibility is included	No shared power; while teacher is ultimate authority, some flexibility is	Limited shared power; students may be offered some choice in weight of	Limited shared power; students may be offered some choice in	Shared power. Teacher encourage s students to participat e in developin g policies

		penalties; no flexibility in interpretation; not accommodating to differences	for policies and procedures.	included for policies and procedures; some accommodation for differences among students	assignments or due dates	types of assignments or weight of assignments or due dates	and procedures for class as well as input on trading, due dates and assignments.
b. Student's role	Student is not told what he or she is responsible for learning	Student is told what he or she is responsible for learning	Student is told what he or she is responsible for learning but encouraged to go beyond minimum without expecting to gain reward.	Student is told what he or she is responsible for learning but encouraged to go beyond minimum to gain reward	Student is given responsibility for presenting material to class beyond what is studied, but it won't be required for class.	Student is given responsibility for presenting material to class. Some projects rely on student generated knowledge	Students take responsibility for bringing additional knowledge to class via class discussion or presentation
c. Outside resources	Reference to required textbook is not mentioned. Hence, it is expected that the teacher gives students pamphlets (few pages on each topic) to rely on.	No outside resources other than required textbook. Teacher is primary source of knowledge			Reference to outside resources provided but not required	Outside resources included with explanation that students are responsible for learning outside of the classroom and independent investigation	Outside resources included with explanation that students are responsible for learning outside of the classroom and independent investigation. Students expected to provide outside Resource information for class
d. Syllabus focus	Focus is on policies and procedures . No discussion of learning or outcomes	Weighted towards some reference to content covered	Weighted towards policy and procedures with some reference to		Weighted towards policy and procedures with some reference to content	Includes course objectives. Balance between policies and procedures	Syllabus weighted towards student learning outcomes and means of assessment

			content covered		covered. Includes course objectives	and focus on learning	t; policies are minimal or left to class negotiation
3. Evaluation/ assessment							
a. Grades	Focus is on losing points ; grades used to penalize	Focus is on gaining points through written tests only.	Emphasizes the accumulation of points disassociated from learning performance	Emphasizes the accumulation of points associated with learning performance	Grades are tied directly to learning outcomes.	Grades are tied directly to learning outcomes; students have some options for achieving points	Grades are tied to Learning outcomes; option for achieving points; not all work is graded
b. Feedback mechanisms	Mid-term and final test grades only. Students not allowed to see or to retain copies of tests	Mid-term and final test grades only. Students may be allowed to see but not retain copies of tests	Mid-term and final test grades with minimal other graded work. Tests not cumulative. Students may see but not retain copies of tests	Mid-term and final test grades with minimal other graded work .Tests not cumulative. Students may see and retain copies of tests		Grades and other feedback in the form of non-graded assignments, activities, opportunities to conference with teacher	Periodic feedback mechanisms employed for the purpose of monitoring learning (lecture response slips, non-graded quizzes, graded quizzes, tests, papers, SGID or other feedback on learning
c. Evaluation	Tests (not Comprehensive)		Tests and quizzes	Tests, quizzes and other summative evaluation	Summative and formative evaluation , written work required	Summative and formative evaluations including written and oral presentations and group work.	Summative and formative evaluations including written and oral presentations, group work, self-evaluation and peer evaluation
Learning outcomes	No outcomes or				Goals for course	Learning outcomes	Learning outcomes stated and

	goals for course stated				stated but not in the form or learning outcomes	clearly stated	are tied to specific assessments
Revision/redoing	This factor is not mentioned in the syllabus.	No rewriting or redoing of assignments allowed		Some rewriting or redoing of assignments allowed, but penalized		Rewriting and redoing of assignments allowed	Rewriting and redoing of assignments encouraged

تصميم المناهج المتمحورة حول الطالب لفصل التركيب اللغوي في جامعات أربيل - كردستان

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ملخص

تم إجراء تغييرات وتحسينات طفيفة على المناهج الدراسية في الجامعات في أربيل - كردستان على مدى سنوات. ومن ثم ، يهدف هذا البحث إلى تسليط الضوء على الحاجة إلى مناهج تركز على الطالب في أربيل - كردستان. يهدف البحث أيضًا إلى معرفة الدرجة التي يتم بها تركيز مناهج فصل النحو على الطالب ، وتقييم العناصر المذكورة في المناهج النحوية ، وتحديد نطاق التردد للعوامل الحالية المتمحورة حول الطالب بالإضافة إلى ذلك ، فإنه يحدد العناصر الموجودة في المنهج الدراسي والتي يجب تعديلها بحيث تكون أكثر تركيزًا على الطالب

تم اعتماد مراجعة الوثيقة كأداة بحث كمية لجمع البيانات. 15 فصل دراسي من فئة النحو تم جمعها في 8 جامعات حكومية وخاصة في أربيل - كردستان. لتقييم تركيز المتعلم من المنهج الذي تم جمعه ، قام الباحثون بتكييف نموذج تقييم كولين وهاريس (2009) وفقًا للمناهج الدراسية في جامعات كردستان. بينت النتائج أن مناهج الفصل النحوي في الجامعات الحكومية والخاصة علاوة على ذلك ، تظهر النتائج أيضًا أن مناهج أربيل - كردستان تتمحور حول المعلم بدرجة عالية قد يبدو فصل النحو أكثر تمحورًا حول الطالب إذا بدأ المعلمون العمل على عناصر معينة في مناهجهم الدراسية ، مثل إمكانية الوصول إلى المعلم ، ومنطق التعلم ، ودور المعلم ، ودور الطالب ، والدرجات ، وآليات التغذية الراجعة ، والمراجعة / الإعادة. ستفيد النتائج جميع المعلمين في أربيل - كردستان وستظهر لهم صورة واضحة عن حالة مناهجهم الدراسية من حيث تمحور الطالب وتشجيعهم على العمل على جوانب معينة في المنهج الدراسي لتصميم منهج أكثر تركيزًا على الطالب.

الكلمات الدالة: المنهج المتمحور حول الطالب ، تقييم المنهج ، تصميم المنهج ، الفصل النحوي ، التركيز على المعلم ، المنهج دارشتنتي كارنامه‌ی خویندن (كؤرس بووك) بؤ وانه‌ی رسته‌سازیی (سینتاكس) كة لة ذیر هه‌مونی قوتایی دایة لة زانكۆكانی هه‌ولیر- كوردستان

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پوخته

جگه له چهند گۆرانكاربیهکی بچووك، كارنامه‌ی خویندن (كؤرس بووك) له زانكۆكانی هه‌ولیر- كوردستان هه‌یچ گۆرانكاربیهکی به‌چاوی به‌خۆبیه‌وه نه‌بینه‌وه. ئەم توێژینه‌وه‌یه ئامانجێتی كه پێوستی كارنامه كه خویندكار ناوه‌ده له پرۆسه‌ی فێربووندا بخته‌وه‌وه له زانكۆكانی هه‌ولیر- كوردستان. له ئامانج‌ه‌كانی تری ئەم توێژینه‌وه‌یه بریتیه‌یه له دیاریکردنی رێژه‌ی نۆونه‌دێتی خویندكار له كارنامه‌ی خویندنی رسته‌سازیی (سینتاكس) و هه‌له‌سه‌نگاندنی ئەو برگانه‌ی كه‌وا له كارنامه‌ی خویندنی سینتاكس ئاماژه‌ی پێكراوه، و دیاریکردنی رێژه‌ی نۆونه‌دێتی خویندكار له‌و بنه‌مایانه‌ی كه‌وا له كارنامه‌ی خویندنی رسته‌سازیی (سینتاكس) بوونی هه‌یه. سه‌ره‌رای ئەمانه‌ش، خسته‌وه‌وه‌ی ئەو به‌شانه‌ی كه‌وا پێوسته‌ گۆرانكاری تێدا نه‌ج‌ام بدریت به‌ شیوازیك كه‌وا زیاتر سه‌ره‌نج بخته‌ سه‌ر خویندكار. پێداچوونه‌وه‌ی بابته‌ و به‌له‌گه‌نامه‌كان و هه‌ك ئامرازیک بۆ كۆکردنه‌وه‌ی دانا كه‌له‌کی لێ وهرگیراوه كه‌وا خۆی له‌ شیوازی چهندینێتی ده‌بینێته‌وه. 15 كارنامه‌ی خویندنی وانه‌ی رسته‌سازیی (سینتاكس) له زانكۆ گشتی و تابه‌تیه‌كانی هه‌ولیر- كوردستان كۆكراوه‌نته‌وه. به‌ ئامانجی هه‌له‌سه‌نگاندنی رێژه‌ی نۆونه‌دێتی خویندكار له‌و كارنامه‌دا كه‌وا له زانكۆكان كۆكراوه‌نته‌وه، توێژه‌وه‌وه‌ی هه‌له‌سه‌نگانه‌ی به‌كاره‌ینانی ئامرازیک پێوانه‌ی كه‌وا له لایهن Cullen and Harris (2009) (پێشخراوه و نه‌جامدانی چهند گۆرانكاربیه‌ك تیاپاندا كه‌وا هاوتریبه له‌گه‌ل ئەو جوژه‌ كارنامه‌یه‌ی كه‌وا له زانكۆكانی هه‌ولیر- كوردستان بوونی هه‌یه. نه‌جامه‌كان ئەوه‌ ده‌رخه‌ن كه‌وا كارنامه‌ی خویندنی رسته‌سازیی (سینتاكس) له زانكۆ گشتی و تابه‌تیه‌كانی هه‌ولیر- كوردستان به‌راه‌بیه‌کی به‌رز مامۆستا نۆونه‌ تیاپا، نه‌ك فێرخوا. سه‌ره‌رای ئەمانه‌ش،

دەر ئەنجامەكان ئەو دەر دمخەن كە كار نامەى خویندنى رستەسازى (سینتاكس) دەشى زياتر جەخت لە نيوەندىتى قوتابىيى بکاتەو ئەگەر مامۆستايان كار لەسەر چەند بنچىنەپەك بکەن، لەوانە: ناسانى پەيوەندىکردن بە مامۆستا، ڕوونکردنەوى ھۆكارى فېربوونى ھەر بابەتەك، رۆلى مامۆستا لە پۇلدا، رۆلى قوتابى لە پۇلدا، شىوازی مامەلەکردن لەگەل نمرە، بوونى نامرازى خستتەر ووى رەخنە و پېشنپار، وە دەر فەتى پېداچونەو و دووبارەکردنەوى تاقىکردنەو و ئەركەكان. لە كۆتاپدا، مامۆستايانى رستەسازى (سینتاكس) لە زانکۆكانى ھەولتەر-كوردستان تارادەپەكى زۆر سودمەندەين لە تۆزىنەوكانى ئەم پڕۆژەيە و پېشاندىانى رېژەى نيوەندىتى خویندكار لە كارنامەكانياندا. جگە لەمەش ئاشناکردنپان و ھاندانپان بۆ كارکردن لەسەر چەند بنچىنەپەك لە پناو دارشتەوى كار نامەى خویندنى كە خویندكار نيوەندە تپيدا.

وشە كليليهەكان: كار نامە (كۆرس بووك) كە لە ژېر ھەژموني قوتابى دايە، ھەلسەنگاندنى كار نامەى خویندنى، دارشتنى كار نامەى خویندنى، وانەى رستەسازى (سینتاكس)، كار نامە (كۆرس بووك) كە لە ژېر ھەژموني مامۆستا دايە.

Distinctiveness of Juncture in English and Central Kurdish

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Abstract

The present study attempts to find out the distinctiveness of juncture (pauses within words, phrases and sentences) in English and central Kurdish. Juncture is the relationship between one sound and the sounds that immediately precede and follow it. It is a morphophonemic phenomenon with double signification, a suprasegmental phoneme which changes the meaning and is important for phonological descriptions of languages. The aim of this study is to see how juncture affects the meaning of words, phrases and sentences. Slow or rapid speech can also determine the use of juncture which marks the break between sounds and the phonological boundary of words, phrases or sentences. However, the ambiguity of meaning resulting from the placement of juncture can be solved by context. Stress placement on certain words also affects the use of juncture and leads to a change in meaning. In this study, English and Central Kurdish junctures were identified within words, phrases and sentences. Based on the data collected and presented, it was found out that juncture in English is distinctive at all levels, namely, simple words, phrases and sentences. In Central Kurdish, however, juncture is distinctive in compound words and sentences. As for the sentence level, because Kurdish is an agglutinative language, there are cases where the pause or juncture is closely related to the morphological structure of the words and the personal clitics and prefixes added to the end. As for the implications of the results in the field of practice, teachers must take these into consideration while teaching stress, intonation and other aspects of connected speech.

Keywords: Distinctiveness, Juncture in English, Juncture in Kurdish

1.Introduction

Juncture as a concept has gained renewed interest cross-linguistically in the last few decades. There are several works conducted to uncover the nature and the status of juncture in different languages and at different levels of language. The distinctiveness of this concept in Kurdish language, however, still remains untackled by scholars.

Junctures allow listeners/speakers of a given language to hear and produce differences between words and phrases. In English, there are a number of differences in the way words are pronounced in isolation and in the stream of speech in connected discourse.

Juncture: is a pause of slightly delay in a continuous flow of speech

Pauses: are intervals of silence between or with in words, phrases and sentences.

2.Definition

As for the definition of juncture , there are some different views. Juncture, to Roach (1991:p.129) is "the relationship between one sound and the sounds that immediately precede and follow it".

Juncture, in linguistics, is the manner of moving (transition) between two successive syllables in speech. An important type of juncture is the suprasegmental phonemic cue by means of which a listener can distinguish between two otherwise identical sequences of sounds that have different meanings.

On the other hand . Juncture is seen as a para-phonotactic unit with a delimitative function. It refers to the boundaries between phonetic or phonological entities such as phonemes , syllables , morphemes , words , intermediate prosodic phrases, and intonational phrases (Mannell ,2000 : p.3).This turns to be the main reason that we have different types of juncture as it will be explained below.

Juncture refers to 'any phonetic feature whose presence signals the existence of a grammatical boundary'(Trask 1996:p.189).Here, the concept of boundary refers to the boundary between syllables.

Juncture is, generally, viewed as a type of supra-segmental area which has most to do with segmental phonemes (Gramley and Patzold, 1992:p.109) . This term is used in phonology to refer to the phonetic boundary features that may demarcate grammatical units such as morpheme, word, or clause (Crystal, 2003:p.248) . In other words, it is a phonologically manifested boundary between linguistic units(Lehiste, 1964: p.172). The most obvious realization of a junctural feature is pause or silence(West, 1975:p.104; Al-Hamash, 1979:p.124; Crystal, 2003:p.248); which is, though, functional (Bičan, 2006:p.2) . However, for some linguists " it is primarily a lengthening of a sound after which it , i.e. a boundary, occurs "(Hill, 1955: p.534).

In short , juncture refers to the pause that marks the boundary between two adjacent syllables or words that cause difference in meaning.

3.Types

Concerning types of juncture, there are several classifications proposed in the literature. The most convenient distinction is one made between three types: close juncture, internal open juncture, and external open juncture (Ukashah, 2005: p.53 and Roach, 2000: p.144).

For further explanation of the type, in the phrase 'my train', the relationship that holds between /m / and /ai / in 'my', /t / and / r /, /r / and /ei /, and finally /ei/ and /n / in 'train" is described as a close juncture. The relationship that holds between /ai / of 'my' and / t / of 'train' is described as internal open juncture, whereas the relationship between / m / of 'my' and / n / of 'train' is described as external open juncture.

Close juncture refers to the normal transition between sounds within a word (Crystal, 2003: p.249, and Ukashah, 2005:p.53). The internal open juncture (or the plus juncture / + / as frequently termed in the literature) is treated as a "special kind of break between phonemes, thus it breaks up the phonemic flow and makes words" (Roberts, 1956:p.231). This term is used to refer to the phonetic features that differentiate dozens of minimal pairs" which contain the same sequence of phonemes but differ in their prosody, meaning and orthography" (Karn and Yeni-Komshian, 2005:p.1). To consider the previously given example in the light of this account of internal open juncture, we gather the minimal pair 'my train' /mai + trein /and ' might rain' / maıt + rein /. This notation suggests that in the first example the plus juncture falls between /ai / and / t /, whereas in 'might rain' it falls between /t / and / r /.

Another classification of types of juncture is based on whether they occur within one multi-syllabic word , or two words forming a compound or components of a phrase or words in a sentence.

4.Methodology and Research Design

4.1 Objectives:

The paper aims at:

- 1-Identifying the distinctiveness of juncture in English and Kurdish
- 2-Showing the phonetic, phonological and morphophonemic factors that remove juncture ambiguity
- 3-Identifying similarities and differences in the distinctiveness of juncture in English and Kurdish

4.2Research Questions:

The paper attempts to answer the following questions:

- 1)Is Juncture distinctive in English and Central Kurdish?.
- 2)What are the similar aspects of juncture between English and Central Kurdish?
- 3)What are the different aspects of juncture between English and Central Kurdish?

4.3Data and Scope of the study

The data of this study is from English and Central Kurdish junctures which were mainly collected from newspapers , books and everyday talk. Possible junctures were also tried by going through the Kurdish–Kurdish Dictionary of Kurdistan (2021) and Kurdish-English Dictionary Sharazoor(2000).

5.Previous studies

The concept of juncture has received renewed interest cross-linguistically in the last six decades. A considerable work has been done to investigate the nature and the status of juncture, sometimes with remarkable debates though.

Demirezan ,M.(2019) conducted a study entitled ' The phonological structures of open and close junctures in utterances for English Teachers'. The aim of the present work is to discuss the concept of juncture phonemes in relation to open and close internal juncture phonemes in English The main findings of this study was that at the word and phrase level, open and close junctures come to the stage to give hard times to the non-native speakers in perception of speech and production of speech. By nature, sounds signal pauses, segmentation, and which the listeners need them to perceive the spoken utterances. Close junctures take place in compound words while the open or plus junctures are situated in or among the phrases. They both change the meanings of utterances; therefore, they are accepted as phonemes in English.

Setter et al. (2014) conducted a study entitled ' Word juncture characteristics in world Englishes'. This study looks at the perception of word juncture characteristics in three varieties of English (British, Hong Kong and Singapore) among British, Hong Kong and Singaporean listeners in order to widen our understanding of English juncture characteristics in general. We find that, even though reaction time data indicates that listeners perform quickest in the variety they are most familiar with, not only are juncture differences in British English difficult for Hong Kong and Singaporean listeners to perceive, they are also the most difficult for British

listeners. Juncture characteristics in Hong Kong English are the easiest to distinguish among the three varieties.

Saeed & Ahmed(2011) studies juncture in their work entitled 'The Perception of Word Juncture in English and Arabic'.In this study the perception of word juncture in English and Arabic is investigated. Word juncture is taken as the allophonic, or phonetic, variation at word boundary that is contrastive. Corpora of English and Arabic minimal pairs of juncture phrases were collected and native speakers of English and Arabic were asked to pronounce these phrases in isolation and then to use them in sentences. Three groups of subjects (a group of 13 Undergraduate students of English, a group of 11 MA students of English and a group of 9 Lecturers, all being native speakers of Arabic) were chosen to carry out the experimental part of the study. Four perception tests were carried out: two on English and two on Arabic. These tests were designated to examine the subjects' precision in the identification of the juncture phrases when used in isolation and in sentences. The subjects' reliance on the phonetic cues to identify the juncture phrases when used in isolation was low and rather fluctuant between the groups and the two languages. The sentential context, on the other hand, has shown a significant influence on the identification responses of the subjects in the three groups and in both English and Arabic.

The current study differs from the previous ones in dealing with data from Central Kurdish which has not been investigated in this respect. The data and the analysis of the Kurdish part are all original as there are no previous studies, to the best of researcher's knowledge, in this respect.

6. Juncture in English

Based on the literature , juncture in English has been tackled in several areas. Here are some examples of open and close syllabic junctures in English:

Open juncture	Close juncture
a nice house	an ice-house
a nation	an Asian
Joy sleeps	Joyce leaps
I scream!	Ice cream
I saw her race	I saw her ace
that stuff	that's tough
the waiter cut it	the way to cut it
pets enter	Pets centre
stopped aching	Stop taking

Phonetically, the nature of open juncture is complicated because it involves changes in length, pitch, aspiration and in other features of sounds, e.g.: in the pair of words *ni'trate* – *night-rate* the distinction in juncture lies in: 1) the greater degree of aspiration of /t/ in the first word; 2) allophonic difference of /t/ – in the first member of the opposition it is slightly devoiced under the influence of the initial /t/; 3) the diphthong /αI/ is shorter in the second word because the syllable is closed by a voiceless /t/. But, this lies outside the scope of this paper, therefore it will not be focused on here.

Juncture is distinctive at all levels, namely word level, phrase level and sentence level in English. But, it is only observed in spoken language and is not reflected in writing.

6.1 Word level

For word level juncture in English. It is worthy to note that multi-syllabic words are meant here as they allow for more breakups. Consider the following examples:

-triangle = try +angle

As an example of juncture within one word, consider 'triangle' which has a special meaning 'a geometrical shape' but when a juncture is inserted or a pause is made /traɪ/ , /ɑŋɡl/ will be created which have two distinct meanings.

6.2 Phrase level:

As for juncture between two components of a phrase, English is rich due to the phonotactic rules, in other words the consonant clusters observed in English, Consider these examples

In the phrases '**keep sticking**' the boundary is clearly seen in writing but when during speaking the pause changes and attaches the initial /s/ of the second word to the end of the word we get '**keeps ticking**' which has a totally different meaning.

Another example for phrase level is '**why choose**' which has a clear meaning but when a juncture or pause is added then we might get '**white shoes**' which is quite different. Staggberg (1971:p.69)

6.3 Sentence level :

At the sentence level, juncture and pauses are also observed in English and they are distinctive. Consider the following examples:

In **'its praise'** the boundary is clear and the meaning is obvious but when the juncture is shifted or the pause is delayed we get **'it sprays'** which has a quite different meaning.

In the sentence **'I saw her race'** we have clear word boundaries with a specific meaning , but with one pause insertion or delay between **'her race'** it could sound **'her ace'** which gives a different meaning.

7. Juncture in Kurdish:

As for juncture in Kurdish, the examples are somewhat limited due to the fact that Kurdish is an orthographic language.

In Kurdish , juncture is closely related to stress as it can be observed at word and sentence level.

7.1 Word Level

For distinctiveness of juncture at word level , consider the following examples below:

Harme / herme/ means ... but if we move the place stress to the second syllable or add a juncture or pauses after the first syllable / her/ + / me/ the meaning changes into a sentence ' do not run'.

Similarly , in /demar/ which means ' nerve' when it is said with stress on the first syllable , the meaning is totally changed when we add a juncture or a pause between the first and the second syllable and become /de/ + /mar/ which means ' ten snakes'.

Other cases in Kurdish are observed to confirm the distinctiveness of juncture and pauses within words or phrases. Consider the following instances:

When /yekser/ is connected as one word with no pause it means ' immediately' , but when you say or write them as two separate words , in other words you add juncture or pause and space between them /yek/ +/ser/ the meaning changes into ' one head'.

Similarly , when /zordar/ is said or written as one word with no juncture ,it means ' oppressor' but when a pause or juncture is inserted within the word / zor/ + /dar/ the meaning becomes ' many trees'.

In /dupshk/ which means 'scorpion' when said or written as one connected word with no interval , whereas the same string of letters said or written with a pause or juncture within the word /du/ + /pshk/ the meaning changes into 'two shares'.

In /bezar/ which means 'bored' when it comes as one connected word , the meaning changes when you insert a pause or space within the word and make it /be/ + /zar/ which means ' someone who has no ability to talk'.

One unique example in Kurdish is the word /berdash/ which means 'grinding machine' when it is said or written as one word , but when a pause is inserted it has two other options /ber/ + /dash/ which means ' a prior pawn' or /berd/ + /ash/ which is polysemous , it could mean ' stone for making food' or 'stone mill'

In this sample /koandam/ which means 'system' when is it written and said all as one word , but when it is written or said as two separate words /ko/ and /andam/ each one has a different meaning , 'plus' and ' organ or member' . respectively.

In this sample /serdar/ which means 'chief or a personal name' when is it written and said all as one word , but when it is written or said as two separate words /ser/ and /dar/ each one has a different meaning , 'on/above" and ' tree' . respectively.

In this sample /cebecekrdn/ which means 'implementing' when is it written and said all as one word , but when it is written or said as three separate words /ce/ , /ba/ and /ce/ each one has a different meaning , 'place','by' and ' ce' . respectively.

In this sample /bezar/ which means 'bored' when is it written and said all as one word , but when it is written or said as two separate words /be/ and /zar/ each one has a different meaning , without and ' tongue/dialect' . respectively.

Another example in Kurdish is /razyana/ which means 'fennel plant' when it is written or said as one word with no juncture or pause, but when it is written or said with an interval between them it becomes /raz/ which means ' secret' and /yana/ which means ' club'.This shows how distinctive juncture is in central Kurdish.

In /rahenan/ which means 'training' when it is written and said as one word, it becomes two different meanings when written as two separate words just by adding juncture or pause /ra/ which means 'opinion' and /henan/ means 'bringing'.

On the other hand , in a word like /ballkesh/ which means 'prevalent' when it is one word with no juncture or pause, but it has two totally different meanings when a juncture or pause is added /ball/ means 'wing' and /kesh/ which means 'weight'.

In short , it is observed that juncture and pauses are distinctive at the word level in Central Kurdish ,both in writing and speaking.

7.2 Sentential Juncture:

As for the samples at sentential level, there are some very interesting ones in central Kurdish. Consider the following:

1.a. که بابم بوو ، که بابم بوو .

1.b. که بابم نهما ، که بابم نهما .

/ke babm bu, kebabm bu/ which mean 'when I had father , I had Kebabs'

/ke babm nema, kebabm nema/ means 'when I lost my father , there were no more Kebabs'.So, when the /ke/ is separated from /babm/ it means ' when' and 'bab' means ' father' , but when the juncture is removed it becomes /kebab/ which means 'Kebabs'.

2.a. زۆربلێ هاتم .

2.b. زۆر بلێ هاتم .

In this sentence , when /zorblle/ is written and uttered as one junk with no juncture or pause ,it means 'talkative' , the whole sentence means ' you talkative , I am coming for you'. When /zor/'many times' and /blle/'say' are separated with a pause in the same sentence , the meaning will be totally changed into ' Say I am coming many times'.

3.a. ئەوه بابەتیکى لایه لا بوو .

3.b. پێم گووتى ئەو چهکە لایه لا .

In the sentence 3.a , the word /labala/ when it is written and said as one single word , it means in 'an off the record' , the whole sentence gives this meaning 'This was an off the record topic'.In the sentence (3.b)/laba/ and /la/ when separated , the meaning is changed into ' emphatic of move away'

4. هرچهنده كه 'رووتام' ، مايلى 'رووتم'!

In this sentence /her chanda ke **rutm** , mayli **rutm**/ , the first /rutm/ when pronounced together as one word it means 'I am naked' , while the second one means ' I long to your face'.Here , the role of stress is observed in identifying the intended meaning of the speaker.This is related to the morphological structure of the word and the personal suffix and clitic added to the end of the word.In the first /rutm/, /rut/ is the base which means /naked/ and /m/ is the first person clitic. In the second /rutm/ , /ru/ is the base which means 'face' , /t/ is the second person clitic and /m/ is the first person clitic.

In short, juncture and pauses are distinctive at the word , especially compound word level , and sentence level in central kurdish.

8. Discussion:

Based on the data collected and presented, Juncture in English is distinctive at all levels , namely , words, phrases and sentences. As it can be observed from the English examples, pauses within single multi-syllabic words and compound words lead to changes in meaning while they are uttered by speakers as a casual speed. Though native speakers intuitively recognize the word boundaries and construct the meaning based on the context, yet this sometimes leads to misinterpretation and miscommunication.

As for the samples at phrase level, it is quite clear that pauses and juncture, in other words annexing a sound with the preceding or following word leads to an overall meaning change, hence it is distinctive. This is primarily due to the nature and structure of the phonotactic rules in English which allows for consonants clusters are the beginning and end of words. English syllable structure, potential clusters are CCCVCCCC. So, the possibility of consonants following each other with no vowel interval paves the way for possibility of initial and final consonants to be move from one position, final to initial position, when two such words are uttered successively.

Concerning sentence level sample, though the context solves this problem of misinterpretation especially in writing due to punctuation marks and spelling conventions, yet sometimes hesitation in talking , other external factors and/or deliberate pauses ,as for language games or tongue twisters, might lead to misinterpretation and miscommunication. Therefore, pauses and juncture is distinctive in English at the sentence level as well.

In Central Kurdish, However, juncture is distinctive in compound words and sentences. As we have observed in the sections above , there are several samples for the distinctiveness at word level but due to the restrictions on the consonant clusters in Central Kurdish which allows only two initially and finally in words with conditions on the second sound of the cluster, all the examples are compound words. No sample was found in Kurdish that contains distinctive pauses or juncture within one word. This is one of the differences found between English and Kurdish.

The compound word level samples are also of various types. Some of them are based on the stress shift from one syllable into another, whereas others are based on whole syllable annexation to one another. Another important point of difference is related to the fact that there is no Kurdish word that starts with a vowel sound , instead they are preceded by an glottal stop /hamza/ which is not phonemic. This glottal stop is found in some varieties of English as a substitute of /t/ but it lies outside the scope of this study.

Concerning the distinctiveness of juncture and pause within a sentence in Central Kurdish , there are several examples as stated above. In some sentences , the importance of pause and juncture is closely related to the morphological structure of the word , the clitics and personal suffixes. This is due to the fact that Kurdish is agglutinative language.

9. Conclusions

It is concluded that juncture(pauses) are distinctive at word, phrase and sentence level in English and Central Kurdish. As Kurdish is an orthographic language , the distinctiveness is observed in speaking and writing ,whereas in English it is found only in spoken language.

Due to the difference in the phonotactic rules in English and Central Kurdish , there are differences in the potential distinctives of pauses and junctures.

At word level ,the distinctiveness cases are observed in multi-syllabic words and/or compound words in both English and Central Kurdish. At the phrase level , the data shows all types of phrases are liable for this phenomenon. As for the sentence level , because Kurdish is agglutinative language , there are cases where the pause and juncture is closely related to the morphological structure of words and the personal clitics and prefixes added to the base.

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Title	Eng	The Use of Discourse Markers in EFL Classrooms: Challenges and Solutions
	Ar	استخدام علامات الخطاب في فصول تعليم اللغة الإنجليزية: التحديات والحلول
	Ku	بهکار هینانی نیشاندهر مکانی گوتار له هۆلهمکانی خویندنی زمانی ئینگلیزی: ئالنگاری و رینگهچارهکان
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DOI		http://doi.org/10.31972/vesal12.03
Abstract	Eng	<p>This paper investigates the effect of using discourse markers on the writing skills of Kurdish university students. By revising the related literature, it appeared that so far there is no consensus on the actual effect of the explicit presence of discourse markers on foreign language writing. Many studies concluded that different discourse markers have different effects on the writing of foreign language learners (Morell, 2004; Ying, 2007; Castro and Marcela 2009; Dariush and Mohamad 2015, etc..). The current research tries to find out if there are any cross-linguistic factors that could cause issues for students in EFL modules. Data for the current study were collected from essays written by Kurdish students at the English Department in Salahaddin University, Erbil. In total, 20 essays were received with total of 19872 words and total 261 DMs were found in the data. A mixture of quantitative and qualitative methods was used to analyse the data. The raw frequencies of the DMs were: Additive (101 = 0.5 %), Adversative (45 = 0.22 %), Causal / Conditional (83 = 0.4 %), and Temporal (32 = 0.16 %). The findings suggested that level of attention to and appropriate use of discourse markers were significantly unbalanced, and</p>

various misuses were found. Sample errors in using the DMs were selected for a qualitative analysis. It is recommended that discourse markers are taught individually not in groups with more focus on the more difficult discourse marker types.

Ar يتركز هذا البحث على تأثير استخدام علامات الخطاب على مهارات الكتابة لدى طلاب الجامعات الكردية. من خلال مراجعة الأدبيات ذات الصلة، اتضح أنه حتى الآن لا يوجد إجماع على التأثير الفعلي للوجود الصريح لعلامات الخطاب (DM) على الكتابة بلغة أجنبية. خلصت العديد من الدراسات إلى أن مؤشرات الخطاب المختلفة لها تأثيرات مختلفة على كتابة متعلمي اللغة الأجنبية (موريل، 2004؛ ينج، 2007؛ كاسترو ومارسيلا 2009؛ داريوش ومحمد 2015، إلخ). يحاول البحث الحالي معرفة ما إذا كانت هناك أي عوامل لغوية يمكن أن تسبب مشكلات للطلاب في وحدات اللغة الإنجليزية كلغة أجنبية. تم جمع بيانات الدراسة الحالية من مقالات كتبها طلاب أكراد في قسم اللغة الإنجليزية في جامعة صلاح الدين، أربيل. في المجموع، تم استلام 20 مقالاً بإجمالي 19872 كلمة وتم العثور على إجمالي 261 DMs في البيانات. تم استخدام مزيج من الأساليب الكمية والنوعية لتحليل البيانات. كانت الترددات الأولية للـ DMs هي: مضافة (101 = 0.5%)، عرضية (45 = 0.22%)، سببية / شرطية (83 = 0.4%)، زمانية (32 = 0.16%). أشارت النتائج إلى أن مستوى الاهتمام والاستخدام المناسب لعلامات الخطاب كان غير متوازن بشكل كبير، وتم العثور على إساءة استخدام مختلفة. تم اختيار عينة من الأخطاء في استخدام DMs لإجراء تحليل نوعي. من المستحسن أن يتم تدريس علامات الخطاب بشكل فردي وليس في مجموعات مع التركيز بشكل أكبر على أنواع علامات الخطاب الأكثر صعوبة.

Ku ئەم توێژینەمیە بەدواداچوون بو کاربگەری بەکارهێنانی نیشانەدری گوتار لەسەر تواناکانی نووسینی خوێندکارانی زانکۆی کوردی دەکات. بە پێداچوونەوە بە ئەدەبیاتی پەيوەندیدار، دەرکەوت کە تا ئێستا هیچ کۆدەنگیەک لەسەر کاربگەری راستەقینەیی بوونی روونی نیشانەدری گوتار لەسەر نووسینی زمانی بیانی نییە. زۆریک لە توێژینەمەکان گەشتنە ئەم ئەنجامەیی کە نیشانەدری گوتاری جیاواز کاربگەری جیاوازیان لەسەر نووسینی فیرخووانی زمانی بیانی هەمیە (Morell, 2004; Ying, 2007; Castro and Marcela 2009; Dariush and Mohamad 2015, etc..). ئەم توێژینەمیە هەمۆلەدات بزانییت ئایا هیچ هۆکاریکی زمانەوانی هەمیە کە دەتوانییت بێیتە هۆی کێشە بو خوێندکاران لە مۆدیۆلەکانی EFL داتاكانی ئەم توێژینەمیە لە وتارەکان کۆکراوەنەتەوه کە لەلایەن خوێندکارانی کورد لە بەشی ئینگلیزی لە زانکۆی سەلاحەدین لە هەولێر نووسراون. بەگشتی ۲۰ وتار وەرگیراون بە کۆی گشتی ۱۹۸۷۲ وشە و کۆی گشتی ۲۶۱ DM لە داتاكاندا دۆزرایەوه. بو شیکردنەوهی داتاكان تیکەلەمیەک لە شیوازی چەندایەتی و چۆنایەتی بەکارهێنرا. ژمارەیی سەرەتایی DM هەکان بریتی بوون لە: زیادکەر (101 = 0.5%)، نەرینی (45 = 0.22%)، هۆکار / مەرجدار (83 = 0.4%)، و کاتی (32 = 0.16%). دۆزینەوهەکان پێشنیار دەکەن کە ناستی گەرنگیدان و بەکارهێنانی گونجای نیشانەدرەمەکانی گوتار بە شیویەکی بەرچاو ناهاوسەنگ بووه، و خراب بەکارهێنانی جۆراوجۆر دۆزرایەوه. هەلە نموونەییەکان لە بەکارهێنانی نیشانەدرەمەکانی گوتار بو شیکارییەکی چۆنایەتی هەلبژێردران. پێشنیار دەکریت کە نیشانەدری گوتار بە تاک فیر بکەن نەک بە گروپیک کە زیاتر سەرنجیان لەسەر جۆرمەکانی نیشانەدری گوتار قورستر بێت.

Keywords

Eng TEFL, Writing, Discourse Markers

Ar

تدریس اللغة الإنجليزية كلغة أجنبية، كتابة، علامات الخطاب

Ku

فیرکردنی زمانی ئینگلیزی و هەک زمانیکی بیانی، نووسین، نیشانەدری گوتار

The Use of Discourse Markers in EFL Classrooms: Challenges and Solutions

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Abstract

This paper investigates the effect of using discourse markers on the writing skills of Kurdish university students. By revising the related literature, it appeared that so far there is no consensus on the actual effect of the explicit presence of discourse markers on foreign language writing. Many studies concluded that different discourse markers have different effects on the writing of foreign language learners (Morell, 2004; Ying, 2007; Castro and Marcela 2009; Dariush and Mohamad 2015, etc.). The current research tries to find out if there are any cross-linguistic factors that could cause issues for students in EFL modules. Data for the current study were collected from essays written by Kurdish students at the English Department in Salahaddin University, Erbil. In total, 20 essays were received with total of 19872 words and total 261 DMs were found in the data. A mixture of quantitative and qualitative methods was used to analyse the data. The raw frequencies of the DMs were: Additive (101 = 0.5 %), Adversative (45 = 0.22 %), Causal / Conditional (83 = 0.4 %), and Temporal (32 = 0.16 %). The findings suggested that level of attention to and appropriate use of discourse markers were significantly unbalanced, and various misuses were found. Sample errors in using the DMs were selected for a qualitative analysis. It is recommended that discourse markers are taught individually not in groups with more focus on the more difficult discourse marker types.

Key words: TEFL, Writing, Discourse Markers,

1- Introduction

English is considered as the major international language in various fields of study like business, science, entertainment, communications, and even on the Internet. Knowledge of English is necessary, at least at a basic level, in many professions and occupations throughout the globe. Consequently, English language teaching is increasingly taking place not only in English speaking countries, but in the foreign English learners' own country. Teaching English as a foreign language usually occurs within the classroom with contextual characteristics that deserve special attention.

One common characteristic of English as a Foreign Language (EFL) classrooms is that the teachers may be non-native speakers of the language they are teaching. From my experience as a non-native teacher of English and as a student/teacher educator, I consider that research on classroom interaction based on an analysis of the discourse can be very useful for two main reasons: First, it may contribute to gaining a better understanding of what happens inside the EFL classroom and second, it provides a valuable possibility to examine and describe the language used by non-native students and teachers of EFL. Inevitably, there has been a lot of research on this topic. Sinclair & Coulthard (1975) provide a comprehensive review, traced back to the late 1940s of the considerable amounts of research on the language used by teachers and pupils in classroom settings. The contribution by McCarthy (1991) on discourse analysis for language teachers provides not only a sound theoretical framework and descriptions based on research but also practical activities which informed teachers towards the language used inside their own classrooms. Similarly, CelceMurcia & Olshtain (2000) propose a context and discourse-based perspective on language teaching and learning to redefine the roles of teachers, learners and materials. Despite the extensive work by Llorca (2005) who explicitly addresses and puts together the research conducted in different EFL settings such as the Basque Country, Catalonia, Brazil, and Hungary, the language used in writings by non-native English-speaking students remains largely unexplored.

The aim of this exploratory study is to investigate writing skills of students in EFL classes in the context of English as a foreign language where the students are nonnative speakers of the language. Discourse marker usage is one specific aspect of writing and language use that is the focus of my attention in this paper. Therefore, the occurrences of discourse markers will be explored and described both quantitatively and qualitatively with an established approach method in mind. Therefore, I have not attempted to validate, formulate, and hypothesize but

rather took simple statistical analyses as a starting point for a qualitative analysis of the discourse marker frequencies used by non-native students of EFL classrooms.

2- Literature Review

Discourse Markers (DMs) have been widely studied by researchers even if discussions on terminology and definable issues are still unresolved. However, there seems to be general agreement on the fact that the production of coherent writings is an interactive process that requires writers to draw upon communicative knowledge and pragmatic resources. The following is a list of names by which DMs are recognized:

Longrace (1976) “mystery particles ... grammatically optional and semantically or functionally unmotivated”

At first, these particles came meaningless, but Longrace himself found a way to resolve this problem by going beyond the level of sentence .

Discourse Particles: Aijmer (2002), Lam (2009a and 2010b) and Stede (2002)

Discourse Connectives: Unger (1998)

Pragmatic Markers: Brinton (1996) Fraser (1999)

Pragmatic Connectives: Van Dijk (1997)

Although DMs do not seem complicated, the former investigations reveal that it is not the case, that is why different terminologies, definitions, classifications, and taxonomies are offered (Aijmer, 2002; Brinton, 1996; Fraser, 1999; Schiffren, 1987; Blakemore, 2002):

Cohesion in English (Halliday and Hasan, 1976) Semantic values of DMs

Text and Context (Van Dijk, 1977) Pragmatic potentials of DMs

Fraser (1999): DMs are linguistically encoded clues which signal the speaker’s (writer’s) intention.

According to van Dijk (1997) discourse is a form of language use which includes the functional aspects of a communicative event. It means that people use language in order to communicate ideas, beliefs or emotions in social events and situations such as an encounter with friends or a lesson in the classroom. As Douglas (2001) points out, discourse analysis is the examination of language used by the members of a speech community which involves looking at both language

form and language function. In this study, language is viewed as linguistic tool that is used to guide classroom writing among adult nonnative students in EFL classrooms. As mentioned earlier, one specific aspect of classroom language use is the occurrence of discourse markers. This literature review deals with the two central concerns of this study: discourse markers (DMs) and studies on the writing of nonnative EFL students.

Schiffrin operationally defines DMs as "sequentially dependent elements which bracket units of talk" (1987, p. 31). She suggests that DMs are used in discourse because they provide "contextual coordinates for utterances". That is, they contribute to building the local coherence which is jointly constructed by speaker and hearer in their discourse structure, context, meaning and action during interaction. Thus, DMs serve to show how what is being written is connected to what has already been written. In the relevant literature, there are studies which deal, whether generally or specifically, with a wide scope of DMs, however, difficulties arise as there is no agreement among scholars when they refer to their terminology, classification and functionality¹.

Brinton (1996) points out that DM has been the most common name suggested for "seemingly empty expressions found in oral discourse", however, she proposes the term pragmatic markers, as pragmatic "better captures the range of functions filled by these items". Brinton compiles an inventory of 33 markers that have received scholarly attention and proposes a broad number of characteristics typical of these items. The characteristics were later adopted by Jucker & Ziv (1998) who reordered them to combine features that relate to the same level of linguistic description: phonological and lexical, syntactic, semantic, functional and sociolinguistic features. They seem to be optional rather than obligatory features of discourse. Fraser suggests that the absence of DMs "does not render a sentence ungrammatical and/or unintelligible" but does "remove a powerful clue" (1988: 22). The different studies of DMs distinguish several domains where they may be functional, in which there are included textual, attitudinal, cognitive, and interactional parameters.

As far as the written form is concerned, Jucker & Ziv (1998) analyzed DMs as text-structuring devices that serve to mark openings or closings of discourse units or transitions between these units. In addition, DMs serve as modality or attitudinal indicators, as instructions on how given sentences are to be processed or interpreted.

With regard to the study of DMs in classroom settings, Chaudron & Richards (1986) investigated learning DMs by nonnative speakers of English living and studying in The United States, i.e., in English as a Second Language (ESL) contexts. Chaudron & Richards (1986)

made use of four different versions of the same text with different categories of discourse markers (baseline, micro, macro, or micro-macro versions). Overall results showed that macro-markers produced better text memory than micro-markers. It was claimed that micro-markers do not provide enough information to help in making content more relevant.

The fact that most studies on DMs have focused their attention on native (or bilingual) speakers of English who acquire this pragmatic competence in their childhood might be an indicator of the need to further explore and systematically investigate the language used by non-native English speakers and writers. The current paper looks at the usage of DMs by non-native student of English department. The DMs selected to amplify on in this study spread over four main types of Additive, Adversative, Causal/Conditional and Temporal.

3- Methodology

A mixture of quantitative and qualitative methods is used in this paper. The data for this study consists of a total of 20 essays written by 4th year students at the English department of College of languages in Salahaddin University, Erbil. The total tokens in these 20 essays were 19872 words, of which a total of 261 DMs were used (see table 1). Preliminary analysis of the data involved the range of frequencies regarding the usage of various types of DMs. The samples present the commonest or most frequent DMs that were used by the students (Ying, 2007; Castro and Marcela 2009; Dariush and Mohamad 2015).

Type of DMs	Raw frequency	Percentage (over all tokens) 19872
<i>Additive</i>	101	0.5 %
<i>Adversative</i>	45	0.22 %
<i>Causal / Conditional</i>	83	0.4 %
<i>Temporal</i>	32	0.16 %

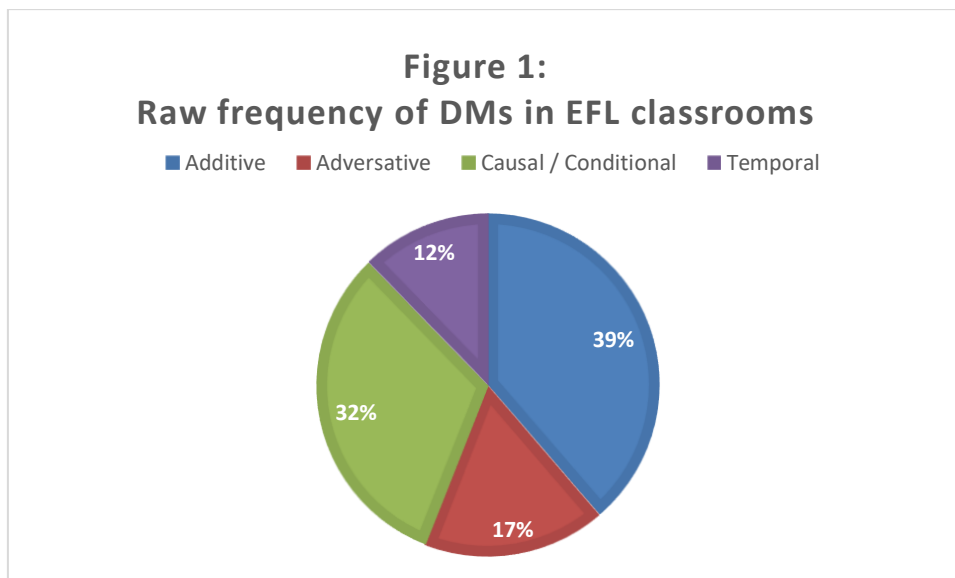
Table 1: Frequencies of DMs

The procedures of analyzing data starts with collecting the data from the essays. Then, each of the DMs used by the students were tabulated and classified according to Halliday and Hassan's 1976 taxonomy of conjunctive relations in which the DMs are distributed into four main categories: Additive, Adversative, Causal/Conditional, and Temporal. The analysis started from counting the number of different classes of DMs used by each student and combined in a total number of DMs in each category. In this case, the research result would inform which category of DMs were more frequent than the others. The calculation was continued to investigate errors in using DMs in the essays. This would give information about the students' knowledge of appropriate use of DMS and their competency in maintaining textual cohesion and coherence.

4- Findings and discussions

Analyzing students' errors is a valuable source of information concerning the transitional state of the learners' competence and weaknesses (Al-Buainain, 2007). Looking at table1, it is apparent that the use of Additive DMs was much higher than the other types of DMs. The discrepancies in using different types of DMs and the frequency of using a category of DMs over others could disclose invaluable explanation about the students' competencies regarding this topic and whether they have used DMs excessively and eventually they have misused them. For instance, the Additive DMs came at the first place with 39% of all DMs used in the sample

data (See Figure 1). This is the highest frequency among the four types of DMs focused on this study.



Examining the samples closely revealed that some of the students used DMs excessively and made errors. The errors ranged from inappropriate and excessive use of DMs to major errors while using DMs mistakenly. For instance, the double usage of DMs:

Sample errors in DMs usage:

DM combination:

...So I will be more confident for future. **If** I get the chance for more study abroad.

DM traffic:

“She succeeds gracefully in the levels of training. **However**, because of the political reasons they make her to quit and to go home where she belongs. **Moreover**, Jane does not give up easily and tries to make her way to join the forces again, **therefore** she makes a bold step which make the authorities in a bad position **and** take her back to the forces. From **then** she continues her training till the end, **and** she achieves her goal to become a strong and an independent woman.”

Errors in using DMs: Wrong use of “because”

“**Because** the more you appear in a humble face, increases the degree of self-confidence. **Consequently** I demand those who are responsible to develop the process of education to be separately. **Because** it is better healthier for them.”

As far as the frequencies of the DMs are concerned, the high frequency of the Additive types in the data shows that the students are influenced by the additive “w” (*and*) in their mother tongue (Kurdish). That’s because Kurdish writers and speakers tend to use the additive DMs more frequently than other DMs in Kurdish language (Salih, 2014).

5- Conclusions

This small-scale study showed that DMs were, to some degree, used by the non-native students to organize their writings in the classroom and to fulfill interpersonal, pragmatic functions as well. These findings might be useful to non-native EFL teachers and practitioners. The findings suggested that level of attention to and appropriate use of DMs were significantly unbalanced, and various misuses were found.

Increased awareness on the textual functions of DMs could facilitate the structuring and organization of the practitioners' lesson as the DMs work as signals of the main segments (e.g: frame markers) and perform a number of organizational functions such as topic shifts. Also, the frequency of Additive DMs by Kurdish students of EFL classes indicates that they are influenced by their mother tongue, because the frequency of additive DMs in Kurdish, especially the additive DM "w" (*and*) is usually very high.

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A Comparative Study of the Semantic Transfer by Kurdish Learners of English Language

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Abstract

Semantic transfer, or sometimes semantic change, occurs when a word drops its old meaning and comes to refer to something different. This results in a change in a word's meaning. The changes in meaning are usually gradual. Many words in both languages, English and Kurdish, have gone through semantic transfer, whether the change is an extension or narrowing of the original meaning of them. This paper compares a set of words in the two languages in terms of their semantically transferred sense of the original meaning they used to convey. Those words are sometimes used interchangeably by the Kurdish students as a result of language interference between their first language which is Kurdish, and English which is the target language of their learning.

Keywords: Second Language Learning, Semantic change, Semantic transfer.

1. INTRODUCTION

The word semantics denotes the study of meaning. It has two types: logical and lexical. Logical semantics is the study of reference (the symbolic relationship between language and real-world objects) and implication (the relationship between two sentences). Lexical semantics is the investigation of the meaning of a word (StudySmarter.de, n.d.). Language is continuously changing. Words change their meaning over time and this process is known as semantic change. This study is done to show the similarities and differences between the two languages, English and Kurdish, Concerning the Semantic Transfer (ST) or the semantic change. It also aims at helping us as teachers of English language, advance our understanding of L2 vocabulary acquisition in many ways. Furthermore, there is a general agreement today that vocabulary acquisition is at least as important as syntax acquisition in studying L2 acquisition. It is important that the learners of English become aware of the different meaning a word has and had in the past and compare them to those in their mother tongue to avoid some kinds of errors related to language interference.

This paper gives the readers an idea regarding how much the language users know about the multiple meanings of the same word. Another aspect of the study is to find out whether semantic change affects the comprehension of literature containing the words which went through semantic change. This study could be beneficial especially to teachers of English who teach non-native speakers of English to help them understand the odd usage of some words and

structures that might have originated from the ST in the students' mother language which is Kurdish.

The present study hypothesises that semantic change occurs similarly, in both languages, in terms of the way the meanings and senses of words have been developed over time, whether the change is an extension, narrowing, metaphor, or any other type of ST, to give similarly new senses of the original meanings of them. It also hypothesizes that the similarities between the ST in the two languages are more than the differences.

2. METHODOLOGY:

1. Presenting a review of the relevant literature.
2. Discussing some theoretical issues related to the study.
3. Presenting some of the English words that have gone through semantic transfer over time, depending on the literature available on the subject matter.
4. Presenting some of the Kurdish words that have gone through semantic transfer over time, and it important to note that probably this is the first paper to deal with the semantic transfer in Kurdish language and so, all the examples given in the paper on semantic change in Kurdish language are from the researcher's diligence since this language, (Kurdish, and more specifically, the Badini Dialect), is her mother tongue, due to the lack of references that deal with this field of study in this language.
5. Adopting a qualitative approach in gaining the data.
6. Comparing the semantic transfer of words and expressions in English and Kurdish.
7. Concluding the main points related to the study.

3. THEORIES OF SEMANTIC TRANSFER:

In this paper, light is shed upon the theories of three scholars who were interested in semantic transfer the first one of them is Antoine Meillet (1906),, particular attention on three scholars whose interest was semantic change: Antoine Meillet (1906), Gustaf Stern who made a study of semantic change in 1931, and the last one is Stephen Ullmann (1951) who is the latest one among the three to investigate in the area matters. Those three are considered to be the leading modern researchers of language change.

3.1 THE MEILLET MODEL

Meillet divided the causes of sense change into three main ones. He emphasized that within each of these areas, there were multi-directional forces working together and against each other resulting in sense change. He makes clear the difficulty of the problem when he states: "...often - and perhaps most often - it is impossible to determine the causes of a particular change in meaning ..." (Meillet 1905-6:5 as cited in (Riddell, 1979)), Yet he says that it is possible to isolate general causes of sense-change and presents his three groups in the following order:

1. Primarily linguistic causes. (Semantic content has shifted)

2. Changes in the form of the referent during a period of years (he suggests that a large number of vocabulary is affected by sense relation but the affect can only be noticed when some unusual relations of ideas are made).
3. The contact between different social layers and the lexical borrowing which results.

3.2 STERN'S EMPIRICAL SYSTEM

Stern described an essential difference between change and fluctuation. He paid attention mainly to the psychological processes involved in semantic change. He mentions an example of how the word “Kodak” and how differently it is comprehended by two persons: camera expert and the ordinary home photographer the first one would have the image of a machine which has an complicated series of processes and mechanisms crossing his mind, while to the second person it is just an instrument for recording a visual scene (Riddell, 1979). Hence Stern does not consider this as a sense change, but only a fluctuation. He says that fluctuations in the apprehension of the referent, in occasional specialization and in the factual variations of the referent, and stresses that these must be distinguished from genuine changes of meaning.

Stern understands meaning as being a three-sided notion with each angle of it being a necessary factor for completing the meaning. Meaning depends on its relation to the referent, the subject (speaker or hearer) and the word itself, these relationships being called the referential, subjective and verbal relations respectively. If one of the relations changes, then there is a matching difference in the other two relations.

Stern mentions an example to change in semantic content of the word, which is “bead”. He says that the word originally meant "prayer" in an expression such as "she is counting her beads on the rosary". As people were praying, they counted off one of the little balls on the rosary, and so that the sense of "bead" meaning "prayer" is lost. Although the change has happened to the sense of the word "bead", the expression "to count one's beads" still sufficiently signifies the concept of counting the rosary.

3.3 ULLMANN'S FUNCTIONAL CLASSIFICATION

The third theory is presented by Stephen Ullmann (1951), which is planned as a much more complete system than the Meillet model. He presented the following basic system of the Functional Classification.

- A. Semantic changes due to linguistic conservatism;
- B. Semantic changes due to linguistic innovation;
 - I. Transfers of names:
 - a) Through similarity between the senses
 - b) Through contiguity between the senses
 - II. Transfers of senses:
 - a) Through similarity between the names
 - b) Through contiguity between the names
 - III. Composite changes.

4. DISCUSSION

The following section is the comparison between the types of semantic transfer in English and in Kurdish, and examples are given to each type of them in both languages.

TYPES OF SEMANTIC TRANSFER/ CHANGE IN ENGLISH

In this paper, five types of semantic transfer are presented that are the most common and obvious ones among the other types that are less happening over time.

BROADENING, WIDENING OR GENERALIZATION

Broadening occurs when the meaning of a word changes to become more generalized over time. For example Nowadays word: cupboard originally meant a table upon which cups or vessels were placed, a piece of furniture to display plates became over time a 'closet or cabin with shelves for the keeping cups and dishes', presently means a small storage cabinet.

NARROWING

Narrowing is a semantic process in which a word starts to give a more specified meaning than it used to in the earlier times of its usage. For example:

The word: girl was in Middle English 'child or young person of either sex', now has become 'female child, young woman'

ELEVATION /AMELIORATION

Are the shifts in the sense of a word that makes the word feel or have a more positive value in the minds of the users. Such as:

Nowadays word: knight 'mounted warrior serving a king' 'lesser nobility' was in Old English cniht 'boy, servant', 'servant', or 'military servant'

DEGENERATION / PEJORATION

The sense of a word becomes a less positive, more negative in the minds of the users such as:

Nowadays word: silly 'foolish, stupid' in Middle English: sely 'happy, innocent. Old English sælig 'blessed, blissful'.

Nowadays word: rude, according to undergraduate students at Lancaster University, they suggest that the exact meaning is something like 'physically attractive (often in a slightly vulgar way)'. It actually seems to be applied especially to females, as in *She's rude* or □□ using the currently fashionable intensifier *well* □□ *She's well rude* (Hollmann, 2007).

METAPHOR

This type of semantic transfer includes relationship of apparent likeness such as:

The word root (of plant): root of plant, can refer also to the root of word, root in algebra, source, etc.

TYPES OF SEMANTIC TRANSFER/ CHANGE IN KURDISH

BROADENING, WIDENING OR GENERALIZATION

Some of the Kurdish words after the arrival of technology have gone through widening in meaning. They now give other meanings used in software language. The first would also refer to the asterisk sign on the dialing pad in phones, while the second started to refer to the windows

being opened and closed in computer system much similarly as the case in English language regarding the latter one.

NARROWING

The most obvious word in Kurdish language that has been narrowed is probably the word *كراس*, which was used generally in the past to refer to feminine gown as well as the shirt put on by men. Nowadays *كراس*, can no longer refer to a masculine outfit, or at least is very rarely used by the older people. It now refers to the traditional Kurdish feminine dress that is specific and doesn't include other types or options for the sense of the word.

ELEVATION /AMELIORATION

The Kurdish word *ئیس*, which means bad, dirty, or filthy, has started to give a more positive and favorable meaning amongst the younger generation in the Badini dialect. In the expressions: *زورا ئیسه, زوری ئیسه*, mean something like: he is so/ she is so (respectively) funny, humorous, or even spontaneous person who says everything that crosses their mind even if it is an embarrassing thing to say. So a pure negative word in the past has gained a more positive sense.

DEGENERATION / PEJORATION

The example in Kurdish language to this type of semantic transfer is probably considered that it is more an opinion than a change in the meaning. Nevertheless, it still used to belittle a person that may not be very well educated and cultivated, which is *طوندي*, it may also refer to a lifestyle that is too primitive or old fashioned.

METAPHOR

The metaphors are used widely amongst the Kurdish language users. Perhaps the most famous one is *خاك*, originally means 'soil' is used to refer to ones homeland or country.

5. RESULTS

This study has reached the following conclusions:

1. Although these two languages, English and Kurdish, seem to have many differences in terms of semantic change, yet they share many similarities concerning the way words change over the passage of time.
2. In both languages, there are words that have gone through semantic transfer/ change including all the types of the change. Although the same corresponding words in the two languages may not undergo the same type of the change during a similar period of time, yet they still are considered to be more similar than different.
3. The Kurdish language, unfortunately, has less recorded examples of semantic change in the references related to this field of study.
4. Finally, the study shows that there are semantically transferred words in English that don't have equal Kurdish correspondents. On the other hand, the Kurdish language also contains some words and expressions that don't seem to have equal English correspondents.

The above conclusions and findings prove the study's hypotheses which have been put by the researcher.

6. CONCLUSION AND RECOMMENDATIONS:

The study has come out with recommendations below which might be useful to academics and scholars in the field of lexical semantics:

1. Words and expressions in English carry more than the meaning that are found in the traditional literary texts, books, or dictionaries; and so, students need to be very careful when using them.
2. Translators and interpreters should be careful when translating terms and expressions since they give different meanings according to different cultures and dialects to avoid misunderstanding and embarrassing situations when communicating with native speakers, so they need to keep their target language updated by learning through up-to-date resources and learning channels.

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پوخته

گۆرانی و اتاسازی روودهدات کاتیک که وشهینک و اتایهکی نوئ دهدات که جیاوازه لهو و اتاییهکی که له بنههنتدا کوزارشتی لیوهدهکرد. که ئەمەش دەبیتە ئەگەری گۆرینی و اتای وشەکه. گۆرانی و اتاسازی لەناکاو پروونادات, بەلکو بەهێواشی روودهدات بەتتیپەربوونی چەندین سأل. هەردوو زمانی ئینگلیزی و کوردی چەندەها وشە لەخۆ دەگرنەوه که گۆرانی و اتاسازییان بەسەر هاتوو, جا گۆرانەکه زیاتر گشتگیربوون بێت له و اتای وشەکه یان تەسک و تایبەتبوون. ئەم توێژینەمیه کۆمەڵێک حالتی گۆرانی و اتاسازی له هەردوو زماندا بەراورد دەکات بۆ کۆمەڵێک وشەکه گۆرانی و اتاییان بەسەر هاتوو. ئەم وشانە هەندێک جار بە شێوهیهکی ئالوگۆریتیکراو بەکار دێن لەلایەن فیرخوازه کوردهکانی زمانی ئینگلیزی که بههۆی تیکهڵکێشبوونی هەردوو زمانی کوردی, کهزمانی دایکه, و زمانی ئینگلیزی که تارگیتی فیربوونیانە .

الملخص

يحدث التحول الدلالي ، أو أحياناً التغيير الدلالي ، عندما تتخلى المفردة عن دلالتها أو معناها القديم وتستخدم للإشارة إلى معنى مختلف. ينتج عن هذا تغيير في معنى المفردة. عادة ما تكون التغييرات الدلالية تدريجية. العديد من المفردات في اللغتين الإنكليزية والكردية مرت بعملية النقل الدلالي ، سواء كان التغيير تعميماً (توسعا) أو تضيقاً (تخصيصاً) للمعنى الأصلي لها. هذا البحث يقارن مجموعة من الكلمات باللغتين الإنكليزية والكردية من حيث التغيير الدلالي و التحول عن المعنى الاساسي للمفردات. يتم استخدام هذه الكلمات أحياناً بشكل متبادل من قبل الطلاب الكورد نتيجة التداخل اللغوي بين لغتهم الأولى وهي اللغة الكردية واللغة الإنكليزية التي هي اللغة التي يدرسونها.

Improving Speaking Skills with Storytelling Strategies

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Abstract

Language educators aim to promote speaking skills because speaking skills are one of the productive skills that make language learners create meaningful conversations and dialogues with the target language. There are different methods and strategies for promoting speaking skills, such as communicative language teaching (CLT) and story-telling strategies. CLT aims to have communication and discussions in the class, and so does the story-telling. The researchers conducted studies on making foreign language learners speak the target language. They concluded that enhancing speaking skills requires actively involved students, and for that, the language instructors need to use some tools and strategies. Moreover, the story-telling strategy involves the students practicing their speaking skills, and this technique aims to improve their speaking skills in a real-life situation. Thus, this research paper explores the values of story-telling strategies in the EFL classroom. A qualitative research design was implemented, and the data was collected from secondary sources such as research articles. For analyzing the data, a thematic analysis was used. The results demonstrated that story-telling was highly sufficient in improving speaking skills. It enhances the capacity of capturing new vocabularies, fostering pronunciation. It also enables the learner's imitation skill, expanding the learner's communication, including their criticality, and increasing the learning desire to use the target language. In brief, story-telling strategies help the language learners to use the target language, and it also helps the learners to improve their speaking skills.

Keywords; Language teaching, speaking skills, story-telling, communication, EFL classroom

1.Introduction

Language is the mean of communication. Human beings use language in order to talk about their needs. Therefore, meaningful communication is conducted with language. The English language has four skills: reading, writing, listening and speaking. In many languages, speaking is primary, and priority has been given to speaking skills. The demonstration of speaking is a verbal correspondence that people use to share data or associate with someone else during an appropriate circumstance. Furthermore, the capacity to talk is urgent for conducting everyday exercises. Additionally, for students, communication ability is essential since it helps them comprehend the substance and the sentiments that others give to them. Students can collaborate with others and offer their perspectives and opinions through this expertise. Also, because an element of 21st-century communication is an important skill, the classroom is focused on teaching language to students. Speaking anxiety is a form of stress that someone may feel when dealing with public speaking (Blöte et al 2009). This research paper focuses on improving speaking skills in a foreign language. There are several ways to develop speaking skills. One of them is the storytelling strategy. Storytelling is the way of using short stories, novels, and books to enhance speaking skills. The history of storytelling belongs 30,000 years ago (Yılmaz et al 2019). The evidence of the drawing from the walls of caves shows that at that moment, human beings have found their way of narrating actions. Stories can support people in understanding, practicing, and respecting different traditions and culture (Fog et al,

2005). Storytelling has been applied as a method of making communication and conversation. Storytelling makes the people read about themselves, including their lifestyle. In literature, storytelling has also been used to teach and narrate actions. The current study has three primary goals. The first one is to review the previous studies which are conducted in the literature about how foreign language learners had improved their speaking skills via storytelling strategies. The second one is to determine how storytelling affects the learners' speaking skills. The third one highlights the importance of using storytelling in language teaching. This review paper deals with the foreign language learners's problem with expressing themselves in a foreign language. Some factors affect them, such as fear of making mistakes, high anxiety, and stress. Furthermore, the EFL learners do not have enough vocabulary to talk about their needs.

This research paper aims to answer the following inquiries:

1. Why foreign language learners are not able to speak with confidence?
2. How can storytelling improve foreign language learners' speaking skills?

The scope of this study is to improve speaking skills and make language learners control their level of stress, shyness, and anxiety. It also focuses on how storytelling helps the teachers and the learners to acquire a foreign language. Additionally, this study is essential for both the learners and the teachers. In detail, how storytelling can help the teachers and students improve their speaking skills by applying and practicing what they have learned in the classroom. It also contains how storytelling has been used in teaching a foreign language.

2. Methodology

This research paper aims to explore the role of storytelling in improving speaking skills in the EFL Classroom. The previous studies had been taken into consideration. The design of this paper is a qualitative research design. The data has been collected from twenty previously conducted studies. The samples have been chosen purposefully. The data has been analyzed and discussed in detail. The thematic analysis was used to demonstrate the results. The tool of the data collection were the secondary sources such as articles and books. For finding the articles the google scholar search engine is mainly used, and also some of the focused articles have been downloaded in Eric and Elsevier.

3. Communicative Language Teaching

In the twenty-first century, speaking skill is essential in the classroom. That is why teaching language, especially speaking, should be taken into consideration. Most of the human beings can speak. Thus, speaking in the target language is critical and active students who study language focus on speaking with the target language. Speaking is known as the capacity to chat or communicate a progression of ideas familiarly. The activity of making conversation expects no less than two people to be led. The people assume the jobs of the individual talking and tuning in. While speaking, one must effectively convey one's thoughts so that the listener can understand the message being conveyed and provide an appropriate response to what is understood. There are many types of methods of teaching. Communicative Language Teaching (CLT) is one of them. CLT means speaking in the way of competence. CLT is different from the Grammar Translation Method (GTM). GTM focuses on contexts and learning about the language. However, CLT focuses on making conversations, and communicating (Littlewood, 2014). The speaking skill is the integration of knowing the language and applying the features. For example, speakers articulate suitable words to share their thoughts. Furthermore, they pay attention to pronunciation and grammar rules to be sure about the correctness of the message. Oral communication studies also reinforce learning new words and combining these words

according to grammar rules. By repeating and saying these words, the language learners promote their pronunciation. With this, they will be highly confident. It also encourages listening, reading, and writing skills (Chaney et al 1998).

3.1 Storytelling and Technology

Storytelling is the process of telling or narrating a story with different actions, and it involves the class practicing the target language. Storytelling requires group work and a calm environment. When a story is narrated, most of the students in the class are silent, and they are relaxed and motivated to speak and have discussions. The storytelling technique helps language learners to think deeply. Thus the learners start imagining the actions and the events. The characters send messages to the readers. The readers learn from the characters. When they learn, they start to speak and talk about the story. They control their shyness, fear, stress, anxiety, and confidence when they speak. In this way, the students improve their speaking skills. The students interact with their classmates, and they communicate with each other. In short, storytelling is a way of interaction and communication. It is characterized as "somebody who communicates in a language, the action applied to speak with individuals consistently is known as talking" (Greene 1996 p. 23). While talking, individuals use dialects to convey their ideas and feelings. They are bestowing data to the audience utilizing these dialects. MacLeod and Davidson (2007) define storytelling as the oldest form of instruction. It is a straightforward but effective method for helping understudies in sorting out a mysterious and confusing universe of involvement through the creation of storylines. Digital storytelling is one of these practical approaches to mixed media production. Digital storytelling is a social act that involves telling stories with low-cost advanced cameras, non-direct composing tools, and PCs to create short mixed-media stories—a modern expression of the old art of storytelling. Since the beginning of time, storytelling has shared information, insight, and values. Stories have taken various structures, and they have been adjusted to each progressive medium that has arisen, from the campfire circle to the cinema and, presently, the PC screen. Digital storytelling has caught the creative mind of the two understudies and educators, and the demonstration of making meaningful stories has raised the experience for understudies and instructors. Digital storytelling crowds are seen as listeners and students who can cooperate and shape the story. The adaptable and dynamic nature of digital storytelling, which embodies aural, visual, and tangible components, uses many mental cycles that support gaining from verbal semantic to spatial, melodic, relational, intrapersonal, naturalist, substantial kinesthetic. Digital storytelling works with the union of four student-centered learning techniques: learner commitment, reflection for profound learning, project-based learning, and the possible integration of innovation into guidance (Robin, 2008).

3.2 Computer-Aided Language Learning

Innovation might deliver students with a safe, few compromising, profoundly inspiring climate to foster communication skills. Ehsani and Knodt (1998) emphasize that computer-aided language learning (CALL) offers a student-centered and exploratory approach instead of a teacher-centered exercise-based approach. One PC-based, the student-focused approach is advanced narrating. In real-life situations, students can tell their stories, taking advantage of available innovation everywhere in the homeroom to communicate their feelings and sentiments (Arias et al 2010). In this way, digital stories combine traditional methods of storytelling. Digital stories have many uses, including telling individual stories or historical events and informing or teaching about specific topics. For instance, arithmetical stories can be narrated to showcase particular events and create a camera obscure. Thus, variety with the adaptability of the related topics permits an advanced level to squeeze hooked on numerous regions with educational programs. Besides, advanced stories get their power from winding around pictures, music, and account voice together, subsequently giving profound aspects and

striking tone to characters, circumstances, and experiences. Also, contend that the enlivened photos of the computerized story quickly include students in the advancement of the story and add to making interest that prompts fixation. Moreover, the philosophical idea of advanced narrating will make a functioning learning process for students. Computerized stories can be precious in fostering the language learners' receiving sound abilities in case suitably chosen; meanwhile, advanced books with a series of actions will more often be visual, intuitive, and reiterative. Furthermore, Collins (1999) claims that due to the "interchange between composing, talking, and tuning in, advanced narrating can assist students with learning the language." Since advanced narrating utilizes spoken accounts, the language learners acquire the ability to listen to the sounds and the voices that are available in their surroundings. And then, they record their portrayals on numerous occasions, they might upgrade their oral capability.

4.Results and Discussions

4.1Vocabulary

Kirsch (2016) specified that storytelling could deliver new vocabularies to the learners. In his study, he explored that storytelling expands the capacity to save the new words that the learners capture while reading and listening to the series of actions. He emphasized that storytelling is an effective method for teaching and learning new words. Listening to stories accelerates learners' acquisition of new words because it provides opportunities to practice new words in various contexts. Moreover, Mason (2005) claimed that students would be inspired from improving vocabulary by combining storytelling with other physical activities. (Lenhart et al 2018) researched about how storytelling is implemented to teach children a foreign language. They found that children learn a new language more quickly by imitating the sounds when they are exposed to the stories. Aside from that, stories can elicit emotional responses in students because affection strongly influences their cognition and activities. Then it creates favorable conditions for learning new words in the target language. Many studies show that storytelling can aid in memorization (Soleimani and Akbari, 2013). Learners gain more receptive and productive vocabulary by negotiating the meaning of words in stories than those exposed to display input. Furthermore, because a story has a structure, it makes it easier for the learners to recall the meaning of a word. Stories provide learners with context for the words they are learning. When it comes to learning vocabulary, context is critical in assisting students in comprehension. Stories provide learners meaningful context for learning new vocabulary. Due to the plots of the stories, teachers can quickly contextualize vocabulary, and students are more likely to understand and remember words. In short, it has been found that storytelling is very valuable role in teaching and learning new words.

4.2Pronunciation

Storytelling can improve the learner's pronunciation while the teacher and the learners read stories (Gusdian et al 2020). Storytelling makes teaching and learning activities more enjoyable and engaging. Educators can benefit from storytelling because it requires various skills, including speaking, listening, and pronunciation. In addition, many repetitions during the storytelling will give the students more practice to promote their pronunciation. However, the scholars have distinguished storytelling from reading aloud (Lenhart et al 2018). The storyteller will actively explore their ability to make the listeners understand the story by controlling their voice, pitch, tone, rhymes, and gestures during the storytelling because it requires more physical movement than before. The benefits of the storytelling technique on the students' pronunciation skills can be seen in this study. There are numerous techniques and media available for teaching English vowel sound pronunciation. One of them is reciting aloud a short story. A short story is a narrative text that is limited to a single unique or single effect to which every detail is subordinate and can be read in one sitting of one-half hour to two hours. Lucarevschi (2016) based on his study and the students' perceptions of storytelling strategy in developing their

pronunciation skills, the findings revealed that most of the students had positive attitudes toward the storytelling technique, which sparked their pronunciation. The students' motivation to learn pronunciation had increased, and the classroom environment had become alive and less boring.

4.3 Communication and Critical Thinking

Students talk and communicate about the story they read by implementing the storytelling strategy. Engaging people and breaking down barriers are critical processes. Telling stories in some form is necessary to accomplish these goals. According to Peterson and Langellier (2005), students who are encouraged to use storytelling positively impact their intellectual, social, and emotional development. Students learn to listen, participate in, and understand narrative discourse as they engage in storytelling, paving the way for more sophisticated use of language, reading, and writing in their everyday lives. Perhaps being verbally proficient can help a student communicate effectively and successfully. Stories are essentials to express one's thoughts and feelings accurately in everyday communication. Students are encouraged to use their imaginations by telling and listening to a well-told story. Roney (1996) believes that storytelling fosters the development of the imagination, fostering problem-solving abilities. As a result, cultivating imagination can enable students to consider novel and inventive ideas. Moreover, Storytelling can educate by conveying truths. The students criticize the characters. However, storytelling can also educate by encouraging people to think for themselves and create their truths. When people come up with interpretations and back them up with reasons, they engage in critical thinking. When different people collaborate to create responses to stories, they learn problem-solving, self-reliance, respect for diversity, and the habit of cooperation skills. Students are constantly asked thought-provoking questions in interactive storytelling activities in the classroom. They must distinguish and choose between different options for the characters and events in the stories. Interactive storytelling activities require students to engage in a complex cognitive process (Yang and Wu, 2012). The content of the story chosen is also significant for learner's development, especially when it comes to teacher preparation. Exciting stories with meaningful lessons should be introduced to students in class. Then the students can interact with what happens in the stories, and the stories should be relevant to their lives. Thus, critical thinking ability promotes curiosity, which aids in gaining a deeper understanding of the problem under study. Furthermore, influential critical thinkers are naturally curious about various topics and have diverse interests. In short, it is found that the storytelling strategies have significant role in directing the learners to be critical thinker (Davidhizar & Lonser, 2003).

4.4 Motivation

There is a strong relation between storytelling and motivation. Motivation is as an intentional force pushing an individual to do or not do an action. Storytelling has been used as an encouraging method for making learners speak with the target language. Thus the students can increase their participation. They gain the desire to be a part of the actions. They will be more motivated to read different stories and tell stories. They used to speak the target language because the stories were written in English. With storytelling, the students learn morals, and with that, they will be motivated to personal development. Storytelling expands their thinking and their behavior. Bopp (2008) storytelling gives self-confidence to the learners. The students are highly confident when they read and tell a story. Additionally, storytelling inspires the learners to speak. They capture different ideas and concepts. That is why storytelling makes the learner produce a new point of view. In this way, they will be optimistic and thoughtful. The classrooms are full of activities because storytelling encourages learners to do activities. In this way, the teacher's role is to guide the students rather than teach them. In brief, based on the

previous studies, it has been found that storytelling needs to be a part of language classes. It needs to be used as a motivating tool.

5. Conclusion and Recommendations

This paper examined the role of the storytelling strategy in enhancing speaking skills in EFL classrooms. Storytelling strategy was one of the most effective strategies that have been used in EFL classes. Storytelling makes the more active in doing practices and applying their acquired knowledge. In brief, storytelling has a significant impact on empowering speaking skills. It has the power to promote pronunciation, learn new vocabulary, and communicate with the target language. As a result, students are more interested in doing the activities of narrating stories, making conversation, and gaining more desire to speak the target language. As a result, language learners are more encouraged to improve their speaking skills. Thus, storytelling strategy enriches the interests and desires of language learning regarding performing the knowledge that they have acquired. Based on the findings of the present study, the researcher recommends that language instructors need to implement the strategies of storytelling in their classes because a large number of scholars have highlighted the value of storytelling in EFL class. In addition, storytelling has prompted a lot of students' speaking skills. Therefore, the researcher recommends that language teachers include storytelling in their syllabus. The researcher also recommends that the teachers use short stories as teaching tools. Finally, the researchers need to research the impacts of storytelling strategies to find more about their value.

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تحسين مهارات التحدث مع استراتيجيات سرد القصص

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باحث مستقل

يهدف معلمو اللغة إلى تعزيز مهارات التحدث لأن مهارات التحدث هي إحدى المهارات الإنتاجية التي تجعل متعلمي اللغة ينشئون محادثات وحوارات هادفة باللغة المستهدفة. هناك طرق واستراتيجيات مختلفة لتعزيز مهارات التحدث، مثل تدريس اللغة التواصلية (CLT) واستراتيجيات سرد القصص. يهدف تدريس اللغة التواصلية إلى التواصل والمناقشات في الفصل، وكذلك الأمر بالنسبة لسرد القصص.

أجرى الباحثون دراسات حول جعل متعلمي اللغة الأجنبية يتحدثون اللغة المستهدفة. استنتج الباحثون أن تعزيز مهارات التحدث يتطلب مشاركة نشطة من الطلاب، ولهذا، يحتاج معلمو اللغة إلى استخدام بعض الأدوات والاستراتيجيات. بالإضافة لذلك، تتضمن استراتيجيات سرد القصص ممارسة الطلاب لمهاراتهم في التحدث، وتهدف هذه التقنية إلى تحسين مهارات التحدث لديهم في مواقف الحياة الواقعية. وهكذا، يستكشف البحث الحالي قيم استراتيجيات سرد القصص في الفصل الدراسي للغة الإنجليزية كلعبة أجنبية. تم تنفيذ تصميم بحث نوعي، وتم جمع البيانات من مصادر ثانوية مثل المقالات البحثية. لتحليل البيانات، تم استخدام التحليل الموضوعي. أظهرت النتائج أن رواية القصص كانت كافية للغاية في تحسين مهارات التحدث. فهو يعزز القدرة على التقاط المفردات الجديدة، وتعزيز النطق. كما أنه يمكن مهارة التقليد للمتعلم، ويوسع من تواصله، بما في ذلك قدراته الانتقادية، ويزيد الرغبة في التعلم لاستخدام اللغة المستهدفة.

باشترکردنی کارامهیی قسهکردن لهگهل ستراتيجهکاني چيروکيژي

كه نار زيره كه حسيب جيغو

فاهكهن تي پهروهرده، بهشي پهروهردهی زمانی نينگليزي/ زانكوی تيشك/ ههولير

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تويژهری سهريهخو

پهروهردهکارانی زمان نامانجیان بهزرکردنهوهی کارامهیی قسهکردنه چونکه کارامهیی قسهکردن پهکيکه لهو کارامهییانهی که وا له فيرخوازانی زمان دهکات گفوتگو و دبالوگی مانادار لهگهل زمانی نامانج دروست بکهن. شينواز و ستراتيژي جياواز ههيه بو بهزرکردنهوهی کارامهیی قسهکردن، و ستراتيژي چيروک وتن. سی نیل تی نامانجی نهوهیه که پهيوهندي و گفوتوگو له پولهکهدا ههبيت، (CLT) وهک فيرکردنی زمانی پهيوهندي ههروهه چيروک کيرانيش ههيه. تويژه دهکان ليکولينهويهان کردوه لهسهه نهوهی که زمانهوانی بيانی به زمانی مهيهست قسه بکهن نهوان گهيشته نهو نهجامهی که بهزرکردنهوهی کارامهیی قسهکردن پيوستی به خونديکاره چالاکهکان ههيه، بو نهوهش، راهينهرازی زمان پيوسته ههنديک نامراز و ستراتيژي بهکاربينن. سههراي نهوهش، ستراتيجهتی چيروک کيران قوتابيهکان دهگريتهوه که راهينان به کارامهیی قسهکردنيان دهکهن و نهه تهکنيککش به مهيهستی باشترکردنی کارامهیی قسهکردنيان له دؤخیکی ژيانی راستهقينهدا بهم شيويه، نهه پهريگهی تويژينهويه بههاي ستراتيجهکاني چيروک وتن له پولهکاني نی نيف نیل دهگوليتيهوه. ديز اينیکی تويژينهوهی کواليتي جيبهجن کرا، و داتاکه له سههراوهی لاوهکی وهک وتارهکاني تويژينهوه کؤکرايهوه. بو شيکردنهوهی داتاگان، شيکردنهوهيهکی تيماتيکی بهکارهاتوه. نههجامهکان دهريانخست که چيروک وتن بهس بوو له باشترکردنی کارامهیی قسهکردن. نهوه توانای گرتنی وشه نوييهکان بهرز دهکاتهوه، و ووتنهکه بهخيو دهکات. ههروهه کارامهیی لاساييکردنهوهی فيرخواز و فراوانکردنی پهيوهندي فيرخواز و ردهخهيان و زيادکردنی خواستی فيربوون بو بهکارهينانی زمانی نامانج. به کورتي، ستراتيجه چيروک وتن يارمهتی فيرخوازانی زمان دهکات بو بهکارهينانی زمانی نامانج، ههروهه يارمهتی فيرخوازان دهکات بو باشترکردنی کارامهیی قسهکردنيان.

وشه سههريهکيهکان؛ فيرکردنی زمان، کارامهیی قسهکردن، چيروک وتن، پهيوهندي،

Zero-morph as a Creative Affix

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Abstract

To be able to use the target language sentence structure efficiently, a speaker needs to learn and have a very large number of words (Nation, 2013). Research shows that understanding the meaning of a word is not sufficient, rather, it involves more than just its meaning; such as spelling, and grammatical behavior (Pigada & Schmitt, 2006). Vocabulary acquisition requires effective methods. One of the methods of learning vocabulary is learning the process of word formation in the target language. This research aims at investigating and exploring one of the productive word-formation processes in the English language which is conversion or zero-derivation in which the grammatical category of a word is changed without adding any affixes. For instance, every day, I *walk(V)* to the park near my house, or, every day, I *take a walk(N)* with my dog. The results will have several pedagogical implications for researchers, teachers, and learners. Based on the presented data in the current study, it can be concluded that zero-morph can be considered one of the productive word-formation processes, and pedagogical implications are discussed in the discussion section.

Keywords: Word-formation, conversion, Kurdish EFL learners, vocabulary acquisition

1. Introduction

This paper aims to examine and investigate one of the productive word-formation processes which have been labeled as zero-morph. In this research, the researchers provide adequate and valuable information on a key type of word-formation process that is used in ordinary everyday English but is less known and rarely discussed among most ESL/EFL speakers and learners (Valera and Ruz, 2020). First, the above-mentioned word-formation process has been defined, and clarifications are given on other concepts and terms which are used by linguists. Then, the major types of zero-morph are explained with word examples and sentences.

2. Zero-morph: Definitions

Linguists and researchers in the field of linguistics have been using a variety of concepts to refer to zero-morph such as conversion, zero-morph, zero-affixation, zero-derivation, functional change, and multiple word-class memberships, and non-affixational word-formation processes (Don, 1993; Mela-Athanasopoulou, 2018; Schmid, 2007). Plag (2003) defines conversion as “the derivation of a new word without any overt marking, for instance, *to bottle* (V) as a verb, whereas, *the bottle* (N)” as a noun (p. 145). In addition to that, Marchand (1969) defines zero-affixation as the change in the category of a lexicon, that is, no affixation is added to a lexeme. Furthermore, Štekauer (2009) defines conversion as “the process by which lexical items change category without any concomitant change in form” (p.418). For instance, (Google(N) ~ to google(V)). In this research, the researchers have used the terms conversion and zero-affixation and other used terms interchangeably.

3. Zero-morph: Explained

The phenomenon of changing word categories has been a topic of debate among linguists. Zero-morph or zero-affix is first proposed by Allen (1978). Don (1993), in his book “morphological conversion” has assumed a model for English words, and states “if English morpho-phonology has two levels for affixation, for example, *-al* and *-ive* attach at level-I, for instance, act^(V) ~ active^(ADJ)”, whereas, for zero-affixation, this process takes place in level-II, after the affixation of level I affixes such as in [v [N hammer] Ø].

Here, two views are discussed. First, Lieber (2005) believes that conversion is a simple change in word category, but Valera (2005) states that conversion is more than just a process of word formation, and it is different from other types of derivation.

4. Different Views on Zero-morph

Reviewing the existing literature on this topic, a variety of views have been presented on conversion which is briefly explained in the followings:

1. Two forms are available (e.g., *write*, *right*), and both of them are independent. Their identical form is accidental (Jespersen 1942; Don, 2004); this is called the homophony approach.
2. When the word (water(N) ~ to water(V)) can be used as in the sentences “*she needs a glass of water*” and “*They water the garden every day*”, no visible affix can be seen that added to the underlined verbs in both sentences. Hence, this is called the zero-derivation approach (Jespersen, 1942; Marchand 1969; Kiparsky 1982; Don 2004, 2005).
3. Lieber (2005) has proposed another approach which is called “empty category movement” which is when a word takes different functions such as (*to walk* (V) and a *walk* (N)).

5. Major Types of Conversion (Zero-affixation)

There are different types of conversion in the English language. These types have been explained with examples like the following (Don, 2005; Mela-Athanasopoulou, 2018; Marchand, 1969; Plag, 2003; Quirk et al., 1975; Sanders, 1988; Valera, 2005).

5.1. Noun → Verb

This type of conversion is one of the most productive ones. In this type, the noun could be animate or abstract. Consider the following examples (Plag, 2003):

Table 1 Changing Nouns to Verbs

The hammer	to hammer
The file	to file
The skin	to skin
The Nurse	to nurse
The referee	to referee
The brake	to break
The comb	to comb
The blanket	to blanket
The Bottle	to bottle

(1) a) Plastic **bottles** are lighter than glass ones. (Noun)

b) The wine is **bottled** at the vineyard. (Verb)

Based on the given data in Table 1, the words can be used either as a noun of a sentence or as the main verb of the sentence (see example 1 above).

5.2. Adjective → Verb

This type of conversion can also be called the deadjectival verb. The process of adjective conversion to a verb is less productive because these verbs are produced through suffixation such as (short (ADJ) ~ shorten (V)). Examples of *adjectives to verbs* are shown in the table below: (Mela-Athanasopoulou, 2018):

Table 2 Changing Adjectives to Verbs

Cool	to cool
Empty	to empty
Clear	to clear
Slow	to slow
Narrow	to narrow
Thin	to thin
Open	to open

(2) a) Shall I take the ***empty*** bottles for recycling? (Adjective)

b) The place ***emptied*** pretty quickly when the fight started. (Verb)

5.3. Verbs → Nouns

In the English language, verbs are either transitive, intransitive, or both. Converting a verb into a noun can also be considered one of the productive processes of zero-affixation. Examples of this type are provided in Table 3 below (Mela-Athanasopoulou, 2018):

Table 3 Changing Verbs to Nouns

To cheat	The cheat
To spy	The spy
To command	The command
To drink	The drink
To aid	The aid
To attack	The attack
To Hunt	The hunt
To delight	The delight

The five first examples in Table 3 are transitive verbs, and the last five examples are intransitive verbs.

(3) a) Students are not allowed ***to cheat*** in any exams. (Verb)

b) Hey! You little ***cheat***. (Noun)

(4) a) This news will ***delight*** his fans all over the world. (Verb)

b) My ***delight*** in them is as varied as my moods. (Noun)

6. Conversion by Stress Position

Another common type of conversion is the case where the stress changes the word category of a lexeme. In this type, verbs can become nouns or nouns can become verbs by changing the position of the stress on each word. The stress position is indicated by a (˘) diacritic. Furthermore, it is worth noticing that there are words whose lexical categories are changed but the stress is still in the same position (see Tables 4 and 5) (Mela-Athanasopoulou, 2018):

Table 4 Changing Verbs to Nouns

Re˘fill	˘Refill
Ex˘tract	˘Extract
Per˘mit	˘Permit
Con˘vict	˘Convict
Mis˘print	˘Misprint
Inter˘change	˘Interchange
Over˘flow	˘Overflow
in˘crease	˘Increase
im˘port	˘Import

Table 5 Changing Nouns to Verbs

The ˘Pattern	to ˘pattern
The ˘Patent	to ˘patent
The ˘Picture	to ˘picture
The ˘Question	to ˘question
The ˘Register	to ˘register
The ˘Document	to ˘document
The 'advocate	to 'advocate

Analyzing the data sets in Table 4 and Table 5, it can be observed that zero-affixation or conversion can take place with shifting stress position on the words such as in Table 4; whereas, Table 5 tells us that shifting stress position does not always guarantee changes in the word categories. For instance, words can have more than one lexical category with the same stress position.

- (5) a) The *˘increase* in salary will be appreciable. (*increase* is used as a noun)
 b) Having her there would certainly *in˘crease* his enjoyment. (*Increase* is used as a verb)

7. Conclusions and Implications

Words are the building blocks of any language in the world. Linguists have proposed a variety of word-formation processes such as compounding (e.g., *mail carrier*), affixation which is adding an affix to the word such as (teach + -er ~ teacher), clipping such as (*advertisement-ad*), borrowing as in (e.g., point of view from French phrase *point de vue*); coinage which is inventing word such as “nylon”; blending as in “breakfast + lunch → brunch”, and conversion are among some of the word-formation processes. For this research conversion (i.e., zero-morph) was the main focus of the investigation. Conversion has been argued since Allen (1978) introduced Zero-morph or zero-affix in linguistics. Different terms and concepts have been attached to this word-formation process, but almost all the used terms give a general understanding of the process which is shifting the category of a word without adding any affixes.

This study has some pedagogical implications for linguists, teachers, and ESL/EFL learners. For linguists, it can be an encouragement to investigate this process from different perspectives such as conducting more comparative studies. More studies are needed to be carried out across the language regarding this process. For instance, Kurdish researchers and linguists are invited to research to compare and investigate this process with the Kurdish and English languages. Furthermore, the provided information and conclusions can be used as a teaching reference by ESL/EFL teachers, especially those teachers who teach morphology.

Finally, learning this word-formation process by ESL/EFL learners can benefit them immensely because when learners read two sentences such as (6a and 6b) can be very confusing without knowing a word-formation process which is called zero-morph or conversion. Hence, it can be concluded that zero-morph is a productive affix, and it also can be assumed that this word-formation process might be one of the most productive processes in the future because learners are looking for simple and productive ways of learning and remembering words of the target language.

پوخته

بۆ ئەوەی بتوانیت پێکھاتەیی رستهی زمانی ئامانج بە شیوەیەکی کارا بەکاربهێنیت، قسەمەر پێویستی بە فیربوونی ژمارەیهکی زۆر وشەیی دەبێت. (Nation, 2013). تۆیژینهوکان دەریدەمخەن کە تیگەیشتن لە مانای وشەیهک بەس نییە، بەلکو زیاتر لە تەنیا ماناکەیی دەگریتهوه؛ وەک رینووسی، رەفتاری ریزمانی. (Pigada & Schmitt, 2006). وەرگرتن و فیربوونی وشەو وشەسازی پێویستی بە شیوازی کاریگەر هەیە. یهکیک لە شیوازی فیربوونی وشەسازی بریتییە لە فیربوونی پرۆسەیی دروستبوونی وشە بە زمانی ئامانج. ئەم تۆیژینهوویە ئامانجی لیکۆلینهووه و لیکۆلینهوویە لە یهکیک لە پرۆسەکانی دروستکردنی وشەیی بەرھەمدار لە زمانی ئینگلیزیدا کە بریتییە لە گۆرین یان بەکارهێنانی وشەیهک لە ریزبەندی و دانانی لە رسته لە شۆینی جیاواز کە تێیدا پۆلی ریزمانی وشەیهک بەی زیادکردنی هیچ پاشگریک دەگۆردریت. بۆ نموونە، هەموو رۆژیک، من بە پێ دەچمە (کار) پارکەکی نزیکیک لە مالهەم، یان، هەموو رۆژیک، لەگەڵ سەگەمدا پیاسەیهک (ناو) دەکەم. ئەنجامەکان چەندین کاریگەری فیرکردن و پێداگۆزییان لەسەر تۆیژەران و مامۆستایان و فیرخووان دەبێت. بە پشتمەستن بەو زانیاریانە کە لە لیکۆلینهووی ئیستادا پێشکەش کراون، دەتوانریت بلێین کە دەتوانریت مۆرفی بەتال وەک یهکیک لە پرۆسەکانی بەرھەمھێنانی وشە لەبەرچاو بگیری، و کاریگەرییە پێداگۆزییەکان لە بەشی باسەمدا باس دەکری.

کللی وشەکان: وشەسازی، گۆرین، فیرخووانی کوردی زمانی ئینگلیزی، بەدەستھێنانی وشەسازی

خلاصە

لتكون قادرًا على استخدام بنية جملة اللغة المستهدفة بكفاءة، يحتاج المتحدث إلى التعلم ولديه عدد كبير جدًا من الكلمات (Nation, 2013). تظهر الأبحاث أن فهم معنى الكلمة ليس كافيًا، بل إنه ينطوي على أكثر من مجرد معناها؛ مثل التهجئة والسلوك النحوي (Schmitt & Pigada, 2006). يتطلب اكتساب المفردات أساليب فعالة. إحدى طرق تعلم المفردات هي تعلم عملية تكوين الكلمات في اللغة الهدف. يهدف هذا البحث إلى استقصاء واستكشاف إحدى عمليات تكوين الكلمات المنتجة في اللغة الإنجليزية وهي التحويل أو الاشتقاق الصفري حيث يتم تغيير الفئة النحوية للكلمة دون إضافة أي علامات. على سبيل المثال، أسير (فعل) كل يوم إلى المنتزه بالقرب من منزلي، أو، كل يوم، أمشي مع كلي. سيكون للنتائج العديد من الآثار التربوية للباحثين والمعلمين والمتعلمين. استنادًا إلى البيانات المقدمة في الدراسة الحالية، يمكن استنتاج أنه يمكن اعتبار الصفر المرن كواحدة من عمليات تكوين الكلمات المثمرة، وتناقش الآثار التربوية في قسم المناقشة.

الكلمات المفتاحية: تكوين الكلمات، التحويل، متعلمي اللغة الإنجليزية كلغة أجنبية باللغة الكردية، اكتساب المفردات

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Non-Linguistic Aspects of Interpreting with Reference to English and Kurdish

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Abstract

Interpreting as a profession has become the center of interest and focus for many linguists, translation scholars, translators, and professionals. Interpreting has played a vital role in bridging the gap and maintaining relationships among people of different languages. The output of interpreting, unlike written translation is entirely oral leaving behind no written proof. Interpreting is an activity or a process which consists of the facility of oral and sign language communicated either consecutively or simultaneously between two or more speakers who are not speaking the same language. Interpretation is the act of transposing a message from one language to another immediately in real time. The study sheds light mostly upon non- linguistic factors in the process of interpreting which can be of no less important than the linguistic ones. The aim of the study is to provide an overview of interpreting in general with a detailed description of the non- linguistic strategies or skills from the perspective of interpreting process. Bearing these in tactics in mind, the interpreter tackles the interpreting problems and difficulties in a more skillful way.

Key Words: Non- Linguistic Aspects, Interpreting, Paralinguistics Aspects, Verbal and non- verbal messages.

Introduction

Interpreting is a relatively new area of research that has been often subsumed under the heading of Translation. The Non-linguistics aspects of interpreting concern with the analysis of interpreting process and the basic interpreting skills. The analysis of the interpreting process analyses the problems and factors that may affect the quality of interpreting in different procedures, then to focus on the discussion of the main categories of interpreting skills and how to overcome those problems.

The current study tackles the issue of interpreting mainly discussing the non-linguistic factors involved in ascertaining meaning. The identification of meaning in the process of interpreting is also discussed focusing on the interpreter's awareness of the non-linguistic elements. The lexical items in isolation and in context is followed by the input and the output switches depending on the speakers' intention. The importance of the interpreter's role in practice is explained together with the problem areas.

The process of interpreting in the classroom environment is yet another issue that is discussed in this study provided with the problematic situations and difficulties. The question: why interpreting is important? Is an answer given to serve the aim of the study. The data given to the students in class interpretation that includes those topics chosen for interpretation. Finally, the recordings of the students' performances in interpreting the chosen topics is provided to reach the conclusions arrived at after the analysis.

Non- Linguistic Factors Involved in Ascertaining Meaning

Although translation is written and interpretation is oral, many of the principles of translation theory can be applied to the process of interpretation. The study focusses on interpreting. However, some points of translation theory are relevant to the ideas and analyses presented in this study. Catford (1965, p. 88), while emphasizing on translation theory in his work, refers in passing to "spoken-spoken translation".

Catford also refers to context as an extra-textual situational phenomenon which is "linguistically relevant", and to "co-text" as an item present within the text which provides information and clarifies the ambiguities. The term "context" is used here for both the linguistic and extralinguistic elements which contribute to the meaning and understanding.

In the process of interpretation, interpreters listen, analyze, translate, and speak with a lag of only seconds/ words separating the original source language (SL) version and the target language (TL) rendition. The goal of this complicated

process is to communicate a message from the SL to the TL with minimal analysis time. Thus, interpreting is not a simple process of substituting a TL word/ phrase/ clause/ sentence in a word- for- word configuration. Rather it is:

1. Understanding the meaning behind the SL words, and
2. Expressing that meaning in the TL. (Nida, 1982)

Catford (1965, p, 20) defines Translation as "... the replacement of a textual material in one language (SL) by an equivalent textual material in another language (TL)". In both processes of interpretation and translation meaning is often, if not usually conveyed in the TL through the use of words/ phrases/ sentences which are completely different from those of the SL (Lyons, 1984, Seleskovitch, 1983). Jakobson refers to this phenomenon as "equivalence in difference".

Moreover, a phrase in the SL may be replaced by a single word or a clause in the TL and vice versa. It is important to understand that interpreting the message of an utterance and finding word equivalents for the lexical items of an utterance are not the same thing.

This study mostly examines the non- linguistic (extralinguistic) factors involved in ascertaining meaning, focusing on the selected contributions of general linguistic theory, interpretation and translation theory, and pragmatics to the study of interpretation process. To illustrate this, one can draw from his personal experience as well as from performances of the students interpreting at speeches, conferences, and during practice sessions.

Identification of Meaning in Interpreting Process.

The Interpreter's Awareness of Non- linguistic Element.

What contribute to the meaning of an utterances is not only their phonological, syntactic, and semantic aspects, but in a much larger and perhaps more important sense, it is the context in which the speech occurs. Context is a strong determinant of how the syntactic and phonological patterns of utterances are perceived, analyzed, and understood (Catford, 1965), Lakoff (1982), Schweda Nichdson and den Tuinder (1993).

The identification and analysis of meaning have long been the backbone of interpretation and translation research. As in general meaning analysis, the process of interpretation relies not only on the linguistic aspects of an information available to the interpreter in any given context (Lederer, 1987, Schweda Nichdson 1985).

Understandably, pragmatics, also, plays a very important role in the process of interpretation. Interpreters are under constant pressure to perform quickly and accurately the task. In addition, processing all the incoming linguistic

information, the context is ever present in the interpreter's mind, very importantly, by taking into account information which is forthcoming from both linguistic and non- linguistic sources, interpreters are able to resolve the ambiguities (Lyons 1984, Selekovitch 1985). In addition, their understating of the speaker's argument development becomes more and more clear as the speech proceeds (Henderson, 1988). Uhlenberck (1985, p. 192) summarizes the process which applies well to interpretation and non- interpretation situation:

"The final interpretation of a sentence by the hearer turns out to be the outcome of weighing and integrating a variety of cognitive data: factual and emotional information inherent in the sentence itself, together with extralingual information about the speaker, about the culture in which the speaker and the hearer are living. Analysis of all these factors is needed for understanding how the semantic aspect of language functions".

Lexical Items in Isolation and in Context

Components of language, other than semantics as well as extralinguistic data, contribute to understanding. For instance, one cannot isolate a lexical item such as "card" of instance and assign it one meaning which fits all contexts. Wold (1983, p. 42) states that when one word is presented to an individual in an artificial situation ... the direction of the processing of different individuals will vary partly because the meaning processes is affected by different background factors. Jakendoff (1989, p. 139) writes "a word meaning ... is a large heterogenous collection dealing with form, function, purpose, personality or whatever else is salient".

Seleskoutich (1978) refers to the many out-of- context meanings for a single word as "linguistic meaning". Each is valid in and of itself as it stands alone (i.e. the numerous dictionary entries for a word). In the sentence":

"She handed him her card"; the reader, listener does not know which kind of card is the referent. If five different people read or hear this sentence, it is possible that the five different meanings will be assigned to the lexical item "card".

Lyons (1984, p. 179) states that one can fason identical utterances- inscriptions without having produced the same sentence. However, place the above sentence in a context, and it takes on various, situationally- specific meanings) i.e. at the library, it's a library card, at the meeting, it is a business card, at a restaurant, it is a credit card, at a stationary store, it is a greeting card being purchased, and so on.

Thus, out of context, in the above sentence evokes numerous different referents for the card. Catford, in this regard says: "The contextual meaning of an item is the groupment of the relevant features with which it is related".

Input Analysis and Output Switches

Regarding input analysis and output switches, interpreters extract ideas from SL utterances and expressions in the TL. Interpreters should activate their receptive competence in one language and, only a second or two later sometimes even more quickly- utilize their performative competence in another. Interpreters are constantly required to perceive and comprehend new data while they are producing the material which has already been processed and understood. This procedure results because interpreters maintain a certain lag time behind the speaker. Lag time allows the interpreter to perceive, analyze, and comprehend before speaking. Interpretation is truly remarkable example of the brain's information- processing capabilities.

The amount of lag time varies from one interpreter to another. In general, though interpreters usually maintain, somehow, a lag of 5 to 10 words and/ or several seconds behind the speaker in interpretation. Worthy of note is that interpreting does not strictly maintain the same lag time through- out the course of speech. Some materials because of their difficult or complicated nature may require a longer lag, while other parts of speech may be more straight forward. In the later case, interpreters often follow at a shorter distance.

The linguistic and extralinguistic data available to the interpreter provide a constantly evolving system of checks and balances upon which subsequent assessments and analyses are based.

Speaker Intention

With relevance to the interpretation process, is the factor of speaker intention. Pergnier (1992), refers to the “message- meaning” as that which is intended by the speaker and relies heavily on context. Uhlenbeck (1978), writes of a “maker- sense” principle in which listeners assume that what the speaker is uttering makes sense, given this pre- analysis frame of mind, listeners then interpret input, taking into consideration all the information available to them to ascertain the meaning expressed by the speaker. Sometimes, interpreters are faced with an ambiguity of a comprehension problem. When this occurs, they should utilize the “makes- sense” principle and take advantage of the linguistic and extralinguistic cues available to them to produce a complete accurate interpretation.

Interpretation in Practice

After examining various linguistic and interpretation theories, it is wise, here, to produce some practical applications of the theoretical data to the

interpretation process. The examples will be taken from class formal actual situations in order to illustrate the intentions of theory and practice.

1. Analyzing the situation:

Before a conference or meeting begins, interpreters attempt to acquire pertinent information which might aid in preparatory analysis of the situation at hand and, if possible, the goal or the reason for organizing the meeting (Lederer, 1987).

The current example, clearly, illustrates that background information can be invaluable when preparing for a conference task. As a result, before the meetings even began, the interpreters already knew much about the context in which they would be working (Pergnier, 1982).

2. Who comprise the audience:

Another element of the conference situation which can often be investigated prior to beginning of the meeting is to make up of the audience. Why is knowing who will be listening so important? It is quite common for the audience members at international conferences to share in the same field as the speaker. Consequently, there may not be comprehension problems, because those who are listening share a common intellectual background and understand all of the terminology and concepts that are treated. However, this is not always the case. Perhaps there are some individuals in the audience who do not yet possess sophisticated knowledge of the subject. If the interpreters are aware of this situation in advance, they can better serve their audience. If there is time, the interpreters can clarify or explain some of the particularly complicated and difficult points. Specialists, for instance, use acronym with which they are very familiar. Sometimes, however, these individuals offer no explanation of what the acronyms represent to their audience.

Problem Areas

Missed material, lack of knowledge, faculty anticipation and isolated lexical items.

The following are some examples that illustrate interpreter's contextual awareness and how it was manifested in actual interpreting situations:

- When interpreters are uncertain about what they have heard, or have missed some information together, they should rely on context to "fill in the blank".
- The interpreter could have relied on the context of the current speech, as well as the general awareness of monetary fluctuations in his long-term

memory. Interpretation mistakes often appear to result from a lack of pertinent knowledge on the part of the interpreter. Knowing the material is the real key to providing a quality interpretation.

- Any listener has a natural tendency to interpret and analyze subsequent words, phrases, and so on, in terms of what has already been heard during speech conversation.
- Once the meaning is analyzed, the interpreter predicts what is to follow, or perhaps the interpreter's pragmatic expectations about what the message would be affected the phonetic unit.

The Process of Interpreting in the Classroom Environment

The Departments of English have put translation as a subject in the undergraduate curriculum as a compulsory subject taught to all English programs in universities and colleges alongside with other subjects. Interpreting, basically, is a process of translating the meaning of the source language into the receptor language in a verbal way. This process may only occur when someone acts as an interpreter to transfer the meaning of a message directly from the mouth of a speaker, from a tape player, from a radio, from a CD/VCD player, from a T. V. or from other sources of verbal messages in a source language to a listener or an audience of a receptor.

In order to perform such a challenging task professionally and responsibly, one should have an adequate command of the receptor language in their linguistic and non- linguistic aspects.

It is important to bring students close to both English and Kurdish real- life environments and exposed them to different discourse genres and different dialects and accents.

The first step is to warm up activities to preparing the students to move up to the other step. Up to this level, students are exposed to a semi- real life situation where they are listening to different English native speaker dialects and non- native speaker accents either through the prepared tapes, CDs and VCD's and they are also listening to different Kurdish discourse genres.

The other step is the most challenging one for the student because each student will demonstrate his/ her strategy and capability in performing an interpreting work in a set- up real- life situation. Such capabilities can be acquired consciously and unconsciously through a process of learning, training, and experiencing in a formal set-up situation and in a real-life situation.

Why is Interpretation Important for Students?

Not only will the interpreter benefit from being in the actual setting and being able to read facial expressions, etc., but the students will be able to build a personal relationship with the interpreter. The following points are some of the problematic situations and difficulties

1. The problem lies in not having a certain sound lab or specific lab for interpreting process.
2. Not having a specific course for interpreting within the 4th year curriculum program.
3. Problems of having large classes in which students have no equal chance for practicing in such an oral task.
4. Lacking to have specialized staff members for teaching interpreting.
5. No chance to visiting interpretation centers in our area for the students.
6. Students are of different levels regarding English language mastery and performance.
7. The task of oral rendering is mostly embarrassing and complicated the interpreter, needs to be tactful in performing the task.
8. Having no interest somehow in rendering language of media, journalism and political texts or topics.

Thus, the role of the interpreter, here, is not only to convey the words between the participants in the communication process, but they also need to make sure that the goal of the lecture/ lesson is clear and that all important aspects are properly understood. The interpreter, in this case, helps fostering social interaction and assists the student with hearing impairment in blending with their classmates.

In the actual interpreting process, the speaker should speak, rather slowly and make reasonable breaks. It is OK to say 2-3 sentences in a row and then let the interpreter render them in the target language.

In Class Interpreting Practical Application

4th year Class Students

English Department, College of Languages

Salahaddin University

2nd- Term 2021-2022

No. of students: 87

Group A: 28 students

Group B: 27 students

Group C: 32 students

Since the beginning of the course study in the academic year 2021-2022, Kurdish- English, written translation has been taught to the 4th year students as a subject in their curriculum program, two hours per week. Due to the importance of interpreting as an oral translation activity, it comes as a complementary to the written translation process. Moreover, the students need to practice it once they graduate or in applying for working as interpreters in the Kurdistan Region establishments and foundations.

Due to the students request and interest in having a short-term practical practice in class interpreting task, the required approval was obtained from the department, to devote, somehow, 6-8 hours practice for this purpose. In fact the actual practical sessions in the process with English-Kurdish rendering, then Kurdish- English interpreting which the latter seems somehow to be more complicated since it requires a high skill performance in language mastery and tactfulness on the part of the student.

During the formal in class interpreting setting, the teacher's role is to divide the class into small 4 to 5 students groups, giving each group a certain topic for discussion, and later on, each group to nominate a speaker and an interpreter on the behalf of the group, meanwhile, the other students in the groups are regarded as the audience and they watch and give their viewpoints regarding the performances of both the speaker and the interpreter, also the psychological stress imposed on them in practicing such a task of others and informal setting. The teacher's role is to guide them and give the required necessary comments later. The performance of such a task is to be checked by the teacher for the evaluation purpose.

It seems that the students are more interested in practicing such an oral task more than the written translation activity. They see that they need to be well-acquainted with practicing such activity, practicing once they apply for jobs or work as interpreters after their graduation.

One can point out that the most problem areas of the students meant here, i.e., the speakers and interpreters, are the problem of English language mastery and not being able to arrive at the right equivalence in TL text for the SL text terminology or lexical items. Also, the non- linguistic factors impact and the psychological stress during performing such a task in a formal setting and in front of the audience and being in short of time, all these affect the students in class interpreting task.

In this practical practice of interpreting task in actual class setting with the 4th year students, most of them participated actively in performing the task as

speakers, interpreters, and the audience giving their comments and viewpoints towards this challenging practice inside the class.

The Topics Given for Discussion and Performing the Task

1. Working in public or private sectors after graduation.
2. Arriving to college on time is really a problem.
3. What are you looking forwards to achieve or to be once you graduate?
4. The advantages and disadvantages of using internet and social media nowadays.
5. An embarrassing situation once you come across.
6. Traffic and means of transportation problems.
7. In class interpreting and formal conference interpreting.
8. Written and oral translation.
9. The interference of mother tongue in English language performance.
10. What sort of register or text type you are interested in reading and investigating?

The following link represents the documented and recorded materials of students' performance zip archive (1) 9.9 (11 files).

Conclusions

The study has tackled the non-linguistic aspects of interpreting with reference to English and Kurdish, focusing on identification of meaning. It has highlighted the relevance of contextual appropriateness for lexical item choice. The hypothesis of input-output switches in the importance of speaker intention have also been examined; moreover, the study has illustrated practical applications of theoretical implications through examples taken from actual interpreting situations and class exercises:

- The study points out the way interpreters utilize a combination of linguistic and extralinguistic cues to ascertain meaning.
- In general, the study has attempted to show that there is much more involved in the practice of interpretation than the mere substitution of TL words for those of an SL.
- Interpretation gained a wide acceptance after its successful use at the Nuremberg Trials in the mid 1940s. During the late last century, much has been written about various aspects of interpretation.

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The Significance of Non-Verbal Communication in Oral Translation

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Abstract

This research aims to discover a different definition of interpretation and to prove that non-verbal communication is a fundamental part of interpretation. Therefore, an interpreter without a good knowledge of non-verbal communication cannot be a complete interpreter. The interpretation process is not only the process of meaning transference from one language to another; it is also the transference of the meaning of non-verbal communication such as; facial expression, tone of voice, eye contact etc.

The problem of this study is that most interpreters do not take non-verbal communication into consideration, and they do not have enough information about it. This will be proved through an incident occurred while USA president Joe Biden delivered a speech in April this year for which all details of the reason illustrated clearly. The lack of knowledge about non-verbal communication can cause problems while interpreting or analyzing a speech of a president or a government official or speaker. It leads to misunderstanding and misinterpretation that might be embarrassing for the interpreter and the organization or the Media network they are working for.

Non-verbal communication can be used in different forms, each illustrating or replacing a specific part of verbal communication. It contains many more figures than anyone might think in the first place. So non-verbal signs/Communications play a significant role in the interpretation. It is the essential base in the interpretation process; interpreters have to concentrate on these elements to carry out a successful interpreting process and achieve great interpretation results.

The data of this study is mainly taken from books and articles about translation, Interpretation and Nonverbal Communication. The exemplification is primarily drawn from English sources, books and articles that have partly been opted out depending on self-experience. Therefore, it is analyzed through a questionnaire in which eighteen professional translators/interpreters are asked seven questions regarding the importance of Non-Verbal Communication in Oral Translation. In conclusion, the outcome of this manuscript reiterated that interpretation and Non-Verbal Communication complete each other; the latter cannot be perfect without the former.

Keywords: Oral Translation, Non-Verbal Communications, Interpretations, Facial Expression, Interpretation.

I. Introduction

It is very typical if we don't know about many aspects of non-verbal communication when we hear about this topic. What comes to mind immediately are body gestures or facial expressions. However, there are too many aspects. For this reason, chapter two begins with a definition of non-verbal communication, and chapter three illustrates these definitions with Types of Non-verbal communication. They also demonstrate the significance of non-verbal communication in daily life. In this paper, the task of the interpreter is coded in two steps: first, the transfer of a message from the speaker to the interpreter and secondly, the transfer of this message from the interpreter to the audience.

Therefore, the work of interpretation is not only converting the source language meaning into the target language, but most importantly is to grasp the meaning of what is said verbally through the non-verbal communications such as gestures, facial expression, tone of voice, body posture that can convey more than the words uttered.

II. Methodology

The data of this study is mainly taken from books and articles about translation, Interpretation and Nonverbal Communication. The exemplification is primarily drawn from English sources, books and articles that are partly been opted out depending on self-experience. Therefore, it is analyzed through a questionnaire in which fifteen professional translators are asked seven questions regarding the importance of Non-Verbal Communication in Oral Translation.

III. Literature Review

(Bambaeroo, F., & Shokrpour, N. 2017/ Non-Verbal Communication in Teaching) mentioned that if this skill is practiced by teachers, it will have a positive and profound effect on the students' mood. Non-verbal communication is highly reliable in the communication process.

(Magdalena & , Anthony. 2013/Non-verbal Signs). Mentioned that the essential functions of nonverbal discussion across the stages of research were identified as clarification, juxtaposition, discovery, confirmation, emphasis, illustration, elaboration, complementarity, corroboration.

(Chakravarty.D ,2015/Non-Verbal VS Verbal Communication) coaches say 93% of all interactions is non-verbal and only 7% is actual words.

(Burgoon,2014/Distinction between verbal and Non-Verbal Elements), The differences between the use of verbal elements and the use of non-verbal elements can be described as the difference between doing and communicating about doing.

Chapter One

1. Definition of non-verbal communication

It is a spoken Behavior and elements instead of from words themselves that convey meaning. Non-verbal communication signs contain pitch, speed, tone and volume of voice, gestures and facial expressions, body posture, stance, and proximity to the audience, eye movements and contact, and dress and appearance.

Researchers believe that only five percent effect is produced by the spoken word, forty five percent by the tone, inflexion, and other elements of voice, and fifty percent by body language, movements, eye contact, etc. (van Wyk et al., 2013)

Nonverbal Communication has been defined as communication without words. It includes apparent behaviors such as facial expressions, eyes, touching, and tones of voice, as well as less obvious messages such as dress, posture and spatial distance between two or more people. Everything communicates, including material objects, physical space, and time systems. Although verbal output can be turned off, nonverbal cannot even silence speaks. From this website ((Harper et al., 1978)

Non-verbal communication is the indirect means of communication which usually includes some gestures and sign languages. Some signs are understood beyond mere words. There are signs and gestures that do tell us many things about a certain individual and what he/she is trying to communicate. See the below diagram (Scala and McGrath, 1993).



Figure 1

1.1. Definition of Interpretation

The process of explaining, reframing, or otherwise demonstrating your understanding of something is known as interpretation. An interpreter interprets one language into another and explains what someone is saying to someone who doesn't understand it. To analyze something, you must first comprehend the piece of music, writing, language, or idea and then explain it. A machine can generate large amounts of data, but humans will need your interpretation to understand it. (Definition of Interpretation, 2011)

2.1. Types of Interpretation

Simultaneous interpreting: The interpreter listens to the speaker and renders the message in the target language simultaneously.

Consecutive Interpreting: When the interpreter speaks after the source-language speaker has finished speaking, it is known as consecutive interpreting.

Chapter Two

Types of Non-Verbal Communication

1. Facial Expressions

Facial expressions are responsible for a huge proportion of nonverbal communication. Consider how much information can be conveyed with a smile or a frown. The look on a person's face is often the first thing we see, even before we hear what they have to say. While nonverbal communication and behavior can vary dramatically between cultures, the facial expressions for happiness, sadness, anger, and fear are similar throughout the world. (Zuckerman et al., 1981) See Example Below:

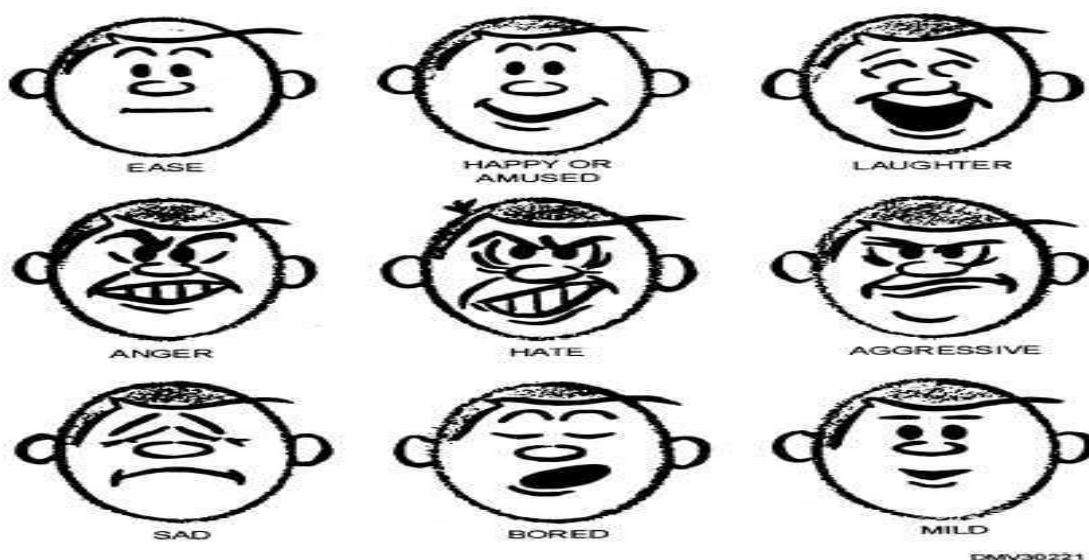


Figure 2

2. Gestures

Deliberate movements and signals are an important way to communicate meaning without words. Common gestures include waving, pointing, and using fingers to indicate numeric amounts. Other gestures are arbitrary and related to culture. In courtroom settings, lawyers have been known to utilize different nonverbal signals to attempt to sway juror opinions. An attorney might glance at his watch to suggest that the opposing lawyer's argument is tedious or might even roll his eyes at the testimony offered by a witness in an attempt to undermine his or her credibility. These nonverbal signals are seen as being so powerful and influential that some judges even place limits on what type of nonverbal behaviors are allowed in the courtroom. And gestures differ from a country to another in accordance to the culture as shown below: (Zuckerman et al., 1981)



Figure 3

3. Paralinguistics

Paralinguistics refers to vocal communication that is separate from actual language. This includes factors such as tone of voice, loudness, inflection, and pitch. Consider the powerful effect that tone of voice can have on the meaning of a sentence. When said in a strong tone of voice, listeners might interpret approval and enthusiasm. The same words said in a hesitant tone of voice might convey disapproval and a lack of interest. Consider all the different ways simply changing your tone of voice might change the meaning of a sentence. (Harper, R. G. 1978) A friend might ask you how you are doing, and you might respond with the standard "I'm fine," but how you actually say those words might reveal a tremendous amount of how you are really feeling. A cold tone of voice might suggest that you are actually not fine, but you don't wish to discuss it. A bright, happy tone of voice will reveal that you are actually doing quite well. A somber, downcast tone would indicate that you are the opposite of fine and that perhaps your friend should inquire further. (Zuckerman et al., 1981)

4. Body Language and Posture

Posture and movement can also convey a great deal of information. Research on body language has grown significantly since the 1970's, but popular media have focused on the over-interpretation of defensive postures, arm-crossing, and leg-crossing, especially after publishing Julius Fast's book *Body Language*. While these nonverbal behaviors can indicate feelings and attitudes, research suggests that body language is far more subtle and less definitive than previously believed. (Zuckerman et al., 1981)



Figure 4

5. Proxemics

People often refer to their need for "personal space," which is also an important type of nonverbal communication. The amount of distance we need and the amount of space we perceive as belonging to us is influenced by a number of factors including social norms, cultural expectations, situational factors, personality characteristics, and level of familiarity. For example, the amount of personal space needed when having a casual conversation with another person usually varies between 18 inches to four feet. On the other hand, the personal distance needed when speaking to a crowd of people is around 10 to 12 feet. (Zuckerman et al., 1981).

6. Eye Gaze

The eyes play an important role in nonverbal communication and such things as looking, staring and blinking are important nonverbal behaviors. When people encounter people or things that they like, the rate of blinking increases and pupils dilate. Looking at another person can indicate a range of emotions including hostility, interest, and attraction. People also utilize eye gaze a means to determine if someone is being honest. Normal, steady eye contact is often taken as a sign that a person is telling the truth and is trustworthy. Shifty eyes and an inability to maintain eye contact, on the other hand, is frequently seen as an indicator that someone is lying or being deceptive. (Zuckerman et al., 1981).

7. Haptics

Communicating through touch is another important nonverbal behavior. There has been a substantial amount of research on the importance of touch in infancy and early childhood. Harry Harlow's classic monkey study demonstrated how deprived touch and contact impedes development. Baby monkeys raised by wire mothers experienced permanent deficits in behavior and social interaction. Touch can be used to communicate affection, familiarity, sympathy, and other emotions. In her book *Interpersonal Communication: an everyday encounter*, author Julia Wood writes that touch is also often used as a way to communicate both status and power. Researchers have found that high-status individuals tend to invade other people's personal space with greater frequency and intensity than lower-status individuals. Sex differences also play a role in how people utilize touch to communicate meaning. Women tend to use touch to convey care, concern, and nurturance. Men, on the other hand, are more likely to use touch to assert power or control over others. (Zuckerman et al., 1981).

8. Appearance

Our choice of color, clothing, hairstyles, and other factors affecting appearance are also considered a means of nonverbal communication. Research on psychology has demonstrated that different colors can evoke different moods. Appearance can also alter physiological reactions, judgments, and interpretations. Just think of all the subtle judgments you quickly make about someone based on his or her appearance. These first impressions are important, which is why experts suggest that job seekers dress appropriately for interviews with potential employers. Researchers have found that appearance can play a role in how people are perceived and even how much they earn. One 1996 study found that attorneys who were rated as more attractive than their peers earned nearly fifteen percent more than those ranked as less attractive. Culture is an important influence on how appearances are judged.

9. Artifacts

Objects and images are also tools that can be used to communicate nonverbally. On an online forum, for example, you might select an avatar to represent your identity online and to communicate information about who you are and the things you like. People often spend a great deal of time developing a particular image and surrounding themselves with objects designed to convey information about the things that are important to them. Uniforms, for example, can

be used to transmit a tremendous amount of information about a person. A soldier will don fatigues, a police officers will wear a uniform, and a doctor will wear a white lab coat. At a mere glance, these outfits tell people what a person does for a living. (Zuckerman et al., 1981)

Chapter Three

1.3. Interpreting non-verbal communication

It has been stated that non-verbal communication plays a role in every kind of discourse, and in professional interpretation, it is crucial as well. This chapter discusses the following problems: in what situations and to what extent can the professional interpreter make sense of non-verbal communication? Where exactly in the brain is this interpretation of non-verbal communication located? For this chapter, websites were studied, since they are often more recent than books. Similar to the act of translation, the act of interpretation is influenced by many factors. This is why this chapter tries to give a different view by mentioning aspects from the fields of sociology, neurophysiology and psychology. (Phutela, 2015)

1. The importance of face-to-face situations

Non-verbal communication does not only play a role in face-to-face situations. It is also important in mediated communication, for example, as this is the case for telephone interpreting, where the interpreter does not see the speaker. Non-verbal communication is also crucial for every other kind of professional interpreting where the speaker cannot be seen. (Buck, Ross., & VanLear, Arthur. 2002) It is important, because even in such situations the voice itself can express non-verbal paralinguistic messages. (Burgoon,& Woodall, 1996) Those messages, for example, are intonation, tone of voice, vocally produced noises or pause. Then again, it has to be considered that non-verbal, communicative acts might only be fully expressed and observed in face-to-face situations, where rhetorical sensitivity is accompanied by visually perceivable emotions. As a result, this chapter will mainly consider face-to-face situations. (Phutela, 2015)

2. The importance of a shared culture

The differences between the use of verbal elements and the use of non-verbal elements can be described as the difference between doing and communicating about doing. It is believed that non-verbal communication is continuous, while verbal communication is discontinuous. Furthermore, as we have seen, verbal activity never stands alone – it is always joined by non-verbal action. Non-verbal action can be dynamic and spontaneous, but usually it is patterned by

the respective culture. (Burgoon,2014) A successful interpretation of non-verbal elements conveyed by the speaker requires the same understanding of the symbols shared between interpreter and speaker. That means, for the understanding and for the correct interpretation of an utterance and its simultaneously conveyed non-verbal elements, it is crucial that there is a shared knowledge of the rules and codes of non-verbal communication, which are embedded in the participants' culture. Therefore, if the participants have a shared understanding of non-verbal meanings, the interpreter can also predict the non-verbal action of the speaker. Predictability is extremely important for interpreters. That is, thanks to the interpreters' unconscious or conscious knowledge of the culturally determined non-verbal elements, they are able to predict what exactly is going to be said, or are able to detect the meaning in an early stage of the discourse. Thus, predictability of meaning in the field of interpretation is not only a result of the interpreter's general culture, but also a result of his ability to interpret non-verbal communication. (Phutela, 2015).

2.3. Interpreting non-verbal elements: neurophysiologic aspects

What is the biological explanation for the process of interpreting non-verbal elements, for the interpretation of gestures or other signs, as well as for the supposition that this process happens even before the act of interpreting utterances? It has been proved that emotional areas of the brain fire up even as cognitive areas fire up when discussing emotional topics. That means that the emotional areas of an interpreter's brain will work as well as the cognitive areas, when the interpreter listens to an angry speaker who raises his voice. Of course, "good" interpreters should not show emotions and must remain impartial. The process of understanding non-verbal and verbal elements can be described as follows: Neural pathways bring information to the brain through the senses. Information entering through eyes or ears goes first to the thalamus, to the large part of the limbic system. (Blumer,1969) The thalamus could be compared to a mail sorter. It decides to which parts of the brain to send the information. If the incoming information is emotional, the thalamus sends out two signals – the first to the amygdale and the second to the neo-cortex. As a result, the emotional brain, the limbic system, receives the information first. For the biological aspect of a species' survival, here human beings, this point is very important: hypothetically, in the event of a crisis (attack of a wild animal, confrontation with an enemy etc.) the interpreter could react (flee or fight) before the thinking brain has even received the information and had a chance to weigh the options. Today, the interpreter must not fear to be confronted with such dangerous attacks or confrontations. (Phutela, 2015)

3.3. The transfer of non-verbal elements from the interpreter to the audience

As mentioned above, non-verbal communication is emotionally expressive as people from all cultures smile, cry, caress, or then repress their emotions through body or facial action. Many emotional expressions seem to be displayed universally. However, non-verbal behavior varies from culture to culture, which means it is specific to each culture and may be interpreted differently. (Argyle, Michael F., Alkema, F, & Gilmour, R. 1971). What reactions do these non-verbal elements evoke among an audience when being transferred by an interpreter? Referring to the examples of non-verbal communication listed in chapter 3, the following text deals with the transfer and reception of such elements with special regard to cultural characteristics.

1. Intonation

Ideally, interpreters should recreate the same intended meaning of the speaker in target language. However, intonation is not always used correctly. For instance, the fact that simultaneous interpreters do not know how the speaker is going to proceed in his or her speech that may lead the interpreters' intonation to indicate their state of expectation. In that case, the voice tends to go up at the end of a sentence. In many languages, a rising intonation is a sign of surprise or a question, but when being used systematically by the interpreter it becomes very difficult for the audience to listen and understand where sentences begin and end, or to distinguish what is affirmative and what is interrogative. Furthermore, interpreters should not emphasize words where there is no need for it. Especially in rather vacuous texts, the actual emptiness of the text is highlighted by stressing too many words and the interpreter will come across as a poor public speaker. (Phutela, 2015).

2. Tone of voice

The interpreters' choice of the adequate tone of voice can give rise to serious problems. They can only be guided, in each case, by their tact and intuition. For example, an overreaction to being under pressure might manifest itself by an exaggerated attempt to sound calm. This can lead to a monotonous interpretation that sounds totally bored or even supercilious and will probably fail to communicate, as it might be rather irritating for the audience. (Phutela, 2015)

3. Body posture

The simultaneous interpreters might not be able to reproduce the speaker's body postures (for example, due to the positioning of the booth) whereas interpreters that are visible to the audience may do so. However, one must consider that the audience usually looks at the speaker while listening to a simultaneous interpretation. In this case, there is a rather small need for the interpreter for transferring body gestures.

4. Body gestures

Body gestures can only be transferred if the interpreter is visible for the audience. Body gestures vary considerably according to cultural regions. A speaker, for example, agrees on a proposal - which is reproduced by the simultaneous interpreter - but shakes his or her head several times. This might be a sign of consent in the speaker's culture. However, a European audience will consider this gesture as a sign of refusal and is probably confused not knowing, which information might be correct – the positive one (by the interpreter) or the apparent negative one (visually). (Dolin, D, & Booth, 1993) If the simultaneous interpreters could express themselves visually, they would support the verbal reproduction of consent by nodding their head. It is generally not recommended that interpreters imitate or exaggerate (striking) gestures as they run the risk to make fools of themselves.

5. Facial expressions and eye movement

Likewise, body gestures, facial expressions and eye movement differ from culture to culture. A speaker from a far Eastern country may report on a rather depressing subject but at the same time may be smiling or even laughing. Consequently, a European audience will be puzzled by these apparent contradictions. Once again, simultaneous interpreters are limited in their opportunities of cultural transfer for they cannot communicate visually in their booth and clarify the situation.

7. Pause

Appropriate pauses do add to the meaning of a speech and give interpreter's time to gather their thoughts in order to provide a better interpretation. However, some interpreters may feel under pressure to keep up a continuous flow of sound. The interpreters think the audience will become impatient and lose confidence in them because the hearers seem to be missing something. Indeed, there are some people who encourage this belief, who turn round and frown or make gestures indicating they feel their headphones are no longer working if they do not hear something for a few seconds. (Phutela, 2015)

4.3. Summary of Finding

Depending on the questionnaire results arranged to ask eighteen professional interpreters seven questions that are covered below. Therefore, the vast misinterpretation made by (The Sun), (Gravitas), (K24), and many other international journals was the best evidence to show that interpreters have poor knowledge about Nonverbal Communication and they do not take this point seriously. Furthermore, the president of the USA, Joe Biden delivered a speech on 17 April; then, at the end of the speech, he moved his hand towards the audience, waving at the backstage security officers to show him the way out. Regretfully, all the mentioned journals and media have misinterpreted his gesture, claiming that he shakes hands with thin air. It is worth noting that the interpreters in these international Journals or media are supposed to be more accurate than any other international and local journals. Professional interpreters need to study and grasp the meaning of the nonverbal communication of the presidents.



Figure 5



Figure 6



Figure 7

Questionnaire result and charts

Below are the pie charts of the questionnaire results:

1-Non verbal communication has a noticeable impact on practical translation

18 responses

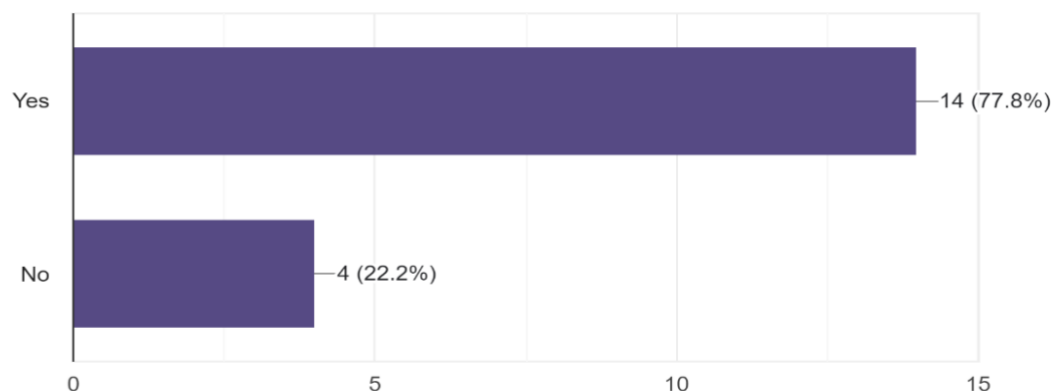


Figure 8

2-Translation/Interpretation is not only the transference of the meaning of SL into TL, but it is also the transference of the emotions ,feelings and nonverbal communication into the target language ?

18 responses

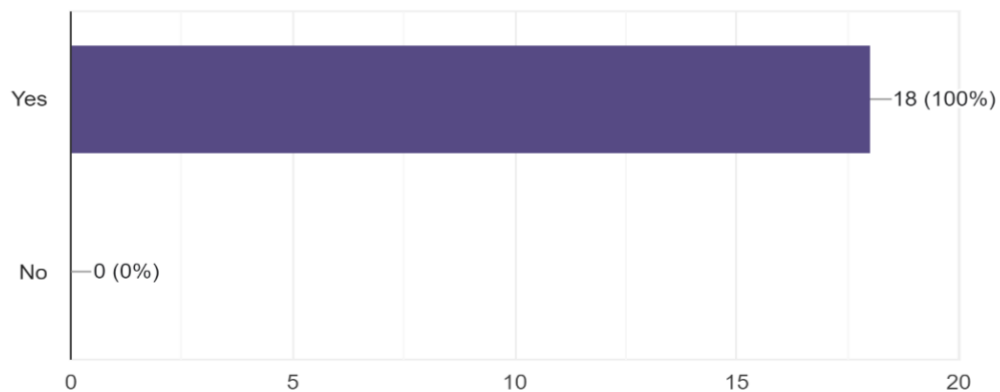


Figure 9

3-It is very important that practical translators grasp and translate what is not said

18 responses

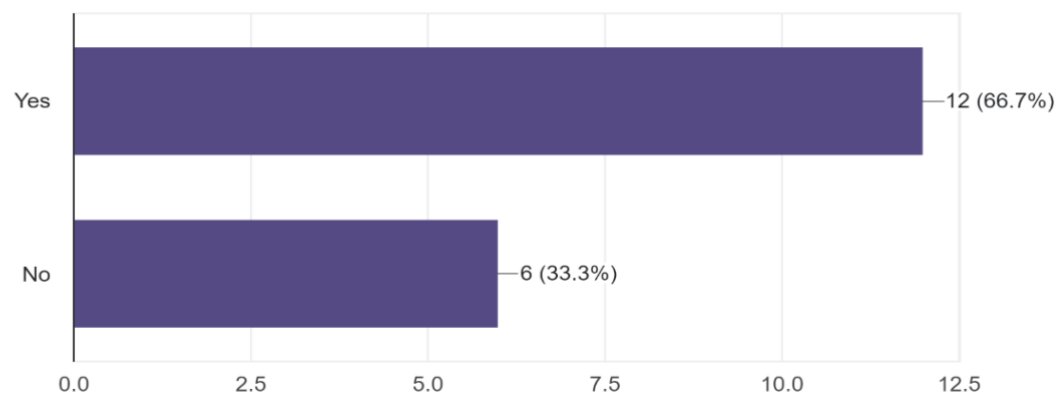


Figure 10

4-Is non-verbal communications important in practical translation

18 responses

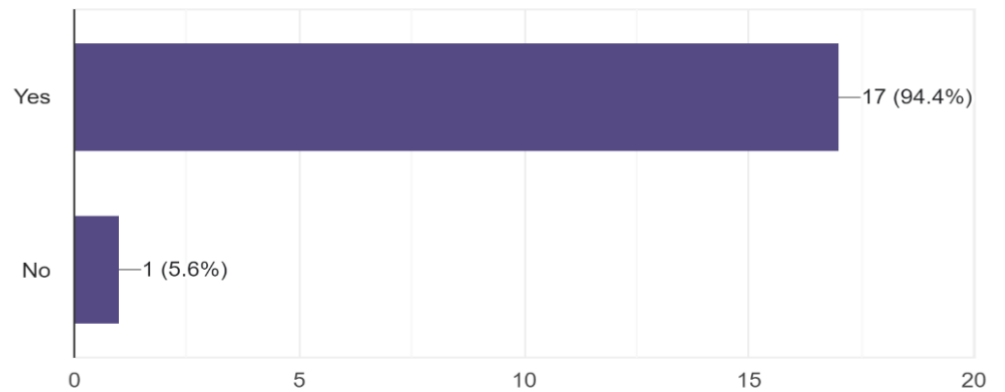


Figure 11

5-Non-Verbal communication help the translator to better understand the intention of what being said.

18 responses

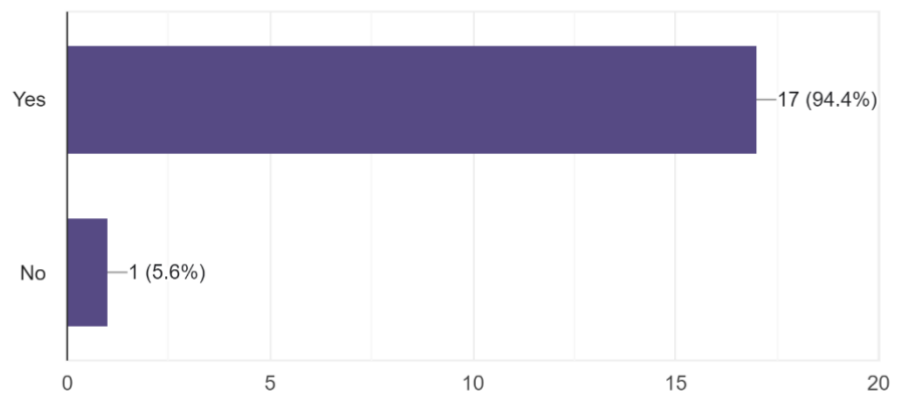


Figure 12

6-Do Interpreters consider the importance of non verbal communication in oral translation?

18 responses

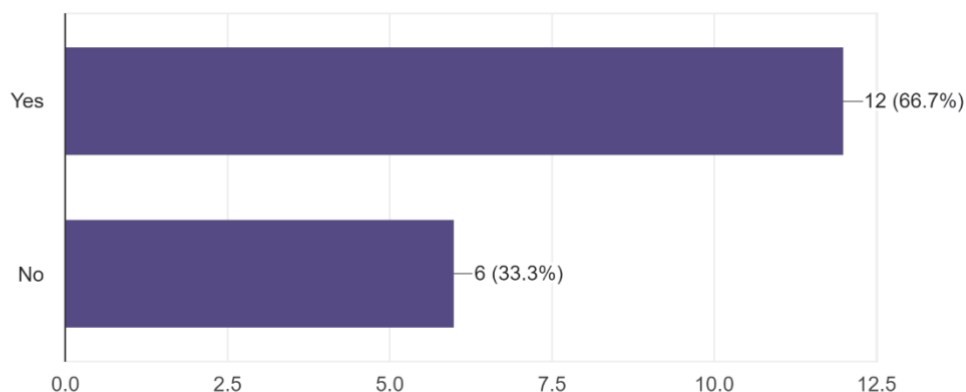


Figure 13

Conclusion

Throughout this research, we have come across a substantial result that can reiterate that non-verbal communication is essential for interpreters. They are conveying and facilitating the understanding process and the meaning of what the speakers said in a more appropriate forum. Therefore, the interpretation process is not about converting the speaker's words; it is about understanding the content of the speech in terms of the speaker's feelings, emotions, non-verbal signs, and the meaning behind every sentence they state. Therefore, the suggested new definition of Interpretation is transferring the meaning of verbal and non-verbal signs from the source language into the verbal and non-verbal signs in the target language. Non-verbal communication can be used in different forms, each illustrating or replacing a specific part of verbal communication. It contains many more figures than anyone might think in the first place. So non-verbal signs/Communications play a significant role in the interpretation. It is the essential base in the interpretation process; its why interpreters have to concentrate on them to carry out a successful interpreting process and achieve great results.

Implications

1. The findings of this study can serve the field of interpretation training.
2. The Ministry of Higher education in collaboration with interpretation professionals and college of languages can use these findings to outline proper principles of interpretation when it comes to the syllabus of future translation field.

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اهمية التواصل الغير اللفظي في الترجمة اللفظية

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المستخلص

يهدف هذا البحث إلى اكتشاف تعريف مختلف للترجمة الفورية وإثبات أن التواصل الغير اللفظي هو جزء أساسي من الترجمة والتفسير. لذلك ، لا يمكن للمترجم الفوري الذي ليس لديه معرفة جيدة عن التواصل الغير اللفظي أن يكون مترجماً فورياً كاملاً. عملية الترجمة الشفهية ليست فقط عملية نقل المعنى من لغة إلى أخرى. بل هو أيضا نقل معنى التواصل الغير اللفظي مثل تعبيرات الوجه وغيرها. مشكلة هذه الدراسة هي أن معظم المترجمين الفوريين لا يأخذون التواصل الغير اللفظي في نضر الاعتبار ، وليس لديهم معلومات كافية عنه. وسيتم إثبات ذلك من خلال حادث وقع أثناء إلقاء الرئيس الأمريكي جو بايدن خطاباً في أبريل من هذا العام وقام بإشارة اثارته ضجة في الاعلام والذي فسروه بالخطأ ولذلك أوضحت فيه جميع تفاصيل سبب عمل هذه الاشارة و بوضوح. يمكن أن يسبب نقص المعرفة حول التواصل الغير اللفظي مشاكل أثناء الترجمة أو تحليل خطاب رئيس أو مسؤول حكومي أو متحدث. يمكن استخدام التواصل الغير اللفظي بأشكال مختلفة ، كل منها يوضح أو يحل محل جزء معين من التواصل اللفظي. يحتوي على . لذلك تلعب الاتصالات الغير اللفظية دوراً مهماً في الترجمة الشفهية. وهو القاعدة الأساسية في عملية الترجمة الشفهية؛ يجب على المترجمين الفوريين التركيز على هذه العناصر لتنفيذ عملية ترجمة فورية ناجحة وتحقيق نتائج ترجمة فورية رائعة. بيانات هذه الدراسة مأخوذة أساساً من الكتب والمقالات حول الترجمة التحريرية والفورية والتواصل الغير اللفظي. يتم استخلاص المثال من المصادر والكتب والمقالات الإنجليزية اعتماداً على التجربة والسيرة الذاتية في هذا المجال. لذلك ، يتم تحليله من خلال استبيان يتم فيه طرح ثمانية عشر مترجماً / مترجماً فورياً محترفاً سبعة أسئلة تتعلق بأهمية التواصل الغير اللفظي في الترجمة الشفهية. وفي الختام، فإن النتيجة أكدت نتائج هذه البحث و أن الترجمة والتواصل الغير اللفظي يكملان بعضهما البعض. هذا الأخير لا يمكن أن يكون مثالياً بدون الأول.

الكلمات الرئيسية: الترجمة الشفهية، الاتصالات غير اللفظية، التفسيرات، تعبيرات الوجه، الترجمة الفورية .

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ئەنجومەنی باڵای کوردستان بۆ پەڕیڤۆرە پزیشکیەکان/نوسینگی سەرۆکی ئەنجومەن/پەڕیڤۆرەکانی دەروە

گرنگی ئاماژە جەستەییەکان یاخود پەڕیڤۆرە نا زارەکی لە وەرگیرانی زارەکیدا

پوختە

ئەم توێژینەویە ئەنجام دراوە بە مەبەستی دۆزینەوی پێناسەییکی جیاواز بۆ وەرگیران و سەلماندنی ئەوەی کە ئاماژە جەستەیی بەشیک بنەرەتی وەرگیرانە. بۆیە، هەر وەرگیریک بەی زانیاریەکی باش لە ئاماژەکانی جەستە ناتوانیت وەرگیریک تەواو بێت. پڕۆسەی وەرگیران تەنیا پڕۆسەی گواستەوی مانا نییە لە زمانیکەوه بۆ زمانیکی تر؛ بەڵکو گواستەوی مانای ئاماژە جەستەییەکانیشە وەک؛ دەربڕینی دەموچاو، تۆنی دەنگ، پەڕیڤۆرە چاو. کێشە ئەم توێژینەویە ئەوەیە کە زۆریە وەرگیرەکان پەڕیڤۆرە ئاماژەییەکان رەچاو ناکەن و زانیاری تەواویان لەسەر نییە. بۆیە ئەمە لە رێگەی رۆوداویکەوه دەسەلمینریت کە لە مانگی نیسانی ئەمسالدا چۆ بایدن سەرۆکی ئەمەریکا و تاریکی پێشکەش کرد و ئاماژەییکی کرد کە هەموو مالدیرو کەنەلکان بە هەلە لیکدانەویان بۆ کرد و هەموو وەرەکارییەکانی هۆکارە کە بە رۆونی رۆون دەکرێتەوه. نەبوونی زانیاری سەبارەت بە پەڕیڤۆرە ئاماژەییەکان دەتوانیت کێشە دروست بکات لە کاتی وەرگیران ز لیکدانەوه یان شیکردنەوهی گوتاریکی سەرۆکیکی یان بەرپرستیکی حکومەت یان قسەکەرێک. ئەمەش دەبێتە هۆی خراب تێگەشتن و لیکدانەوهی هەلە کە لەوانەییە بێتە مایە شەرمەزاری بۆ وەرگیرێ ئەو دەسگایە یان ریکخراوەکە یان تۆری راگەیاندن کە وەرگیرەکان کاری بۆ دەکەن. ئاماژە جەستەییەکان دەتوانریت بە شیوەی جیاواز بەکار بهێنریت، هەر یەکە لەم ئاماژانە دەتوانیت ئاخافتن یان بەشیکیی دیاریکراو لە پەڕیڤۆرە زارەکی بگریتەوه. کەواتە نیشانە نا زارەکیەکان/پەڕیڤۆرەکان رۆلێکی بەرچاو دەبینن لە وەرگیراندا. بنەمای سەرەکیە لە پڕۆسەی لیکدانەوهدا و وەرگیران، وەرگیرەکان دەبێت جەخت لەسەر ئەم خالانە بکەنەوه بۆ ئەنجامدانی پڕۆسەی لیکدانەوهی سەرکەوتوو و بەدەستپێنانی وەرگیران ئەنجامی لیکدانەوهی دروست. زانیاریەکانی ئەم لیکۆلینەویە بە شیوەییکی سەرەکی لە کتیب و وتارەکان وەرگیراوه دەربارە وەرگیران، لیکدانەوه و پەڕیڤۆرە ئاماژەیی. نموونەکەش بە شیوەییکی سەرەکی لە سەرچاوه ئینگلیزیەکان، کتیبەکان و وتارەکان وەرگیراوه وە تا رادەیک بە پشەبەستن بە ئەزمونی خود هەلبژێردراون. بۆیە لە رێگەی پرساریکەوه شێوەکرێتەوه کە تێیدا هەژدە وەرگیر/وەرگیرێ پڕۆفیشنال لە بارە گرنگی پەڕیڤۆرە نا زارەکی لە وەرگیرانی زارەکیدا حەوت پرسار دەکریت. لە کۆتایدا ئەنجامی ئەم راپرسیە دووپاتی کردەوه کە لیکدانەوه و پەڕیڤۆرە نا زارەکی یەکتەر تەواو دەکەن، ئەمەیی دوايي ناتوانیت پاراو بێت بێت بەی ئەوەی پێشوو .

وشە سەرەکیەکان: وەرگیرانی زارەکی، ئاماژە جەستەییەکان، وەرگیرانی زارەکی، دەربڕینی دەموچاو، وەرگیران

HOW AWARE ARE THE TEACHERS OF THE CHILDREN WITH SPECIFIC LEARNING DIFFICULTIES?

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Abstract

Specific learning disability is a psychological and mental disorder that prevents students from learning like normal students, especially in the primary school period. While other people often see this condition of students as a mental problem, it is treatable. They generally do not have any problems with their intelligence, and it is possible to educate them so as to be normal individuals because they are normal indeed. The application of the curriculum suitable for these students is very important to overcome the problem. Although they may exhibit some behaviours that are not compatible with their age because of slow improvement of emotional quotient, they may change into normal individuals in time. It is very common for the teachers to behave these students as if they are mentally retarded. In fact, the case is quite different. In this study, we applied a questionnaire to detect how aware the teachers are of their situation and how they approach these students. The aim of the study is to show that many teachers have the false idea that these students as if they were mentally retarded and there is nothing to do for them. A Likert-scale questionnaire was applied, and the teachers' opinions were taken through it. The questions are about how aware the teachers are of these students and if they think these students are mentally retarded. In total, 789 teachers participated in the questionnaire, and 69% of them think that these students have mental problems.

Key Words: *Specific Learning Difficulty, Dyslexia, Intelligence*

Introduction

Specific learning disability is an academic failure seen in primary school students. The reason why it is usually noticed at these ages is that academic learning begins at these ages. In fact, these children may show signs of this problem during infancy. In addition to being academically unsuccessful, some social problems are also a big handicap for these children. First of all, the approach of their friends and teachers to these children as people with intelligence problems brings along prejudices that will have very important consequences. This study was conducted to detect the extent to which these attitudes are valid in the population of teachers we are handling.

1. Literature Review

1.1. Specific Learning Disability

Specific learning disability is a problem seen in children with normal or above-normal intelligence level (Öğülmüş et al., 2021). Although children with this problem receive a normal education in the education system, they show lower success in literacy and math skills than their peers in relation to their intelligence (Geary, 2011). This problem is more common in boys than girls. However, the rates put forward have been expressed differently in different reports. For example, some sources show the proportion of children with specific learning difficulties in school-age children between 5% and 15% (Pennington, 1991). In addition, it has been

reported in different sources that this problem is more common in boys than girls. Some studies have determined that this risk is high in children of parents who have a specific learning disability. It has been reported that 30-40% of boys and 17-18% of girls whose parents have this problem are at risk of experiencing this problem. The resulting Risk in this case is 5-12 times higher than the risks in the normal population (Aslan, 2015).

Where learning is defined as acquiring knowledge, a child's difficulty in acquiring this knowledge is defined as specific learning disability. It is possible to consider this problem as a learning problem, as the diagnosis of this problem can be made after children start to receive education (Balikci and Melekoglu, 2020). Children with normal intelligence and sometimes above normal intelligence with specific learning difficulties do not have any primary psychic disease. At the same time, there is no obvious brain pathology and sensory disability in these children (Lyon et al., 2021). However, these children have significant difficulties in acquiring listening, speaking, reading and writing, reasoning and math skills and using these skills (Pesova et al., 2014). While the problems mentioned here occur primarily in these children, they also cause some social problems secondarily. A child often has problems with self-management, social perception, or communication with others. It is seen that they experience some socialization problems due to the underdevelopment of their emotional aspects in accordance with their age and intelligence (Boucher, 1986).

Despite the education they receive, these children cannot show success in direct proportion to their age and intelligence, and they experience a neurological disorder (Muthusamy and Sahu, 2020).

1.2.The Causes of Specific Learning Disability

The causes of this problem are mostly sought on a genetic basis. Accordingly, it is defined as a biologically based disorder determined by environmental factors. This disorder, the most basic etiological factor of which is determined genetically, affects the normal development, maturation and functions of the brain. Although brain development is affected by environmental factors such as malnutrition and lack of education, genetic factors are thought to predominate (Karande et al., 2007).

In addition, it has been determined that some problems experienced by mothers before and during birth may cause brain damage in children and this is an important risk factor (Price et al., 1990).

The effect of neurological dysfunctions has been observed in the emergence of this problem. Some studies have shown that EEG and MRI images of children with this problem have less brain activation. In addition, in some cases, communication problems between the two lobes of the brain triggered this problem (Chabot et al., 2001).

Although these children's sensory organs and nervous systems are intact, it has been observed that they have difficulties in perceiving, identifying and reacting to external stimuli. Modern sciences of medicine cannot exactly detect the causes of specific learning disability but focuses on some serious causes that can be changeable from person to person. Nerve system functionality disorders seem to be one of the major causes. Some other causes can be counted as follows: disorders in information processing, perception disorders, marriage with close

relatives, metabolic diseases, lack of care during pregnancy, drug, alcohol, cigarette and substance use, difficulties at birth, diseases after birth, nervous system infections, viral infections, poisoning, long-term nutritional deficiencies in early childhood (Miller et al., 2009).

1.3. Typical Indicators of Specific Learning Disability

It is very difficult to diagnose children suffering from this problem at a very early age. It does not show symptoms like a normal disease. In addition, since this is a problem of getting education, the diagnosis is also done after the child starts his education life. Children in this situation have more difficulties in learning than their peers, and in some cases they fail completely (Balikci and Melekoglu, 2020).

Although it is a problem that can be examined during the education period, specific learning difficulties can manifest themselves with some symptoms at an early age. It is an important indicator that children cannot acquire their mother tongue especially in the period required by their age. In this type of children, the acquisition of mother tongue is later than normal children (Ahmad, 2015).

Considering the clinical diagnosis of this problem, we can see that it concentrates on learning problems. In addition, other complications such as depression, low self-esteem, anxiety, behavioral disorders, and inability to socialize occur in children. However, the time when almost all of them are most clearly detected is the primary school years when they started to receive education. Therefore, it is very difficult to detect this problem before and there is very little data to diagnose it (ValÅs, 1999).

The typical symptoms that occur in children starting primary school play an important role in diagnosing this problem. The most obvious of these typical symptoms appear in reading and writing. Children in this situation write the direction of letters and numbers in reverse. Sometimes it is very typical to write words from the end to the beginning or write them like a reflection in a mirror. In addition, these children write by skipping some letters in the word, so do not write some letters. They confuse letters that look alike, such as “b” and “d”. When these children read a text, they cannot follow up correctly and lose where they stopped last time. Skipping lines while reading a book is quite typical. In addition, these children get tired quickly when writing. This typical problem of children with specific learning difficulties is technically called dyslexia (Lachmann and Geyer, 2003). It is very difficult for children suffering from dyslexia to realize that spoken and written language, or words, are made up of phonemes, so they can't associate the spoken words with written forms (Asfurođlu and Fidan, 2016).

Another problem arising from specific learning difficulties in students is the math comprehension problem called dyscalculia. Although less common than dyslexia, this problem occurs most often in children with specific learning difficulties. These children have difficulties in matching numbers as digits and words. In addition, there are symptoms such as not sequentially counting numbers, using fingers while performing mathematical operations, difficulty in reading the clock, inability to solve multi-digit questions, inability to continue writing on a straight line, and difficulties in establishing mathematical relationships. They also have difficulties while learning multiplication table (Pandey and Agarwal, 2014).

Dysgraphia, which means a written expression disorder, is one of the important indicators of specific learning disability, which can be defined as a lack of academic skills in the most basic sense. The fact that these children do not show the skills expected from their age is also evident when writing. The handwriting of these children is irregular or illegible. In addition, letter skipping in words, word skipping in sentences, reverse writing, mixing letters together, mixing words together, adding words, misspelling the word and punctuation errors are typical symptoms (Asfuroğlu and Fidan, 2016).

Apart from these categories, there are other indicators of specific learning disabilities. These children have difficulty in learning directions such as right-left, east-west, north-south. They also confuse the times. For example, these children may express concepts such as yesterday, today, before and after, as the opposite. They also confuse the order of days and months. For example, when asked what month we are in, they can answer this question with a day of the week. In parallel with this, they can answer the question of which season are we in, with any month (Selikowitz, 2012).

Some psychomotor features of these children may develop later. Therefore, they are incompetent compared to their peers in tasks such as catching the ball, jumping rope, tying shoes and ties. These kids get pretty clumsy, so they often fall to the ground and injure themselves. Also, it is very commonly observed that they break something unintentionally.

These children have not developed the habit of studying on their own. There are problems with their study strategies, they do not know how to study.

Another issue to be considered here is that all of the above-mentioned symptoms should not be expected to occur simultaneously in a child with specific learning difficulties. Some of these may occur in one child, while others may occur in another child. Therefore, each child has a unique profile.

1.4.Diagnosis Of Specific Learning Disability

Parents and teachers have important duties in the diagnosis of this problem because they are the first to sense this problem. One of the important conditions of the treatment of specific learning disability is early diagnosis (Törö and Balázs, 2015). For this, parents and teachers can play critical roles (Yildiz, 2017). However, clinical determination of this should be made by a specialist psychiatrist. For this, first of all, it should be determined that there are no visual and hearing problems in children and an intelligence test should be applied to these children because these children often do not have intelligence problems. It is not possible to apply any diagnosis or treatment for specific learning disabilities to children with hearing and vision and mental retardation.

At this point, a detailed developmental history should be obtained from the parents of the children. In addition, it should be determined whether there is someone in the family who has had this problem before. That's why family history is also important. Then, with tests specially developed for learning disabilities, it can be determined at what points children have problems. There are the following tests for this:

Mangina test

Audio-visual Number Sequences Test

Number String Learning Test

Auditory Verbal Learning Test

Judgment of Line Orientation test

Specific Learning Disability Battery (Mangina and Beuzeron-Mangina, 1988).

When making the necessary diagnosis, specialist psychiatrists evaluate the child's concentration, language, vocabulary, fluency in expressing himself, and listening and understanding skills. In addition, they evaluate the depression, anxiety, behavioral disorders, and lack of self-esteem, which are usually seen in these children, and make the necessary diagnosis.

1.5. Treatment of Specific Learning Disability

Specific learning disability is a lifelong problem. The treatment for this is psychological training. This education is different from the formal education given at school. While these children continue their normal school education, they are taken to special education individually or collectively.

Along with the education given, it is necessary to identify and correct the psychological processes that hinder the development of children. During this period, necessary trainings are given to develop children's visual, auditory, tactile, and kinesthetic perceptions, to increase their arithmetic abilities, and to develop psychomotor coordination. It is necessary to increase the phonetic awareness of children, to develop their language skills, and to support their concepts and thinking processes (Yildiz and Celik, 2020). This education aimed at developing children's perceptions should be provided together with academic development (Yildiz and Mustafa Yucedal, 2020). There is no drug treatment that can completely eliminate this problem. However, diseases such as hyperactivity, attention deficit, depression, anxiety disorder accompanying this problem can be treated with medication.

The treatment of this problem is possible with the application of an appropriate training program. Therefore, not all children diagnosed with a specific learning disability receive the same education. It is important to determine a separate program for each of them and to design them according to the needs of the children (Yildiz, 2019).

1.6. Roles of Parents to Overcome This Problem

Parents of children with specific learning difficulties have important roles in overcoming this problem (Celik et al., 2022). We can express these roles as follows:

1-) First of all, parents should accept this problem of their children. It is generally seen that parents cannot accept this issue as it is seen as an intelligence problem. In addition, parents may sometimes be inclined to blame the child for failure. This is an incorrect judgment based on false information (Abrams and Kaslow, 1976).

2-) One of the most important things that parents will do in this regard is to provide the child with the necessary education and psychiatric support.

3-) It should be ensured that the skills learned by the child during the special education are to be reinforced with various games and activities at home because using these environments attract and motivate them (Yildiz, 2021). These children learn by doing and experiencing something (Celik et al., 2022; Tosun and Yildiz, 2015a).

4-) Parents should inform the school and teachers about their children's situation and cooperate with them. In addition, it is not right to expect the education of this child from the teachers, because this problem can be solved with a specialist (Padeliadou and Chideridou, 2013).

5-) One of the most important problems of these children is their self-esteem. The encouragement and support of parents is very important for children to gain self-confidence. Children need this support to increase their self-confidence. Should they feel that they are criticized, they will not communicate (Daskan and Yildiz, 2020).

6-) It is necessary to instill the feeling of success in children by starting from simple tasks that they can do to gain self-esteem. Thus, a step will be taken for children to achieve more difficult tasks.

7-) Helping these children with their homework is one of the most important duties of parents. However, it is a wrong behavior for the parents to do the homework of the child (Bryan et al., 2001).

8-) Where the long-term relationships of the parents make the child tired, other alternatives should be tried. For example, someone else can be found to tutor the child.

9-) These children also need support in reading books (Yildiz, 2020). Parents should encourage the child in this regard. It is also necessary to ensure that children read aloud. While doing this, it is necessary to listen to the child.

10-) It is very important to discipline the child's behavior, so teachers have a great responsibility to develop character (Tosun and Yildiz, 2015b). Specific learning difficulties that the child suffers does not mean that he is not good at learning the rules.

11-) It is necessary to accept in advance that this treatment will continue for a very long time. The results of the treatment to be applied here can only be obtained in a very long time. That's why parents need to be patient. At this point, it is necessary to focus on what the child has accomplished rather than what the child could not do during the treatment.

12-) These children have many characteristics that are different from other children. Parents have important duties in their discovery and development. It should not be forgotten that important people, like Albert Einstein, who had a very important place in the history of humanity, suffered from this problem in their childhood (Madalyon Psikiatri Merkezi, 2017; Thomas, 2000).

2. Methodology

2.1. Research Model

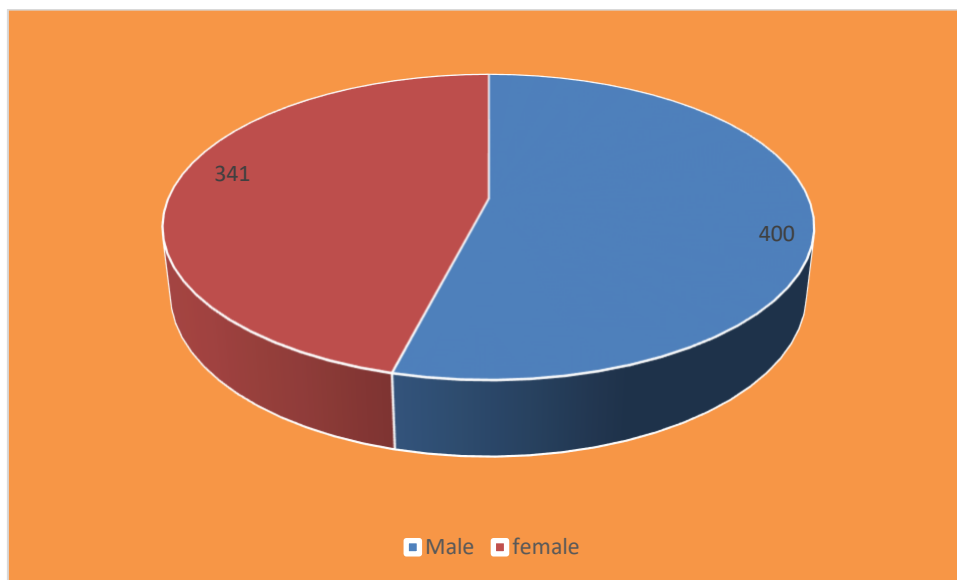
In order to detect teachers' attitudes to the children with specific learning disabilities, we applied a questionnaire to them. This was a Likert-scale questionnaire, and we divided the questions so that we could detect several points about teachers' attitudes. Firstly, to check any

gender differences, we asked a question about their gender. Second, we asked about their experience in this profession to evaluate age differences and if that comes up with significant changes in their points of view. As for the questions, we firstly asked the questions to see if the teachers are aware of such students in their classes. Second, we checked if the teachers exactly know what kind of disabilities the students suffer when they have such a problem. Teachers may also develop some negative attitudes to these children in their classes and they do not want them there. It is very common for teachers to hold the idea that these students should be separated from ordinary students, and they come up with their reasons for this opinion. To see what these teachers think about this issue, we asked some questions about if they want to see them in their classes. Lastly, the teachers generally think that these students have intelligence problems and adjust their attitudes according to this opinion. In fact, this is a kind of prejudice and stereotyping that people resort to very often. We also asked a question to see the prevalence of this opinion among teachers. The questions in the questionnaire were in Kurdish and English.

2.2.Sampling

The people who participated in our survey were all teachers in different cities in Kurdistan. Most of them were teachers in public schools while some of them were the teachers in private schools. The gender distribution is shown below.

Figure 1-Gender Distribution



In total, 741 teachers answered this questionnaire, and 400 of them were males, and 341 of them were females. In fact, 789 teachers answered this questionnaire, but 48 of them just answered the demographic questions at the beginning and left, so we eliminated these people from the evaluation.

As for years of experience distribution, the figures came out like this:

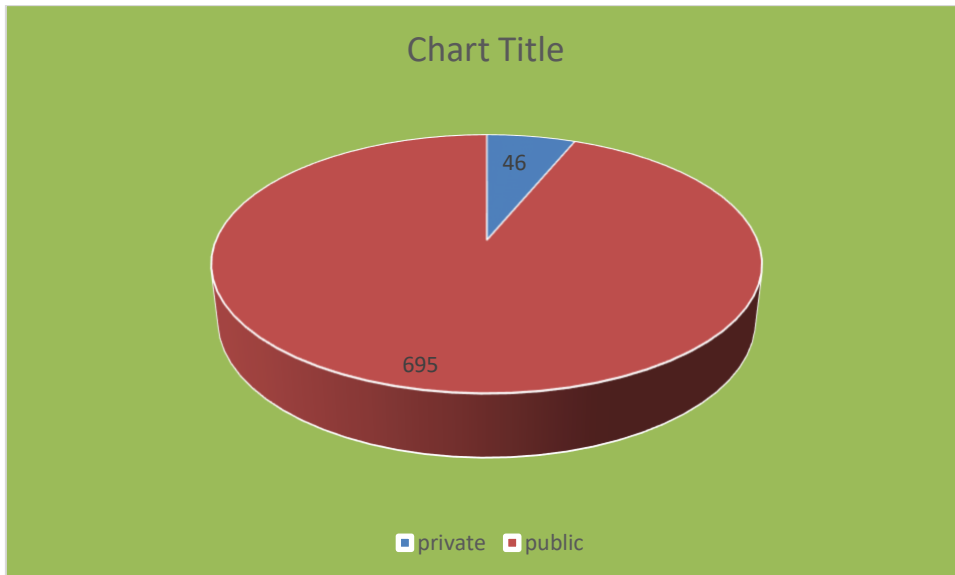
Figure 2-Years of experience distribution



31% of the teachers had the experience in this profession between 1 and 3 years. 21% of them had the experience between 4 and 7 years. 14% of them had the experience between 8 and 11 years. 30% of them had the experience of 11 years and above. Among these 741 teachers, 29 of them (4%) did not answer this question.

These teachers were mostly from public schools, and there were some of them who were working in private schools. The distribution is as follows:

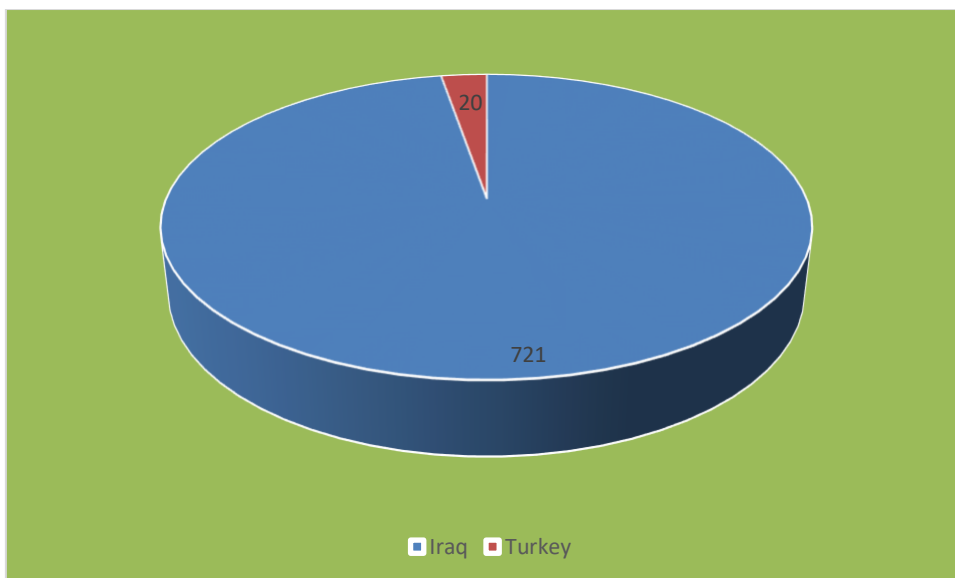
Figure 3-distribution of school type



695 teachers (94%) were from public schools in Kurdistan, and 46 of them (6%) were from private schools.

We also detected the country of origin of these teachers, and the results are as follows:

Figure 4-Country of origin distribution



721 teachers (97%) were from Iraq and 20 of them (3%) were from Turkey.

2.3.Data Collection

We collected data by administering Likert-scale questionnaire and got demographic data from them firstly. Then we asked questions to check how aware the teachers were of these students in their classes. Moreover, we asked questions to check if they exactly know these students' weak points. Later, we tried to get their attitudes to these children and if they think that these students have intelligence problems. We brought all data together and put them in statistics to evaluate and come to a conclusion.

2.4. Validity and Reliability

While we were preparing the questionnaire, we resorted to different sources for similar questionnaires to get an idea from them. Then, we put the questions into a classification in accordance with our aims to reach. We checked teachers' awareness, what they know about the disability and what attitudes they developed towards these children in the questionnaire, so we prepared questions accordingly. We also gave them to some academicians being experts in this field and got their opinions. As a result of their recommendations, we made some amendments in our questionnaire.

We also made reliability check in SPSS program, and the result of Cronbach alpha was .812, so it is in excellent range.

Table 1-Cronbach Alpha results

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.812	.813	14

3. Findings

In this study, we gathered the questions under different headings. First of all, we asked questions to determine whether teachers were aware of the existence of students with specific learning difficulties. Children suffering from this problem may not be labeled with this problem, but by other names. Although they are aware of the problem, teachers may give this problem other names. Therefore, the survey started by determining how much the teachers were aware of the existence of these students. In the next section, the common problems caused by the specific learning difficulties of these students were asked. These children generally have problems such as reading and writing, solving mathematical problems, and establishing social relations. In order to determine how aware the teachers were of this, questions were asked in the second group. Afterwards, the teachers were asked whether they knew the methods to deal with these children's problems, and the teachers' approach to this issue was determined. In the next section, teachers' attitudes towards these children were investigated. Finally, it was revealed how they diagnosed the problem.

3.1. Awareness of the Existence of These Students

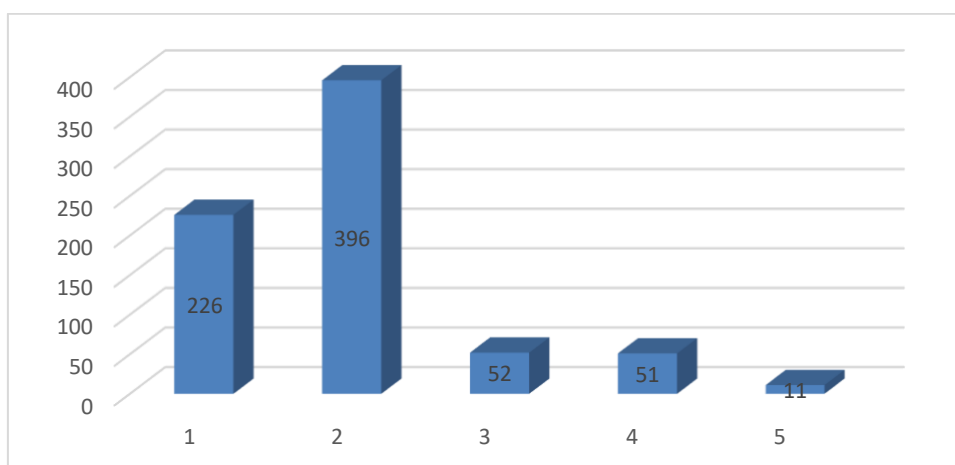
The most basic point to be clarified is if these teachers are aware of the existence of these students in their classes. These students reveal themselves with some extraordinary qualities, but teachers may interpret these revelations wrongly.

The Numbers in the statistics denote:

- 1- Strongly agree
- 2- Agree
- 3- Neutral
- 4- Disagree
- 5- Strongly disagree

The first thing we enquired in this questionnaire was if they are aware of these students in the classes. These are the statistics about the issue.

Figure 5-Do you think there are students in your classes who need special education?



736 teachers answered this question, and 622 of them (85%) are aware of these students in their classes. 52 of them remained neutral while 62 of them disagreed. These two groups make 15%

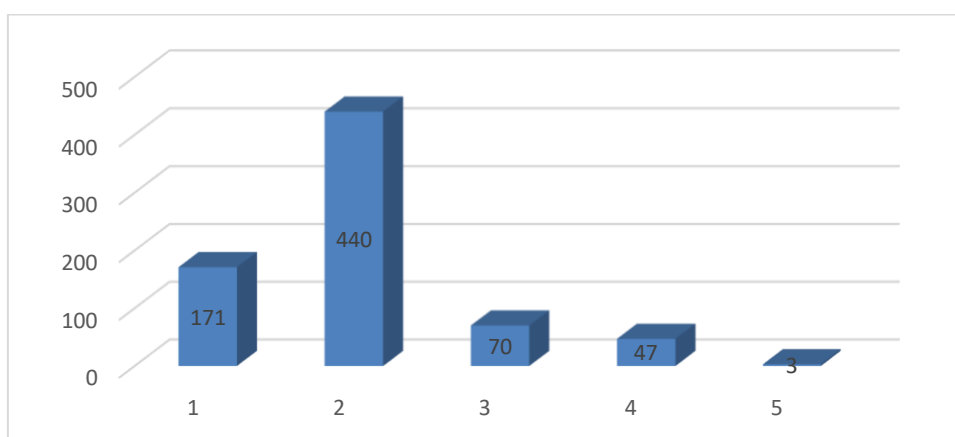
of the whole population, and it should be considered as high number of them who are not aware of these students.

3.2. Awareness of Their Problems

As it was mentioned above, these students have certain outstanding problems, and it is generally very easy to detect them among others. Since they are in an academic setting in the class, their existence is clearly detected because of their academic performance. We asked these clear signs of the students having specific learning disability to the teachers and the answers are shown in statistics below.

One of the main problems of these students is being forgetful very often. When we asked the first question about this topic, they gave answers as follows:

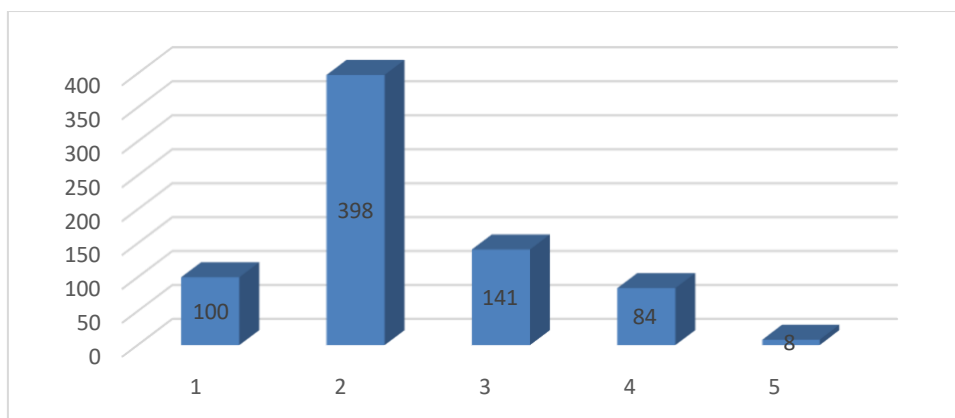
Figure 6-These students are very forgetful.



731 teachers answered this item and 611 of them (%84) are aware of such a problem of these students. 70 teachers do not have any idea about it while 50 them do not think that they have such a problem.

Their social relations are very poor, and they have difficulty in forming friendship with others, which could be because of their different and outstanding personality or the others' attitudes towards them. Since they are generally academically poor achievers, the others may develop some prejudices to them, which even has the potential to worsen the situation. That is a crucial issue that teachers should be aware and interfere when necessary. To check how aware the teachers are, we asked the next question.

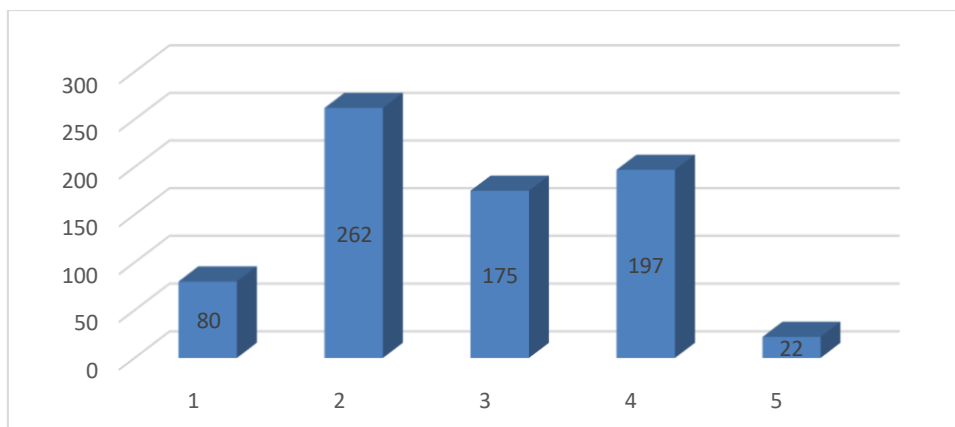
Figure 7-They have problems with social interaction.



498 of 731 teachers (68%) think that they have social interaction problems. 92 of them (12%) do not think they have such a problem. For teachers, it is quite high proportion that such a percentage of them did not notice such a problem.

Another problem they clearly exhibit is that they have very short attention span, and their concentration on anything lasts very short. To check how aware the teachers are, we asked the next item.

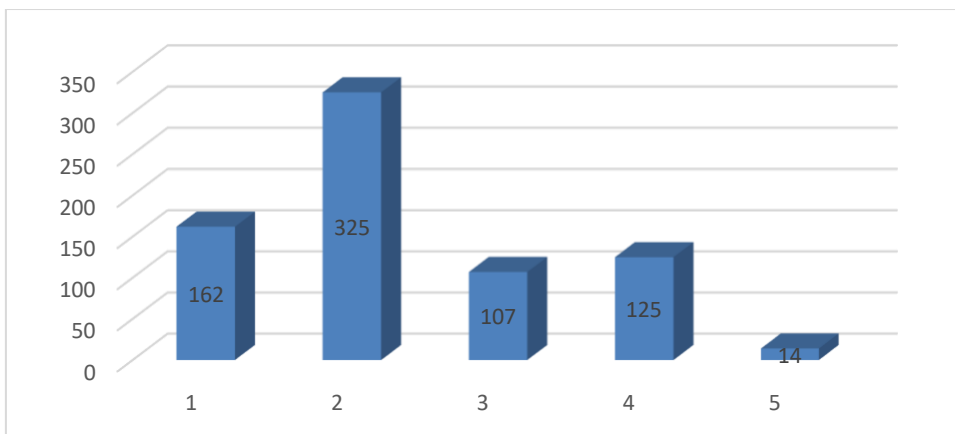
Figure 8-They have poor attention span.



342 of 736 teachers (46%) see that they have poor attention span. 219 teachers (30%) think that these students do not have such a problem, and 175 of them (24%) remained undecided. Although this is very clear sign for these children to have concentration problems, there are really a lot of people who did not detect it in their classes.

One of the distinguishing features of these students is that their handwriting is very poor and full of spelling errors. In fact, it is possible to say that the most striking aspect among these items that show the problem aspects of children is their handwriting. Teachers may have detected students' other problems on more limited occasions. However, the handwritings of these children should be the most visible aspect for the teachers. In this case, the answers of the teachers to this question can clearly reveal their approach and knowledge on this subject.

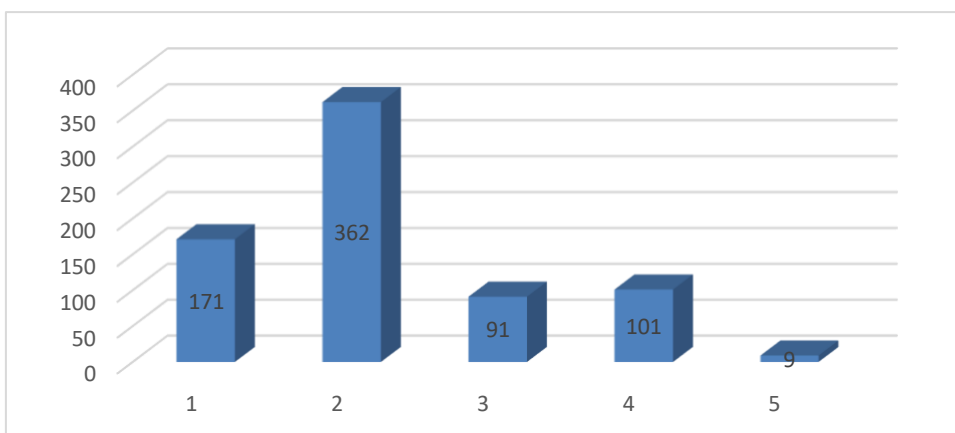
Figure 9-Their handwriting is poor and full of mistakes.



487 (66%) of 733 teachers seem to have discovered this problem of their students. On the other hand, 139 teachers (18%) expressed a negative opinion on this issue. According to these teachers, students do not have such a problem. In addition, 107 teachers (16%) remained neutral on this issue. In fact, the fact that such an obvious problem has not been seen by so many teachers leads us to consider different alternatives. Either these teachers do not know the specific learning disability and the problems it brings, or they may have given a cursory response when answering this questionnaire.

One of the weak points of these students is that they make too many spelling mistakes. The extent to which teachers examine the problem in this regard is shown below.

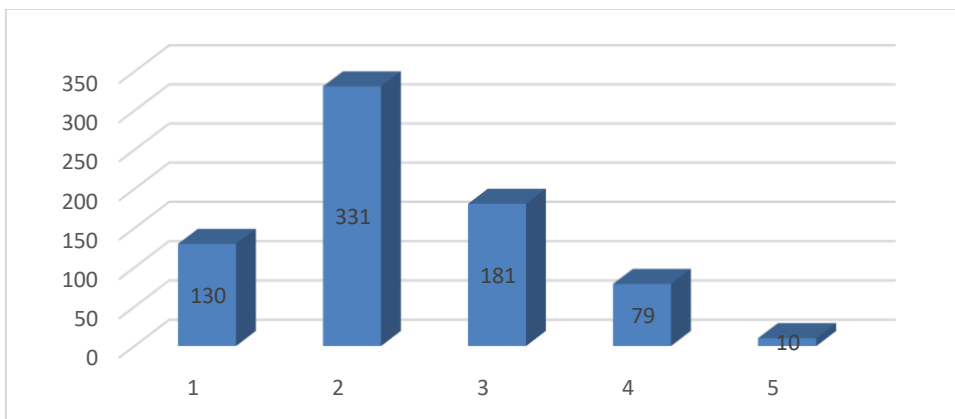
Figure 10-They have many spelling mistakes.



533 (73%) of 734 teachers examined these weaknesses of their students. On the other hand, 110 teachers (15%) think that children do not have such an aspect. 91 teachers (12%) are undecided on this issue.

As stated above, the biggest academic problem of these children usually arises in their success in mathematics. In fact, their mathematical problem is more outstanding than reading and writing. Mathematics lessons are the subjects that these children are most worried about. Since their failures in this subject are very evident, the feeling that they will not succeed after a point turns into anxiety. To see how much teachers discovered this situation, we asked the next question.

Figure 11-They are very anxious while doing math problems.



461 of 731 (63%) teachers expressed a positive opinion on this issue. According to these teachers, students experience anxiety problems in mathematics lessons. On the other hand, 89 teachers (12%) claim that these children do not have such a problem. 181 teachers (25%) remained neutral on this issue. In fact, it is understandable for teachers to express negative opinions on this issue, because even if these students fail in mathematics, some of them may not show any signs of anxiety.

There are different years of experience in the profession of these teachers. We applied ANOVA in SPSS, and the results are shown below.

Dependent Variable			Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
These students are very forgetful.	1-3	4-7	-.064	.082	.896	-.29	.17
		8-11	-.016	.093	.999	-.28	.25
		11 and above	-.081	.075	.760	-.29	.13
	4-7	1-3	.064	.082	.896	-.17	.29
		8-11	.048	.099	.972	-.23	.33
		11 and above	-.017	.083	.998	-.25	.21
	8-11	1-3	.016	.093	.999	-.25	.28
		4-7	-.048	.099	.972	-.33	.23
		11 and above	-.065	.094	.922	-.33	.20
	11 and above	1-3	.081	.075	.760	-.13	.29
		4-7	.017	.083	.998	-.21	.25
		8-11	.065	.094	.922	-.20	.33

They have problems with social interaction.	1-3	4-7	-.126	.093	.605	-.39	.13
		8-11	-.132	.104	.660	-.42	.16
		11 and above	.013	.084	.999	-.22	.25
	4-7	1-3	.126	.093	.605	-.13	.39
		8-11	-.006	.112	1.000	-.32	.31
		11 and above	.138	.093	.532	-.12	.40
	8-11	1-3	.132	.104	.660	-.16	.42
		4-7	.006	.112	1.000	-.31	.32
		11 and above	.144	.105	.595	-.15	.44
	11 and above	1-3	-.013	.084	.999	-.25	.22
		4-7	-.138	.093	.532	-.40	.12
		8-11	-.144	.105	.595	-.44	.15
They have poor attention span.	1-3	4-7	-.194	.111	.381	-.50	.12
		8-11	-.115	.125	.837	-.47	.23
		11 and above	.027	.100	.995	-.25	.31
	4-7	1-3	.194	.111	.381	-.12	.50
		8-11	.079	.134	.951	-.30	.45
		11 and above	.221	.112	.269	-.09	.53
	8-11	1-3	.115	.125	.837	-.23	.47
		4-7	-.079	.134	.951	-.45	.30
		11 and above	.142	.126	.732	-.21	.49
	11 and above	1-3	-.027	.100	.995	-.31	.25
		4-7	-.221	.112	.269	-.53	.09
		8-11	-.142	.126	.732	-.49	.21
Their handwriting is poor and	1-3	4-7	-.143	.110	.637	-.45	.16
		8-11	-.030	.124	.996	-.38	.32

full of mistakes.		11 and above	.002	.099	1.000	-.28	.28	
	4-7	1-3	.143	.110	.637	-.16	.45	
		8-11	.114	.133	.867	-.26	.49	
		11 and above	.146	.111	.630	-.16	.46	
	8-11	1-3	.030	.124	.996	-.32	.38	
		4-7	-.114	.133	.867	-.49	.26	
		11 and above	.032	.125	.996	-.32	.38	
	11 and above	1-3	-.002	.099	1.000	-.28	.28	
		4-7	-.146	.111	.630	-.46	.16	
		8-11	-.032	.125	.996	-.38	.32	
	They have many spelling mistakes.	1-3	4-7	.015	.103	.999	-.27	.30
			8-11	.046	.116	.984	-.28	.37
11 and above			.149	.093	.468	-.11	.41	
4-7		1-3	-.015	.103	.999	-.30	.27	
		8-11	.031	.125	.996	-.32	.38	
		11 and above	.134	.104	.642	-.16	.42	
8-11		1-3	-.046	.116	.984	-.37	.28	
		4-7	-.031	.125	.996	-.38	.32	
		11 and above	.103	.117	.855	-.22	.43	
11 and above		1-3	-.149	.093	.468	-.41	.11	
		4-7	-.134	.104	.642	-.42	.16	
		8-11	-.103	.117	.855	-.43	.22	
They are very anxious while doing math problems.	1-3	4-7	-.085	.097	.855	-.36	.19	
		8-11	.140	.109	.653	-.17	.45	
		11 and above	.126	.088	.565	-.12	.37	
	4-7	1-3	.085	.097	.855	-.19	.36	

		8-11	.225	.118	.301	-.10	.55
		11 and above	.211	.098	.201	-.06	.49
	8-11	1-3	-.140	.109	.653	-.45	.17
		4-7	-.225	.118	.301	-.55	.10
		11 and above	-.014	.110	.999	-.32	.29
	11 and above	1-3	-.126	.088	.565	-.37	.12
		4-7	-.211	.098	.201	-.49	.06
		8-11	.014	.110	.999	-.29	.32

Table 2-ANOVA table according to years of experience

According to these results, there is no significant difference by years of experience among these teachers.

When we look at the frequencies of the answers, they will give more ideas about the answers.

		Do you think there are students in your classes who need special education?	These students are very forgetful.	They have intelligence problems.	They have problems with social interaction.	They have poor attention span.	Their handwriting is poor and full of mistakes.	They have problems with reading and writing.	They have many spelling mistakes.	They are very anxious while doing math problems.
N	Valid	738	732	733	731	736	734	734	736	734
	Missing	2	8	7	9	4	6	6	4	6
Mean		1.95	2	2.32	2.32	2.75	2.32	2.08	2.2	2.33
Median		2	2	2	2	3	2	2	2	2
Std. Deviation		0.89	0.79	0.912	0.887	1.058	1.057	0.964	0.988	0.934

Range	4	4	4	4	4	4	4	4	4
Minimum	1	1	1	1	1	1	1	1	1
Maximum	5	5	5	5	5	5	5	5	5

Table 3-Statistics of the answers about awareness of their problems

The standard deviation of two answers stands out in the statistics. More teachers think that these students do not show any sign of poor attention span and that they do not have any bad handwriting. There are not so many teachers answering negatively in the other questions.

According to these statistics, the most outstanding characteristic of these students is their being forgetful. More teachers in this question than any other questions gave positive answers denoting that their most apparent side is being forgetful.

It should also be highlighted that 85% of the teachers think that there are students in their classes who are academically less successful than their friends. When they see this problem, it is expected that they should also see the other problems clearly. Since the teachers gave fewer positive answers to the other questions, it indicates that some teachers only see their academic problems, and they do not notice other points, or they are not aware of specific learning disability.

When we look at the gender differences in these questions, the following table gives the results.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
These students are very forgetful.	Equal variances assumed	3.621	.057	-.759	694	.448	-.045	.060	-.163	.072
	Equal variances not assumed			-.753	647.413	.452	-.045	.060	-.164	.073

	assumed									
They have intelligence problems	Equal variances assumed	.442	.506	-1.042	694	.298	-.073	.070	-.210	.064
	Equal variances not assumed			-1.042	671.976	.298	-.073	.070	-.210	.064
They have problems with social interaction.	Equal variances assumed	.001	.973	.663	694	.508	.045	.067	-.087	.176
	Equal variances not assumed			.663	673.748	.508	.045	.067	-.087	.176
They have poor attention span.	Equal variances assumed	4.612	.032	1.016	694	.310	.082	.081	-.076	.240
	Equal variances not assumed			1.011	659.400	.312	.082	.081	-.077	.241
Their handwriting is poor and full of mistakes.	Equal variances assumed	13.255	.000	-3.034	694	.003	-.240	.079	-.396	-.085
	Equal variances not assumed			-3.009	647.250	.003	-.240	.080	-.397	-.083

They have many spelling mistakes.	Equal variances assumed	1.982	.160	.522	694	.602	.039	.074	-.107	.184
	Equal variances not assumed			.525	686.062	.600	.039	.074	-.106	.183
They are very anxious while doing math problems	Equal variances assumed	1.746	.187	-.951	694	.342	-.067	.070	-.205	.071
	Equal variances not assumed			-.950	669.507	.343	-.067	.071	-.205	.072

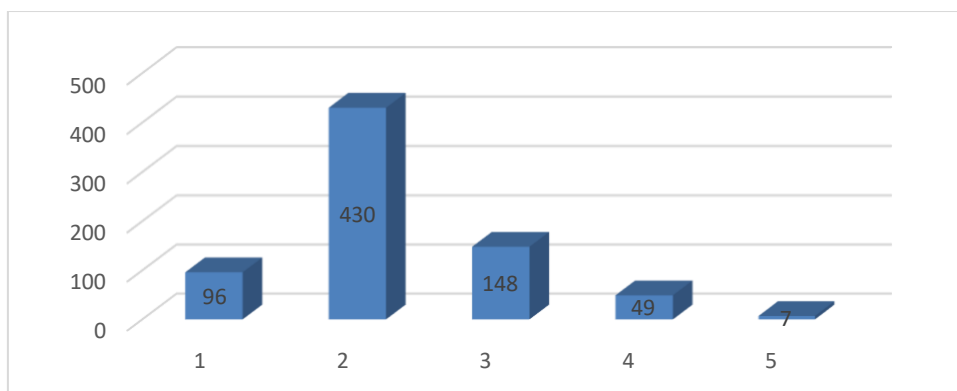
Table 4-Gender differences in the answers

There is no statistically significant difference between two gender types.

3.3. Awareness to Deal with Them

It requires expert assistance to fully deal with the problems of these students. In related literature, it is generally recommended that they should have normal education with other peers but also should be supported by an expert in this field. In other words, they should get special education to overcome the academic difficulties. Yet it is still crucial for the teachers to know the ways to deal with them from different perspectives. Teachers may not help them academically, but they can help them socialize with others, be ordinary members of society, and even encourage other students to have good relations with them. In this sense, we asked the next question to the teachers and the answers are as follows.

Figure 12-I know the ways to cope with their problems.



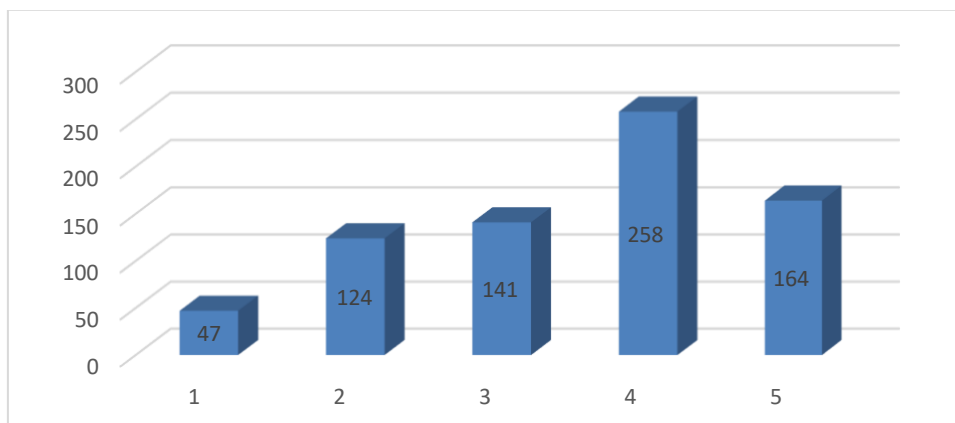
526 out of 730 teachers (72%) stated that they know how to deal with the problems of these students. On the other hand, 58 people (8%) stated that this issue is unsolvable for them. An important issue here is that it is necessary to take into account that these teachers may have become intolerant of these children in their classes. Therefore, while the majority of teachers said that they could cope with their problems, a small number of teachers expressed a negative opinion on this issue. In addition, 148 teachers (20%) were undecided on this issue. In fact, we can state that they also have negative opinions about these students. Therefore, it can be said that 28% of the teachers stated that they do not know the ways of coping with the problems of these students.

3.4. Teacher Attitudes

The failure in the academic success of the students is really tiring for the teachers, and the problems in social communication cause other problems in the classroom. Therefore, as in other students, some negative attitudes may develop in teachers towards these students. To see to what extent these attitudes were revealed by the teachers we surveyed, we asked them the following 3 questions.

First, we investigated the question of whether teachers want these students in their classrooms. The first reaction that teachers can develop when these children become problems is that they do not want them in their classes, or from another point of view, we can say that the teachers who try all the alternatives finally come to this idea.

Figure 13-I don't want them in my classes.



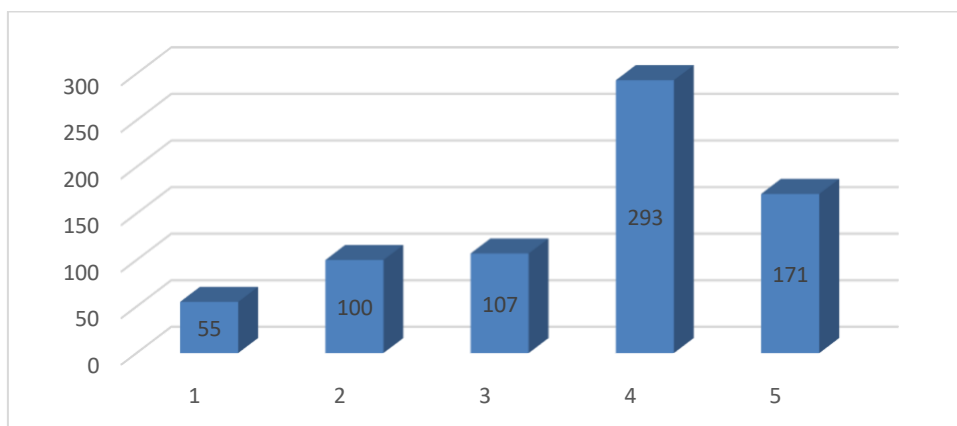
Considering the answers we received from the teachers, 171 (23%) of 734 teachers do not want to see these students in their classrooms. In fact, the answers given to this question are consistent

with the previous question in which some teachers stated that they could not cope with the problems of these students. In the same way, the answers to this question have also emerged at a rate close to the previous question. Therefore, we can conclude that teachers who cannot cope with the problems of these students do not want these children in their classrooms.

On the other hand, 422 teachers (57%) stated that they had no problems with these students. Although this rate is high, it is remarkable that the other group of teachers do not want these children in their classrooms. The presence of so many teachers in this population can be considered as a high number.

In parallel with the same issue, we can say that the teachers are helpless at the point where they cannot find a solution to the problems of these children, and they develop an attitude accordingly. In context, we asked the teachers if there was a solution to these students' problems.

Figure 14-There is no cure for their problems.



155 (21%) of 726 teachers think that these children's problems have no solutions. In addition, 107 teachers (15%) were undecided on this issue. 464 (64%) teachers think that these students' problems have a solution. Therefore, we can say that these teachers have developed more positive attitudes.

When we look at ANOVA table to see significant differences among years of experience groups, we will see the point.

Multiple Comparisons

Scheffe

Dependent Variable	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
				Lower Bound	Upper Bound
I don't want them in	1-3 4-7	.124	.307	-.58	.11
	8-11	.140	.744	-.55	.24

my classes.		11 and above	.211	.112	.313	-.10	.52
	4-7	1-3	.236	.124	.307	-.11	.58
		8-11	.080	.151	.964	-.34	.50
		11 and above	.447*	.124	.005	.10	.80
8-11	1-3	.156	.140	.744	-.24	.55	
	4-7	-.080	.151	.964	-.50	.34	
	11 and above	.367	.141	.079	-.03	.76	
11 and above	1-3	-.211	.112	.313	-.52	.10	
	4-7	-.447*	.124	.005	-.80	-.10	
	8-11	-.367	.141	.079	-.76	.03	
They distort the normal flow of the lesson.	1-3	4-7	-.152	.113	.614	-.47	.17
		8-11	-.347	.128	.063	-.71	.01
		11 and above	.000	.102	1.000	-.29	.29
	4-7	1-3	.152	.113	.614	-.17	.47
		8-11	-.195	.137	.572	-.58	.19
		11 and above	.152	.114	.618	-.17	.47
	8-11	1-3	.347	.128	.063	-.01	.71
		4-7	.195	.137	.572	-.19	.58
		11 and above	.346	.129	.065	-.01	.71
		1-3	.000	.102	1.000	-.29	.29

	11 and above	4-7	-.152	.114	.618	-.47	.17
		8-11	-.346	.129	.065	-.71	.01
There is no cure for their problems.	1-3	4-7	-.142	.127	.745	-.50	.22
		8-11	-.043	.144	.993	-.45	.36
		11 and above	.027	.115	.997	-.30	.35
	4-7	1-3	.142	.127	.745	-.22	.50
		8-11	.098	.155	.939	-.34	.53
		11 and above	.168	.128	.630	-.19	.53
	8-11	1-3	.043	.144	.993	-.36	.45
		4-7	-.098	.155	.939	-.53	.34
		11 and above	.070	.145	.972	-.34	.48
	11 and above	1-3	-.027	.115	.997	-.35	.30
		4-7	-.168	.128	.630	-.53	.19
		8-11	-.070	.145	.972	-.48	.34

*. The mean difference is significant at the 0.05 level.

Table 5- Teachers' attitudes according to the years of experience

In these three questions, there is no significance difference among the groups except one question between two groups. In the question if they want these students in their class or not, there is significant difference between 4-7 years of experience group and 11 and above group. The mean difference between them lower than 0.05 and it gives us the significant difference. After several years of experience, they may have developed negative feelings to these children, and after getting more experience, they may have developed more positive ideas to these children.

As for gender differences, we get these results.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
I don't want them in my classes	Equal variances assumed	2.964	.086	.136	711	.892	.012	.089	-.163	.187
	Equal variances not assumed			.136	701.208	.892	.012	.089	-.162	.187
They distort the normal flow of the lesson.	Equal variances assumed	.027	.869	-.772	711	.441	-.062	.081	-.221	.096
	Equal variances not assumed			-.773	696.528	.440	-.062	.081	-.221	.096
There is no cure for their problems.	Equal variances assumed	.469	.493	.783	711	.434	.071	.091	-.107	.249
	Equal variances not assumed			.781	681.248	.435	.071	.091	-.108	.250

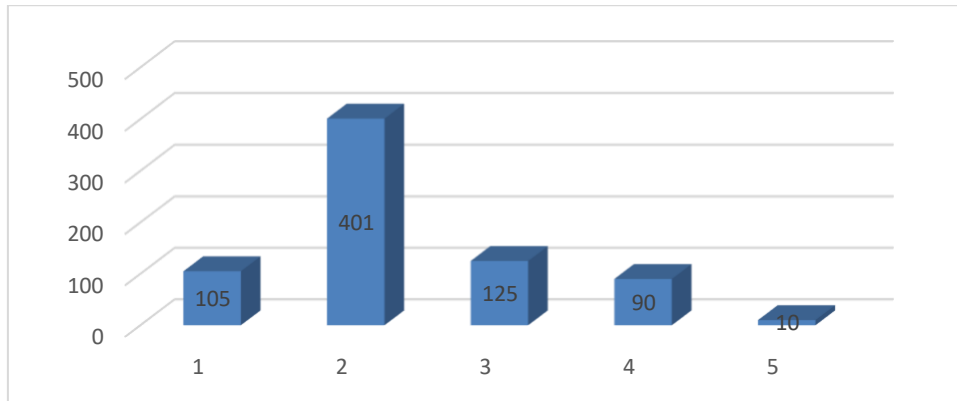
Table 6-Teachers' attitudes according to gender differences

There is no statistically significant difference between two genders.

3.5. Diagnosis of the Problem

After the teachers' knowledge, attitudes, and experiences about these students, we asked the last and most important question of this study to see how they diagnosed this problem. The majority of teachers are aware of children's problems. In addition, these teachers generally show a positive attitude towards students. However, at the point of diagnosing the problem, it is generally thought to be an intelligence problem. To see how much these teachers made this misdiagnosis, we asked the next question.

Figure 15-They have intelligence problems.



506 (69%) of 731 teachers in total state that these children have intelligence problems. On the other hand, 125 people (17%) were undecided on this issue. 100 teachers (14%) stated that these children do not have intelligence problems. In this case, we can state that the problem of these children is correctly diagnosed by only 14 percent of the teachers.

When we compare different years of experience in ANOVA test, we can see the results as follows.

Multiple Comparisons						
Dependent Variable:						
Scheffe						
(I) Years of experience	Years of experience	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1-3	4-7	-.093	.095	.814	-.36	.17
	8-11	-.147	.107	.598	-.45	.15
	11 and above	.037	.086	.981	-.20	.28
4-7	1-3	.093	.095	.814	-.17	.36
	8-11	-.054	.115	.974	-.38	.27

	11 and above	.129	.096	.610	-.14	.40
8-11	1-3	.147	.107	.598	-.15	.45
	4-7	.054	.115	.974	-.27	.38
	11 and above	.184	.108	.407	-.12	.49
11 and above	1-3	-.037	.086	.981	-.28	.20
	4-7	-.129	.096	.610	-.40	.14
	8-11	-.184	.108	.407	-.49	.12

Table 7-ANOVA table according to years of experience

We do not see any significant difference according to years of experience. The teachers in general think that they have intelligence problems. Although these teachers changed their attitudes towards them as they gained more experience, their diagnosis did not change in years. It means teachers need more informing about specific learning disability.

The different points of view according to gender is shown above in this question

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
They have intelligence problems.	Equal variances assumed	.411	.522	-1.197	728	.232	-.081	.068	-.214	.052
	Equal variances not assumed			-1.197	711.776	.232	-.081	.068	-.214	.052

Table 8-Comparison of Genders about intelligence

There is no statistically significant difference between the genders.

4. Discussion

Specific learning disability is a very common problem among children. This problem arises especially in school age. The results we obtained from the questionnaire we made with the teachers revealed the opinions of the teachers about the students with specific learning disability.

Most of the teachers are aware of the existence of these children. However, these teachers examine children only for their academic achievements. In addition, teachers often see the typical problems of these children. One of the most important shortcomings of children, forgetfulness, is the aspect that attracts the most attention of teachers. However, poor attention span, which is one of the main problems of these children, did not attract the attention of many of the teachers.

Another aspect that attracts the attention of teachers is the social relations of these children. Most of the teachers discovered that their social relations were weak. However, it is seen that they do not pay much attention to some details. For example, the most unsuccessful course of these children academically is mathematics. In fact, mathematics is the one with the most distinguishing weaknesses of them besides all the others. It was seen that a significant part of the teachers could not realize this problem aspect of the issue.

When we look at the answers comparatively, the majority of the teachers claimed that they know the ways of coping with these children's problems. However, on the other hand, many teachers did not realize the typical problems of children. The conclusion to be drawn here is that these teachers see children's problems with different frequencies. In other words, they see some problems more than others. The high number of teachers who stated that they could cope with the problems can be attributed to some reasons. For example, these teachers are self-confident about it. According to them, there are certain ways to cope with children's academic failures and these teachers know these ways. From another point of view, it can be said that teachers attribute a different meaning to this question. They may have understood that the teachers would not allow these children to fail in their social relationships and sabotage the lessons. On the other hand, it is not consistent that the answer to this question is so high when compared to other questions.

When we look at the attitudes of the teachers towards the students, it is seen that relatively few of the population develop a negative attitude. However, considering the size of the population, we can say that this number is quite high. Therefore, a significant part of teachers need to be informed more about these children. In addition, these teachers may have problems because they do not know how to deal with these children. At this point, teachers may also need technical support. In addition, it is necessary to observe the situation of teachers who have negative attitudes in more detail. Sometimes the children that these teachers encounter can be highly problematic. Therefore, teachers' tolerance towards these children may have decreased. In addition, the educational aspects that concern the problems of these children do not look at the teachers. The people who will give special education to these children are not teachers. Parents have a responsibility in this regard. Children in need of special education can be trained by experts in this field. What teachers can do in this regard is to enable children to socialize

faster in the class and school and to give them the feeling that they are normal members of the society. Otherwise, on an academic point, teachers do not have much to offer these children. Therefore, an important part of the teachers think that there is no solution to the problem of these children. It is quite normal for them to think this way, as this subject is beyond their specialization. However, the problem side of this issue arises when teachers develop a negative attitude towards these children.

When we come to the point, which is the main emphasis of this study, we see that most of the teachers misdiagnosed the problems of these children. As the relevant literature insists, these children mostly do not have intelligence problems. But more than anything else, the reason behind their outstanding academic problems is not what teachers see. These children cannot bring together the concepts in their minds and the symbols that correspond to them in the world outside. They cannot think that the symbol they see in front of them corresponds to the concept in their minds. This is why academic failure occurs. However, as seen in this study, the majority of teachers think that these children have intelligence problems. Although teachers usually diagnose problem points correctly, they do not see that these children do not have intelligence problems as a result. Teachers need serious training and guidance in this regard. Even after these needs are met, teachers' attitudes towards children can change greatly, because when we label a person as retarded, we are already accepting that they do not have the capacity to learn any more. This is just a prejudice that can have dire consequences. Breaking this prejudice in teachers' minds through necessary education can make great changes in their attitudes towards children. In addition, although teachers see the current problem, they may not know that it is called specific learning disability in modern psychology and what the content of it is. The training to be given to teachers on this subject can be an important step in overcoming the problems of these children.

In addition, parents have a lot of work to do in this regard. First of all, it is the duty of parents to diagnose their child's problem as early as possible. In addition, parents must make an effort to provide the necessary special education. In this regard, one should not expect much from the teacher or the school. The solution to this is only the experts of the subject. What they expect from the teacher is to help their children socialize and to help them feel part of that society.

Conclusion

Specific learning disabilities not only negatively affect children's education life, but also negatively affect their later life. Parents, who are expected to take the first step in this regard, neglect this issue due to different psychological factors. The most obvious reason for this is that parents, as well as teachers, think of the existence of an intelligence problem labeled on these children. Because they are uncomfortable with their own children being named in this way, they often neglect this issue. However, telling them that the issue is not an intelligence problem and their taking action will be an important factor in changing attitudes towards these children. In addition, the issue needs to be addressed at the policy makers level and evaluated as an education policy. Therefore, the steps towards resolving the issue can start from the policy level and extend down to educational institutions, teachers and parents, then other students and these students. One of the biggest obstacles to developing a solution to this problem is psychological barriers. The misdiagnosed intelligence problem about these children gives very painful results. Reflecting the issue correctly can be a giant step towards solving the problem.

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APPENDIX- The questionnaire

Gender	رەگەر	male / نیر	female / مئ			
Years of experience	سالەکانی ئەزمون	1 to 3 / بۆ 13	4 to 7 / بۆ ۷	8 to 11 / بۆ 8 11	11 and over / ۱۱ زیاتر	
Country of Origin	ولایت	Iraq / عێراق	Turkey / تورکیا	Iran / ئێران	Syria / سوریا	Other / ئەوانی تر
School type	جۆری قوتابخانە	Private / تایبەت	Public / گشتی			
		strongly agree / بە توندی رازیم	agree / رازیم	neutral / بێلایەن	disagree / نارەزیم	strongly disagree / بە توندی نارازیم

Do you think there are students in your classes who need special education?	پښت وايه له پولهكانندا قوتابي هپه كه پيوستى به پهرومدهى تايهت ههپنت؟					
These students are very forgetful.	نهم خوښكارانه زور شت له بير دهكن.					
They have intelligence problems.	نهمان كيشههى زيرمكيان ههپه.					
They have problems with social interaction.	نهمان كيشههيان ههپه لهگهل گفنگوى كومه لايه تيدا.					
They have poor attention span.	نهمان سمرنجى خراپيان ههپه.					
Their handwriting is poor and full of mistakes.	دهستنوسهكانيان خراپه و پره له ههله.					
They have many spelling mistakes.	نهمان ههلهه رينووسيكى زوريان ههپه.					
They are very anxious while doing math problems.	نهمان زور دهشلهژن له كاتى شيكار كرنى هاوكشهى بيركاريدا.					
I know the ways to cope with their problems.	من ريگاكاني گونجان لهگهل كيشهكانيان دهزانم.					
I don't want them in my classes.	من نهمان ناويت له پولهكانمدا.					
They distort the normal flow of the lesson.	نهمان ريتمى ناسايى وانكه دهشيوينن.					
There is no cure for their problems.	هپچ چاره سرنك نييه بو كيشهكانيان.					

THE USE OF ARISTOTLE'S CATEGORIES IN WORD DEFINITIONS IN ESL/EFL CONTEXTS

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Abstract

The categories introduced to the world of science by Aristotle basically express the different situations necessary for the definition of a noun. According to Aristotle, who put forward 9 different categories related to the noun, the features that will distinguish an object from others are determined by these categories. In its definition, the noun is expressed as substance, while the other categories are determined as accidents. In addition, he mentioned 4 different causes of the existence of an object. All these are effectively used for word definitions, especially in dictionaries. The concepts of universal, which are related to the word, and differentia, which distinguish the word from others in its own kind, are the concepts that dictionaries especially focus on. Knowing and using these concepts correctly by teachers will help students understand better. This study was conducted to confirm this aim. In this study, 15 teachers were asked to define the given words and then the problematic situations in the definitions were mentioned to the teachers. Afterwards, the issue of categories and what universal and differentia are, were explained to the teachers and asked to redefine the words. In this case, it has been observed that teachers were more successful. In addition, the word definitions were given to the students, and they were asked what the word was. The rate of students knowing the words correctly was found to be sixty-two percent.

Key Words: *Aristotle, Categories, Word Definitions, ESL / EFL context*

Introduction

Aristotle developed the theory of categories to solve some philosophical problems and to remove the wrong meanings in the words used by the philosophers before him. Aristotle, who later revealed the 5 universals in relation to this, wanted to take the ongoing discussions about the first matter of the universe to another dimension with the theory of four causes. Later, all these theories were further developed in the world of philosophy. In their developmental stages, they began to be used in word definitions as their practical aspects were remarkable. This study focuses on how these theories will be used in word definitions and how this will contribute to EFL / ESL environments.

1. Literature Review

1.1. Aristotle's Categories

In the scientific world, some theories are known as specific to the people who put forward that theory and are referred to with those people. In this context, the scientist who developed the theory and the theory itself are mentioned together. The theory of categories is a something that can be evaluated precisely in this class. Aristotle, the owner of this theory, put forward it to describe a name and the different situations associated with that name (Hacking, 1991). In fact, this theory, which consists of putting what people naturally do in daily language on a scientific

basis, was put forward to eliminate the misunderstandings that would arise if the word was used in different meanings. According to Aristotle, in order to overcome the ambiguity that arises when a word is used in more than one different sense, it is necessary to use it carefully by distinguishing its different meanings. That's why, in his theory of categories, he puts forward various ideas about what being is and what it means and puts forward this theory to justify them (Tarski, 1994).

The theory of categories, which expresses the effort to define the objects we see with our eyes correctly, put an object that is not dependent on anything else and that is self-sufficient and the qualities of this object into a group. In the other group, he put the properties that exist depending on this object and that emerge relatively with the relationship with that object (Chrudzimski, 2015).

In this context, Aristotle attributed the concept of substance to the beings themselves. This substance is the name that will be the basis of all other predicates, and nothing else is needed for its continued existence. Among all categories, substance is designated as the first category. On this basis, other attributes were put forward by attaching to this name. Where substance is based, other features are associated with this name and this name is defined as the subject to which other categories are attributed (Sokolowski, 1970).

In addition to this basic category, 9 more categories were put forward to be associated with it in different ways. These categories are defined as accidents in Aristotle's concepts. It is stated that the reason for defining them in this way is that these categories are in a formation and change and they are in a temporary interaction with the names they are associated with. The main feature of these categories is that they help define the first category, substance. These categories exist depending on the substance and vary according to different conditions (Abed, 1991).

The other categories which are attributed to the substance are named accidents and are listed as follows:

1-) Quantity: The existence of the substance can be defined with how many, how much, what length, what weight, etc. measures that will differentiate it from others. These measures are evaluated in this category. In this context, concepts such as the length, width, depth, number, amount of an object can be used to describe it, and within this definition, one object can be separated from the others in the human mind. For example, where a herd of animals is defined, it is a defining feature to highlight the large number of them.

2-) Quality: When we define how the object we are dealing with is, we give an idea about the quality of that object. For example, colors have the property of being an accident which can be associated to a substance. When the red fluid in the living body is called, blood is defined. Like this, where grass is defined, its green color comes to the fore. Likewise, when we define lemon, the yellow color is a defining feature. When we say the fastest land animal like this, we define the cheetah. The concept of fastest here is a feature attributed to this animal and this animal is known for this feature. However, this feature is not always valid and is a temporary condition on this animal. Cheetah cubs are not the fastest. This animal gains this feature as it develops. Because of these temporal characteristics of the other 9 categories, Aristotle referred to them as accidents.

3-) Relation: It is the category that shows the relationship of an object with others. In this case, the existence of an object is defined in relation to other objects. For example, when it comes to sports that require players to be tall, basketball comes to the fore. Here, the fact that the athletes are taller than the athletes who are interested in other sports branches shows the relative characteristic of this sport. With another example, when the feature of being a mammal, which is not found in any of the flying animals, but only in one of them is brought to the fore, the bat comes to mind. In addition, when we describe the highest-flying bird of prey, the Eagle is defined. Thus, the features of the being that emerge as a result of its relations with other beings are evaluated in this category and can have distinctive features (Glogger et al., 2012).

4-) Where (Place): In some cases, expressing where the object is appears as a feature that distinguishes it from others. For example, when describing a desk, specifying the class, where it is, stands out as an important descriptive feature.

5-) When (Time): In some other cases, it can be a defining feature to express when something occurs or is found. For example, when we think of an object whose ripening time is autumn, we think of fruit. Therefore, expressing that the ripening time is autumn for many fruits can be a defining feature.

6-) Being in a position: The position of an object can sometimes be an effective example to describe this. For example, in the case where we describe a mole, it is a defining feature that we state that it is underground and digs the earth.

7-) Having: Other objects owned by an object and attached to it may show distinctive features in identifying it. For example, when we describe a centipede, expressing that it has many feet will distinguish it from other living things.

8-) Acting: It is a defining feature that an object has in an agent (doer) state and that what it does is unique to it. For example, the most defining feature of a knife is its cutting. When we define it through cutting, which is the action of the knife, we attribute it to a distinctive feature from other objects (Buchheim, 2008).

9-) Being acted upon: Some other objects are also in passive state and are affected by the work done. For example, when we define a cart, we express that it is pulled by a horse. Thus, a descriptive feature is revealed (Bianchi, 2018).

The other 9 categories attributed to substance are temporary features on the substance. The quantity of an object can be a distinguishing feature about it. However, this quantity is not found in this object under all circumstances. Likewise, when we look at quality, we express that something is very fast, and this feature distinguishes it from others. For example, the airplane is known as the fastest means of transport invented by humans. However, we also see the planes motionless. Therefore, the speed of the aircraft appears as a feature that sometimes emerges. In this case, the feature of being the fastest of the aircraft is defined as an accident attributed to it. In Aristotle's categorization, an accident is a property that an object has temporarily and sometimes does not have in other cases, and sometimes changes. However, these features sometimes reveal their distinctive aspects in the identification of objects. In this respect, the use of categories in word definition is a scientific method, and it has features teachers can use effectively in the classroom (McDaniel, 2017).

1.2. Five Universals

While categories are used to define a substance within itself and to distinguish it from others, five universals are used to categorize these substances among themselves (Tweedale, 1988). For example, when we consider an eagle, we can define this bird with some distinguishing features from other birds within the framework of the above-mentioned categories. For example, it is their distinctive feature to fly relatively high compared to other raptors. However, there are other categories by which the eagle will be defined. This classification was developed by Porphyry during the development processes of the science of logic. In this context, the concept of the 5 Universals, which is one of the important discussion topics of all medieval philosophy, emerged (Marenbon, 2015).

Having systematized Aristotle's categories, Porphyry put these concepts in an order. Substance, which is the basic category of Aristotle, was defined with a different classification by Porphyry as well as being defined with different features in the categories (Gregorić, 2004). Accordingly, the Eagle, whose example we have given above, is first of all in the category of an entity that has a body. This being, which will be defined as a living creature in its immediate sub-category, can be defined as an animal in another sub-category. In a lower step of this, we can define it as a bird. Later, the eagle can be described as a bird of prey. This definition, which was put forward as the Porphyrian tree, was basically discussed in 5 categories. These categories are named as:

genus

species

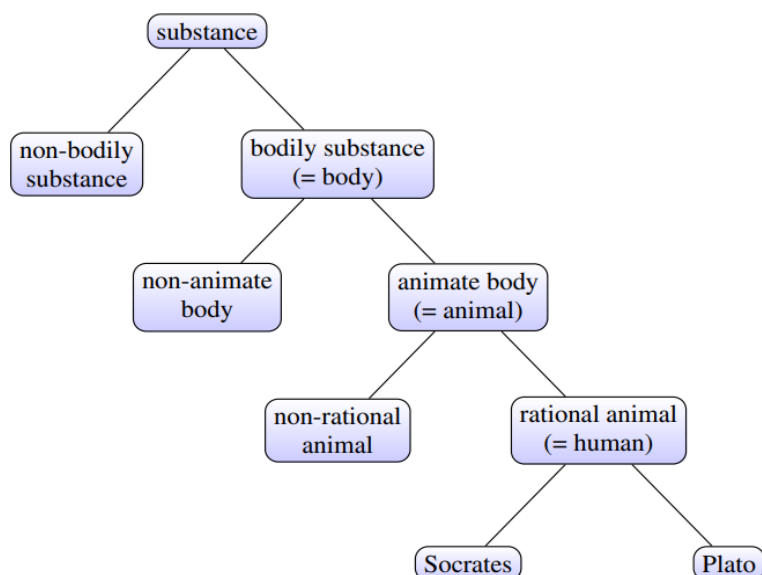
differentia

proprium (self-hood)

accidens (accident) (Maclean, 2005)

In order to present different forms of Aristotle's theory of categories and to express basically the same thing as Plato's theory of ideas and Aristotle's theory of categories, Porphyry, a neo-platonic philosopher, discussed the concept of 5 universals in his work called *Isagoge* and introduced a new classification. He did not create the table, which later took its place in the world of philosophy as the Porphyrian tree, as it is shown in the modern world. However, based on the explanations he made in this work, the logicians of the 13th century created this tree (Demey, 2018).

Table 9-Porphyrian Tree



(Demey, 2018)

The highest category in this tree, substance, is considered the highest genus. The genus is divided into two main species. These are non-bodily substance and bodily substance. Logically, the second category we consider as “species” here can be considered “genus” relative to the lower categories. This category, on the other hand, can be divided into two as non-animate and animate. Likewise, when this category is treated as a “genus”, it is possible to divide it into two separate “species”. These are non-rational animal and rational animal. At this point, rational animal means human. Finally, it is possible to identify these people one by one by their names (Demey, 2018).

The five universals we have mentioned here have been one of the most important topics of discussion in all of medieval history. This understanding, which envisages the positioning of beings from the general to the specific, emerged as a prototype of the way in which animals and plants are classified in today's biology science (Berlin et al., 1973). According to this classification, when we consider cats as a family under the most general heading, we see that they are divided into different genus. These animals, called "felis" in genus, are divided into subspecies such as lion, tiger, leopard, cheetah, cougar and domestic cat (Day and Jayne, 2007).

However, such clear distinctions were not made when these concepts emerged, and they were used for long periods. Therefore, when we consider an object, it is named as species according to the category above itself and as genus according to the category below itself. In these classifications, revealing the features that distinguish one substance from another is expressed under the term differentia. For example, the mane of a male lion can be considered as a differentia. In the same way, proprium, which is used to distinguish one substance from another, is expressed as a property belonging to the being in question and not seen in any other species. For example, the two eyes of some cats being different colors appear only as a characteristic of that cat species. In this respect, this feature is called proprium unique to it (Sowa, 1995).

The accident, which is in the lowest category of the 5 universals, refers to the features that are temporarily found on the being (or substance), as stated in the categories above. When we take the human being as an example, there are features such as walking, running and sweating.

However, these do not always appear on humans (Ayers, 1981). Due to these aspects, they can be described as accidents. In addition, laughing and talking can be grouped under the proprium, since they are only human traits. However, it should be noted that expressing many features under a single heading is a relative perspective. For example, a person's standing would be differentia that distinguishes him from other beings, and it can also be called proprium because it is not seen in other living things. In addition, the fact that the act of standing does not always occur may cause us to characterize it as an accident (Nauta, 2009). In addition, although the act of standing is known only to humans, it is known that monkey species and bears also stand in shorter periods. The important point here is that the species is known with that feature in the definitions to be made. Therefore, when a standing being is expressed in a definition to be made, the human beings come to mind, because this action is identified with them. It does not harm the nature of the description for other beings to do this action temporarily.

1.3. Four Causes

One of the most important discussion topics of ancient Greek thought is what the first and primitive substance called *archaea* is. The debates over many generations about this were grounded in Aristotle, and this issue was discussed from a much broader perspective. Instead of discussing the first matter of the universe, Aristotle talked about 4 causes inside and outside of beings. Of these 4 causes, 2 were defined as inside the being and 2 as outside it (Pérez-Álvarez, 2017) Aristotle listed these causes as follows.

1-) Material cause: It is the cause that expresses what an object is made of and what its first substance is. Here, Aristotle defined the reference that the previous philosophers gave to the first matter of the universe as only one of the 4 reasons, and in this definition he followed a very different path from what they did. Accordingly, he took a step back in time by revealing the material cause of the materials in front of our eyes instead of the first matter existing in the universe.

2-) Formal Cause: What Aristotle means here is what shape was given to it by using the material mentioned in the previous article. For example, the material cause for a statue is bronze, while the formal cause is the shape it has acquired, so it is the sculpture that has been carved.

3-) Efficient cause: The cause Aristotle means at this point is the person who created this work, and this person is referred to as an agent or doer. A human or natural process that brings the work we have to this shape is called an efficient cause.

4-) Final Cause: Finally, the purpose for which an object is produced is called its final cause (Overton and Reese, 1973).

As an example of all of these processes, we can consider the casserole. First of all, the material cause of the casserole is iron, copper or aluminum metal. The formal reason for this is that it is transformed into a casserole for cooking and the casserole shape is given to this material. There are people who do this as an efficient cause. The final cause at the end concentrates on why it was done. This casserole is made for cooking and that is its final cause.

The fact that the 4 causes we mentioned here are the subject of this study is based on an important reason. As mentioned above, it is important to reveal the distinguishing features of objects in the definition. These distinguishing features can sometimes be one or more of the 9

categories mentioned above. In addition, the classification we see in the 5 universals can be used to reveal the difference of objects or living things from each other, and one of these categories can define what is different. Likewise, Aristotle's 4 causes can be considered as a differentia to reveal the difference of objects from each other. All of these definitions are convenient tools to be used to express different aspects of the words we are trying to give the dictionary meaning of.

1.4. Word Definitions

Although there are different aspects of the dictionary definitions of words, the main thing is to express the aspect of the word in question that is different from other words in the same group, after expressing under which genus words are. The feature or features of the objects in the same category that will distinguish one from the other are called differentiae (Noraset et al., 2017). Basically, the 5 universals mentioned above play an important role in describing the upper category (genus) an object is in. In addition, differentiae, which expresses the distinguishing features of a word from others, can be one or more of the 9 categories mentioned above. In addition, any of the 4 causes can be used to describe the difference. Revealing descriptive differences is completely subjective and may vary according to the point of view of the person describing it. The important thing here is that the definition given is reflected correctly on the target audience. If the person who is exposed to the definition understands the given word with different features, the purpose will be realized.

When we take a plate as an example, or we can say it is a tool. But in this case, we overgeneralize the genus and it may cause misunderstanding in definition. If we give the genus as "a kitchen tool", it is much clearer and easier to understand. We can also express different properties of a plate under the categories as follows:

Table 10- The word "plate" in categories

Substance	plate
Quantity	generally, 12 items in crockery
Quality	porcelain
Relation	wider than a bowl
Where	in the kitchen / on the table
When	while eating meal
Being in a position	lying on the table
Having	round shape
Acting	keeping meal
Being acted upon	food can be put in it

It also possible to define a plate by using five universals.

Table 11-Expression of a plate in five universals

genus	tool
species	kitchen tool

differentia	oval, shallow
proprium (self-hood)	give food in it
accidens (accident)	made of porcelain

Lastly, we can also define the word “plate” with the four causes.

Table 12-Expression of a plate in four causes

Material cause	porcelain
Formal Cause	oval shape
Efficient cause	humans made it
Final Cause	to eat food in it

As it can be seen from the examples, the categories, five universals and four causes of Aristotle are practical tools to define the words. This is not the only method to define, but it is the most common way of it. It is possible to express a genus for a given word and find its differentia through these tools.

2. Methodology

2.1. Research Model

In this study, qualitative and quantitative methods were used together. This study was conducted to show how Aristotle's categories and other related concepts are used to make effective word definitions. The qualitative method used here is to give 10 words to the teachers and ask them to define these words. Afterwards, these definitions were evaluated in accordance with the criteria of the categories mentioned in the literature review, and the suitability of the teachers' definitions for the situations in the categories was investigated. Here, 15 teachers were used to refer to their definitions. In addition, 3 of these teachers were told what Aristotle's categories were and how they were used in word definitions, and in this context, the problematic aspects of their own definitions were shown. Afterwards, they were asked to make corrections on this issue and the result was re-evaluated. In the continuation of the study, definitions of the same 10 words were given to 45 students to measure the results quantitatively. These definitions were made by choosing from 9 categories, 5 universals and 4 causes, and the students were asked to write what they understood by looking at these definitions in the substance section. The aim here is to show how effective the categories are in word definitions on students.

2.2.Sampling

15 English teachers were used in this study. These teachers were asked to define 10 given words. 5 of the teachers were selected from Tishk International University in the city of Erbil, Iraqi Kurdistan region. The other 10 were selected from private schools belonging to Stirling Schools in the same city.

The students used in this study are Tishk International University students. 15 of these students are first-year students studying at the faculty of dentistry. These students have A2-B1 English levels. The other 30 students are 2nd year students of English Language Teaching at the Faculty of Education.

2.3.Data collection

In this study, data were obtained in two ways. First, the definitions requested from the teachers were taken in writing to see how they defined the words, and the strengths and weaknesses of these definitions were evaluated. On the other hand, the same words were defined in accordance with the classification in the categories and the students were asked to write what the words were. Due to the possibility that the students did not know the English equivalent of some words, they were asked to write what they understood from the definition in the language that they know. Since it was not measured whether the students knew the English equivalents of the words defined here, they were offered the alternative of writing in any language. What is important here is what students understand from the definition. As a matter of fact, some of the students wrote Kurdish and Turkish words because they did not know the English equivalents.

3. Findings

3.1.Definitions of the Teachers

Teachers were given 10 words to describe. These 10 words have been chosen with certain categories in mind. For example, 3 animals from the cat family were selected in a group. In addition, 3 kitchen utensils were selected in another group. The remaining 4 words were chosen randomly. Afterwards, teachers were asked to put forward distinctive definitions. These 10 words are shown in the list below.

Table 13-List of the words given to the teachers to define

ladle
spoon
fork
lion
tiger
cheetah
trainers
clock
fan
beard

In this study, 15 teachers, to whom we resorted for word definitions, defined 10 words in total. Therefore, we have 150 different definitions. 82 of these definitions were evaluated as correct, and 68 of them were categorized as incorrect or incomplete. We grouped and evaluated the deficiencies we saw in the definitions that were incomplete or incorrect. The following deficiencies emerged in these definitions:

a-) Overgeneralization:

One of the most important points to be used in word definitions is to put the upper category of the word in the definition. However, as this upper category expands upwards, the uncertainty in the definition increases. Here, the most common mistake made by teachers was overgeneralization. For example, 3 of the words we asked the teachers were kitchenware. It was observed that when teachers defined these words, they preferred the more general expression "a tool" as a genus instead of "kitchen tool". In the same way, where 3 animals from the cat family were asked, some of the teachers used the expression "an animal" and some others used the expressions "a four-legged animal". As can be seen here, the definition of "four-legged animal" does not have any proprium or distinction.

b-) Wrong differentia:

In order to distinguish objects in the same category, the property that distinguishes that object from others is expressed in the definitions. In this study, it was seen that some of the teachers gave wrong the distinguishing feature that should be included in the definition. For example, the definition of "a kitchen tool to eat food" is given for "ladle". In addition, the expression "with white and black stripes" has been added to the definition of "tiger" as a differentia. But tigers do not have white stripes.

c-) Ambiguous differentia:

The differentia of some words may coincide with another word. In this case, other details should be given as a distinguishing feature. For example, where the beard is described, some teachers have defined it as "hair on people's faces". However, it is not possible to separate beard in this definition from mustache. Therefore, the expression of which part of the face should be placed in the definition of the beard. Thus, beard and mustache can be distinguished from each other.

d-) Wrong final cause:

In defining an object, the final cause or the purpose for which that object is used can give a distinctive difference. However, it was seen that some teachers misidentified the purpose of use at this point. For example, in the definition of the spoon, "to serve food" is expressed as the final cause.

e-) Non-defining Accident:

It is possible to attach as many accidents (attributes) to a being as possible, but if they do not put the distinction and make it clear, it is not a good idea to use them in definitions. For instance, while defining the animals in the list, some teachers gave the action of the animals as "running fast" which does not clarify which animal it is because all these animals are known to run fast.

Other than these, it should be noted that word definitions are not universally accepted forms, so anyone can come up with their own definition as long as it is understood clearly by the reader. In this regard, some universally accepted properties are practical tools to identify one being. We also detected such a point in this study. Among 15 teachers, 7 of them defined the word lion as a wild animal that is known to be "the king of the animal world." It is a clear definition, and everybody agrees on which animal it refers to.

We also studied with three teachers about their definitions and their defective points. Moreover, we explained them the categories and related terms and how they are used to make definitions. We also underlined the points that are problematic in their definitions. Later, we asked them to make amendments in their definitions. In this case, they corrected their mistakes and came up with clearer definitions. For instance, when we showed them their definition of the spoon with over generalization, they changed the expression “tool” into “kitchen tool.”

We can conclude that if teachers get right training about categories and related terms, they can succeed in making clearer definitions. Since they are not aware of these, they may make the mistakes that we highlighted above.

3.2. Students’ Detection of the Words

In this case, we gave word definitions to the students and asked them to write down the word itself as they understood from the definition. We used 9 categories, 5 universals and four causes for that and tried to make the definition as clear as possible. The students checked the definitions and wrote down the words in the blank specified for substance.

Table 14-Definition of the words in categories and related terms

substance	relative	where	having	Materi al cause	Formal Cause	Final Cause	univers al
ladle	wide	kitchen	handle	iron	wide, oval	serve food	tool
substance	relative	where	having	doing	Materi al cause	univers al	
spoon	narrow	kitchen	handle	food to mouth	iron	tool	
substance	quantity	where	having	Materi al cause	Formal Cause	univers al	
fork	four spikes	kitchen	spike	iron	long spike	tool	
substance	quantity	qualificati on	relative	where	having	doing	univers al
lion	four legs	wild	biggest	in the wild	male- long hair on head	hunt	cat
substance	quantity	qualificati on	relative	where	having	doing	univers al
tiger	four legs	wild	big	in the wild	stripes on skin	hunt	cat
substance	quantity	qualificati on	relative	where	having	doing	univers al

cheetah	four legs	wild- fastest of the family	smaller	in the wild	stripes on skin	hunt	cat
substance	when	having	Final Cause	universal			
trainers	while running	laces	to run	shoe			
substance	qualification	being in a position					
clock	show time	hang on the wall					
substance	where	being in a position	being affected	Material cause	Formal Cause	Final Cause	
fan	next to mother board	in computer	with electricity	plastic	round	to cool down	
substance	relative	where	being in a position	doing	universal		
beard	long	on your face	on your cheek / under the chin	grow	hair		

The students were not given the substance but the other categories that are relevant to the word and asked them to write down the word that comes to their mind under the category of substance.

Being 30 of them in total, the English Language Teaching (ELT) students wrote their answers to the table and the correct answers are as follows:

Table 15-Correct answers given by ELT students (Out of 30 students)

	ELT Students
ladle	14
spoon	24
fork	21
lion	18
tiger	13
cheetah	12
trainers	26

clock	28
fan	15
beard	27

These are the correct answers given by the students to the words. 66% of the words were answered correctly by ELT students.

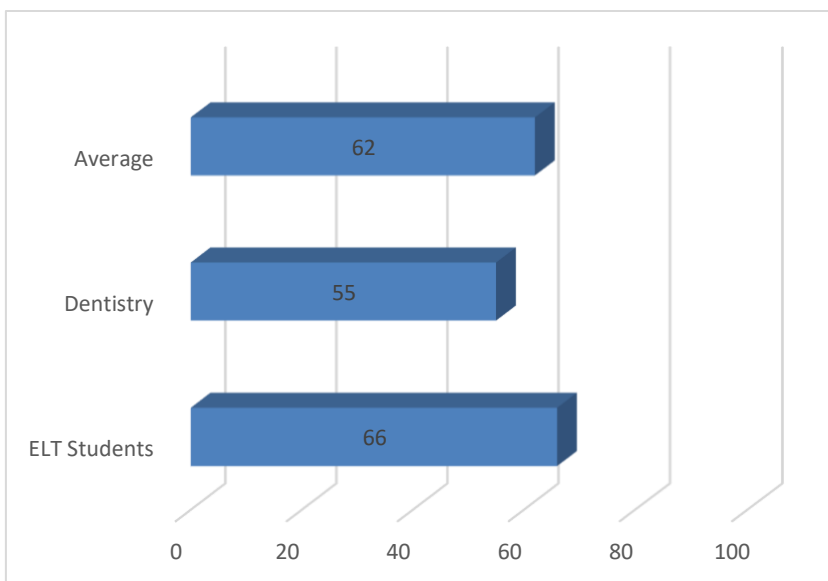
As for Dentistry students, their results are as follows:

Table 16-Correct answers given by Dentistry students (out of 15 students)

	Dentistry
ladle	5
spoon	9
fork	7
lion	8
tiger	6
cheetah	6
trainers	11
clock	13
fan	7
beard	10

In total, 55% of the words were answered correctly by Dentistry students. For all of 45 students, the percentage of correct answers is 62%. As a result, the majority of the students answered the questions correctly.

Figure 10- Percentage of the correct answers



4. Discussion

The use of Aristotle's categories and other theories related to it makes the definition very easy. If these categories are used effectively by teachers, we can say that they will make clear and understandable definitions to students in many situations. However, in order for these definitions to be made correctly, teachers must first have knowledge about this subject and do some exercises.

As we have noticed in the definitions we give to teachers, teachers also make some mistakes in definitions. Even very experienced teachers have made some incomplete definitions. However, the teachers we explained what the topic was, corrected their mistakes more easily. For this, teachers must first know this subject and put it on a scientific basis. Afterwards, it can be said that the definitions to be made in this way will go further over time and they will make much more understandable definitions.

However, a number of problems come to the fore here. First of all, none of the teachers participating in our research are aware of such a subject. Since these subjects are the subjects of philosophy, they are not known much in the realm of education. Therefore, teachers who encountered these issues for the first time developed some negative reactions. They even expressed that such a philosophical issue is unnecessary. Therefore, although this subject gives very practical results in word definitions, it has been observed that teachers are not psychologically and mentally ready for such a philosophical subject. Even though the 3 teachers that we explained this topic understood the subject, they expressed hesitation about the subject in this respect.

There are some strengths and weaknesses of the issue in terms of students. First of all, the students, who looked at the definitions carefully, answered quickly and gave correct answers at a very high rate. On the other hand, another group of students gave rather careless and superficial answers. Therefore, the wrong answers of the students were higher. If these students had been more careful, we could have had better results. However, it was observed that some students gave their answers very quickly, especially since it overlaps the exam week.

However, it was observed that the students generally understood these definitions and wrote correct answers. In addition, the low correct answers for some words can be attributed to some reasons. For example, the word "ladle" has very few correct answers. One reason may be that almost all students hear this word for the first time. Another reason is that students in this region are more exposed to American English, resulting in their inability to learn British English equivalents. That is why this word has been answered correctly by very few people. As another example of this situation, the word "trainers" that we use here was answered by almost all of the students as "sneakers", which is its American English equivalent.

Conclusion

Although it is a very philosophical subject, it is seen that categories and other related theories give effective results in word definitions. However, the fact that teachers approach this subject with some prejudices and that they have not encountered such a subject before causes them to stay away. The fact that this subject has not been addressed in the context of Foreign Language education is one of the main reasons for the approach towards the subject. It is thought that if these problems are overcome and the subject is given to the teachers in this context, positive results will be obtained. If word definitions are done correctly, it gives results that will make it

easier for students to understand. The main issue here is that this subject should be appropriately placed in this literature and given to teachers.

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