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THE IDEOLOGY OF INDONESIAN TRANSLATION IN THE “*THE BOGEY-BEAST*” FAIRYTALE

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ABSTRACT

Translation plays an important role in assisting the audiences for understanding the information of the writer or speaker. In order to avoid misunderstanding, the translator needs to consider the methods they used. It should be depended on the object to be translated and the addressee. Therefore, this study aimed at identifying the translation methods and the translation ideology in the translation of an English fairytale entitled “The Bogey-Beast” retold by Flora Annie Steel (1922). This fairytale translated in Indonesian by Pustaka Bahasa Inggris. This study employed the theory of translation ideology proposed by Venutti (1995). Besides, in investigating the translation method used by the translator, this study employed the translation method theory constructed by Newmark (1988). Through descriptive qualitative approach, the findings of this study revealed that the translator used six methods such as word-for-word, literal, faithful, semantics, free, and idiomatic translation. Meanwhile, semantics translation method was the dominant method used by the translator. Thus, it can be concluded that the translator of Indonesian version “The Bogey-Beast” fairytale tends to the foreignization ideology.

Keywords: translation, fairytale, translation method, translation ideology

INTRODUCTION

Translation cannot be separated from communication. Translation becomes an important tool for reaching the goals of communication. It can be in the form of written or spoken language. In this case, the translator has a fundamental position, because not all people master many languages. In the process translating, the translator needs much knowledge related. Considering, each kind of the object being translated has their appropriate methods or techniques. Hence, translation study is one of field study which needs to be learned by the translator and the language students.

Generally, translation deals with the process of changing written or spoken language as source language (SL) to other languages or target language (TL). The translation is known as a thing with a phenomenon that has an important influence in the daily communication for interaction each other (Hatim & Munday, 2004). Furthermore, Nida and Taber (1982) assumed that translation refers to the process of reproducing in the target receptor language with the closest message of the source language equivalently either meaning or style. In defining translation, Catford (1965) also gave the argument, which defined the translation is the process of replacement of the textual material in a language or source language (SL) to another language or target language (TL) equivalently. Translation can be influenced by several factors one of them is culture. Rubel & Rosman (2003) supported that translation is a process of cross-cultural understanding. Culture impacts how the translator translates the object (written or spoken text). It is an identity of the translator ideology.

The notion of ideology can be defined the beliefs and ideas of an individual or a group as their characteristics. As Hatim and Mason (1997), ideology is known as the tacit assumptions, beliefs, and value systems that shared and as the identities of a social group. Ideology impacts the result of the translation work. Thus, Munday (2009) believes translation ideology is depending on the translator ideology, culture, and perspectives. Besides, Venutti (1995) stated that the translation ideology is two polar opposites namely source language-oriented and target language-oriented. He divided two kinds of translation ideology namely foreignization and domestication. Foreignization is a translation ideology oriented in the process of translating tends to the source language (SL). The translator in foreignization ideology is fully under the control of the original text author. On the other hand, domestication is a translation ideology which oriented in the process of translating tends to the target language (TL). They give the illusion to the reader which the original text is the target language or can be said bring the author coming back home.

The process of translating will pass some ways or procedures to achieve an equivalent translation. Hence, it needs a translation method. The translation method is the particular way in the process of translation which applied by the translator (Molina & Albir, 2002). Furthermore, in order to investigate the ideology of translator can be seen in the translation methods they used. Newmark (1988) stated that there are eight translation methods, and then he divided in two groups of translation ideology (foreignization and domestication). Those methods also called Diagram V, can be seen as follows:

Foreignization

Word-for-word translation

Literal translation

Faithful translation

Semantic translation

Domestication

Adaptation

Free translation

Idiomatic translation

Communicative translation

Figure 1. Diagram V (Newmark, 1988)

The translators who tend to foreignization ideology, in translating text they will use the methods of word-for-word, literal, faithful and semantics. On the other hand, the translators in domestication ideology, when they are translating text, they will use the translation methods of adaptation, free, idiomatic and communicative translation. The phenomena of translation ideology has been successfully invited many researchers for further exploration the translation issues. Purwanti and Mujiyanto (2015) also conducted a research related to the translation ideology. The purpose of this study was to explore the cultural term of Indonesian novel entitled *Bumi Manusia*, the translation technique and also the translator ideology. The research method is descriptive qualitative research. The findings showed that the cultural term of this novel is Javanese. Meanwhile, the ideology of the translator is domestication.

Yudha and Setiawan (2019), conducted a research which aim at identifying the translation techniques and translator ideology. The research data is interview with presidential candidate Prabowo Subianto with Babita Sharma in 2004. As a result they founded that there are six techniques of translation. They are reduction, modulation, borrowing, adaptation, calque, and addition. Meanwhile they identified more tend to the domestication ideology. Manggarani et al. (2019) conducted a research which aimed to investigate the translation method and the translator ideology in translating Indonesian novel entitled *Ronggeng Dukuh Paruk* to English translation titled *The Dancer*. Their translation contains sexist attitudes from SL to TL. They used descriptive qualitative research. The findings showed that the translator tends to the domestication ideology. The method used by the translator is communicative method. Also, Putrawan (2018) identified the cultural term in the translation, translation technique, and the translation ideology. He analyzed a novel entitled “The Girl from the Coast”. In his research, he found that the translation ideology of the translator is domestication ideology.

Meanwhile, Nafisah et al. (2018) investigated the translator method in translating the “Tolstory’s God Sees the Truth, But Waits). They used descriptive qualitative design. In analyzing the translation method, they used theory of translation method proposed by Newmark. The findings of this study were there are six methods used such as semantic, communicative, literal, adaptation, free, and word-for-word.

Suryasa et al (2019) conducted a research which conducted to identify the relationship between translation and ideology. In their research, they analyzed an Indian short story Krsna: *The Supreme Personality of Godhead* and its translation for *Kṛṣṇa: Personalitas Tuhan Yang Maha Esa* (English to Indonesian). They emphasized how the translation ideology used in transferring

emotions meaning. As a result, the findings showed that, the translator ideology of that translation is domestication.

Regarding those phenomena and present studies, the writer assumes the investigation of translation ideology also needs to be done in short story specifically in fairytales. Considering from those present studies, there is no investigation about the translation ideology in fairytale yet. Commonly, the addresses of fairytale is children, the translation should be appropriated to the children understanding. In this study, the writer investigated the Indonesian translation ideology of the fairytales entitled “The Bogey-Beast” retold by Flora Annie Steel (1922) and translated by Pustaka Bahasa Inggris. For knowing the ideology of the translator, it needs to be analyzed. In this study, the writer employed the theory of translation method proposed by Newmark (1988) and translation ideology by Venutti (1995). Therefore, the research questions as follows:

1. What are the methods used by translator in translating “The Bogey-Beast” fairytale?
2. What is the translator ideology in translating “The Bogey-Beast” fairytale?

METHOD

This study employed qualitative approach with descriptive method. The research data is downloading from this link <https://americanliterature.com/childrens-stories/the-bogey-beast>. The fairytale of “The Bogey-Beast” is an American literature. It is featured for children’s stories. This story has been translated into Indonesian version by “Pustaka Bahasa Inggris”. It is a group of teachers who teaching English. In analyzing the translation ideology, this study employed the translation ideology suggested by Venutti (1995) and the translation method theory proposed by Newmark (1988). Meanwhile, to answer those research questions, there are several steps such as: 1. Reading the text (the fairytale story) carefully; 2. Analyzing the classification sentences deeply by using the translation method, then explain in that applying; 3. Next, scoring which the most of frequently translation method used by the translator in translating that story; 4. Answering all of the research questions carried out this study; 5. Finally, the findings also should be described and explain in the point of findings and discussion.

FINDINGS AND DISCUSSION

In this section, the findings of this study are grouped according to the translation method categorization. Afterwards, the question of translator ideology can be identified. It depends on the dominants translation methods used by the translator in translating the story. As the theory of translation method suggested by Newmark (1988), the classification of the translation methods can be seen as follows:

1. Word-for-word translation

This method is interlinear translation, with the target language immediately below the source language words. In the fairytale that has been analyzed, the occurrences of word for word translation is 13 times, the representative sentence as follows:

SL : And with that she lifted the lid and looked inside.

TL : Dan dengan itu, dia mengangkat tutupnya dan melihat kedalam.

2. Literal translation

In this method, the translator search for source language grammatical constructions are equivalent or close to the target language. As the fairytale analyzation, the literal translation found as 8 times, the representative sentence as follows:

SL : “It will soon be dark,” she said to herself as she trotted along.

TL : “Akan segera gelap,” katanya pada dirinya sendiri saat dia berlari.

3. Faithful translation

This method is dealing with an attempt to recreate the exact contextual meaning of the original within restraints of the target language grammatically. The result of analyzes, the faithful translation found as 10 times, the representative sentence as follows:

SL : And so it was, brimful of great gold coins.

TL : Dan begitulah, penuh dengan koin emas besar.

4. Semantic translation

This method is more emphasis on the naturalness than the faithful translation. It considers the cultural words into the neutral equivalents in the target language. The occurrences of semantic translation in that fairytale is 31 times, the representative sentence of this method can be seen:

SL : “Maybe there is a hole in it,” she went on. “and that’s why it has been cast away.

TL : “Mungkin ada lubang didalamnya,”lanjutnya,”dan itulah sebabnya itu dibuang.

5. Adaptation translation

In this method, the source language culture is converted to the target language culture, and the text is rewritten. This method is not found in the fairytale that has been analyzed.

6. Free translation

This method focuses on the content or context of the target language rather than the form of words. It found in that fairytale as 7 times, the representative of the sentence as follows:

SL : There was plenty light to see it lying there, douce and peaceable as a stone should.

TL : Ada banyak cahaya untuk melihatnya tergeletak disana, berfungsi ganda dan damai seperti batu.

7. Idiomatic translation

In this method, the way of translator in delivering the message from SL is by using familiar words and idiom. The occurrences of this method in that fairytale is 5 times, the representative sentence can be seen:

SL : The old woman stared after it till it was fairly out of sight, then she burst out laughing too.

TL : Wanita tua itu menatapnya sampai tidak terlihat lagi, lalu dia juga tertawa.

8. Communicative translation

This method is attempting to render the accurate contextual meaning of the original in both content and language which readily acceptable and comprehensible to the addressee. This method is not found in that fairytale.

For answering the first research question, namely “What are the methods used by translator

in translating “The Bogey-Beast” fairytale?” From the findings above, there are two methods did not use by the translators. There are six translation methods only. They are word-for-word, literal, faithful, semantics, free and idiomatic translation. The most dominant used is semantic translation with the occurrences is as 31 times. Meanwhile, the lowest used in idiomatic translation. Then, for answering the second research question which “What is the translator ideology in translating “The Bogey-Beast” fairytale?” It can be identify from the translation methods used by translator. The methods that emphasized in foreignization are used in translating the fairytale, specifically all of them employed by the translator. On the other hand, the translation methods in domestication ideology is not all of them employed by the translator, namely for adaptation and communicative translation is not used by the translator. In short, the Indonesian translation of “The Bogey-Beast” is tending to the foreignization ideology.

CONCLUSION

As the findings showed it can be concluded that, indeed the ideology of an individual or groups is affecting in the way of they are translating. In their translation production, not all of the translation methods employed. Then, the translator tends to use their foreignization rather than domestication ideology. It can be seen in the way they are, most of the sentences translated as in source language. Even though, the text that they translated in addressing to the children. It will be better if they tend to the adaptation of their culture.

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5. Adaptation translation

In this method, the source language culture is converted to the target language culture, and the text is rewritten. This method is not found in the fairytale that has been analyzed.

6. Free translation

This method focuses on the content or context of the target language rather than the form of words. It found in that fairytale as 7 times, the representative of the sentence as follows:

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CONCLUSION

As the findings showed it can be concluded that, indeed the ideology of an individual or groups is affecting in the way of they are translating. In their translation production, not all of the translation methods employed. Then, the translator tends to use their foreignization rather than domestication ideology. It can be seen in the way they are, most of the sentences translated as in source language. Even though, the text that they translated in addressing to the children. It will be better if they tend to the adaptation of their culture.

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Activating a Directed Motivational Current Through a Gamified Extracurricular Activity in Higher Education: A Pilot Study

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The study examines the occurrence of a Directed Motivational Current (DMC) in a task-based gamified extracurricular activity in a Saudi Arabian university. An explanatory longitudinal approach was administered to detect changes to the motivational disposition and engagement of twenty-eight English majors throughout a three-week period. The study utilized multiple data sources including pre/post questionnaires, focus groups, individual virtual interviews, and BlackBoard Ultra analytics. The results of the pilot study indicate that when a gamified activity outside a program's curricula is DMC induced, it can enhance the sense of belonging, encourage engagement, increase eudaimonistic sensations, develop linguistic and non-linguistic skills, and lead to personal benefits beyond the game, especially creativity and confidence. These activities encourage personalized and self-directed learning through entertainment, and therefore can improve the overall educational experience for students.

Keywords: Directed Motivational Current, Explanatory Longitudinal Approach, Gamified Extracurricular Activity, Saudi Arabia

INTRODUCTION

The field of Second Language (L2) motivation has been active for decades and focuses on investigating the psychological construct of motivation. Dörnyei and Ushioda (2011) have categorized the development of this type of motivation throughout different time periods. These shifts evolved quickly through different stages: social psychological, cognitive situated, process-oriented, and the L2 self. One such stage was the socio-dynamic period in early 2000 which led to the development the Directed Motivational Current (DMC) in L2 research (Dörnyei et al., 2015; Dörnyei et al., 2014; Muir & Dörnyei, 2013). The theory investigates motivation from a different perspective as it promotes ongoing long-term behavior that goes beyond normal drives. Through the endurance of self-propelling motivational means, individuals or groups can reach highly valued

end goals. Although focus is mainly on classroom projects, it has the potential to be used in other L2 learning contexts as well. Therefore, the purpose of this pilot study is to explore and expand the body of knowledge on the DMC construct through its pedagogical applicability in a higher educational setting. To achieve this goal, the paper will discuss the theory and its connection to extracurricular activities and gamification in education. It then presents the current study, which validates the framework's ability to be artificially induced into a gamified extracurricular activity in an English as a foreign language (EFL) context.

LITERATURE REVIEW

Directed Motivational Currents

Developed through well-known motivational theories in both L2 and positive psychology research, the DMC framework has been examined both theoretically and empirically (Dörnyei et al., 2016). A DMC's theoretical underpinnings have strong ties to many prominent theories such as self-determination, goal, flow, attribution, and L2 motivational self-theories to name a few. Its creators used vision and action plans to amplify the energy exerted towards a goal (Dörnyei et al., 2015). Thus, it has the capacity to override distractions and channel behavior towards the attainment of a specific target. A DMC is characterized as having three prominent features: a highly valued goal, a facilitative structure, and differing sources of positive emotionality (Dörnyei et al., 2014). While much of the research into DMC is qualitative in nature, it is still a fairly recent theory and in need of more investigation, especially from a mixed methods perspective.

One of the first studies using DMC focused on the experience of immigrants learning a second language (Henry et al., 2015). Their qualitative results provided the first validation for the theory and initiated empirical interest in DMCs. Later research was also based on small sample sizes and personal reports, reaching similar conclusions (Safdari & Maftoon, 2017; Zarrinabadi et al., 2019). However, a study by Ibrahim (2017) explored the framework in more depth, identified a number of DMC triggers, and linked learning goals to future visions of personal growth. Only one quantitative research appeared in 2018 and was able to identify the existence of individual and group DMCs (Hashimoto, 2018). These initial studies mostly relied on qualitative data as the topic was still considered under-researched at this stage. Later, more research started to emerge that studied more participants, pedagogical implications, and utilized more mixed methods approaches, with some reporting success in initiating a DMC in learners and improved language performance (Dastgahian & Ghonsooly, 2018). Others, explored the motivational construct in relation to a specific psychological factor such as self-efficacy which was found to increase during powerful motivational experiences (Pietluch, 2018) or identified DMC triggers and put forward pedagogical implications (Gümüş, 2019). A study by Ibrahim and Al-Hoorie (2019) even investigated the conditions that generate a DMC and provide educators with pedagogical ideas on how to create out-of-class activities which extended beyond what was normally being researched at the time. In 2020, Muir broke the domination of qualitative methods in the field and produced a DMC disposition questionnaire for a large-scale study which helped in the identification of

language learners' motivational currents at an international scale. She also discussed group DMC interventions that can be applied in language classrooms. In comparison, the most recent quantitative studies are not large but are still able to fill small gaps in the literature. Some of them predicted differences in how individual DMCs were experienced through learners' personality traits (Sak, 2021). Pedagogically, one study found that motivational currents happened more in classroom settings where English majors experienced them slightly differently from other majors (Li et al., 2021) while another one investigated its relation to informal language learning environments and highlighted its affective importance to learners (Xodabande & Babaii, 2021). It is apparent that research is now exploring the framework in more depth and through different approaches and settings. More importantly, it is clear that studies are shifting toward pedagogical environments and looking into potential intervention ideas not always in the classroom. In spite of this, DMCs and extracurricular activities have only been dealt with slightly despite their possible impact on language learners. Thus, it is equally important to explore their influence in educational settings.

Extracurricular Activities

The literature has proven that out-of-class activities are important to learners and their educational experience (Cole et al., 2007). According to Zakhir (2019), they can be defined in L2 settings as "Artistic, mental and physical activities that are organized by teachers outside the regular classroom curriculum, but closely associated with students' learning of English" (p. 3). They are usually under the supervision of an educator who guides students towards a specific skill or behavior (Simoncini & Caltabiano, 2012). Moreover, they come in many types such as clubs, fraternities, societies (Buckley & Lee, 2021), student councils, volunteer work, sports, (Eccles & Barber, 1999), and even games (Subhash & Cudney, 2018). These activities have been proven to be necessary for student growth (Holt et al., 2012). Research on the topic has identified a number of psychological and cognitive benefits for student participation in such groups. They can increase learners' engagement and motivation (Mahoney et al., 2005; You, 2020), enhance feelings of self-efficacy (Griffiths et al., 2021) and even improve personality and intelligence (Reeves, 2008). Socially, they have the potential to help develop peer relations (Fredricks & Simpkins, 2013) and enhance language students' communicative competence (Sandal et al., 2020). Research has also found that these types of out-of-class activities can also promote interpersonal skills and professional behavior (Jamal, 2012; Rubin et al., 2002) and even lead to enhanced intercultural learner competence (Liu, 2016).

The importance of extracurricular activity participation in learning a foreign language has also been investigated in the literature. Van Marsenille (2015) argues that it is one of the different ways of helping L2 students acquire a target language. It can provide "an additional milieu for language practice" outside the program curriculum (Makarova & Reva, 2017, p. 59). Moreover, this type of informal learning can enhance autonomy and foster subtle changes in students' self-identities (Gao, 2008) especially since it can offer opportunities for creating authentic language use situations (Avdeyeva et al., 2005 cited in Reva, 2012). A few researchers have even found that

these activities can increase English self-development (Phothongsunan, 2019) and help learners communicate better in the language (Ginosyan et al., 2019). Pontes and Shimazumi (2015) argue that when out-of-class projects are authentic, students not only enjoy them, but it can also enhance their language proficiency. Finally, these activities have also been found to help strengthen time management skills and even increase creativity in foreign language learning environments (Reva, 2012). In summary, they have many benefits that seem to overlap with many of the advantages of being in a DMC specifically the psychological and skill-based outcomes. Thus, it can be logical to surmise that when combined with gamification, they can lead to even more educational and personal gains.

Gamification in education is not a new concept and is a field that is gaining popularity in higher education (Shuash et al., 2020). Despite its varied forms and different design principles, it can broadly be defined as the use of game elements and mechanics in non-game contexts to promote specific outcomes (Sajinčič et al., 2019). Research has identified that game-based learning environments support learning and promote student engagement (Sabourin & Lester, 2014). Bamford and Heugh (2020) argue that gamification can be beneficial to students, especially with the rapid shift to online learning as the result of the COVID-19 pandemic. It can enhance wellbeing, strengthen the sense of belonging to the educational institute, reduce feelings of isolation, and encourage creativity. According to Subhash and Cudney (2018) comprehensive literature review on gamification in higher education, while not all studies found that it improved student performance, it clearly enhanced perceived learning and enjoyment.

Usually, gamified language learning experiences are associated with tasks. According to Willis (1996), a task is an activity where learners use the target language for a communicative purpose/goal to achieve an outcome. Using tasks can lead to high self-efficacy levels in learners (Koutropoulos & Porter, 2017). It has also been found to increase motivation (Ellis, 2003). Brophy (2005) asserts that the latter psychological state can help learners complete given tasks or reach desired goals. Therefore, it can be inferred that tasks can enable students to use a foreign language meaningfully. This is in accordance with Nunan's (2004) claim that the use of language is more important than language practice. Through tasks in gamified environments, students are provided with opportunities to use prior knowledge communicatively as it is an important factor influencing their learning and achievement (Ellis, 2003). In addition to the latter, tasks can engage learners and are usually based on both intrinsic and extrinsic motivators that complement each other. Intrinsically, motivating tasks are used to tap into gamers' sense of autonomy, purpose, and need for mastery (Burke, 2014). Contrastingly, extrinsic ones are used to entice learners' interest in a task they might not view as valuable or feel is boring but they should be used sparingly when tasks are interesting (Kapp, 2012). According to Koutropoulos and Porter (2017), for gamified learning experiences to be considered positive, it should abide an escalation process where gamers move

from easy to difficult levels to reach high self-efficacy, aiming at cooperative or competitive engagement depending on the game design.

It is a well-known fact that professional and personal development happens mostly during students' time at university. Thus, when gamification is combined with extracurricular activities it can provide students with a different kind of learning experience. According to Bryson and Hand (2008), there should be more to higher education institutions than qualifications. Therefore, participation in these out-of-class experiences through a gamified activity should be encouraged as they have the potential to improve the overall educational experience (Bamford & Heugh, 2020). However, no studies have been identified in recent literature that investigate the idea of activating a DMC through a technology-based gamified intervention in a higher educational institution. Thus, it is important to understand the role gamified extracurricular activities can play in EFL higher education contexts. This pilot study was created to fill this gap in the literature by examining the following research questions:

1. How did the design of the game initiate and maintain a Directed Motivational Current?
2. What kind of impact did a gamified extracurricular activity have on the students?
3. What is the intrinsic value of participating in a gamifying activity based on a DMC?

METHODOLOGY

Explanatory Sequential Mixed-Methods Approach

This pilot study follows an explanatory sequential mixed-methods approach that utilizes both quantitative and qualitative data. Although different, both research methods follow similar underlying logic but allow for two different viewpoints (Mahoney & Goertz, 2006). Quantitative research is conducted first, and it is then followed by qualitative research to explain the phenomena in more detail (Creswell, 2014). Triangulation produces valuable data and strengthens validity (Yeasmin & Rahman, 2012), especially if both approaches complement each other (Creamer & Schoonenboom, 2018) as has been used to validate the data in this study. Quantitatively, the research draws on two data types to help understand the state of a DMC, utilizing pre/post web-based questionnaires and BlackBoard Ultra analytics as a first phase. In total, 49 questions were used in the questionnaires: six demographic questions and 43 DMC theory related questions. These were used to test the hypothesis: There is a statistically significant difference between the means representing EFL students' engagement and motivation pre/post their exposure to a gamified extracurricular English instruction experience delivered via the official LMS at KAU. A pilot test on three students was performed to determine the validity of the adequacy of the items and eliminate confusion, especially since the items were in English. Regarding the BlackBoard Ultra analytics, three types of data were obtained from BlackBoard Ultra. The total number of student interactions while playing the game were recorded. In addition, daily activity percentages were also obtained from the LMS. Finally, an excel sheet for every student with their daily activity percentages and activity-per-item were also extracted from the platform. Together with the other data sources, they helped ensure that the study findings were grounded in participant experiences

and at the same time, enabled a stronger understanding and interpretation of the data through different sources (Yeasmin & Rahman, 2012). Statistical correlation analysis was utilized to understand the quantitative data while the qualitative data was studied using Dedoose (Version 8.0.35), a mixed-methods web-based application that analyzes different types of data sources (Dedoose, 2018).

Additionally, two focus groups were conducted (FG1 and FG2) with twelve students (7 and 5 respectfully) and three individual interviews (ID) with three players (a gamer who only reached level 2, a gamer who completed the game but did not win, and one of the four winners). The 51 questions in the guide were based on the theoretical underpinnings of the DMC theory. Semi-structured interviews were found useful for enabling a deeper understanding of DMC and providing a vivid account of participant perception. Because of the geographic constraints due to the pandemic, the interviews were conducted virtually using the online meeting application 'Zoom.' This type of synchronous communication is advantageous as it allows researchers to explore a social phenomenon from any location, with live interaction between participants revealing important aspects of a topic (Abrams & Gaiser, 2017). The focus groups were held in English although the students were given the option to speak in the language of their choice. They were then transcribed and analyzed using the Dedoose software. Finally, all the gamers gave their consent via a signed release form to partake in the study and for the publication of any game relevant material. Ethical approval to conduct the study was granted by the King Abdulaziz University ethics review board. Finally, for anonymity, the participants were assigned a pseudonym.

Euro-D Tasks Game

The data collected was used to investigate the student gamers' engagement with a newly created EFL-task-based online extracurricular game titled the Euro-D Tasks Game (EDTG), which was being piloted prior to its official release in 2022. It was created on King Abdulaziz University's (KAU) official LMS (BlackBoard Ultra) during the onset of COVID-19 in 2020. The game was initially designed to take place on campus but had to be altered to fit an online platform because of the pandemic. In total, 28 students (a mix of different levels: 2nd year (3 students), 3rd year (21 students), & 4th year (6 students)), of mixed age groups [19-22years old], and different English language proficiency [intermediate (1 student), high intermediate (21 students), advanced (6 students)] participated in the study. To play the game, the students were required to complete a web-based questionnaire before and after the game and optionally participate in the focus group after the game ended.

The concept was to expose students to the English language and culture, especially western, outside the context of their textbooks via an extracurricular activity. Similar to other games but with an educational perspective, EDTG was also made up of rules, instructions, prizes, certificates, and accompanying social media accounts. The game consisted of three levels with specific tasks that needed to be accomplished in order to move between each level. With every ascend, the game becomes more challenging: Level One (10 tasks), Level Two (7 tasks), Level Three (5 tasks), and the Ultimate Task (1 task). For each task, there is a task teaser, a task description, task instruction, and task help links. With every upward move, each student receives an online badge. If, for any

reason, a student decides to stop playing before reaching the final stage, she receives a certificate of participation. An online mascot (Marshmallow the cat) was created to entice gamers and give EDTG a gaming feel (i.e., to issue badges, to congratulate winners, for notifications, used in social media accounts, etc.). The tasks in the game were evaluated by three English instructors using a specifically designed rubric. Only after the gamers reach the second level, does the game start to become competitive. Gamers are required to be as creative as possible with their task submissions as creativity was a major criterion in choosing the top three winners and the ultimate prize winner. The idea was to have several winners as that would motivate more players to continue playing until the end.

ANALYSIS

Gamified extracurricular activities have found a place within higher education as they can play a big part in EFL students' academic life experience, specifically if designed and implemented well. This explanatory mixed-methods approach describes how a gamified activity was created to activate a DMC and keep 26 out of the 28 players engaged until the end of the game. It is through the students' experience, told through multiple data sources, that a full explanation into what took place was identified and later discussed. Therefore, the results section will be divided into three main parts: the game design, the impact it had on the players, and the intrinsic value of game participation.

Game Design

The gamified extracurricular activity used in this study incorporated into its design the underlying elements of a DMC. The first being its timeframe which in this case, was three weeks, which all the students agreed was appropriate, as one participant explains: *"We had a week to finish each group of tasks, so I think it was enough time to get your things together and figure out what you want to post"* (P1: FG1). Most participants echoed similar comments regarding the duration of the game claiming that they were able to complete the required tasks and upload them on time. The students also commented that having it on BlackBoard was a good idea. As P1 (ID) explains: *"I loved that that it was on BlackBoard. Everything was on BlackBoard, my courses, my homework, my assignments, and my tasks so having it on BlackBoard was perfect. ... This was an all in one thing where everything I need is in one place."* The rapid shift to digital teaching because of the pandemic familiarized students with this platform and it explains the reason many of them were comfortable with it being used for the game. The students also had good experiences with the tasks the game was built on. They stated that they enjoyed them as they were *"Pretty creative and they're kind of all over the place but in a good way. Like they didn't feel repetitive in anyway which was really cool!"* (P1: FG1) and made their *"brain juices flow!"* (P1: FG2). All of them commented on the fact that they enjoyed the escalation of the tasks as P2 (FG2) explains: *"I like how the levels developed in difficulty!"* In addition, many reported that there was a balance in the way the tasks did not exceed the different ability levels of the gamers as they *"were enjoyable and generally easy to do for all of us"* (P1: FG2).

Interestingly though, when comparing how the students felt about language proficiency and virtual learning environments via the pre/post questionnaires, it was apparent that something changed. The results point to a strong change (+0.67) in correlation between the way the players felt about their abilities and their self-confidence. It was clear from the data that confidence in their skills increased after playing the game. It could be because they not only thought they had the skills that matched the demands of the tasks, but they also believed they had a challenge-skill balance. A comment made by one of the students during the focus group interview sheds even more light on this issue through a simple explanation: *“It was easy even though I didn't think it was going to be easy before we started to play the game. I thought it was going to exceed my level in language, but it didn't. It was challenging but easy!”* (P2: FG1). The gamers were introduced to the game and were also shown a short, animated video on how to play it using a sample task similar to the ones used in the pilot game. However, it was apparent that they did not fully understand the game until they actually started to play it.

Another design element of the game that most of the participants mentioned is the autonomy they were given with the tasks. As they were not adhering to a specific way to creating something but doing it in their *“own way”* (P3: FG1). This autonomy gave them the freedom to be as creative as they wanted to be. Although it must be mentioned that there were preferences when it came to the tasks with some being perceived as more pleasurable than others. One student claimed she never heard of *“giving your house a name instead of a number”* and she reported having struggled with the idea until she researched it and understood the concept behind the naming (P2: ID). Interestingly, even when the players did not like a task or felt they were going into uncharted areas, they still had fun because it was *“all about being in the game and enjoying the experience”* (P3: ID). Moreover, like most games, this one also had a competitive side to it. However, it was only after the gamers passed Levels One and Two. There were some mixed results regarding this structure style. While some students believed it helped having it structured this way, others did not. One of the students who admits having low self-confidence explains: *“It really helped that it wasn't really competitive from the get-go. I had my time and I had the ability to be creative without being scared I would be looking less than the other participants.”* (P3: FG2). Others, believed if it was competitive from Level One, it would have made EDTG feel *“challenging”* as that is *“a very important element in gaming”* (P2: FG2).

In addition, for most level-based games, there should be some way gamers advance from one stage to the next. In EDTG, every time a gamer completed the designated tasks of a specific level, they were allowed access to the next one. One of the study participants explains this in detail: *“Every time I finished and upload a task, I would get a check next to the task and then when I finish all the tasks for that level, I would get a cute notification from Marshmallow that told me I was moving on to the next level and I also got a badge. You feel, wow I did something cool. I am*

moving on to the next level and I have something to prove it" (P1: ID). These types of progress checks and the extrinsic rewards that came with them were welcomed by most of the students. When the participants related the reasons why they kept playing, a recurring theme came up and that was as P1 (FG2) explains: *"We knew we were going to get something out of it in the end, whether it was the fun or something as simple as a badge or a certificate or even the prizes... it was what kept everybody going."* When asked about the badges, most of them recommended real ones instead of the digital ones *"to keep as a keepsake"* (P1: FG1). Moreover, many of them claimed that even if there were no badges, they would still have played the game as they were enjoying the experience and as one student explains: *"I like to participate in the fun things that our department does because they are always fun"* (P4: FG1). Some students viewed it both as entertaining and also as a competition as P5 explains: *"I am very competitive person, and I don't really like to quit at all. So, every time I think about quitting, I say to myself "No never!" Plus, I am having so much fun so no I will not quit!"* (FG1).

Finally, the game was shifted to a digital platform because of the pandemic. All of the students mentioned that lockdown was a stressful time. The situation at home was new and the educational experience was different and demanding. They had to learn to cope quickly and find ways to bring normality back into their lives. One student explains: *"One of the reasons I played the game was because I wanted to bring back some of the normal I knew before the pandemic. You know, the university environment and all the activities and socializing. I was going through a tough time ... I needed a good distraction"* (P1: ID). Other reasons the students identified for playing were being part of the pilot study, summer vacation, their love of games, not wanting to miss out on a department activity, or just bored. A few of the students even had sensory visions about the game even before it started as P2, one of the winners, explains: *"The moment I knew it was a game, I just imagined myself entering it, playing it, and winning. I am so competitive"* (ID). For others, it was about wanting to impress significant others in their life *"I could just see myself telling my family and friends about what I am doing, how excited I am and how I accomplished so many things"* (P3: ID).

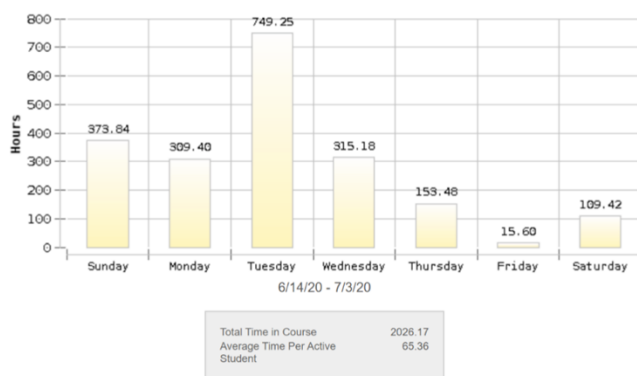
Affective Value of the Game

During the game, the students experienced emotions that were prominent features of a DMC. The three most significant were: signs of being in a surge, the motivation the game gave them, and the engagement they had with the game. These affective emotions allowed the students to experience eudaimonic well-being sensations that made them very happy and content. The first one relates to the signs of being in a motivational current. One student explains this: *"I felt I was unwinding. It just helped me relax in my zone"* (P2: FG2). Many of the gamers reported being in total relaxation with themselves and the tasks they were working on. One gamer even called it *"therapeutic"* as it was the only time she gave herself to just enjoy her own company and do something relaxing especially with all the courses she was taking and the COVID-19 situation (P3:

ID). Another student described it as “a good distraction that gave me joy and tickled my happy hormone” and made her “lose track of time because sometimes I get too involved in the tasks because I really enjoyed doing them” (P4: FG2). One of the gamers explained that she was “overwhelmed with all the assignments and all the studies” that she had to do but playing the game was her “escape” and “me time” (P6: FG1). It was where she wanted to be. Another student even differentiated her time with the tasks from other activities. She did not consider them “the kind of breaks you have throughout the day but the kind of break where you forget everything and just focus on one thing. I had so many things going on you know my courses, I had to study, I was training, my time was so tight and every minute counted. So, with the game it was like a break from all of this!” (P1: ID). It was apparent the students had the hallmark signs of being in a DMC.

Another affective state was the feeling of being motivated by the game itself. Most of the students admitted numerous times that playing the game did something to them as P2 (ID) explains: “I would wake up and feel motivated that I have something to do and it's fun.” One student even claimed that the game made her feel “a lot of beautiful feelings” throughout her day which affected not only her mood but also her well-being (P5: FG1). The final factor was engagement with the game. The time students spent inside the game either going over task instructions and information or uploading material is an important indicator of academic engagement. Figure 1 below illustrates that from a weekly perspective, mid-week on Tuesdays and the onset of the activities on Sundays recorded the highest hours (total time spent on BlackBoard in the game calculated per student). Fridays recorded the lowest time as it is the day after every task level deadline submission.

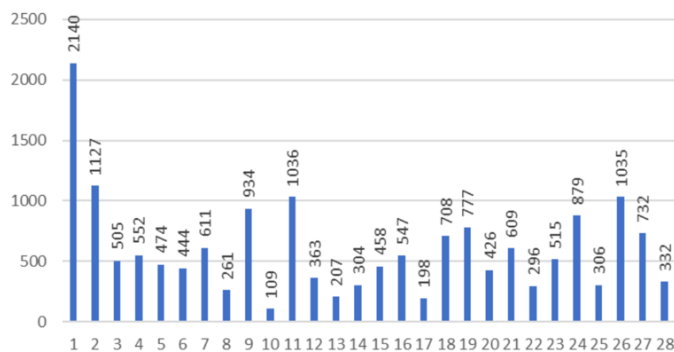
Figure 1: Students’ activity by day



One more important indicator for engagement is the students’ total interactions. It is another metric that provides a different perspective for academic engagement with the game. Figure 2 below illustrates the 28 students’ total interactions inside game content areas. The students’ BlackBoard IDs are on the y axis while the number of interactions is represented by the x axis. After computing the average interaction value (603.03) and using that value as a benchmark, it was concluded that

17 student interactions were below the computed average while 11 were above average. Although these results could have multiple explanations, it was obvious from the focus group and the individual interviews that all the students enjoyed the game even the ones who did not complete it to the end. It could be that those who had the above average scores were competitive and that is the reason they went into the game multiple times to make sure of task instructions and go through provided links for clarification. As for the students who were below average, it could be that competitiveness was not something important to them. It could be that relaxation, being in the zone, and the joy of the game were the things that mattered to them the most. Not everybody had the desire to win.

Figure 2: Students' total interactions inside game content areas



Game Impact

The game impacted the players in three significant ways during the game: socially, departmentally, and personally. It also had an impact on them after the game was over. Each point will be discussed through the different data sources to gain more insight into the phenomena that was unfolding.

Social Impact

When the students were asked about the media applications associated with the game, most of them reported that it increased their motivation as their friends were following the game accounts and commenting on the players and the tasks. One student explains “*Because a lot of people especially our friends were following the (EDTG) Instagram account, it made it so motivating*” for her (P7: FG1). One of winners mentioned how social media exposure excited her “*After every level I would go and check it and see the story on Instagram. Some of them I would show my friends like: Oh, look! They posted mine!*” (P2: ID). The influence of social media and peers were two motivators that fueled the current. Another student claimed that she “*felt seen*” (P5: FG2) especially since her media accounts are private. She explains that through the Instagram stories, many of her peers would get to see another side of her “*They don't know the other side of me, you know. So, when they see this side, it's like oh like they'll know a part of me without me even having*

to say anything.” (P3: ID). Sometimes the motivation came from watching others through “*the stories on Instagram*” as it was “*something very motivating because it pushed me to want to do better*” (P7: FG1). Social media in this case fueled goal pursuit especially since there was a virtual audience witnessing what was happening. A few students mentioned that the excitement from the EDTG players themselves in the WhatsApp group motivated them. One student even claimed that “*when people talk about it a lot [in the WhatsApp group], like the other students,*” it increased her motivation to play even more (P3: FG1). Social media evidently helped make it contagious. Within the social structure of a university, the influence of peers is very strong. During the individual interviews one of the winning gamers commented that her friends knew she was competing, so she was worried about what others would think about her if she quit and her name was not posted on the next level winner list, and this kept her going until the end. According to her: “*I can't tell them I quit. I want to say 'Oh, I finished the game!'*” (P2: ID). This was not the only way peers affected each other. Another indirect way was also discussed by another student. She explains she had weak drawing skills and was comparing herself to the other competitors who were known for their excellent artistic abilities. However, she believed that in spite of the latter, she felt her drawing that was posted on Instagram “*stood out more than any of the other flowers and I was really proud of myself.*” (P3: ID). This type of indirect pressure from significant others can be very positive and fuel more momentum into the DMC. Apparently, social media presence and exposure is very important to these female university students.

Department Impact

The game had the effect of allowing the students to bond more with their department. Some participants believed they were lucky to be in department with active extracurricular activities, as P6 explains “*I think we as a European Department we're very creative and we like to do new things and we're open to different cultures and different beliefs and so I think doing things to help emphasize this fact like EDTG is something that really makes us stand out. We're not like any other department, we're very unique.*” During the interview, some students stated they transferred from other faculties and were happy with their decision. P1 (FG1) elaborates on this: “*I was in a different Faculty and the entire department I was in were collectively in a giant depression and I was like them until I transferred to our department which was amazing and the change in the atmosphere and the vibe and everyone just being so cool and all the different activities was amazing.*” This type of environment apparently helped bond them to their educational institution and made them want to “*participate in the fun things*” that were being offered (P4: FG1). One student even mentioned that because of the pandemic she did not want to miss out on any of the department activities as it reminded her of the “*fun days at university*” and made her feel “*more connected to the department*” (P5: FG2). The sense of belonging was strong as was apparent from the data.

Personal Impact

The students also reported a number of personal benefits they achieved from playing the game. The most cited reason was creativity. All the students agreed that this was the main personal benefit they achieved from playing the game. As one gamers admits: *“I don't really see myself as creative but I was able to do things that I didn't think I would do before and think deeper about them because the tasks they seem like very simple and easy but I wanted think of a way like how will do it so I won't be like everyone else because this is a competition and how to put my twist on it.”* (P3: FG1). Another student also commented that she was not a creative person, but the game made her become one as she states *“that this is one of the best things that I ever learned from this game!”* (P5: FG1). The second personal benefit they acquired was time management. All gamers were taking summer courses which were demanding but reported they were still able to find the time to play the game. One of the gamers explains this: *“I think it helped my time management skills especially since we had a summer semester going on and I had three demanding courses and I also had fencing training online so I really had to manage my time wisely to do everything.”* (P1: ID). Another impact was the feeling of being productive as one of the winners explains: *“I felt productive. It was not like other games that consumed too much time and wasted my day. I was having fun, learning and getting things done!”* (P2: ID). One student even mentioned that it helped her become more productive after finishing the writing tasks as it made her *“become more organized”* in her thoughts (P7: FG1). This type of impact made the gamers feel achievement. A participant explains this feeling in detail: *“I think it was satisfying to finish all the tasks. It was pleasing when I see I passed this level and then the next one. I really like this feeling of achievement.”* These types of progress checks were important as they help students move on to the next level with confidence and satisfaction.

Finally, the last impact had to do with the use of English in the game and its appropriateness to the students' abilities. When asked about the difficulty of the language used in the game, most of the gamers reported that it did not noticeably improve their linguistic abilities as it was *“appropriate to our language skills”* (P2: FG2). However, most of them agreed that before they started to play, they believed the game would use language that might be *“too academic”* (P2: FG2) or difficult for them. However, that was not the case. According to most of the students, the game actually enabled them use English in another environment outside their courses as it made them do things with it they *“never would have thought about doing outside what we normal do with the language”* (P3: FG1). They had to research the tasks especially those they were not exposed to before and carefully read the instructions to understand what was required of them. Only one student actually admitted that the tasks improved her *“writing skills because we had so many writing tasks”* (P4: FG1). To sum up, the game helped the learners use English more in different contexts thus exposing them to real world uses of the language.

Impact Beyond the Game

When participants were prompted about the benefits of the game, two main themes arose. The first was about the memories the game inspired. P7 (FG1) explains “*I think that in a way I kind of made memories with my tasks and there're things that I can look back on and feel proud of my accomplishment.*” These kinds of positive memories allow students to establish a basis for life-long learning. Learners reflect on the skills and abilities that made them happy and feel accomplished and thus learn from the experience and use it in future language use. The second theme was related to the idea of personal growth. P2 (ID) explains this: “*It was lovely for me to discover this new part of myself ... Although I don't like art but it kind of made me start to do art. I started to make clay pieces. I even created an Instagram account where I can post the pictures of the different clay art I make. I am very proud of it. But I don't think I would have done it if I didn't play the game.*” Most of the students underestimated their creative side or the potential they had, but the game helped them discover new skills and accordingly become more “*confident in different abilities*” (P5: FG2). It is very important for L2 students to benefit from language related experiences as it can give them the confidence to believe in themselves and accordingly believe in their potential and advance their skills.

DISCUSSIONS

This section focuses on how the results supported the notion that a gamified extracurricular activity can be successfully designed to activate a DMC and keep it moving in one direction. Different data sources revealed the directionality of the DMC experienced by the gamers through their goal to win the game or just their enjoyment. It further found that their efforts became cohesive, and their energy was focused. The aim was to discover how activation can be done in this specific context, the impact it had on the gamers, and the intrinsic value of game participation. Therefore, the design of the game will be explained through the different DMC stages the students went through. Next, the social, departmental, and personal impact it had on them will be addressed. Finally, the intrinsic value that the players experienced out of the game will be discussed.

EDTG & DMC

Launch: Conditions and Triggers

For the launch of any DMC, there must be an alignment of two important factors: the primary conditions and the availability of a specific triggering stimulus. With regards to the former, the department's past successful history with extracurricular activities indirectly played a role in the students' decision to participate in the game. The success and fun they personally experienced or heard of during previous departmental activities is considered an important condition. Most of the participants believed they were in a unique department and wanted to be part of its success as they were going to be the first students to participate in a new kind of activity. In addition to the latter, the duration of the game was also a primary condition. The three-week timeframe of the game gave the students enough time, in spite of their busy schedules and the circumstances they were going through, to do the tasks. Most of them claimed the duration was good as it left room for enjoying the gaming experience. The game was also set up to enhance

curiosity through both word-of-mouth, two months before its commencement, and media advertising two weeks before it started. The intention was to influence the students' decision to play even before it commenced. During this pre-DMC stage, a number of sensory feelings came into play. The students specifically stated that before they started playing, they were imagining themselves inside an exciting game, playing, and winning. Some even imagined the reactions of significant others. These kinds of visions helped give the motivational current its strength and, more importantly, cohesion to the whole behavioral process. According to the theory, these types of sensory perceptions, and even the emotional climate they are in, help propel a DMC forward (Dörnyei et al., 2016). In addition, game participation was optional, so it was the students' own decision to play or not. Thus, they had complete ownership of the process and its outcome making it yet another primary condition that helped ignite the motivational current. All these conditions impacted the students' lives and changed the way things were before the identification of the goal. The launch of the DMC also required the presence of a specific triggering stimulus. The pandemic could have been the main impetus; the game took place during the COVID-19 pandemic lockdown, so it was a very new and stressful time for most female, Saudi, university students (Shoaib & Zahran, 2021). Because of the latter, they needed and wanted to do something exciting, fun, and different, and this opportunity came along. Another equally important stimulus was the game incentives. Gamers usually play for the extrinsic or intrinsic rewards they receive. Interestingly, half the participants stated that they played for both types: to win in order to obtain the prizes and enjoy the experience at the same time. For others, it was mainly for the non-tangible reason of participating for the enjoyment it will provide. This makes the DMC for both cases directional. The goal, whatever it is for the learners, has a significant purpose that provides the cohesion and attention they need to reach their target.

DMC in Action: Engagement and Longevity

Once the DMC was launched, other design related factors and triggers came into play and became the motivational fuel needed to take the students forward. The gamers were required to move between the different levels. One of the main game design elements was to escalate the tasks in difficulty as the students moved up between the levels. According to Koutropoulos and Porter (2017), this is very important in a gamified learning experience as it can lead to high levels of self-efficacy. It is equally significant to a DMC. The gamers claimed it helped them not only become more confident but also revealed potential they did not know existed in them. Specifically, since they were allowed to be autonomous with how they dealt with the tasks as it helped them see another side of themselves. Learner autonomy is essential for lifelong learning especially for the development of this type of self-sufficiency as a person and not only as a learner (Alhejaily, 2020). The students' perception of progress through the notifications, badges, and certificates they received also played a vital role in the surge's forward movement. According to the theory, when people set goals, they monitor their achievements which in turn creates a framework of proximal targets related to a DMCs overall directedness. It is through such beliefs that the students channel

their motivational energy as their goals are not just outcomes being aimed for but mark their overall progress in the game and provide immediate feedback that they are on track. More importantly, it made them feel their goal is achievable. This specifically helped the gamers understand what level they were at and what they accomplished. This generated sensations of eudaimonic well-being and self-authenticity which contributes to the current's overall positive emotional loading that fuels all subsequent efforts.

The last game design factor to affect the learners was social media use, both during and after the game. Throughout its three-week duration, the students were playing and at the same time being exposed to media. Their social well-being was being enhanced. Their tasks and names were being broadcasted on different media platforms. At the end of every level, the names of all the students moving forward were posted and helped the directionality of the current. Romero-Hall (2017) argues that it is through social media that many of the younger generation build and strengthen relationships. Therefore, it is not a surprise that our student gamers were influenced by significant others as they had the desire to be seen, wanted to showcase their achievements, and enjoyed the exposure. That, in itself, could have been one of the main motivators that helped them persevere and reach the final level.

To sum up, the data revealed three important factors that extended the engagement and longevity of the game. All of them played a vital role in strengthening the structure of the DMC experience and giving it the motivational fuel it needed to reach its target.

1. **Goal Ownership.** Even when the gamers were working on tasks that they did not particularly like or felt were mundane, they still enjoyed it. According to the DMC theory, eudaimonia can be generated from ordinary tasks. When individuals own a valued goal, both the process and its outcomes, it can intensify the way they engage in activities for lengthy periods of time. It becomes rewarding and enjoyable because the tasks, pleasurable or not, are leading them to their target (Dörnyei et al., 2015).
2. **Perceived challenge skill balance.** It is important for students to not only to know their abilities, but to believe they have what it takes to match the demands of the tasks they are working on (Hefferon & Boniwell, 2011). This is a key principle of a DMC (Dörnyei et al., 2016). Most of the participants found the tasks to be easy and matched their skills. However, many of them did state they were challenging but attainable at the same time.
3. **Motivational behavioral routines.** The gamers were in motivational autopilot where, in spite of all the distractions around them, they were able to complete the tasks and move between the levels. They did this because the execution was actually part of the game structure they were in. According to DMC, these self-renewing currents of motivation are what give the surge the energy it needs to keep moving forward. It is at this stage of the game that many of the signs of being engulfed in a DMC emerged. The intense focus, the loss of time, the total relaxation,

it being an escape or break, and the therapeutic vibe were all hallmark signs of being in a motivational surge.

DMC End

The waning of DMC in a gamified extracurricular activity is slightly different from other learning contexts. The salient structure that was put in place no longer required focused attention or effort and therefore the flow of energy stopped. However, it is a game and one of its most important aspects is the announcement of the results. Thus, in spite of submitting all the tasks, there was a wait period until the final results were announced. The students were highly anticipating the broadcasting via social media. It is only here that the closure to the gamified experience ended. The winners enjoyed the prestige of winning and the whole group enjoyed the experience. This is the point that the DMC truly ended for the students, but it did not mark the end of their journey with language, self-growth, and exploration. As the data proved, it helped many of them create successful memories which encouraged future endeavors they might not have considered doing. A DMC focuses on the importance of having students leave a project with a positive mind frame regarding the personal, social, and language goals that were achieved (Dörnyei et al., 2016).

Creating an extracurricular activity with the intention of incorporating a DMC is possible. However, a number of design-related practical elements should be taken into consideration:

1. **Game structure.** The extracurricular activity should have an appropriate timeframe, be put on a platform/in an environment students are familiar with, have a clear goal, be made up of autonomous challenging, flexible, authentic tasks that escalate in difficulty but not beyond student abilities, clear and concise instructions and guidelines, different progress checks during its duration, media exposure, and a good reward system.
2. **Understand the mental, social, and language proficiency make-up of the potential gamers.** Game designers should take into consideration the age, gender, educational level, interests, and culture of the gamers. Through this understanding, many design-related game elements can be specifically chosen to match student needs, interests, and culture specific ideologies.
3. **Adhere to the gamers' psychological needs.** The game should be motivating, challenging, and fun to enhance emotions such as self-efficacy, motivation, confidence, satisfaction and achievement.
4. **Language proficiency.** It is very important to reach a balance regarding the level of proficiency the students are at and the type of tasks they are required to do. It is worth noting that extracurricular games do not have to be specifically created to improve English. More importantly, they need to expose L2 students to new ideas and concepts or build on world knowledge they already have a background on.

For any task related extracurricular game to be both engaging and motivating, it is important that the needs and interests of students be kept in mind as they can play a pivotal role in the success or failure of the extracurricular activity.

Game Impact

The gamified extracurricular activity impacted the gamers in three ways: socially, departmentally, and personally. Each one of these points will be discussed individually and then its relationship to DMC will be highlighted.

Social Impact

From a social perspective, the game impacted the gamers in two ways. Although social media is usually associated with negative impact, it can also have positive value for students (Akram & Kumar, 2017). Firstly, the idea of having social exposure to the game was based on the younger generation's lifestyle nowadays. Unsurprisingly, the students enjoyed the exposure for many reasons: it spread game updates quickly, showcased their creativity, connected them with peers, and it even gave them popularity. This type of coverage, when used wisely, can be motivating for all those involved. For the participants, it increased their self-confidence in both their abilities and in their potential to do better. It also strengthened their connectedness with friends and peers as they were being followed by them or showcasing work to them. Some of the gamers even felt social media gave them a specific kind of celebrity status when their work was posted, and they believed it was better than others. It even enabled some of them to indirectly show another side of themselves, specifically those with private media accounts. This type of social well-being is a very important fuel for the motivational current. Although the DMC creators mentioned the importance of significant others in a current, it was a bit different in this case. During the surge, the students were motivated by others around them, and even those they did not know. These types of relations are a vital part of their lives and therefore social media should not be overlooked in importance. According to Patton (2012), when one person in a project is excited, it can become very contagious and excite everybody else as well. Chronic motivation is one of the characteristics of a group DMC where the action of one person, can influence the way others see it as well. In the case of this study, the students were not working together as a group but were becoming 'motivated as a group.' Finally, social media is another way the study participants were receiving the momentum to move forward. It is good for students to be exposed to different opportunities for both learning and personal growth as this is an integral characteristic of a DMC. Thus, this kind of positive emotionality stems from the social well-being that was experienced by the gamers in all its different forms. It is an essential motivational retrigger that can keep the current strong.

Departmental Impact

The game also impacted the way the students felt about their department and gave them another reason to enjoy being a part of it. It is important for language students to have a bond with their place of study as it makes them more attached and proud. During the pandemic, the situation was difficult for all of the students. However, the game actually helped many of them still feel the connection to their department in spite of the shift to the BlackBoard online platform. This type of solidarity had an impact on the success of the game as it was another fuel to the motivational current. It is usually discussed in terms of student relations with other students or with their teachers, but as was apparent from this study, it can also be with the department itself. According to Pedler et al. (2021), higher education students who have an increased sense of belonging report higher levels of motivation and enjoyment and this can even impact their achievement. Thus, it is not something that should be taken lightly in its influence on the motivational surge.

Personal Impact

The game was also able to bring out a number of personal benefits for the students. The main element reported was creativity, with many of the gamers claiming they did not have much of it prior to the game. Although not all tasks within an educational context are related to creative performance, in the case of EDTG, there was a clear focus on this element. The students reached a creative state in the production of their work, even if they were not playing to win. One of the main characteristics of a DMC is that it takes people to levels of learning and potential they never thought of achieving before. The gamers were very productive and created work that was so satisfying it gave them a high sense of achievement. Even their English language saw improvement through exposure to ideas and concepts from other cultures. Interestingly, with some students, it even went beyond the game as it triggered in them the desire to look more deeply into their passions and work with newfound skills. The memories they made from their achievements and the personal growth they experienced evoked in them the desire to learn and achieve. For language learners, success usually facilitates lifelong learning especially since these kinds of feelings linger on into the future. Such positive emotionality is one of the hallmarks of being in a successful motivational surge as the ultimate goal of a DMC is to engulf students into a current that helps them not only work on specific projects or tasks and excel but be able to take the learned knowledge and skills they acquire into their future lives. This type of continued development of knowledge and skills, especially language, is the overall goal of L2 education.

Intrinsic Value of Participation

The collective results of the study identified the intrinsic value of participating in a gamified activity with a DMC inner structure. The first value relates to the signs of being in a motivational current. All of the students who were interviewed commented on the therapeutic advantage of playing the game. It helped them break away from life distractions around them and enjoy the experience. The second intrinsic value came from the game itself. Apparently, EDTG fueled the motivational current that made them motivated to accomplish tasks and be as creative

as possible. It was able to bring out strong motivational feelings about perseverance, goal pursuit, achievement, and satisfaction, a goal many educational institutions strive to reach. The final intrinsic value came from the gamers' engagement with the game. It is worth remembering that not all participants reached the final level but all of them reported high levels of enjoyment with the game regardless of competitive intentions or not. Gaming is a complex act and people enjoy the experience differently. This study illustrated that engagement, in all its different levels, still leads to higher occurrences of motivation.

CONCLUSIONS

Dörnyei and colleagues have introduced the L2 literature to a motivational construct that can play a very important role in educational settings, if designed and incorporated properly. Although the theory specifically targets projects in L2 classrooms, extracurricular activities were never excluded as they too are a part of the educational system. A pilot study of mixed-methods was used to corroborate and augment findings of activating a DMC into a gamified extracurricular activity. The study results clearly illustrated that this can be done through an engaging project, an adequate timeframe, sufficient support, clear sub-goals, a good reward system, and a tangible end goal. Together these elements can maintain student momentum towards a clear aim that can be rewarding on many levels. It is important to understand that all the different features of the game must work together for the DMC to be ignited and enable highly motivated engagement for a prolonged period. The results of this small pilot study indicate that uniting these elements in a gamified activity outside a program's curricula can enhance the sense of belonging, encourage engagement, increase eudaimonistic sensations, develop linguistic and non-linguistic skills, and lead to the development of personal benefits beyond the game.

The findings also point to a few pedagogical implications. Firstly, it is important to expose EFL learners to language outside the classroom as it can provide them with more opportunities to practice and become more proficient. Second, educators should take the time to design and incorporate DMCs into their program's extracurricular activities for the many benefits learners can receive from the experience. Thirdly, fun and engaging well-designed tasks can lead to successful memories that form a strong base for future lifelong learning. Fourthly, extracurricular activities are just as essential as a program's compulsory curricular and thus their importance should not be overlooked. Hence, incorporating games into educational settings not only enhances self-visualization, creativity, and social well-being, but also encourages personalized and self-directed learning through entertainment means by improving students' overall educational experience.

However, a single research study on its own cannot reveal all the benefits of incorporating a DMC into a gamified extracurricular activity. The study sample was not only small but also gender specific; therefore, it was only able to take a glimpse into a DMC from a specific angle. In spite of its shortcomings, conducting a small case study that illustrates numerous signs of success and identifies some of the gains of incorporating a multifaceted motivational construct into the

design of an extracurricular activity can be a good starting point to develop a better understanding of learning methods and encourage similar implementations in other L2 contexts. This will enable educators to meet the needs of students, enhance their learning experience, and improve the outcomes of their language learning journey outside the classroom. Further research is needed to explore the different elements and their relationships to reach a better understanding of the phenomena and its ability to develop self-sustainable motivation and harness this power in educational settings. This pilot study illustrates that there should be more to higher education institutions than just curriculum-based qualifications.

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THE EFFECTIVENESS OF MICROSOFT OFFICE 365 AS AN ONLINE ENGLISH LEARNING MEDIA

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ABSTRACT

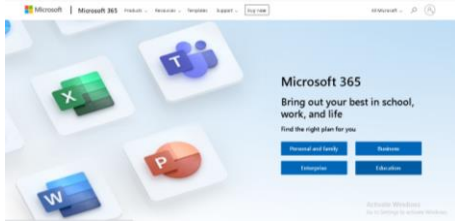
This study aims whether: 1) Microsoft Office 365 is more effective than conventional methods in teaching writing; 2) Microsoft Office 365 is more effective than other online learning media ;3) There is an increasing interest in language learning; and 4) there is an interaction between teaching methods and students' creativity in learning English. This quasi-experimental research was conducted at Saint Peter's Middle School in the 2020/2021 academic year. The sample of this study has six classes, namely the experimental class which is taught using Microsoft Office 365 and the use of Zoom as an online meeting. Each class consists of 17-22 students, with a total sample value of 60 students. Samples were obtained using cluster random sampling technique. The results showed that there was an increase in the average score and implied that Microsoft Office 365 is an effective method in teaching writing and is suitable to be applied to those who have high creativity.

Keywords: *Office 365, Microsoft, Learning Media, English Learning*

INTRODUCTION

During the literacy period during this pandemic, especially in the education system, the operation and operation of technology have come an obligation to be used in knowledge recently, at least for the last two times. In addition to scholars being suitable to enjoy and observe better in the knowledge process, preceptors can also be eased and helped in guidance and freedom in literacy (Mishra, et. el 2020). Although of course face-to- face guidance or direct literacy between preceptors and scholars in the classroom cannot be compared with online knowledge literacy operations, at least the operation of learning media can be veritably helpful and fix knowledge problems in former literacy. Until now, there has been numerous technology-grounded knowledge operations in colorful stages and bias applied in operations, both web literacy, and installed bones. Palacios et. el (2015), argues that the effect can be observed that the operation of technology- grounded online knowledge can contribute significantly to both training and knowledge in recent times. While it remains that the collaboration of seminaries, parents, and academic instructors is significant, scholars can handpick when and how they learn. It is also suggested that learners, especially immature learners in operations can take part in ideas, exchange ideas, and elaborate their own science. Wang and Zhou (2019) state that multimedia assignments cannot be disassociated from the operation and leverage of social media. Social media correspondents as Bing, Google, Twitter, and blogs are truly greasing in easing independent online knowledge of learners so that they can willingly relate and express ideas about what they experience. Still, the development of ideas that are not educational and indeed false is truly close to social media. In this case, instructors and parents need to choose social media knowledge that is coherent and productive in knowledge, as long as it's liked by scholars. It's believed that it takes suitable training and training staff to conclude and embrace social media so as not to be out of date with the learners (Brown, 2020).

Some experts theorize that sociable media can grease online knowledge and be easy to apply in knowledge. Still, Martens, H., & Hobbs, R. (2015), argue that caution in choosing media is still demanded to keep the pupil literacy system under control. To refer it, social media is intermediated by using electronic and computer communication impulses that allow people to produce, take ideas, and exchange data on the internet. It's truly important that social media is also a collection of special communication networks that are free to interact with multitudinous people around the world (Salloum, et.el, 2017). Social media has come a means of message for all people in all intersections of the world as long as they are connected to the internet. In the selection of learning social media, decision-makers (instructors, seminaries, and parents) must consider the effectiveness and effectiveness of knowledge problems. Thus, decision-makers can get input from social media knowledge that has been proven to be effective. One knowledge platform with effective social media is the apps set up in Office 365. Office 365 iscross-platform messaging, and the meet service is held by Microsoft.



Picture 1: Submenu of Microsoft Office 365

It allows learners to shoot textbook dispatches and voice dispatches, make online match and videotape calls, and share illustrations, forms, stoner locales, and other midpoints. This web assignment runs on the mobile bias but is also suitable to apply to desktop computers, as long as the stoner's mobile scheme remains compounded to the Internet while they use the desktop operation as well (Maderick, et. el, 2016). The service makes stoners bear users in furnishing a standard cellular mobile number for registering with the service. In enlightening use, this operation for being used together, it also applies to use group which is named Microsoft Armies as part of Office 365. In agreement to do better applied of these operations, the preceptors also use some corridor of web apps in Office 365 to validate the predicated knowledge runs well. Office 365 is a web service which is developed by Microsoft for seminaries that makes to simplify designing assignments. The main purpose of Microsoft is to streamline the process of sharing lines between instructors and scholars. It integrates documents, wastes,- correspondence, and timetables into a cohesive platform to manage pupil and school teacher communication (Al Salman, et. el, 2021). Both of these operations have been a corridor of the Indonesian education ecosystem by furnishing, perfecting, and distributing quality education for educators and scholars.

In the specialized operation, videlicet the use of social media, the experimenter applies the knowledge that's applied online by using the two operations in seminaries in North Jakarta where the researcher is also a preceptor at the academy. In targeting or getting successful literacy, similar as grounded knowledge in social media, it's believed that there are several sweats that can be given to learning for scholars, especially youthful scholars. Legg (2016) states that the conditions are to understand the preface of the media, study the prologue of the social media structure, take the substance of knowledge, understand the relationship with the manuals used in the seminary, understand the new meaning according to the field, and relate it to face-to-face knowledge, and test and acclimate understanding and happiness between operations. online and face-to- face knowledge. With these considerations, researchers can see and prove it precisely and effectively. In North Jakarta, especially Kelapa Gading, there are numerous seminaries and universities equipped with well- known libraries and computer laboratories. To make the utmost of this installation, these seminaries, especially vocational seminaries, are constantly using proven operations. Some seminaries, especially those with advanced education systems that use new classes outside the National Curriculum for farther education, are

constantly enriching literacy operations with multi-media knowledge, especially online knowledge (Seminary, 2015). These seminars continuously use books and knowledge sourced from comprehensive online knowledge sources that have been honored by colorful seminars and universities in the world. In addition, because these seminars use online assessments as one of the evaluation evaluations outside of regular examinations, these seminars use books published by well-known publishers as companions for knowledge (Philips, et. el, 2015). The advantage of this operation isn't only to increase interest in knowledge but also to increase the capability to imagine and freedom of expression. One of the seminars that supported this discussion is Saint Peter's School, where the academe applies a regular knowledge system and also uses an online-based knowledge system as supporting material so that the ease of operating online media can be fluently applied.

In order to observe the effect and effectiveness of this operation, this research will focus on the scholars' views and apply them to the questionnaire. By filling out the questionnaire, the instructor can see that some of these two operations are necessary for the scholar. Nevertheless, before studying how to use social media to improve students' knowledge processes, researchers must first understand what scholars think of social media in the classroom. Perception is an external factor that focuses on a person's views, understanding, beliefs, and reactions to an invention. By considering this proposition, this research aims to describe scholars' views on the effectiveness of using Microsoft Office 365 in the process of English knowledge.

METHODOLOGY

According to Forgarty (2018), there are several ways or models to integrate the literacy system, the author chooses the integration model with a qualitative system. This study uses a descriptive qualitative approach to evaluation because this study aims to describe a simple combination of the syllabus. this system is a exploration system that describes or expresses objects in abstract or concrete forms. To support this statement, that qualitative data must be collected through observation ways. The subjects in this study were six classes, which are in grades, and 9 of Junior High School in North Jakarta. The major is taken from the lower secondary position class of English (250 scholars). This study uses a questionnaire to test scholars' comprehensions about the operation of Microsoft Office 365 literacy material in English classes. Experimenters need to know scholars' comprehensions about the material designed for the development of English class chops as the parameter of effectiveness. The exploration data through filling out an online questionnaire with Office 365's form states that perception influences feelings and geste, and influences scholars' beliefs about the literacy terrain. The experimenter provides an evaluation form for scholars to find out their responses to

the design of the perpetration of using Office 365 grounded- literacy accoutrements in English classes that have been developed by experimenters who are also active as preceptors.



Picture 2: Tabmenu of Microsoft Office 365

There are some pointers used in filling out the questionnaire in which are written and surveyed in the table data of Likert. The distributed questionnaire for students' comprehension is about how effective the online media is after the product of web apps is delivered. Data were collected from a questionnaire that was anatomized quantitatively. Instrument data attained from questionnaires about scholars' comprehensions about the perpetration of Microsoft Office 365 in English classes were assessed using a Likert scale grounded on the Likert proposition (1932). The assessment system is carried out appreciatively and negatively. For positive statements, a positive standing system, videlicet A (85-100) which is comprehended as effective, B (65-84) which is comprehended good or standardized, C (51-64) which is comprehended as enough, and D (0-50) which means it's not effective. These data are also anatomized using probabilities. The form of questionnaires was anatomized and data was collected using a Likert Scale. It supposes to measure learners' perspectives about the feasibility of whether social media as learning media still need to be effective or not.

FINDINGS AND RESULTS

Findings

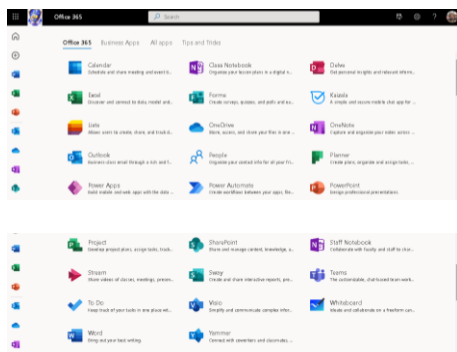
To examine how the learner perceives the application of Office 365-based teaching in Microsoft materials in English lessons, the researcher distributed questionnaires to students, as Office Forms. Data analysis used a Likert scale in which is evidenced by the questionnaires to be distributed from 250 researchers/students. Metrics are used to complete surveys implemented in tables in using web applications. The indicator component consists of relevant applications designed for students. Based on the survey scoreboard, students agree that the Microsoft Office 365 English class application is suitable for the grades and needs, and daily learning habits of students as learners. The researchers concluded that the average student observation was 92, comprehended into that the indicators used to be analyzed for the study generally showed good consistency in their consistent applied study of web apps for the students.

Table: 1 Likert scale

Positive rating score	Category	Negative rating score
A (85 -100)	Effective	D (0 - 50)
B (65-84)	Good	C (51-64)
C (51-64)	Enough	B (65-84)
D (0 - 50)	Not Effective	A (85 -100)

Table: 2 Students' Perception

No	Indicators	Components of Apps	Average score	Classification
1.	<i>The convenience</i>	1. Convenience in Power-automate	96	Effective
		2. Convenience in saving One-drive	94	Effective
		3. Convenience in To-Do	82	Good
2.	<i>The content</i>	1. Content in Power-automate	94	Effective
		2. Content in Streams	94	Effective
		3. Content in Visio	85	Effective
		4. Content in Yammer	94	Effective
3.	<i>The efficiency</i>	1. Efficiency in Sharepoints	95	Effective
		2. Efficiency in Teams and Sway	87	Effective
4.	<i>The language</i>	1. Language in Power-Apps	88	Effective
		2. Language in Word	95	Effective
		3. Language in One-note	91	Effective
5.	<i>The clarity</i>	1. Clarity in Whiteboard	91	Effective
		2. Clarity in Kaizala	92	Effective
		3. Clarity in Sway	92	Effective
6.	<i>The pleasure to use/user indeed</i>	1. User indeed in Powerpoint	92	Effective
		2. User indeed in Kaizala	89	Effective
		3. User indeed in Staff-Notebook	96	Effective
7.	<i>The collaborative use/tag learning</i>	Tag Learning in simultaneous use in Class Notebook, People, and Teams	95	
Total			1744	
Average			92	Effective



Picture 3: Tab menu of Microsoft Office 365 in Button Options

Results

Researchers in this study explain with data that students will be able to use Microsoft 365-based literacy learning, especially in English. In fact, the use of these missions is well-received when students learn to use Office 365, the effective literacy content, well-simplified and understandable to the student, effectively using the language and time used in literacy campaigns. Online educators can understand, that the literacy of application literacy goes well with all educators, the collaborative use of which educators work and collaborate, and the fun to use is based on learning commonly applied on some computers or mobile phones. From the above conclusions and explanations / results, researchers can say that the use of Microsoft Office 365-based literacy materials in English lessons is valid and effective for the mentoring and counseling process. Literacy. This shows that undergraduate students have increased their literacy skills and their interest in using Microsoft Office 365.

CONCLUSION

Microsoft Office 365-based literacy materials in English classes that were created and adapted to strengthening literacy skills in this study met the improvement of learning. This is indicated by the comprehensive results of the students, which at least in this study are numbers that show progress and the learning process is considered effective. This number shows and translates as a perception score that the majority is very good or positive by being verified using a Likert Scale with an effective meaning. The average value of the perceived effectiveness assessment is 92 which indicates that from product factors such as convenience in effective content, effective use of language grammar, clarity in using Microsoft 365, and enjoyment in using the webapp overall, the overall use is very good and is considered effective. in learning English classes in general through Office 365. By using a questionnaire to measure students' opinions and perceptions, it shows that Microsoft Office 365 significantly increases students' literacy interest, especially the operation of online literacy based on online learning through Office 365. Based on the questionnaire analysis, The author concludes that students are effectively recommended to use Office 365.

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CRITICAL AND CREATIVE THINKING FOR YOUNG LEARNERS: ASKING QUESTIONS AND GIVING ANSWERS IN ONLINE LEARNING CONTEXT

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ABSTRACT

Critical and creative thinking are significant competences for 21st century skills. Young learners should be prepared to develop these skills at school to prepare them for life. Classroom, on-site or virtually, should be a situated environment to support critical and creative thinking development. Teacher and students should approach every problem or case using both competences (Birgili, 2015). To be able to create such an environment, teacher should be insightful on how to intentionally ignite both competences and develop them aligned with students' levels. One of the ways to do this is by asking questions to students. The questions being delivered in the classroom are not simple questions. They are deep and insightful questions. To be able to create such questions, teacher needs to possess questioning skill which could trigger critical and creative thinking in young learners. Moreover, teacher needs to be more concerned on how these skills are being developed in the context of online learning for young learners. This research aims to expose the descriptive accounts of teaching and learning process in online learning setting which is related to critical and creative thinking. This research will be a case study which uses observation and interview as data collection techniques.

Keywords: Critical-Creative Thinking, Questioning, Young Learners

INTRODUCTION

Creative and critical thinking are both essentials thinking skills for all individuals to prepare them for life. In fact, these skills are essential 21st century skills which is important for education (Donovan, Green, & Mason, 2014). People need creative and critical thinking to observe and solve

problems as well as create new ideas to develop qualities of life. Before going further, it is important to apprehend what essentially critical and creative thinking are.

Generally, critical thinking is a kind of ability to look at events, conditions or thoughts with a careful eye and making comments, decisions, studying on the reliability and validity of the knowledge according to standards of logic and the mind (Seferoglu & Akbıyık, 2006).

According to Birgili (2015), there are some characteristics of critical thinking which we can generally see from an individual, such as:

1. *Reasoning and suspecting*
2. *Looking at situations from multiple perspectives and dimensions*
3. *To be open to changes and innovations*
4. *To look at thoughts without prejudices*
5. *Being open minded*
6. *Thinking analytically*
7. *Paying attention to details.*

Those features above are very important to observe something with prudent eyes and from many perspectives to overcome problems with analytical thinking. This is in accordance with what Martincová and Lukešová said that critical thinking initiates idea production and innovation which are important for global competition (2015).

Meanwhile, creative thinking is a skill which has novelty characteristics in its notions and ideas. This thinking process is very special because the original and fresh thoughts could bring someone to a unique perspective.

In addition, the creative thinking process involves the ability to produce original ideas, to perceive new and unsuspected relationships, or to establish a unique and improved order among seemingly unrelated factors (Piaw, 2010).

This distinct feature of human ability will generate exceptional thoughts, ideas, solutions, and many more to overcome problems and make a better life. During their life, human will experience such a dynamic environment and different context. These two skills will help them adapt with the situation and even solve the problems. Essentially, critical and creative thinking can be used together. Sometimes, probably it is difficult to distinguished which is which because what we can see is the result or product in the form of ideas, thoughts, or opinions. According to Birgili (2015), both skills, sometimes, can be used interchangeably.

People may misunderstand that critical and creative thinking skills are mastered by adults because of their experiences and prior knowledge, but actually, children can be critical and creative as well. In fact, creative and critical thinking is important for children. Based on Natto-Shek (2017) children demonstrate great deal of innovative and insightful thinking. They are able to perform creative and critical thinking based on their level. Children should be prepared for being critical and creative as soon as possible. One way of preparing them to be critical and creative is through education. Teachers need to further develop young learners' ability through certain pedagogical strategies as best as possible. Teachers need to intentionally develop both skills through their teaching and learning process naturally in the classroom. In fact, both skills are important to be set as goals or young learners' enduring understanding for the future.

Critical thinking is the most valuable skill that can be passed on by the school to its graduates and becomes a learning goal at all levels of discipline (Thompson, 2011).

One of the ways in developing those skills is by asking questions to students. Questioning promotes creative and critical thinking in the classroom. It can dig, explore, generate new and logical ideas and thoughts for students as well as for teacher in order to train the students. The questions used are not simple questions but deep questions which ask for how and why. Through these types of questions, students are learning to be more creative and critical. In point of fact, questions can help students to understand the material more and generate new ideas (Matra, 2014). Thus, it is important to study how teacher ask questions to students and what questions being used in relation to creative and critical thinking.

In this pandemic setting, questioning by teacher to the student even becomes more important because it can build relationship even though teaching and learning process is conducted online. Teacher and students' relation can be maintained while making sure their understanding of the material. Questioning needs to be intentional and on point because in online setting, the synchronous time is more limited compared to face-to-face interaction. Thus, below are some better ways of asking using more precise and effective terms as follow:

Table 1.
Precise Terminology to Encourage Creative-Critical Thinking
(Kabilan, 2000)

Instead of Saying:	Say:
'Let's look at these two pictures.'	'Let's compare the two pictures'

'What do you think will happen when ...'	'What do you predict will happen when ...'
'What do you think of this story?'	'What conclusions can you draw about this story?'
'How can you explain ...?'	'What evidence do you have to support ...?'
'Let's work this problem.'	'Let's analyze this problem.'

Using precise terms as explained in the table above, will help teachers to be more intentional, defined, as well as effective in asking questions to students to promote their creative and critical thinking. Teacher can set some goals in planning the lesson and then approach the lesson with appropriate strategy for initiating and developing critical and creative thinking. Driven by such an urgent need of critical and creative thinking for students especially young learners, it is important that this study descriptively expose the teaching and learning process in online learning setting which is related to critical and creative thinking, especially teachers' questions.

METHODOLOGY

This research aims to expose the descriptive accounts of teaching and learning process in online learning setting which is related to critical and creative thinking. This research will be a story-telling case study which uses observation and interview as data collection techniques (Bassey, 1999). The data were collected from observation during teaching and learning process and interview after the lesson with the teacher. This research is also an educational case study type which improves and adds more ideas for educational practices through the development of theory or thought through logical and thoughtful documentation of data. The data for this research was chosen on purpose. Researcher is able to choose samples purposively where he/she can find samples who are willing to give data (Mulyana, 2010). In this case, the sample will be 1 kindergarten teacher who teaches 15 students (age 5-6 years old). Researchers analyzed the data by examining all the data collected through three steps of qualitative data analysis which are data reduction, data presentation and conclusion drawing.

FINDINGS AND DISCUSSIONS

To promote critical and creative thinking in the classroom, teacher told the story entitled "The Lion and the Mouse" and checked students' understanding of the story by asking some questions. Those questions are intentionally and clearly asked to check students' critical and creative thinking. This was the first time; the students were told about this classic story. Teacher

supported her story with picture of Lion and Mouse to ignite students' prior knowledge. Below is displayed the result of questions and answer session between teacher and students in the classroom followed with confirmation questions if needed as well as students' responses towards the questions.

Table 2.
Q and A of “The Lion and The Mouse” between Teacher and Students
 (Source: Author)

No.	Questions	Responses
1	What happen to the character (e.g: Lion)? Why? How do you know?	Lion is angry because the mouse is disturbing him Lion is not happy, the mouse woke him
2	Can you guess what happen next?	Lion will run and catch the mouse
3	Can you tell me where the character lived? How do you know?	Jungle, many trees, plants, other animals, no building and road..
4	Have you ever seen (certain character, e.g. Lion)? Can they live at your house?	Yes, I have. No, they can not. They are too big, wild, belong to the jungle...they will be not happy if they stay at home and they cannot meet their family..
5	Do you like (certain character, e.g. Lion)? Why or Why not?	I like the Lion because so strong and kind I like mouse because so clever and brave

From the table it can be seen that the students' responses can be grouped into some categories of critical and creative thinking (Birgili, 2015; Piaw, 2010), such as:

Critical Thinking:

1. Reasoning and suspecting : Student are able to guess how the lion feels and what will happen next from the details of the story. They can explain the rationale why the lion feels happy or angry.

2. Looking at situations from multiple perspectives and dimensions : Students are able to observe the setting and context and then connect them with the characters for example they can think of the jungle with all the details and then house with different details.
3. To be open to changes and innovations : They are able to imagine what would happen if the setting is changed and what implication will follow towards the characters.
4. To look at thoughts without prejudices : They listen carefully to the story and look for details or evidences to guess what will happen.
5. Being open minded : They are open with all possibilities in the story when they guess the story. They also tell the teacher about their preferences.
6. Thinking analytically : They understand sequence and cause and effect. They analyze the details in the story
7. Paying attention to details: They can mention the details in the story and connect them with the setting or characters.

Creative Thinking:

1. produce original ideas : They come up with new ideas about the story and what they think will happen
2. perceive new and unsuspected relationships: They can answer questions which seem unrelated to the story for example “can they live at your house?”. They come up with rationale and logic answer and connect that with setting and characters of the story.
3. establish a unique and improved order among seemingly unrelated factors: They can answer questions which seem unrelated to the story for example “can they live at your house?”. They answer the questions with more unique and personal answer which related to physical and emotional dimension (too big, not happy).

Meanwhile from what Observation, there are some initiatives and strategies which the teacher used, as follow:

Table 3.
Strategy used by Teacher for Q and A to Promote Critical and Creative Thinking
 (Source: Author)

No.	Activity	Strategy
1.	Pre	Prepare questions based on students’ levels
		Prepare short but meaningful questions

2.	While	Provide enough wait time
		Minimize language barrier, for example by providing vocabulary or high frequency words
		Repeat the questions or highlight important part
3.	Post	Review, wrap-up, and reflect together with the students for their enduring understanding

Based on the strategies in table above, it is important to make sure that teacher is aware of the right pedagogy to deliver the questions. It is because in the online setting, there are some variables which need teacher's consideration such as time, teacher and student relation, connection, interruption, and many more. To be able to maximally promote young learners' critical and creative thinking through questions, teacher should consider appropriate and effective strategy clearly and intentionally.

CONCLUSION

There are some highlights of this research related to critical-creative thinking for young learners and how to promote them in the online classroom using questioning method, as follow:

1. Young learners should be prepared to develop creative and critical thinking to prepare them for life.
2. Teachers needs to possess questioning skill which could trigger critical and creative thinking in young learners
3. Teachers need to come up with some questioning strategies which are suitable for students' levels and online learning context

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MULTILINGUAL EDUCATION POLICY PRACTICES IN AN ISLAMIC BOARDING SCHOOL INDONESIA

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ABSTRACT

This article explores multilingual education policy practices in an Islamic Boarding School context and how they translated multilingual language policy into their class. Researches on multilingual education policies have been widely conducted in public schools in many countries, but in Indonesia, the topic is relatively under-researched. Indonesia has an educational model born from local wisdom and applies multilingualism for student competence, namely Islamic boarding schools. This case exploratory study takes data from 3 teachers from various subjects such as (English, Religion, Biology) at an Islamic boarding school at the same level as senior high school. Thematic analysis is applied to analyze the phenomenon that occurs regarding the multilingual education policy practices. This study reveals that teachers as agents in multilingual education policies run classes based on beliefs and abilities. Data was collected by interviewing teachers as practitioners in implementing multilingual education policies. The implication of this research is to provide a reference for education practitioners in adjusting to the implementation of multilingual education.

Keywords: Language Policy, Multilingual Education, Teaching practices

INTRODUCTION

Recent decades have seen a steady growth of diverse students in linguistics with their cultural diversity and recognized multilingualism as the "new linguistic dispensation" (Aronin & Singleton, 2012, p. 42). This increases the pressure on teachers who are bound by school policies that adopt multilingual policies to implement pedagogical practices that utilize and promote multilingualism so that "multilingual turns" in the educational process can be carried out (May 2014, 2019). The patterns of multilingualism in the scope of education cannot be separated from the influence of LPP (language Policy and Planning) on school linguistics and how they implement language policies that are considered beneficial for their students. However, understanding language policy and planning (LPP) has traditionally focused on government-level activities at the expense of local actors and their role in language decision-making (Baldauf, 2006; Liddicoat & Baldauf, 2008). Regional actors are only seen as implementing policies that are lowered from the macro-level to the local level, and the scope of their decision-making is only related to how they implement policies that have been instructed from the macro-level (Johnson, 2009; Wiley & Garcia, 2016). At the micro-level, schools can be a place to make policy because, in the context of LPP, various actors can interpret it in the policy environment, not only done without critical thinking (Ball et al., 2012). For the school environment, teachers become actors or implementers who directly deal with policy targets as reported by the school administrator, for the case of English teachers who were given complete autonomy in the development of English lessons as long as the targets were mastery of the material and communicative use of language (Widodo, 2017). Every teacher builds language policies in the classroom based on their experiences and beliefs and then puts them into practice. Christian E. Z et al. (2017) presents two foreign language teachers and explore translating language policies for their classes. This finding confirms the teacher's role as an agency capable of creating classroom language policies.

The implementation of language policy within the scope of the school cannot be separated from the active contribution of teachers who have a role as agents. The practice of multilingual language is considered more complex and requires full support from the teacher as implementer in the classroom and school environment. The active contribution of teachers in shaping work and conditions in the field to seek a good and meaningful education is a form of professional Agency in agency discourse (Biesta et al., 2015). Teacher beliefs about learners and learning, curriculum, and self strongly influence teachers' pedagogical choices and classroom practices (Borg, 2006). Recent research has investigated teacher beliefs and knowledge about multilingualism (e.g., Alisaari et al., 2019; Cenoz & Santos, 2020; Gorter & Arocena, 2020; Rodríguez-Izquierdo et al., 2020; Sevinç et al., 2022). In general, teachers have a positive response to multilingualism (Alisaari et al., 2019; Haukås, 2016), but there are also some studies showing that teachers are reluctant to include languages other than the language of instruction (Bailey & Marsden, 2017; Doiz & Lasagabaster, 2017; Young, 2014). This finding can raise the assumption that the teachers'

practices in the classroom have an essential portion for the success of the multilingual language policy

Research on Multilingual education policy practices is generally conducted outside Indonesia. For example, Lorenz et al. (2021) investigated the impact of professional development on teacher beliefs and practices in linguistically heterogeneous EAL classrooms in Norway. The longitudinal findings suggest that although the teachers developed positive beliefs about multilingualism and multilingually-oriented education, they tended to persist in monolingual teaching practices, did not acknowledge linguistic and cultural diversity in the classroom, and failed to employ multilingual teaching strategies systematically. Repo (2020) investigated teachers' narrative discourses about their meetings with multilingual students. The teachers selected were Finlandia junior high school teachers who worked in schools that contained the spirit of multilingual education. These studies focus on multilingual practice abroad, while multilingual practices in Indonesia need to be studied further, especially in Islamic boarding schools.

This study will explore multilingual education policy practices in Islamic boarding schools. This study will take a sample of three teachers of different subjects (religion, biology, English) with gender one male and two female. The research questions lead to, 1) what language policies are implemented in schools and 2) how do they translate those language policies into the classroom.

METHODOLOGY

This current study was conducted in Indonesia to explore multilingual education policy practices in an Islamic Boarding School in Indonesia. A formal institution, Islamic senior high school, a Multilingual education policy in Surakarta. This school has a lot of programs, and one of them is a boarding school program. This program conducts a multilingual educational policy that school agencies trust to improve student quality.

A descriptive case study was considered appropriate for this study. A case study is an empirical investigation in real-life contexts to investigate contemporary phenomena, especially when there is no clear evidence of the phenomenon and context (Yin, 2003). Data was collected by interviewing three teachers as executors of multilingual policies and observing how they translated multilingual policies in the classroom. The interview process was in Bahasa Indonesian to minimize the language barrier and ease the participant in answering the question and providing elaboration. For the interview, the question was adopted from a pre-development instrument which is based on the Language Planning and Policy Theoretical Framework that includes Language Practice (ecology), Language Belief (ideology), Language Management (Planning) (Spolsky, 2004) which is translated in the form of a semi-structured interview.

Thematic analysis was chosen to analyze the role of the Agency in multilingual education policies. Barkhuizen et al. (2013) described thematic analysis in qualitative data analysis manuals discussed in detail. The participants' stories were coded and categorized based on the theme. The coding focused on the critical meaning of participants' narratives, to which the researcher had to pay attention to making understandable signs to represent every experience. The next step of the analysis was coding. The process involved identifying narratives and assigning a codeword or phrase that precisely describes the meaning of narratives.

Table 1. Profile of the Participants

NO	Participant (Pseudonym)	Andi	Della	Anisa
1	Designation	Teacher	Teacher	Teacher
2	Subject taught	Religion	Biology	English and Tahfidzul Qur'an
3	Gender	Male	Female	Female

FINDINGS AND DISCUSSIONS

Findings

This section explains the results of multilingual education policy practices by giving them a questionnaire and then confirming it with direct interviews to get explorative results.

Language planning and policies implemented at the school

This research took place in a formal institution at the high school level in Surakarta. This school has many programs; one is an Islamic boarding school. This school provides dormitories to students in particular programs so that after school, they don't go home but live in dormitories with other friends. This program implements a multilingual education policy that the school trusts to improve the quality of students. To analyze the language phenomenon in the research location, the researcher uses a Theoretical Framework for Language Policy and Planning, which includes Language Practice (ecology), Language Belief (ideology), Language Management (Planning) (Spolsky, 2004).

Language Practice (ecology) is directed at the language behavior commonly used in the school community or the community in the school environment. The community around the school uses Javanese and Indonesian as languages for daily communication. However, even so, the linguistic profile around the school does not affect the language policy that will be implemented in the school environment. Schools have the authority to design language policies that are considered helpful for students without any intervention from the language profile of the community around the school. LPP is not always related to decisions from the government and is on a macro scale, on a

smaller scale that usually occurs in a school context, but they are also quite active in developing language policies (Wright, 2008) to develop resources in their environment. In the context of this study, language belief (ideology) is their belief in the composition of the language chosen to be applied in their environment. According to Della, the ideal and chosen multilingual policy should be projected for the student's development. The policy selected for LPP is to use Indonesian as the national language, Javanese as the regional language, English as a foreign language representing the international community, and Arabic as the language of the Al Quran because Pesantren or Islamic Boarding School represent Muslims.

.....In our opinion, these languages (Indonesian, Javanese, Arabic, and English) are more common to use, for example, from high school level, if you want to continue studying abroad, you usually need to be equipped with Arabic and English language skills. especially English because it is more commonly used as an international language..... Arabic is the language of the Al-Quran; our school is a school-based on Islam, so Arabic is essential. maybe we can keep up with the times with Arabic, but we also must not forget our identity as a Muslim. (**Anisa**)

Our school follows a mandatory curriculum such as Indonesian language lessons and English lessons, so it is not difficult to adopt it as a language policy in the school environment. Our school is a madrasa, so Arabic is a paramount concern. The Javanese language is also included in local content because our school is on the island of Java, so knowledge related to the Javanese language must also be given to students (**Andi**)

With the decision of policymakers to adopt multilingualism with English, Indonesian, Arabic, and Javanese, the implementation of the policy requires the support of the entire school community, both teachers and students. In addition to teaching and learning activities, students are bound by a 24-hour policy because they are placed in dormitories. Student activities in dormitories are also a unique aspect for this school because after they get enough general insight at school, they also get more intensive religious knowledge in the dormitory but without forgetting the multilingual policy that has been implemented. Islamic Boarding schools, called pesantren in Indonesia, have different characteristics from education abroad. This educational model upholds religious values seriously and obediently. Besides, in the context of pesantren, teachers are mandated to act as parents (Puad, L. M. A. Z., & Ashton, K, 2020). Lukens-Bull (2001) states that the relationship between teachers and students in Islamic boarding schools is like "father-son." Every parent who leaves their child to study at the Islamic boarding school tends to trust the school manager. Every parent always provides full support for all the policies set by the school management for their child. Besides the

relationship with the teacher, the closeness of the students is also slightly different. Because they get 24 hours together, their relationships will be stronger than the typical school, which does not stay at the dormitory.

Teacher practices in the multilingual education policy at the school

There are 3 participants in this study: teachers of religion, biology, and English. All of them act as policy implementers in the schools where they teach. Teachers have a critical role in implementing multilingual language policies as executors or implementers facing policy targets (students). Besides their responsibility to deliver subject matter as their expertise, they are responsible for supporting the agreed language policy, which will always be inherent in learning activities with students.

"As an implementer in learning "(Andi)

"Act as implementers and encourage students in the application of multilingualism in learning in the classroom and the school environment "(Della)

"As a teacher, I act as an executor in encouraging and controlling students to use language not only in class but outside the classroom, as long as it is still in the school environment." (Anisa)

Billet (2004) states that schools that act as teachers' workplaces provide opportunities for teachers to change practice precisely according to their competence. Indirectly, teachers are given full authority to manage and develop their students in the classroom as long as it aligns with the country's mission. Active teacher involvement will encourage teacher change in the work context and is seen as a core component of learning (Tynjälä, 2013). Professional development has been hailed as the key method to help practitioners develop knowledge, skills, and practices (Peleman et al., 2018) and may, therefore, also contribute to the development of multilingual approaches.

".....I speak Arabic more, I might also be more dominant there, although in my learning I slipped a little English to translate some vocabulary in Arabic into English" (Andi)

"Maybe I prefer to mix in the use of language in class, so what I use is English and Indonesian when teaching, but the material I teach is dominantly using English. So, I understand the condition of the students. Besides trying to understand the material presented, they also have to understand the language used in explaining the material itself,

so I mixed it to make it easier for them to understand the material presented." (Della)

*'.....So there is Indonesian, English and Arabic, although the portion can be said to be unbalanced, at least there are three languages....."
(Anita)*

Teachers as policy implementers cannot be separated from the role of Agency in schools, and Professional Agency is practiced when teachers or society influence, make choices, and even take attitudes by influencing their work and professional identity (Eteläpelto et al., 2013). Mister Andi, Miss Della, and Miss Anisa showed a good effort in realizing a professional agency and executing the multilingual policy applied in their schools into the classroom. Although using multilingualism cannot be said in the implementation, they combine several languages in teaching. The language used depends on their respective abilities. When Indonesian and Javanese are relatively straightforward, every teacher is capable and proficient at using it, but in selecting foreign languages for using, whether Arabic or English, they have their tendencies that are in line with their learning references. For example, Andi is a religion teacher who prefers to use Arabic. He combines multilingualism with Arabic more often than English because the lessons he teaches got many references from Arabic, and Della, as a biology teacher, gets many references in English. but in the case of Anisa as an English teacher and also a tahfidz teacher, he is better at combining two foreign languages in his class because all foreign languages are still a reference to their lessons

Teachers must always learn to realize a multilingual language policy and then apply it to the classroom and school environment. In this case, teacher professional development is needed to support the policies that have been implemented. Professional development has been hailed as the critical method to help practitioners develop knowledge, skills, and practices (Peleman et al., 2018) and may, therefore, also contribute to the development of multilingual approaches. Professional development can be defined as those processes and activities designed to enhance the professional knowledge, skills, and attitudes of teachers on an individual level so that they might, in turn, improve the learning of students (Guskey, 2002). Participants in this study have an excellent understanding to realize multilingual policy. This can be seen from their awareness to learn another language they teach

When teaching, we should try to include the agreed language in the multilingual policy, even though I am an English teacher, but I will try to relate it to Arabic, English, and Javanese. The simplest example is translating words into these languages. (Anita)

we are trying to create a language zone for all school members, even some teachers do not master all languages and are more dominant in

specific languages; therefore, between internal teachers, there needs to be awareness to set an example for students always to learn (Andi)

They hope their efforts can help the students implement their multilingual education policies. Although in the implementation of the policy, many obstacles must be solved for students and even teachers to adapt habits and practice language skills. In their role as policy implementers, patience and a sense of responsibility are needed in carrying out their functions as agents. A multilingual policy might be considered something new to students, but it may not be. We can't say every student is brilliant or not, and there need to be treated depending on their ability. Do not apply language policy rigidly but must adapt to the situation faced by students; therefore, teachers are allowed to ask what is best for themselves (Tollefson, 2015) and then decide what to take in their class.

CONCLUSION

This article explores multilingual education policy in Islamic boarding schools and how teachers translate policy to their classes. This study took a sample of 3 teachers who teach different subjects, namely English, Biology, and Religion. In this study, the teacher acts as a policy implementer and is responsible for implementing multilingual policies with students. The language selected in multilingual policy is Indonesian, Arabic, English, and Javanese. The selection of the language used in the composition of the multilingual policy represents the school's goal to complete the competence for their students. Indonesian and Javanese represent policies from the macro and meso levels, while English and Arabic are chosen for student empowerment. English as an international language and Arabic as holy book language for Muslims (Al Quran) as the identity of schools that adopt Islamic boarding schools.

This study also found how the teacher agency translates policies according to their respective abilities. Fourth, languages chosen as multilingual policies are not used thoroughly in learning. Javanese and Indonesian also receive less serious attention because they are easier to learn because the surrounding community uses them. Teachers combine languages according to the references they use for their subjects, such as a religion teacher who uses Arabic more often than English and vice versa for biology teachers. Teachers also design activities to fulfill their role as agencies in multilingual policies; they bring a native speaker to their class and create an activity for students to practice multiple languages. In this study, some weaknesses can be corrected for further research. The researcher only discusses the teacher agency with 3 participants. In the future, the focus of research can be directed to policymakers and involve more teachers and students for further exploration.

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THE DUALITY OF COURTLY LOVE IN THE CANTERBURY TALES: A CASE STUDY OF FATHER AND SON

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ABSTRACT

Scholasticism delivered dogmatic principles of love and marriage that greatly influenced medieval culture and literature. The aristocracy and the poets in medieval English strove to live and represent the circular notions of love and those established by Christian standards side by side. Medieval Christian doctrine of ancillia theologia which speculated among other things that passionate love was fraught with evil even in conjugal relationship and the Feudal marriage system in which arranged marriages downplayed the interest of the woman held sway between 1066 and 1500. Thus, medieval philosophy and education was dramatically influenced by Christian religious dogmas, and the feudal dispensation to develop and maintain Courtly Love practice in two dimensions. The two notions of love, practiced under the Courtly Love system are mutually exclusive and represent two separate worlds apart. In this two fold expression of love, the Knights, driven by their amatory and romantic affection, demonstrated through the courtly love practice that true love can actually exist outside marriage, with or without physical consummation. Geoffrey Chaucer in *The Canterbury Tales* represents the two ideas of Courtly Love using the tales of the Knight and the Squire. The Knight's Tale and The Squire's Tale respectively represent the earlier conventions of medieval courtly love of Camelot and King Arthur's court and cult, characterized by strong chivalric codes of legendary Knights, and the latter conventions of courtly love in which the Knight and lover was no longer bound by strict chivalric codes. This study explores these two courtly love dimensions as they are portrayed through these two characters in *The Canterbury Tales*.

Keywords: Courtly love, Knight, Squire, ancillia theologia, Camelot

INTRODUCTION

I. Background

The fall of the Roman Empire ushered in the Middle Ages between AD 400 and 1500. Greco-Roman civilization was practically lost, giving way for the prevalence of superstition and ignorance. But Christianity, which had been weakened with the fall of Rome re-emerged and began to throw some light into the darkness of the Middle Ages. The socio-political and religious dispensations of the Middle Ages delivered among other things the doctrine of Courtly Love, which was to have expression in Medieval English Literature. The coronation of William Duke of Normandy in 1066 which practically marked the beginning of medieval England witnessed a dramatic metamorphosis in the socio-political life of the English society. Christianity and the feudal system were forces to reckon with between 1066 and 1485 Medieval England. Feudalism established arranged marriage system based on monetary worth in which mutual love in conjugal relationship was relegated to the background. The monarch married mainly for political expediency, and once diplomacy was satisfied, the marriage lost its value and the king looked elsewhere for love. The “husband’s object was to get rid of the lady as quickly as possible” once “the alliance which had answered would answer no longer” (Lewis, 1936: 13). The queen on the other hand had no more choice of choosing a suitor or satisfying her interest in the choice of a life partner than all the other young ladies and gentlemen who wanted to marry. This factor occasioned frequent dissolution of marriages because the alliances initiated by the monarchy were driven by constantly changing interests, while genuine love was absent. But more crucial to the factors that catalyzed the practice of courtly love among Knights was Medieval Christian doctrine of *Ancilla Theologiae*, which Thomas Aquinas espoused. This doctrine theorized among other things the notion that passionate love or sexual desire (a conscious quest) in conjugal relationship was evil, as such desire was linked to the carnal nature of man after the fall. Coital affection was deemed an innocent act and only by the desire for offspring, in the original provision of God, hence “the medieval theory finds room for innocent sexuality: what it does not find room for is passion, whether romantic or otherwise” (ibid, p. 16, 17). This theology of love which medieval scholasticism propagated became the rule of law and scholastic knowledge was propagated on the dogmas of Christian faith, establishing as a consequence the general impression that passion and carnal desire was base and wicked or animalistic. The Knights, striving to reconcile feudal marriage principles with medieval Christian association of evil with passionate love particularly in conjugal relationship, leaned towards courtly love, balancing their religious ideals and their amatory and romantic affections to demonstrate that true love can actually exist outside marriage, with or without physical consummation. These factors fueled the poetic expression on the possibility of true love existing outside matrimony, and this fact, to the ardent courtly lover may be idealized and spiritual, and may exist without ever being physically consummated. In this exposition, it is valid to note that courtly love was a springboard for humanism, a departure from scholasticism, which emphasized the religion of God as opposed to the religion of man. Petrarch, although a contemporary of Chaucer, born in the medieval times, is considered a humanist for this

reason: for emphasizing the religion of humanism - knowledge in service to man, in the expression of ardent passionate love and carnal desire in his poetics and poetry.

Geoffrey Chaucer, one of the illustrious poets of the Medieval English period used his masterpiece – *The Canterbury Tales* (1387—1400) to bring a cross section of medieval English society together. On the occasion of the pilgrims' visit to St Thomas Becket's (martyred archbishop of Canterbury) shrine at Canterbury Cathedral, Chaucer presents a broad spectrum of the civil society across the social strata in the thirty pilgrims in order to illustrate through their tales aspects of medieval culture, typically the courtly love tradition. Many of the stories in *The Canterbury Tales* therefore are steeped in the medieval tradition of courtly love. In this way, Chaucer fictionalizes the historical pilgrimage, using the occasion for festive friendship and thereby turning a spiritual affair into a social gathering to entertain and educate his audiences about medieval English society and their life. For this reason *The Canterbury Tales* is more or less a Human Comedy as opposed to Dante's *Divine Comedy* (1308—1320). Courtly love, like the later Romantics emphasized passion as the basis of true love when Scholasticism delivered dogmatic principles concerning love and marriage during this period of the Middle Ages. Against this background, this study seeks to explore the dual nature of the courtly love tradition as Chaucer illustrates it through the tales of the Knight and his son, the Squire, in *The Canterbury Tales*. The kind of courtly love practised at Camelot was somewhat different from what it became in Chaucer's time. In Arthurian romance men did not really fall in love and worship the women the way it became in the later courtly love practice. Unlike in the later courtly love where men fell in love with a mortal woman, the earlier courtly lovers exercised their love for the beloved in the form of homage to the Christian saint and loyalty to God. The study shows that true love actually existed out of wedlock with or without physical consummation, when the Church through the theory of Ancillia Theologia frowned on passionate love in conjugal relationship.

II. The Duality of Courtly Love

Courtly love in medieval Europe was the expression of love and admiration exclusively by Knights and the nobility for a lady. In this uniquely knightly practice, the knight and lover was a servant who exercised humility and courtesy to the beloved lady in the manner of a vassal and his lord under feudalism. Courtly love advocated a kind of 'sanctified adultery' since one always fell in love with someone else's wife and pursued her with success or sometimes failure. Despite the loving Knight's so-called dedication to the cross of Christ, their real faith was in the pagan god of love on whom they placed the success of all their hopes and desires. Medieval English Romance was an aspect of this courtly love tradition, a supreme example being the secret love affair between

Lancelot and Genevieve—wife of King Arthur who seemed unmindful or blind to it. In the courtly love narrative history, “The Queen” or “The Lady” who is the object of love “is inexorably in love with someone other than the king, and so she represents the extreme instance of a figure who is central to social stability acting in a way which undermines it”, and these queens in courtly love history are “Iseult, Gráinne, and Guinevere; and the lovers are Tristan, Diarmuid, and Lancelot; while the kings are Mark, Finn, and Arthur” (O’Donoghue, 2007: 14). The extraordinary beauty and magnanimity of the woman makes her an object of worship by the knight in courtly love tradition.

The earlier Arthurian Knightly courtly love and the latter phase of Camelot, of Lancelot’s lieutenantship are two worlds apart. The two courtly love traditions are socially permissible by their chivalric traditions shown in the widening gulf between them. In the earlier medieval English chivalry and the lengthy legend of King Arthur, the Knights are strong devotees to the chivalric code of fidelity. Even though adultery was possible, it did not exist during this period of the courtly love tradition, as the desire for the act of adultery was absent and the loving Knight was bound by the chivalric code of honour, loyalty, faith, and fidelity. The Knight and lover linked the devotion to the beloved to the Virgin Mary in a mystical worship, of the kind displayed by Dante and his Beatrice, and Petrarch and his Laura. The Cross of Christ was the muse that inspired love in the earlier courtly love, and for this reason, platonic love was emphasized through the lover’s devotion to the Virgin Mary, the mother of Jesus. Thus, chastity and virginity was linked to the Grail Legend which was believed to contain the blood of Jesus, therefore only the virgin Knight could attain it. Consequently, physical consummation of love was not expected in this prolonged and sublime experience of Knightly love. Sir Gawain’s decisive resistance to the temptress’ (Mrs. Bertilak’s) three strong seductions into erotic love in *Sir Gawain and the Green Knight* is evident of the total absence of erotism in the earlier courtly love. Sir Gawain’s exploits and commitment to the chivalric code of Knights typify this extraordinary devotion to fidelity in courtly love. Sir Gawain’s chivalric trust and honour as a Knight of Christ who solely depended on the love and protection of Providence was however betrayed when he accepted the secret charm of protection from the temptress (Mrs. Bertilak) to save him from the sword of the Green Knight.

The earlier courtly love which was defined in terms of the medieval Christian conception of agape love, metamorphosed into another religion of love, what Lewis (1936) describes as “feudalization of love” where the lover was the lady’s ‘man’ and addressed her as “midons”, which etymologically represented ‘my lord’ (p. 2). In this tradition of courtly love, a certain kind of religious devotion characterized the love lavished on the beloved by the lover, a kind of adoration tantamount to idolatry. Lancelot’s secret passion for Guinevere is evident of the adulterous desire associated with the latter courtly love. Lancelot sat in the court of Arthur as Guinevere’s secret lover, more than replacing Sir Gawain as King Arthur’s nephew and right-hand man. Adultery

existed as a matter of course in this later phase of courtly love with the disappearance of the courtly chivalric ideals of fidelity. The pagan god/goddesses of love actuated love in this tradition of courtly love and erotism was emphasized through sexual fulfillment and loss of chastity in the lover's devotion to his lady. However, the absence of fidelity in the love relationship did not guarantee fulfillment as the lover mostly did not succeed in wooing the beloved. This was because the beloved somehow did not reciprocate the Knight's love; therefore, unrequited love was a hallmark of the latter courtly love tradition. The lover's chances of success over the beloved, was "almost despairing", and he was saved from "complete wanhope" by the trust he reposed in the god/goddess of love who could "subjugate the cruellest beauties". This highly specialized dedication to the beloved was characterizes by "Humility, Courtesy, Adultery, and the Religion of Love". Regarded as his lord, the beloved was often idolized and immortalized by the lover who was ever ready to defend and perform every daring or ignominious labour to endear himself to her. He was always "abject", and "Obedient to his lady's lightest wish however whimsical", and manifested "silent acquiescence in her rebukes, however unjust" (ibid, p. 3). In the words of McCash (1990), this "medieval love" was the kind in which the lover was "subservient to his lady, ready to do her every whim" (p. 429). In such a mystical worship, almost like religious love of the earlier courtly love, the hero in love spent his entire life in mixed feelings of devotion to the apathetic lady who was customarily haughty, impervious and difficult to please. Thus, the mere fact of adoration and devotion was an indulgence that produced happiness and sadness. Under this pleasure of pain described by Petrarch as "Dolendi Voluptas", the lover obtains humility and courtesy and only men with such virtues could love within the latter courtly love tradition. In other words, the virtues of gentleness, humility, courtesy and courage are both the process and products of the courtly love tradition under feudalization of love.

The duality of the courtly love concept was a great source of inspiration for much of medieval European literature, particularly in the poetic genre, with one writer influencing the other up to the 16th century Renaissance literature and even beyond. O'Donoghue (2007) notes that Petrarch's dedication to Laura was one of the late classics of medieval courtly love, and it is hard to establish a sensible break in the tradition from the troubadours to Dante to Petrarch to the Elizabethan sonneteers to the love-poems of John Donne (p. 15). It is noteworthy that Dante represents the earlier courtly love in the *Divine Comedy*, perceiving his beloved Beatrice in the image of the virgin Mary, in divine spiritual terms without physical attainment, while Petrarch represents the latter courtly love in his desire for physical love with Laura who does not reciprocate the love. Similarly, William Butler Yeats was "roll-playing" the poet in love, having fallen in love, not with Maud Gonne "whom he scarcely knew, but with his own projected anima, the 'woman within himself' "as a stimulus to the creative imagination" (Kline, 1989: 11). Albeit Yeats loved Maud

Gonne, yet the latter was unattainable, and her psychological presence became Yeats stimulus for creating poetry, similarly as Laura was believed to exist in Petrarch's mind as an inspiration for his art. Thus, in the latter courtly love, love becomes an excuse for poetry, a kind of therapy for the lover's unrequited love. It revealed the poet and the persona more than the beloved who inspired the writing, evidence is in the profuse use of the "I" persona in such love poems. This dimension of love in the latter courtly love is traceable to the Roman poet - Ovid, who, emphasizing the centrality of unrequited love wrote: "video meliora proboque deteriora sequor", literally meaning : "I see, and I desire the better: I follow the worse" (*The Metamorphoses* , Book VII, 20-21). In this "worse" form of love where the beloved, for one reason or the other did not reciprocate the love, the lover underwent a kind of physical torment due to the restlessness of sleep, and or lack of appetite for food but remained servant to the beloved.

In a nutshell, in the earlier courtly love, the religion of love centred on the love to God rather than to the mortal woman and the virtues of courtesy and humility towards the lady were understood in this sense, whether she is physically attainable or not. In the latter courtly love however, the lover's humility and courtesy were understood in terms of the constant suffering in the hands of an impervious beloved, who was mortal and physically attainable.

III. The Duality of Courtly Love: The Tales of The Knight and the Squire (All extracts are from the Penguin edition of The Canterbury Tales)

Courtly love in the late medieval times was steeped in chivalry. More so, the pangs of unrequited love and the suffering accompanied courtship during this period and beyond, as the loving Knights earned their ladies' love in sophisticated duels and grand tournaments (Benson, 1984). But the chivalric exploits and the sufferings borne by the lovers differ in terms of the object that actuates the loyalty of the lover. Love as a theme was central to the tales told by the pilgrims, and the marriage group of tales specifically are read against the general background of the courtly love system. The group presented a debate or symposium on what should be the seat of authority in marriage life, and divergent opinions arose from the different tales. Marital infidelity always had existed even though it had never been approved or accepted in Western civilization. The 'Wife of Bath's Tale' demonstrates the reality of domestic tension arising as a result of infidelity of the courtly love practice in medieval English (Coffman, 1945). Other tales of the marriage group including the Parson's, the Miller's and Reeve's, the Clerks, the Nun's Priest's, the Franklin's, and the Second Nun's Tale hinge on the centrality of love and marriage in the Canterbury Tales and the medieval Christian teachings and exceptions to their courtly dimensions (Holman, 1951; Taylor, 1997; Jeffrey, 2010). The Knight and his son, the Squire's tales, although are thematically related to love within medieval courtly love tradition, they are each used by Chaucer to represent the two contrasting notions of courtly love reviewed above. A striking dichotomy in the tales told by the father and his son are preempted in preliminary character portraiture of the two tale-tellers

in the General Prologue. The Knight represents the earlier courtly lover while the Squire represents the latter. Of the Knight, the General Prologue writes:

There was a Knight, a most distinguished man,
Who from the day on which he began
To ride had followed chivalry,
Truth, honour, generousness and courtesy.
He had done nobly in his sovereign's war
And ridden into battle, no man more,
As well as in Christian as in heathen places,
And ever honoured for his noble graces,...
He often sat at table in the chair of honour...
He was a true, a perfect gentle-knight. (p. 4, 5)

The knight in the earlier courtly love is noted for his chivalrous feats and honour and marks of generosity, as befitting the Christian cardinal virtues. Committed to the chivalric code of charity, truth, and faithfulness, the knight is driven by the passion for service to God and it is for this reason that he fights in the Crusades, describes as “his sovereign’s wars”. He is a very experienced man of battle, having fought and won in countless battles, and no one matches him, both in Christendom and heathenism. His loyalty and love to God constrains him for daring deeds particularly in battles, to vindicate the honour of his name. Total trust in God is his mark of faithfulness, and he does not fail to minister to the needs of his lady. This knight is always armed for duty, and it is he who is depicted in this description, as one whose commitment to duty as Christ’s soldier is unflinching. His character is also depicted in his outfit and in his equipment. The Prologue further states: “...he possessed/Fine horses, but he was not gaily dressed/He wore a fustian tunic stained and dark/With smudges where his armour had left mark” (p.5). Thus, he belongs to the older generation of knights, without fashion, without gaiety, and his object in battle is to please Christ, not necessarily his lady. He is also described as “wise” and “modest as a maid” (ibid) – depicting his mark of nobility and commitment to service. His mark of fidelity and faithfulness is captured in the words: “He was a true, a perfect gentle-knight”. This Knight’s exceptional pedigree, courage and distinguished gentleness endears him to sit at the Kings table in the latter’s Court, as exemplified by the record of Sir Garwin in *Sir Gawain and the Green Knight*. His (the Knight) son, the Squire on the other hand is limned in the General Prologue in clearly contrasting terms as one full of exuberance and romance:

He had his son with him, a fine young Squire,
A lover and cadet, a lad of fire.

With locks as curly as if they had been pressed.
He was some twenty years of age, I guessed.
In stature he was of moderate length,
With wonderful agility and strength...
And had done valiantly in little space
Of time, in hope to win his lady's grace.
He loves so hotly that till dawn grew pale,
He slept as little as a nightingale. (p.5)

The portrait of the young Squire shows him to be more intimately entangled with love than his father. Described as “a lad of fire” gives the impression of his burning inclination for love, the kind of love associated with the latter courtly lover. His state of sleeplessness due to “hot love” shows him to be of the latter who burns with passion due to unrequited love. He also has the quality of service, courtesy and humility, which are the direct results of unrequited love: “Courteous he was, lowly and serviceable”. That is not all. He is also described as one “embroidered like a meadow bright/And full of freshest flowers, red and white/Singing he was, or fluting all the day/He was as fresh as is the month of May” (ibid). The portrait here shows the Squire to be very romantic, as befitting the latter courtly love who strove for erotic love. As romantic as he is, he “Knew how to joust and dance, to draw and write” as well as “make songs and poems and recite”. In such flamboyant depiction, he is a foil to his father, the Knight. Above all these qualities, he also goes for war, as a knight and “He'd seen some service with the cavalry/And had done valiantly in little space”. In this way, the Squire resembles his father, the Knight. However, his objective in battle, unlike his father who often dedicated his armour to the service of Christ, is “to please his lady”. Thus, in the General Prologue, the Squire is depicted as suffering under the cruel inflexibility of the impervious beloved, developing in him the same qualities of humility, gentleness and service possessed by his father for the service of God. The son and younger lover is a stronger lover than the father's more gentle love. In their tales however, each of them represents entities that reflect the two courtly love traditions but more poignantly their own respective symbolic representation of the courtly love.

In his tale, the Knight presents two knights who are cousins of noble heritage fighting for the love of a young lady of equally noble descent. These two knights are Palamon and Arcite, and the young lady is Emily, the lovely sister of Queen Hippolyta, the wife of Theseus, the Duke of Athens. The two cousins, Palamon and Arcite represent the earlier and latter courtly lovers respectively. The description of the young lady's enchanting beauty, makes Palomon and Arcite, per their respective orientation of courtly love perceive her with different attitudes:

Young Emily, that fairer was of mien
Than is the lily on its stalk of green,

And fresher in her colouring that strove
With early roses in a May-time grove (p.31)

Emily is represented in the likeness of the latter courtly beloved: romantic, the same description given to the Squire in the General Prologue. Apart from being young, fair, and “fresher in colouring”, she is identified with Rose and May, and “She wandered gathering flowers, white and red/To make a subtle garland for her head/And like an angel, sang a heavenly song” (ibid) similarly as the Squire did in his portraiture. But in her extra-ordinary beauty and enchantment, Emily represents both earlier and latter courtly ladies and the two cousin knights also represent both courtly lovers, Arcite representing the latter and Palamon the former. The two cousins are prisoners for life, under Duke Theseus in Athens after the latter conquering King Creon and his Theban city, and capturing them. While serving their life imprisonment, and contemplating hopes of deliverance one day, Emily happens to be wandering behind the prison cells in search of flowers to make a subtle garland for her head in her usual fashion. Palamon’s attention is caught by her enchanting presence and angelic melody. On this beauteous sight, “he blenched and gave a cry/As though he had been stabbed, and to the heart”, then “He fell upon his knees before the sill and prayed”: O’ Venus, if it be thy will/To be transfigured in this garden/Thus before two wretched prisoners like us/O help us to escape, O make us free!” (p. 32, 33). Palamon perceives Emily in the likeness of the former courtly lover who views the beloved in the likeness of a goddess. Despite his infection by Emily’s physical beauty, he considers her in the likeness of Venus, the Roman goddess of love and beauty, and resolves in his heart to adore her for the rest of his prison life or to be with her and serve her if fate brings him deliverance. In this perception, Palamon’s attitude to Emily is the virgin deserving worship for her divinity. He similarly prays in like attitude before facing Arcite in the battle for Emily: “Fairest of Fair, O Venus, Lady mine/ Consort of Vulcan, Daughter of Jove Divine.../O Lady bright, that art aware/Of all my thought and seest my despair.../As I shall ever struggle to maintain/Thy service, in so far as it shall be/Within my power to combat chastity” (p. 62, 63). The earlier courtly lover does not express carnal desire towards the beloved, as she is deemed a deity. Therefore, Palamon prays to the goddess Venus in whose image he views Emily. Ascribing virginity to the goddess Emily, he does not intend to defile her but maintain her saintliness: “I shall ever struggle to maintain...to combat chastity”. In *Sir Gawain and the Green Knight*, Sir Gawain similarly prays to the Virgin Mary as he embarked on the terrifying journey through the wild woods to the Green Knight’s temple. Apart from seeing his lady in the likeness of the unattainable goddess in the earlier courtly love tradition, it is also unthinkable for a knight to have erotic love for his fellow knight’s lady. It amounts to a breach of the chivalric code and the honour of the knight is brought into disrepute who engages in such carnal passions. Love for a fellow knight’s lady can only be the agape love, of the kind demonstrated by Sir Garwin to Mrs. Bertilak, no matter how the lady tempts a knight into having

erotic love. Therefore Palamon, in his puzzlement concerning Arcite's expression of romantic affection for Emily, remarks: "It is no great honour then, to you/To prove so false, to be a traitor.../This was our oath and nothing can untie it/And well I know you dare not now deny it/I trust you with my secrets, make no doubt/Yet you would treacherously go about/To love my lady whom I love and serve/And ever shall, till death cut my heart's nerve" (p. 33-34). For the trust and confidence reposed in each other, the earlier courtly lovers freely shared their secrets, knowing that there is no possibility of betrayal especially on the issues of their ladies and lovers. This is the premise on which Bertilak leaves his lady with Sir Garwin without fearing any consequences, and is faithful to share whatever he brings from his hunting expedition, just as verily as Garwin faithfully shares his received kisses from Mrs. Bertilak. Thus, Palamon is unequivocally a replica of the former courtly lover.

Arcite, representing the latter courtly lover on the other hand does not see Emily in like manner as Palamon. Arcite is similarly struck by Emily's beauty, and her beauty hurts him so that if his cousin had felt the wound before, Arcite was hurt as much as he, and much more. Therefore, with a deep and piteous sigh, he exclaims: "The freshness of her beauty strikes me dead/Hers that I see, roaming in yonder palace!/Unless I gain the mercy of her grace/Unless at least I see her day by day/I am but dead..." (p. 33). In the latter courtly love tradition, the beloved is not a goddess, who is not physically attainable, but a mortal lady capable of erotic love. Moreover, the loving knight would love his fellow knight's lady if he can win her, and since adultery is a normal practice in the latter courtly love, the knight can love another one's lady or have as many beloved as possible. Arcite confesses his carnal erotic love for Emily, as against Palamon's fantasy: "I loved her as a woman before you!/What can you say? Just now you hardly knew/If she were girl or goddess from above! Yours is a mystical, a holy Love/And mine is love as to a human being... What do I care? Suppose you loved her first.../A man must love, for all his wit/There's no escape though he should die for it/Be she a maid, a widow, or a wife" (p. 34). It is no crime for the knight in the latter courtly love to have erotic love with another knight's lady, whether she is a widow, maid or wife. Apart from that, Arcite's prayer and the god he offers it to prior to his battle against Palamon characteristically identify him with the latter courtly lover. His prayer and sacrifice is after the pagan manner, and since the pagan god of love is the source of inspiration for the lover's attitude towards the beloved, Arcite prays to "Mars", whose burning passion for erotic love is beyond measure:

By the same suffering and burning fire
That long ago consumed thee with desire
Having in use the incomparable flesh
Of fair free-hearted Venus, young and fresh,
Holding her in thin arms and at thy will...
Seeing that Vulcan caught there in his net

And found thee lying with his wife... (p. 67).

Adultery is the outstanding mark of the god Mars, whose inflamed passion also moves him to hold affectionately the virgin Venus. His strong passion is described as “burning fire”, and this same description is given about the Squire in the General Prologue on which basis he is considered passionate lover and romantic. Thus, the latter courtly lover’s romantic and pleasure-loving nature is inspired by this pagan god of love. Possessed with the same muse, Arcite confesses how passionately drunk he is of love: “Thou knowest I am ignorant and young/And, as I think, more passionately stung/By love than any creature dead or living.../Not only for the flames that burn in thee/But for the fire that now is burning me” (p. 67). It is no wonder then that when Palamon tells Arcite about Emily, he (Arcite) immediately gets intoxicated with Emily’s love and wishes to enjoy erotic love with her despite Palamon’s desire for her. It is this jealousy that begins the bitter antagonism between the two knights for the love of Emily, and for which the two lovers become rivals. When Arcite is released from prison through the intervention of Duke Perotheus, a companion to Duke Theseus, the jealousy and rivalry between the two cousins wax stronger and deeper. In Prison, Palamon cannot attain Emily, therefore he continues to live day by day in perpetual depression due to strong suspicion of Arcite. In the case of Arcite, he is set free from prison on condition that he never set foot on the land of Athens lest he be killed immediately. But Arcite, as it is with the latter courtly lover, spends his days and night literally dying slowly without a sight view of Emily. It is tantamount to being in hell for the latter courtly lover to live without at least seeing the beloved, and as such Arcite bemoans: “Now I am doomed eternally to dwell/Not in Purgatory, but in Hell” (p. 36). It is as blissful as being in Paradise to the latter courtly lover to be in prison and catch a glimpse of the beloved than to be free and be denied a sight view of her. Therefore, Arcite in apostrophe cries: “O my dear cousin Palamon, yours is the victory in this adventure/How blissfully you serve your long indenture/In prison- prison? No, in Paradise.../For you! You have her presence, I the loss” (ibid). In order to assuage his pains, the latter courtly lover resorts to what Petrarch describes as “*Dolendi Voluptas*”, or the pleasure of pain, for he prefers to live in the ignominious suffering, condition of unrequited love, than to lose his beloved entirely. In Ovid’s terms, although he sees and desires the better love, yet he will follow the worse (*video meliora proboque deteriora sequor*). For this reason, Arcite chooses to disguise himself and migrate from Thebes to Athens as a servant and a slave, denying his royal status and honour. In this disguised wretchedness, he also changes his name to Philostrate to avoid been recognized and fell in service with a chamberlain who had his dwelling with Emily. Arcite is a true replica of the latter courtly lover who under feudalization of love becomes humble, gentle, courteous and courageous. Hitherto, he had been afflicted with thoughts of Emily and grew pale for refusing to eat: “There never was a man so wo-begone/Nor is, nor shall be while the world goes on/Meat, drink, and sleep - he lay of all bereft/Thin as a shaft, as dry, with nothing left/His eyes were hollow, grisly to

behold/Fallow his face, like ashes pale and cold” (p. 39). The physical torment which the latter courtly lover undergoes due to unrequited love is precisely Arcite’s experience, even as the Squire was portrayed in the General Prologue.

In order to demonstrate that the Knight and his tale symbolize the earlier courtly love, the two courtly lovers, the earlier and the latter in Paramon and Arcite respectively meet in a final clash in Athens to determine who wins Emily, and in this battle, Arcite dies after winning. Since Palamon survives the combat, he can live his dreams of ever adoring his beloved virgin. Consequently, Emily becomes a symbolic figure of the earlier courtly beloved who is unattainable. Arcite’s death makes Emily unattainable to him. Palamon attains Emily, but she is a goddess to him and as such there would be no physical consummation of their love. Thus, even though the two courtly lovers are represented in the Knight’s tale, Palamon’s survival proves that the Knight intended to represent himself, being the epitome of the earlier courtly lover whose beloved is pictured with godly spiritual lenses and therefore unattainable.

The Squire also consents in his Prologue to tell a tale about love. This tale hinges on the nature of love as it is practised by the courtly knights of the earlier and latter traditions. In the Squire’s tale, Canace, the youngest of all the children of King Tartar Cambuskan and his wife Elpheta, is the object of supreme courtly love. The knight represented in this tale for the earlier courtly lover is the Stranger-Knight, who comes to the court of King Tartar Cambuskan at Tzarev in the land of Tartary. His portrait is just like that of the Knight depicted in the General Prologue:

Bare-headed, armed and richly ornamented
Saluted king and queen and nobles all
In order as they sat about the hall
With such deep reverence and comely grace.
Not only in his speech but in his face,
That Gawain, ever courteous, ever bland,
Though he were come again from fairyland,
A greater courtesy could not have shown.
And thus before High Table and the throne,
He gave his message in a manly voice (p. 391).

The reference to Gawain is the sure evidence that the knight in this tale represents the earlier courtly lover. As shown in the General Prologue of the Knight of noble grace, gentleness, courtesy, reverence and chivalry, this Stranger-Knight also has virtues of chivalry, courtesy, gentility, and honour, and calmly grace, who, like Gawain is also welcomed at the High Table of the King. Like the Knight in the General Prologue and Sir Gawain who all had fine horses, this Stranger-Knight arrives “upon a steed of brass”, with “a golden ring”, “a naked sword a-swing”, and a “mirror”

(ibid). The King sat with his nobility in the hall listening to instruments of minstrelsy. The atmosphere is clearly one of the scenery depicted in King Arthur's court in the earlier courtly love. It is the summer season, just like King Arthur's Christmas season, and as a true and noble courtly lover under the chivalric code of charity, faithfulness, and courtesy, the Stranger-Knight bestows a special ring and a special mirror on the young lady - Canace, symbolizing his love towards her. It is a mark of his humble service to the one he loves although such love involves no consummation. He declares: "This mirror and this ring are sent by me/As you behold, to Lady Canace/Your excellent and lovely daughter here" (p. 393). In the music and dance that ensued shortly after, "The Stranger-Knight was fetched and he alone/Was chosen forth to dance with Canace" (p. 396). Canace is hence the lady of the earlier courtly love, who is highly honoured by her lover, and the ring and the mirror are intended to woo her. The mirror also serves as a symbol of the earlier courtly lover's faithfulness to the lady. This is because it can be used by the lady to test or check the courtly lover's hidden and potentially vicious intentions. The Stranger-Knight says of the mirror: "This mirror that I have in hand...it will show/You plainly who is friend and who is foe/More than all this, if any lady bright/Has set on any man her heart's delight/If he be false she shall perceive his shady And treacherous conduct..." (p. 392). In this case, Canace can use the mirror to check the genuineness of the Stranger-Knight's love. At the end of this almost introductory part of the tale, the Squire launches into the mainstream of his tale about the tercelet and the falcon. Since the Stranger-Knight does not develop and practically fades away in the mainstream of the Squire's tale, the Squire shows that he does not intend to discuss the earlier courtly lover but only uses him as a springboard to present the latter courtly lover whom he (the Squire) epitomizes. The tercelet and the falcon represent the nature of the latter courtly love game. The infidelity of the courtly lover is depicted in the pretence of the tercelet who after dying to woo the falcon into his tentacles turns his attention to the kite, leaving the falcon in misery and pain. The latter courtly lover seriously yearns for love from his lady, but no sooner does he get that love than he begins looking elsewhere for new love, as the falcon narrates to Canace: "So with this tercelet falcon, woe the day!/Although of gentle birth, though fresh and gay/Handsome, adoring, good in everything/One day he saw a kite upon the wing/And suddenly he felt a love so hot/For this same kite my love was clean forgot/And thus he broke his faith in foul delight/And thus my love is servant to a kite/And I am lost and there's no remedy!" (p. 405-406). The hotness of the lover as well as its urgency and suddenness, as demonstrated by the tercelet is characteristic of the latter courtly lover. The sorrow of the falcon represents the flippancy of the latter courtly love. This is because, the knight or the king marries the beautiful lady or queen and after consummation, he begins to look elsewhere for love, similarly as the unfaithful knight and lover in the latter courtly love goes after other beautiful ladies after the initial longing for one lady. The high point of the Squire's tale and for that matter the latter courtly love comes out poignantly in the falcon's conclusion: "Man by his nature seeks new-fangledness/As do those birds that people keep in

cages/One cares for them day-long and one engages/To get them straw as fair and soft as silk/And gifts of sugar, honey, bread, and milk/Yet on the instant that the slide is up/The foot will spurn away the proffered cup/And to the woods they fly for worms to eat/Such is their longing for new-fangled meat” (p. 405). Love in general is short-lived, especially when it is consummated, and this tale suggests that requited love, and for that matter the love observed in matrimony is weaker than unrequited love, especially of the kind practiced in the latter courtly love. The tercelet falcon receives full love in the love of the female falcon, after yearning desperately for it, but this fulfillment does not quench his taste for another love. After some time, he travels to find another love in the kite, and this disappointment puts the female falcon in sorrow and distress. The presence of other ladies, symbolized by the kite seems to fuel the lust in the latter courtly love even though its primary source of inspiration is the god/goddess of love. The naked adultery of the latter courtly love is illustrated by the tercelet’s infidelity.

CONCLUSION

In conclusion, the portraits of the Knight and the Squire are a replica of themselves, and they respectively represent the earlier and latter courtly love traditions that their tales illustrate. The two tales told by them classically represents the courtly love game as it is practiced in the earlier and latter phases of Camelot, in the Arthurian court and its latter phase of Lancelot’s lieutenantship. The earlier courtly love is characterized by a strong chivalric code of honesty, devotion, faithfulness, gentleness, love and courtesy while the latter courtly love tradition is marked by infidelity, humility, courtesy, and feudalization of love occasioned by unrequited love. Lovers in the two courtly love traditions exercise some form of endurance as the lady and beloved becomes difficult to attain. The two fold tradition of medieval English courtly love shows that true love can actually exist outside marriage with or without physical consummation. The continually changing nature of lovers’ interests necessitates alliances in courtly love at one time but the same interest annuls such alliances when the interests and circumstances change. Unrequited love both in the earlier and latter courtly love traditions are stronger, more enduring and lasting as compared to requited love which is typically observed within wedlock even though the two courtly love practices encourage adultery subtly or overtly. Father and son, the Knight and the Squire and their tales present a modus operandi of pre-eminence of courtly love practices over medieval Christian love.

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ONLINE PEER TEACHING WITH PROBLEM BASED LEARNING: THE EFFECT FOR STUDENTS' MATERIALS UNDERSTANDING AS A TEACHER CANDIDATES

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ABSTRACT

This research is an experimental study with one group pre-test - post test design. This study purpose was to determine the effect of the application of online peer teaching with a problem based learning model for understanding material of students as a teacher candidate. The subjects in this study were students of 2nd Semester Tadris Mathematics Program year 2020. The data of this research was collecting by pre-test and post test. The value data was calculated using Wilcoxon non-parametric statistics by using SPSS. The hypothesis given is alternative hypothesis (Ha): there is a difference in the results of the pre-test and post test, and null hypothesis (Ho): there is no difference in the results of the pre-test and post test. Based on the calculation results obtained, it shows the value of $asympt.sig. (2-tailed) = 0.000$ with a significance level of 5% (0.05) because the value of 0.000 is smaller than 0.05, so it is concluded that "Ha is accepted". It means that there is a difference between the results of the pre-test and post test, so it can be concluded there is a significant effect of the use online peer teaching with problem based learning on the understanding of materials students as a teacher candidates.

Keywords: peer teaching, problem-based learning, materials understanding

INTRODUCTION

Tadris Mathematics is one of the study programs that prepares prospective mathematics teachers' candidate. Understanding the material is absolutely necessary for student teacher candidates as a provision for understanding the material to teach in schools later. Education for teachers' candidate not only provides an understanding of the subject matter, but also provides teaching and learning strategies. One of the ways of learning for teachers' candidate is by providing practical opportunities to explain material to peers (peer teaching). This provides teaching experience and training for students teacher candidate. Without practice and habituation, teaching skills will not be achieved instantly. The success of the learning process can be seen from the achievement of competence student learning which includes process and learning outcomes (Febriana et al, 2018).

Online Peer Teaching

Peer teaching is a learning model in which students teach each other to their own friends, they are involved in an educational interaction, discussion, convey to their group, answer questions from their group friends. Learning activities are located on students, the role of the lecturer in this case is only as a facilitator / regulates how this condition can take place (Rubiyanto, 2014). According to Hayati & Sitompul (2017) the peer teaching learning model facilitates students with different abilities. Students who have more responsiveness about the material being studied can show concern and responsibility for their friends. So that students can actualize more abilities. A peer tutor (Peer Teaching) is a person or several students appointed by the teacher as a teacher assistant in providing guidance to classmates in order to improve learning outcomes (Arikunto, 2008). By using the peer teaching learning model, students do not need to depend solely on lecturers but can study independently or in groups to exchange ideas with their classmates so that they can improve students' cognitive and affective aspects.

The COVID-19 pandemic has hit the world, forcing almost all countries to make regulations limiting activities outside the home for their entire population. All lectures activities are transferred online through several available virtual meeting communication media such as Google Meet, Zoom Meeting, Microsoft Teams, and others to make physical distance. Learning in the Tadris Mathematics study program at Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto (UIN Saizu) also experienced a change from being offline in the classroom to online. Online or online learning (on the network) is carried out through various applications (Nurgiansyah & Dewantara, 2021). The change in learning methods from classical and face-to-face methods to online methods has received various reactions from students (Kusnayat et al, 2020).

E-learning can be done to find out the factors that contribute to it, the system can evaluate it. According to Asiah (2020) e-learning student learning behaviour, known as online (in the network), attaches great importance to independence for success. Appropriate online learning

strategies are needed so that students do not feel bored and can still understand the material even though learning activities are transferred online. A strategy to make students be active and enthusiastic is combine both peer teaching and problem based learning.

Problem Based Learning

Problem based learning (PBL) learning model or known as problem based learning model is a learning model that uses real problems encountered in the environment as a basis for acquiring knowledge and concepts through critical thinking and problem solving skills. According to Sudarman (2007) states that the foundation of PBL is a collaborative process. Learners will organize knowledge by building reasoning from all the knowledge they have and from all that is obtained as a result of interacting with fellow individuals. With PBL, it is expected that students can solve problems with various alternative solutions, and can identify the causes of existing problems (Fakhriyah, 2014).

The problems posed in PBL are real problems that exist in the field. According to Widayanti & Widodo (2013) problem-solving learning activities are an attempt to develop students' thinking skills. Thinking is a higher - level cognitive activity that involves the assimilation and accommodation of various knowledge and cognitive structures possessed by students to solve a problem. In the problem based learning method, learning focuses on the chosen problem so that students not only learn concepts related to the problem but also the scientific method in solving the problem. The students who can solved its problem, it means that students understand about the materials.

The Important about Understanding Materials

Maskar (2020) states that learning mathematics is also a formation of a mindset that in understanding explains an understanding that exists in reasoning in a relationship between understanding. According to Utami (2020), learning mathematics is not only an orientation towards the end result, but also emphasizes all activities in the ongoing teaching and learning process. So that mathematics education students are not only able to solve problems in mathematics, but also must be able to provide material explanations and interpretations of what they learn during teaching and learning activities. According to Bloom in Utami & Ulfa (2021) states that the notion of understanding includes goals, behaviour, or responses reflecting an understanding of written messages contained in one communication. In other words, the process of student activity and enthusiasm in learning theory indicates that the student is able to capture the learning given by the lecturer, which means that the student's understanding of the material is high.

The importance of understanding the material and the ability to explain or teach is the main asset for student teacher candidates as a provision for teaching in the school. Based on this

description, it is necessary to apply a peer teaching strategy with problem based learning model as an effort to instruct teacher candidate students to understand the material through presentations and teach colleagues, as well as learn to understand the material so that they are able to think critically to solve the problems they face.

METHODOLOGY

This study is an experimental research with one group pre-test – post test design. Data collection using the pre-test and post test methods. The pre-test was carried out before applying the peer teaching learning model with problem based learning, while the post test was carried out after the implementation of the learning model. The subjects in this study were students of Semester 2 Tadris Mathematics program year 2020. Students were given a pre-test before learning activities. Learning takes place using peer teaching with problem based learning. The first learning step is the presentation of material by students (peer teaching) in some groups with the distribution of material that has been previously agreed upon, then proceed with giving cases/problems. Problems are given related to the material that has been described previously. Students had solved the problems in groups. The results of the problem-solving discussions are presented in front of the class. Other students are allowed to provide feedback on the results of the presentation. At the end of the learning activity, students are given a post test to determine the ability to understand the material. The test after the lessons (post test) was done in order to identify how well students understand the concepts of the lessons (Putra et al, 2018). The hypothesis given is alternative hypothesis (H_a) : there is a difference in the results of the pre-test and post test, and null hypothesis (H_0): there is no difference in the results of the pre-test and post test. Data processing is calculated using non-parametric Wilcoxon statistical equations with a significance level of 5%, the data calculated using SPSS.

FINDINGS AND DISCUSSIONS

The research data was obtained from the pre-test and post test scores. The data was then analysed using the normality test to determine the type of statistical test analysis used. Based on the normality test of the data, it was found that the pre-test and post-test data were not normally distributed so that further data analysis used Wilcoxon non-parametric statistical analysis. The results of data processing using SPSS obtained values as in the Table 1.

Table 1. Pre-test dan Post Test Analysis Data

		N	Mean Rank	Sum of Ranks
VAR00002 – VAR00001	Negative Ranks	29 ^a	36.00	1044.00

	Positive Ranks	69 ^b	55.17	3807.00
	Ties	7 ^c		
	Total	105		

Based on Table 1, it can be seen that in the negative ranks there are 29 data that have decreased from the pre-test to the post test. The positive ranks value shows that 69 experienced data an increase in the value of the pre-test to the post test. Ties data provide information that there are 7 data that did not experience a decrease or increase in the pre-test and post test scores. Ties data give information that 7 respondents' pre-test score as same as post test score. From the Table 1, the value of mean rank and sum of ranks from negative ranks is smaller than positive ranks. Analysis of the data in Table 1 shows that the data values increased from pre-test to post test score are more than the data that have decreased. From the beginning, it can be show that there is an effect the use of online peer teaching with problem based learning toward the students' ability to understand the materials. The data also calculated by non-parametric Wilcoxon statistical calculation that the result can be shown in Table 2.

Table 2. Non Parametric Analysis Data

	VAR00002 - VAR00001
Z	-4.902 ^b
Asymp. Sig. (2-tailed)	.000

Table 2 shows that Z is in negative number, so it can be compared with Z table to make a conclusion for the case. Beside that, the significance value in the calculation of data analysis shows a value of 0.000. Because the value of 0.000 is smaller than 0.05 (significance 5%) it can be concluded that "alternative hypothesis (Ha) is accepted". It because the alternative hypothesis is accepted, so the null hypothesis is rejected. It means that there is a difference between the results of the pre-test and post test, so it can be concluded "There is an effect of the use of peer teaching in online learning on student achievement of teacher candidates."

The use of online peer teaching learning with problem based learning provides a learning experience for students as teacher candidates explaining the material to their peers. Problem based learning as learning model to solve problems critically so that it demands a good understanding of the material from students. Without a good understanding of the material, students will not be able to solve problems well. Therefore, online peer teaching learning with problem based learning is appropriate for students as teacher candidates in addition to providing teaching experience or explaining material, it also provides opportunities for critical thinking by solving problems.

CONCLUSION

There is an effect of the use of peer teaching with problem based learning in online learning on student achievement of teacher candidates. This treatment give a positive effect to make student as teacher candidates more understand about the learning materials.

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STUDENTS' PERCEPTION OF SYNCHRONOUS ONLINE DISCUSSION AMIDST COVID-19 PANDEMIC

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ABSTRACT

Synchronous online learning in the midst of a pandemic raises several points of view such as the perception of students carrying out online learning with the Zoom application. In this research, there issue that was explored; Challenges faced by students during the synchronous learning process by students of the Makassar State University postgraduate program. This study applies a descriptive qualitative method. This research was held at Makassar State University in the second semester of the 2020/2021 academic year. The participants of this study were 18 students from one class in the Research Skill Study course. The data from the research were obtained from observations and interviews. The results of this study indicate that three factors cause obstacles to challenges in online learning, namely networks and facilities, e-learning support systems, and self-regulation. The findings of this study can be a reflection for English teachers in implementing the online learning process who will use this application while teaching can quickly look for the way out from those challenges.

Keywords: Perception, Synchronous learning, Online discussion, Covid-19 Pandemic.

INTRODUCTION

Studying from face to face shift to virtual learning, it makes the students difficult to encourage the students in learning specially for English subject. English language education which needs to interact with peers and instructor. In studying English, the students should pay attention and practice after studying. But nowadays the student studying through online process. It happens for eight months because of the Covid-19 pandemic requires that all school activities be carried out from home.

The media as tools divided into three types of learning methods using technology, namely asynchronous learning, hybrid learning, and synchronous learning. The three learning methods are technology learning. But the learning that is most often used in Indonesia, especially for learning English, is synchronous. Synchronous was chosen because teacher and learner can interact directly. Unlike asynchronous, the teacher only sends a learning video then students analyze the video. Therefore, synchronous is the right choices to encourage the students participate in online discussions.

Based on the previous literature study, the researcher takes this study to analyze the students' perception in discussion context learning by using Zoom application. If the previous research as Rinekso and Muslim (2020) focused on the students' perception using WhatsApp to increase writing skill, the researcher would find about students perception of online discussion during pandemic. While, Kwon, Park, Shin, and Chang (2019) about instructor comment of online discussion. Thus this research had a chance to analyze the students perceptions of online discussion because only few research about online discussion specially for English foreign language context. The researcher focused of synchronous that find out students' challenge in using Zoom application. The participation is the students of Universitas Negeri Makassar that use Zoom application as medium to discussion online learning during the pandemic.

LITERATURE REVIEW

Perception

Perception is the process of perception is a word that is closely related to human psychology, it has been defined in various ways, from a layman's perspective, the perception is defined as the conscious act of a person's environment through physical sensation, which demonstrates the ability of individuals to understand. Meanwhile, in the opinion of experts, "the perception is defined in accordance with the opinions and views of someone" Unumeri (2009: 18). Perception is subjective, depending on one's perspective on a particular object. So that the relative perception is influenced by factors originating from within themselves issued with their own thoughts from someone. According to Walgito (2003: 54-55), the perception is influenced by factors that have been classified, among others. Peterson, Beymer, & Putnam, (2018) stated that

the use of asynchronous and synchronous learning is make an effective affects the established relationship between cooperative goals and cooperative perceptions. But there are differences between asynchronous and synchronous learning processes. Online learning in synchronous is not the uniform environment but the variety of environment different behavior options and communication. However, in asynchronous is not the cooperative of work designed but cooperative presence goals or predict cooperative outcomes.

Synchronicity

Synchronicity occurs in the “same time” setting in that interactions transpire without a time lag in “real time” or with a very short one in “near-real time” (indicating a very short time between interactions as with text based instant messaging [IM] or short-message service [SMS]). Again, participants can be geographically distributed or located in the same room. Synchronous tools, by contrast, involve media relative to meeting concurrently through text and voice (i.e., live chat), live document sharing, live audio or video conferencing (both one-to-one and one-to-group), meetings in virtual worlds, and white board sharing. Some synchronous work can occur through the institution’s LMS depending on its built-in capabilities, but sometimes outside software are brought to the classroom for this work. Synchronous media’s primary advantage typically is identified as interpersonal rather than cognitive, ostensibly owing to participants’ feelings of intimacy and real-time engagement, which tend to be associated with student satisfaction, student learning, and lower rates of attrition. synchronous OWCs typically also take advantage of asynchronous media for distributing and collecting assignments, providing content, and requiring text-based discussions Hewett (2013). According to Clark, Strudler, & Grove (2015) state that the students more feel the teacher presence if the teacher use the video than text-based discussion because the students will be easy in participating in discussion. Such synchronous interactions can help to avoid miscommunications and to address problems when miscommunication has occurred

Online Discussion

Online discussions are a great way of extending classroom discussions and learning by getting students to engage with course materials and readings. A discussion forum is one of the most frequently used learning technology tools that supports online discussion. Online discussion forums are an alternative form of communication to in class, verbal discussion whether simply to provide variety in the subject, to meet the different needs and preferences of individuals, or to allow students time to reflect on the debate and consider their response before contributing. Forums allow for time-delayed communication and asynchronous learning – anytime, anywhere.

According to Ebrahimi, Faghih, & Dabir-Moghaddam (2017) state that the online discussion forum in post graduate should aim the cognitive thinking than affective and effective community, the instructors should strive to find ways to encourage students to express their views of critical

thinking. However, the instructors also should be more guide the online discussion. Another researcher also finds about utilizing the online chat environment as effective instructional tool to promote student's literacy skills because the students and instructors doing face to face in discussion Kim (2014).

Pandemic

A case of coronavirus (SARS-CoV-2) causing severe acute respiratory syndrome (SARS) was first (officially) identified in the Chinese city of Wuhan, Hubei Province, in December 2019. The virus can be transmitted between people who are in proximity to one another and via respiratory droplets produced when an infected patient coughs or sneezes. The virus is also transmitted when someone touches an object with the virus on it. The outbreak initially spread mostly within mainland China. On February 12, 2020, the World Health Organization (WHO) officially named the disease caused by the novel coronavirus as Coronavirus Disease 2019 (Covid-19).

METHODOLOGY

This research used qualitative design to identify the students' perception of synchronous discussion. The participants of this research consist eighteen English students that studying in the 2nd semester. They are now studying English by online discussion by Zoom application at Universitas Negeri Makassar in academic year 2020/2021. Furthermore, the researcher collected the data through online checklist observation and online interview. The researcher collected the data related to the research questions by using the instrument of the research. In collecting the data, the researcher observed the situation and condition of the class during teaching-learning process and then the researcher interview to know the students' perception and challenge. After collecting the data through observation and interview, the researcher transcribed the audio recording from the interview session by listening carefully and write the transcript on the paper. The researcher asked for permission to the lecturer to observe their teaching and learning process. The researcher contacted the lecturer Whatsapp and asked for permission to observe three times. Before the researcher joined into Zoom meeting, the student shared the link Zoom meeting via WhatsApp. Then the researcher join the Zoom meeting. In the second week, the researcher joined the zoom meeting and observe the class. After observation finished, the researcher then asked for permission to the students for interview. After the researcher got the permission, she interviewed the students about perception and challenge in online discussion.

Transcribing the data into text, the researcher identified (coding), selected (labeling), and classified the data based on the analysis in research questions of this research. The checklist observation used were constructed to find out the students' challenges in online, the students' interviews were designed to provide students perception and students challenges. Then, the

explanation of the result of this research made in the form of descriptive, so the readers get complete information from the research.

RESULT AND DISCUSSIONS

As it focuses on issues, to be discussed was the students challenge of synchronous English discussion learning.

The students' challenges of synchronous English discussion learning. The researcher found several factors of causing the students' difficulties of synchronous learning. Some factors are causing the students' difficulties, its explanation will be on chart.

It can be concluded that the students challenge of synchronous learning involved many aspects and the dominant aspect connectivity and self regulation. As Nartiningrum & Nugroho (2020) stated that the students need platform for video conference like Zoom and fun activities in learning. Connectivity becomes big problem because students live in the different area and it depend on the network provider. If the bad network happens the learning process is not run well and it would make the students missing of lecturer explanation. In addition, self regulation also big challenges because the students feel unmotivated, not interested of the study, and feel bored because they only sit in front of the screen without seeing their classmates face. As Lin & Gao (2020) stated that synchronous and asynchronous make the students easily distracted and feeling isolated during the class.

In addition, the students of self regulation can be increase if apply new strategy, such as synchronous discussion and reflecting systems which the students can build their knowledge and learning outcomes. If the students understand the objective of learning they will easily participate in class. As Wolverton (2018) stated that making the students engaged on learning process by utilizing synchronous discussion, discussion ask the students communicate in distance learning course and to increase the pedagogical in synchronous are flexible, students best suited for quality of communication of oversight from instructor.

CONCLUSION

From the result of data analysis of the interview from students and checklist observation, the researcher found three aspects of the students' challenge. There are: infrastructure and connectivity which include limitation internet. Second is learners' needs and the last is self regulation that the students feel bored because they get more assignment and time consuming of monotonous process. Synchronous learning amidst Covid-19 pandemic by using Zoom application as media of online discussion greatly helped the students learning and improving their skill. As a result, English language education in pandemic gives challenges and opportunity. Challenges for government, lecture and students would reflection of learning process. Especially, post graduate students should adjust and manage effective online communication practices. However, this is the opportunity for maximizing the potential of online learning.

SUGGESTIONS

Based on the conclusion of this research, the researcher would like to propose some suggestions which are addressed to the English teachers/lecturers, students, and the further researcher in terms of synchronous online discussion learning. The point of some suggestions as follows:

1. For the English teacher and lecturer apply the appropriate method or techniques in the process of teaching and learning process, because it is used to solve one of the students' challenge of synchronous online discussion.
2. For the students, read a lot reference and attentively of online discussion learning process.
3. And the last, for the further researchers find other problems that encountered by the students in students challenge of self regulation. It will be more interesting to investigate deeply about the students' challenge of synchronous online discussion. Furthermore, I hope that the next researcher will apply a strategy or method to solve the students' challenge of synchronous online discussion learning.

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**DISCURSIVE STRATEGIES OF IDEOLOGICAL REPRESENTATIONS IN
POLITICAL SPEECHES: A CRITICAL DISCOURSE ANALYSIS OF
SELECTED SPEECHES OF KWAME NKRUMAH**

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ABSTRACT

To win political power, political actors sometimes adopt linguistic and rhetorical strategies that enable them to communicate effectively with their audience. This makes the study of the language of politics an interesting academic exercise. Earlier studies on political speeches, in Ghana, especially, have tended to be a description and an analysis of style, innovative and persuasive strategies of politicians and the manipulation of linguistic structures to champion individual interest in presidential speeches. Not much has been done in terms of the functional implications of these rhetorical devices. This study therefore attempted a critical discourse analysis of selected speeches of Kwame Nkrumah to investigate the role of language in creating ideology and sustaining power as well as ideological discursive structures in political speeches. The study specifically investigated linguistic expressions which carry these ideological colourations in the speeches under review. The study employed the qualitative research approach and textual analysis as the design. The sampling method was purposive, and the analysis was done thematically. The study employed the theoretical frameworks of Fairclough's CDA and Van Dijk's socio-cognitive approach to analyse the speeches. The study revealed that the ideologies were carried out through these discursive structures: evidentiality, pronouns, agency, metaphor, intertextuality, rhetorical question and strong modal of obligation. The study also revealed that Nkrumah relies on language to produce ideologies of nationalism, patriotism, national self-image, hope, power and dominance in his speeches. The study further revealed that the discursive structures produce and sustain power and unequal power relations between Nkrumah and his

audience. The study afforded much evidence to conclude that politics is a game that can be successfully played through a skillful employment of language. The study, therefore, concludes that the speeches that were analysed were used as a means of establishing, maintaining, and sustaining power and asymmetrical power relations.

Keywords: rhetorical devices, linguistic structures, persuasive strategies, ideologies, discursive structures

INTRODUCTION

Language and politics are inseparable fields. Politics is a means through which people express their wish on others and it is language they rely on to get this accomplished. It is this close affinity between language and politics that informs Beard's (2000) thinking that the political branch of discourse analysis needs to be taken more seriously. According to Beard (2000: 2), looking at the language of politics as an occupation is important because it helps us to understand how language is used by those who wish to gain power, those who wish to exercise power and those who wish to maintain power. It is important to indicate that one very important thing about political speeches is that politicians rely on language in order to control their audiences. This position is supported by Fairclough's (2012) idea that:

Language is significant in the production, maintenance and change of social relations of power. Indeed, it is a political tool employed to grab the attention and support of the electorate and manipulate their minds with the view to gaining and retaining political power (p. 74)

The position of Fairclough in the extract above shows that politics is one vocation which is indispensably yoked with language. In many cases, politicians will have to be at their persuasive best in order to win votes. The best speakers, therefore, stand the best chance of swaying the opinions of others in one particular way or the other. Language is therefore a great tool in politics.

In Ghana, a more recent and current development which shows the significance of language in politics is what is referred to as serial callers. In Ghana, there are men and women who have made it their duty to phone in into radio programmes to air partisan views, criticise opponents, praise their favourites, and make suggestions on political issues. This indicates that language is recognised among Ghanaian politicians as a powerful tool that can achieve political power. In this regard, also, language is recognised among politicians as a tool of persuasion and control. This explains why, in Ghana, political parties look for intelligent and linguistically competent speakers who could function as serial callers and add impetus to their political views for better or

for worse. The inevitable essence of language in politics is further maintained by Lawan (2016: 12). Lawan indicates that:

of all the resources available to man, his most cherished explored and exploited resource is language. Language provides the variant selections and possibilities which he uses to manipulate and control people to achieve desired interests, which are often politically inclined.

What Lawan (2016) seeks to say is that language offers one the opportunity to wield power over others. Language becomes a very important political tool and how skillful one is in its usage promises success in whatever endeavour the person is using the language for. This is what makes Anderson (2014) say that no matter how good a political leader is, his political success depends fundamentally on what he says and how he says it. This same idea is supported by Fairclough (2012) when he indicates that language provides the resources for people to achieve their desires. Obviously, language has as much influence on politics as politics is on language.

It is important to indicate that, just like any other country, the political landscape of Ghana has always been replete with numerous political discursal activities such as campaign speeches, manifestoes, presidential speeches etc. and other discourses have featured prominently from the pre-colonial era to the modern era. The truth is that from the late John Mensah-Sarbah's push for the emancipation of the native Ghanaian and Nkrumah's drive for independence to Rawlings' revolutionary diatribes and the myriad of voices of the opposition, political discourse has played its role in conscientizing the people and giving politicians an inkling of what they stand for, at least, at the face value (Adjei-Fobi, 2012). This study therefore attempts a critical discourse analysis of selected speeches of Dr. Kwame Nkrumah to investigate discursive strategies of ideological representations in his political speeches. This will help to expose the linguistic resources that help Nkrumah to conceal his ideas in order to control the minds of his people.

It is important that this study focuses on Nkrumah as a historical figure in Ghanaian politics. Dr. Kwame Nkrumah remains one of the famous political figures in Ghana and Africa as a whole who needed great rhetorical skills, especially, because of his fight for independence for Ghanaians and Africans in general. Again, Nkrumah's desire for Africa unity and ultimately as president explains his need for language skills. Adjei-Fobi opines that Nkrumah relied on language to project his socialist ideologies anywhere and at any time he spoke. For example, Nkrumah projected his ideologies through groups like the Boys' Brigade which he christened 'Young Pioneers'. One of Nkrumah's 1963 speeches relied heavily on language to express his socialist views saying:

In order to attain these objectives, we have accepted the socialist pattern of society believing that a certain level of economic growth of a

less-developed country such as Ghana, state enterprises can co-exist with private businesses...

It is obvious that Nkrumah is respected and remembered by Ghanaians not just because of his socialist ideologies but crucially also because of his fight for independence. In Ghana, Nkrumah is, at least, remembered during every 6th March because on 6th March, 1957 he won independence for Ghanaians. Even after independence, Nkrumah continues to speak about Africa unity and against neocolonialism. His fight for Africa and against neocolonialism explains why he organises and attends conferences of Heads of African states at which he makes many fiery speeches on what he refers to as 'The African Revolution'. For example, in his speech at the Casablanca conference he was explicit in his revolutionary voice:

Your Majesty, Excellencies, let us unite, for in unity lies strength and as I can see it, African states must unite or sell themselves out to imperialist and colonial exploiters

Against this background, it is worthy of note that Nkrumah had always seized the opportunity of addressing various audiences on issues that resonate beyond national and even continental borders. He was not only addressing Ghanaians and Africans for that matter; he spoke to the British government and the whole world at large. There was therefore the need on the part of Nkrumah to choose and select words carefully to achieve the effects he intended. Language becomes the means through which Nkrumah can influence the minds of his audience. It is therefore the focus of this study to analyse five political speeches of Nkrumah with the view to demonstrating the way in which he uses language to control and influence his people.

The previous studies on political speeches, especially, in Ghana, have tended to be a description and analysis of style, innovative and persuasive strategies of politicians, and manipulation of linguistic structures to champion individual interests in presidential speeches (Adjei-Fobi, 2012; Djabetey, 2013; Anderson, 2014; Abokoma & Alofa, 2015; Sharififar & Rahimi, 2015; Gameli & Angmorteh, 2016). There is thus the need to investigate how texts produce ideology, reproduce and sustain power and unequal power relations and how ideological or political undertones are projected in Ghanaian political speeches (by means of language). This study uses Critical Discourse Analysis to examine the role of language in creating ideology and sustaining power relations as well as ideological structures in selected speeches. These hidden ideologies and power relations are created, enacted and legitimated by the application of certain linguistic devices. The researcher attempts to unravel these hidden meanings and connotations of ideology

in selected political speeches of Osagyefo Dr. Kwame Nkrumah through his use of language. The researcher deems a study of this nature important as it will expose hidden motives that Ghanaian presidents cloth in language in order to manipulate and/or influence their audience through their speeches in order to win political power.

THEORETICAL FRAMEWORK

Linguists of the functional and the pragmatic perspectives see language in terms of the function it performs in social institutions. Critical Discourse Analysis (henceforth CDA) provides the theoretical framework for the functional study of language (Halliday, 1985; Fowler, 1991; Van Dijk, 1989; Fairclough, 1989, 1992). Unlike formal linguists whose focus is on the analysis of linguistic structures such as grammar, vocabulary, sentence structure etc. critical linguists aim to examine the social implications (function) of language to describe linguistic processes in social context, and to reveal the 'ideological and political investments' (Fairclough, 1992: 315) in language. CDA practitioners view language study as the means of understanding how the society works (Fairclough, 1992). CDA practitioners uncover meanings that are embedded in the social system (Halliday, 1985) as cited in Min (1997, p.148). Critical Discourse Analysis (CDA) is, thus, a theoretical approach to language study which seeks to find out the role of language in social structure (Fairclough, 1989). CDA postulates that language functions ideologically and therefore it is the function of the discourse analyst to expose these hidden meanings. CDA tries to unearth the ideological underpinnings in language, and further shows how language function to show power differentials in discourse (Van Dijk, 1995).

In consonance with the idea that language is a social practice, the method of systematic textual analysis adopted in this study to unearth the way in which discourse operates in society comes from the three dimensional frameworks proposed in Fairclough (1989, 1992). This framework is adopted because "it establishes the link between ideology and language" (Min, 1997, p. 149). Thus, the socio-cognitive approach helps to understand and examine the ideologies that are inherent in the selected political speeches and the textual analytical approach helps to reveal the discursive formations underpinning the ideologies. The analytical framework adopted in this study thus "synthesises the external manifestation of ideology in language with the internal mental effects on the audience or listeners of the selected political speeches" (Min 1997, p. 149). The essence of this integral analytical approach is thus to achieve a unified analysis of how ideologies in the selected political speeches of Nkrumah are discursively formulated.

RELATED LITERATURE

A lot of researchers in and out of Ghana have taken a critical reading of political discourse to unravel hidden meanings (Abokoma and Alofa, 2015; Anderson, 2014; Gameli and Alofa, 2016; Lawan, 2016; Ayaawan and Opoku, 2020). Many of their studies have focused on the structural analysis of the text. Ayaawan and Opoku (2020) examine inaugural speeches from a critical discourse analysis point of view. They look at the discursive formations governance in the selected inaugural speeches. Using the dialectical relational approach and drawing specifically on the concepts of subject positioning, agency in discourse and intertextuality, the analysis

examines the ideological discursive formations of governance expressed in the inaugurals as discourse types as well as looks at the issues of subject positioning and agency and their ideological implications in the inaugural addresses. The analysis reveals that though there is an extent to which the ideological discursive formation of collectivism has been naturalised in the addresses, there exist differences in terms of how the subject is characterised within this collectivism. It also reveals that there are differences in how the principals of the two political traditions express agency within the addresses looks at ideologies and lexical choices in political speeches, and focuses on the political discourse structures within ideological strategies which have been used to express political stance through the topics the speakers approach. Earlier, Abokoma and Alofa (2015) examine the roles of rhetoric in the famous Independence speech given by the first president of the Republic of Ghana, Osagyefo Dr. Kwame Nkrumah on 6th March, 1957 when Ghana won her Independence from the British rule. They maintain that the speech adopts the elements of rhetoric to inform, encourage and persuade its audience.

Similarly, Gameli and Angmorteh (2016) look at the rhetorical strategies used in Ghana's state of the Nation's address. The analysis reveals the use of identification with audience, acknowledgement and linguistic resources such as transitivity, modality and persuasive narratives with the aim of persuading the audience to give him a second chance in office as president of Ghana.

Anderson (2014) also takes a stylistic analysis of selected political speeches delivered by John Evans Atta Mills. Anderson (2014) points out that John Evans Atta Mills employs stylistic features such as repetition, codeswitching, biblical allusion, historical, imagery etc. to present his ideas to his audience. He indicates that inherent in the stylistic features used by John Evans Atta Mills was the speaker's mental disposition, his world view and traces of his background. Similarly, Djabetey (2013) attempts a critical discourse analysis of the power relations, ideologies and persuasive techniques employed through language in selected campaign speeches of two presidential candidates - Nana Addo Dankwa Akuffo-Addo and John Dramani Mahama during the 2012 general elections in Ghana. The researcher considers the linguistic and textual features of the selected speeches and the socio-cultural situations that influence the speeches. The analysis employs critical analytical frameworks mainly in the critical discourse analysis (CDA) domain with other related frameworks serving as additions. It analyses these under three subtopics: descriptive, interpretational and explanation, to reveal the hidden underpinnings by which the speakers sought to persuade their audience to endorse their quest for power. The findings reveal that the selected candidates project power relations and use strategies that are ideologically motivated in presenting their ideas to their audience. These strategies have an ultimate aim of persuading the audience to endorse their bid for the position of president. The

relations developed and ideologies presented by the speakers are woven into the speeches implicitly and explicitly. The analysis reveals the following persuasive strategies among others: self-projections; blurred agency; literary devices; intertextuality, speech acts which are developed and supported by appropriate interpretation of the social practices of context towards persuading the audience. Djabetey (2013) admits that there is the need to demystify these hidden ideologies in order to liberate the less privileged ones who are unable to decode the messages. Lawan (2016) also takes a critical discourse analysis of metaphor in selected acceptance and inaugural speeches of President Goodluck Jonathan and Barack Obama. The purpose of the study is to analyse through critically the metaphoric use of language in President Goodluck Jonathan and President Barack Obama's acceptance and inaugural speeches. The speeches were carefully selected and the study paid attention to the functions and roles metaphors play in speeches and, the different forms of metaphor used in the speeches. With a total of twelve (12) types of metaphors used, the study reveals that metaphors perform different functions apart from being elements of literary aesthetics or verbose display of language proficiency. These earlier studies have shed light on the fact that politicians try as much as possible to conceal their ideas in their speeches in a way that will go unnoticed. This study therefore looks at the linguistic structures that project these ideologies.

METHODOLOGY

In this study, the researchers adopted the qualitative research approach. The researchers used this design because of two main reasons. First, CDA itself as a method of analysis is qualitative in nature (Fairclough, 1992). Second, qualitative research approach is a text-oriented study which offers a highly systematic and robust description, analysis and interpretation of events which are discovered in real life situations (Fairclough, 1992; Marianne & Louise, 2012).

With the sampling of the data, the speeches of Dr. Kwame Nkrumah (on the internet) were selected on the basis of how well ideologies and ideological discursive structures were embedded in them. There were a lot of speeches published on the internet from which the researchers selected the most persuasive ones, which have ideological implications. The researchers also selected the speeches based on they being considered the most important ones of Kwame Nkrumah (Adjei-Fobi, 2012; Abokoma & Alofa, 2015; Darko, 2016). Again, the speeches were selected based on their success, not necessarily because of the presence of ideologies but because of the occasions during which they were made and the general effect they had on the general public (Van Dijk, 1995). This method of sampling ensured that the relevant data which met the objectives of the study were selected.

At the end of the data collection, what the researchers did was to do a general reading of the selected political speeches. The purpose of the first reading was to familiarise themselves with the information in the speeches. Secondly, the researchers did a background study of the speeches taking into consideration the history, the purpose, the occasion and the period in which those speeches were made. Afterwards, a critical reading was done to find out the hidden ideologies focusing on the ideological discursive structures. The researchers further went on to

look at how the linguistic structures show power relations. The speeches were numbered to allow for easy references as:

1. Independence Day speech, 1957 - KN01
2. Dr. Kwame Nkrumah's speech on July 10 1953 at the House of Commons, London, UK (KN03)
3. Dr. Kwame Nkrumah's speech in Addis Ababa, 1963 (KN02)
4. Dr. Kwame Nkrumah's speech at the closing session of the Casablanca conference on Saturday, January 7 1961 (KN04)
5. Dr. Kwame Nkrumah's speech at the opening session of the first meeting of the Editorial board of the Encyclopaedia Africana on September 24, 1964.

ANALYSIS AND DISCUSSION

This section discusses the ideological discursive strategies that were used by Dr. Kwame Nkrumah in his speeches.

Fluidity of Pronouns as an Ideological Discursive Strategy

Traditionally, pronouns are defined as words that are used to replace nouns especially, because we do not want to repeat those nouns. The study shows that Nkrumah relies on pronouns to project his ideologies. According to Sharndama (2015: 22), 'the use of pronouns in political discourse goes beyond substitution of a noun in traditional grammar to self-emphasis, self-responsibility, inclusiveness, solidarity and unity of purpose. As evident in 1, Nkrumah also uses pronouns to establish oneness with the people:

Extract 1. We must learn from the mistakes of others so that we may, in so far as we can avoid repetition of those tragedies which have overtaken other human societies. We must not follow blindly, but must endeavour to create. We must aspire to lead in acts of peace (KN02)

It is clear from extract 1 that Nkrumah uses pronouns to show solidarity with the people in order to put himself in a positive light. This sense of belongingness is anchored through the pronoun 'we'. The truth is that even though Nkrumah is commanding the people as one with the outmost power yet his use of the royal 'we' clouds the imperiousness of his tone.

Nkrumah sometimes uses pronouns as a means to obscure responsibility and agency. Nkrumah makes it difficult to see who actually needs independence. He presents the pronouns as if he is not part of those who need independence. Sometimes he gives his speeches as a representative of political groups, governments, nations, and sometimes as an individual. This indiscriminate use of pronouns makes it difficult to detect what position he is coming from when he speaks. His use of pronouns is undoubtedly persuasive and deceptive. Examples have been given in extracts 2 and 3:

Extract 2. An African people proclaim that they are ready to assume the stature of free men and to prove to the world that they are worthy of the trust (KN03).

Extract 3. For we are ripe for freedom, and our people will not be denied. They are conscious that the right is theirs, and they know freedom is not something that one people can bestow on another as gift. They claim it is their own and none can keep it from them (KN03).

It can be observed from extracts 2 and 3 that Nkrumah uses pronouns in a way that is quite indeterminable. For as a speech that is presented before the colonial masters for independence, there is the difficulty to find out who the pronoun ‘they’ are at a first glance. Similarly, the use of ‘we’ is ambiguous. Though, in 3, the pronoun ‘we’ refers to ‘our people’, there is some level of cloudiness in terms of its specific referent in the world of reality. The question as to whether Nkrumah is talking about Africans in general or Ghanaians is uncertain taking into consideration the occasion of the speech. Again, in extract 3 for example, the pronoun ‘we’ in ‘*For we are ripe for freedom*’ could refer to Nkrumah and all Ghanaians or Nkrumah and all Africans. The pronouns ‘we’, ‘us’ and ‘our’ have been used to create a shared sense of responsibility and duty, and group solidarity. This use of the pronoun by Nkrumah accords with Sharndama’s (2015) thinking that the pronoun ‘we’ is used as a communicative tool to show that the speaker and the audience belong to the same line, have the same mission/objective, and that it also shows solidarity. Also, the pronoun ‘they’ in ‘they are conscious that the right is theirs’ could also refer to Africans in general or Ghanaians only. It is thus obvious from extract 3 that Nkrumah is not consistent with his use of pronouns. His ambiguous stance enables him wins the support of Ghanaians and Africans in general.

In extracts 4 and 5 below, the pronoun ‘I’ has been used to express personal feelings, personal responsibility and self-reference. It is important to point out that though Nkrumah uses ‘I’ for ideological reasons, he sometimes uses it to show power as a means of controlling the mind of his audience. Examples can be seen below:

Extract 4. I am happy to be here in Addis Ababa on this most historic moment. I bring with me the hopes and fraternal greetings of the government and people of Ghana (KN03)

Extract 5. We can begin to ascertain whether in reality we are the richest, and not, as we have been taught to believe, the poorest among the continents. We can determine whether we possess the largest potential in hydro-electric power and whether we can harness ... (KN02)

It is important to point out that the use of 'I' by Nkrumah can be seen in three ways. It functions as the government, an individual and as an autobiographical representative and all these realisations are made in positive lights.

Evidentiality as a Discursive Tool

President Kwame Nkrumah is able to employ evidentiality in the form of figures, statistics, analogy, stories etc. in his speeches for ideological reasons. First, he is able to create stories to bring back memories in order to persuade people and make his message believable and creditable. The essence of evidentiality is to show the truthfulness and validity of a source of message (Palmer, 1986). Palmer notes that evidentiality shows the power that the speaker has over whatever he says as true or false. Thus, the use of evidentiality shows the authority of the speaker over his audience as regards the topic under discussion. The purpose is to develop a somewhat permanent balance, with the speaker above and the audience at the lower end. In extract 6, Nkrumah is projected as someone who has in-depth knowledge and proof of what he is talking about. This can be seen below:

Extract 6

Our continent certainly exceeds all the others in potential hydroelectric power, which some experts assess as 42% of the world's total. What need is there for us to remain hewers of wood and drawers of water for the industrialised areas of the world? (KN02)

As we can see from extract 6, Nkrumah extols the superiority of Africa in terms of hydroelectric power to the colonial masters. He shows how Africa has become the major supplier of hydro to the western world. He succeeds in convincing his audience by giving figures in the form of percentages to clarify his argument. This presents him as a powerful leader who has in-depth knowledge of what is going on in his country. By this, Nkrumah succeeds in making his people believe in version of truth knowing they have no way of verifying the truth. Nkrumah further takes advantage of and questions why Africans should remain slaves to the colonial masters when the former will be the producers of hydro power for the latter.

Ideologically, Nkrumah is building in the cognition of the audience the idea that the colonial masters are not as powerful as purported, for they depend on the blacks for survival. This implies that the respect accorded the colonial masters might be overstated and not so well deserved. This is one of the methods Nkrumah deploys to build in his audience the spirit of nationalism and hatred towards imperialism. As can be further seen from 6, it is clear that Nkrumah puts the African continent in a positive light and further makes Africans superior to the white colonisers. Nkrumah relies on evidentiality to project the ideology of national self-image and nationalism.

Furthermore, Nkrumah takes advantage of evidentiality to provide concrete instances of white manipulation of the Africans. He does this to instil power in his audience to be emotionally charged in order to join in the fight for independence. In 7, for example, Nkrumah expatiates on how African resources are exploited by the white colonisers. Nkrumah's speech and series of examples show his nationalistic sentiments and commitment to the fight for independence. See extract 7 below:

Extract 7

It is said, of course, that we have no capital, no industrial skill, no communications, and no internal markets, and that we cannot even agree among ourselves how best to utilise our resources for our own social needs. Yet all stock exchanges in the world are preoccupied with African's gold, diamond, platinum, copper and iron ore. Our capital flows out in streams to irrigate the whole system of western economy. Fifty two percent (52%) of the gold in Fort Knox at this moment, where the USA stores its billion, is believed to have originated from our shores. Africa provides more than 60% of the world's gold (KN02).

As we can see from extract 7, Nkrumah provides empirical evidence as witness of white colonisers' exploitation of Africa. Nkrumah lays bare the fact that all the heavy industries and weapons which make the colonial masters powerful are from Africa. Ideologically, Nkrumah is subverting the power relations between Africans and the white colonisers. What Nkrumah does here is to prove that the colonial masters will be powerless without the Africans. If Africans refuse to supply the colonial masters with the raw materials, they will cease to be powerful, physically, socially, economically and politically. By implication, Nkrumah seeks to suggest that the colonial masters, in reality, are not as powerful as they appear to be. Nkrumah states that there is the need therefore for Africans to remain united and defeat imperialism and colonialism. Nkrumah has done this perfectly through the discursive use of evidentiality, which shows the power one has over the subject matter under consideration. Implicitly, this technique projects him as an all-knowing leader in the fight for African emancipation. Thus, Nkrumah's central message to fight for independence now is better understood at this point of the analysis.

Strong Modals of Obligation

Nkrumah employs some modals to show power and dominance between him and his audience. An example can be seen in the extract below:

Extract 8. I must say at the outset that a broad policy having been laid down, the precise plans for achieving it must be left to the Editorial Board and its staff of competent experts. (KN05)

In extract 8, power and dominance are enacted through linguistic structures. The strong modal of obligation ‘must’ show how powerful Nkrumah is. It is obvious from **8** that Nkrumah is giving out the kind of responsibility that lies on his people to be able to achieve their goals. In this regard, he is drawing attention to his personality as the superior person who knows what should be done to achieve the plan that has been laid out. Thus, the power gap between Nkrumah and his listeners is best revealed in the strong modal of obligation ‘must’ which has been used to commit the people to a certain kind of duty.

Nkrumah’s recurrent use of strong modals of obligation and assertive words in his speeches is not accidental. It shows his continuous sense of power and authority over his people and over what he says. Just as he does in extract **8** above, he repeats that in extract **9**:

Extract 9. But just as we understood that the shaping of our national destinies required of each of us our political independence and bent all our strength to this attainment, so we **must** recognise that our economic independence resides in our African union and requires the same concentration upon the political achievement (KN02)

As can be seen in extract **9** above, Nkrumah relies on the ideology of solidarity to show power difference between himself and his audience. Nkrumah associates himself with the people and informs them of how to become economically independent. As the most powerful, he commits the people to remain united since unity is a prerequisite to economic independence as demonstrated in the sentence ‘*so we **must** recognise that our economic independence resides in our African union and requires the same concentration upon the political achievement*’. He uses the strong modal of obligation ‘must’ to persuade the people to do that. Thus, power as a means of dominance and persuasion is further revealed through language. See extract 10:

Extract 10. We shall accumulate machinery and establish steel works, iron foundries and factories; we shall link the various states of our continents with communications by land, sea and air. We shall cable from one place to another, phone from one place to the other and astound the world with our hydro-electric power; we shall drain marshes and swamps, clear infested areas, feed the undernourished, and rid our people of parasites (KN02)

In extract **10**, for example, Nkrumah uses another strong modal, ‘want’ to inform the people what needs to be done. The use of the strong modal ‘shall’ communicates his sense of

attachment to what he says. Nkrumah is ideologically manipulating the minds of the people to see him as a man who means what he says. It is the powerful who automatically acts so.

Manifest Intertextuality as a Discursive Strategy

Fairclough (1992) indicates that manifest intertextuality is a pronounced form of intertextuality whereby texts explicitly draw on other texts, for instance, by citing them. President Nkrumah resorts to this use of intertextuality as a means of persuading the people when the need arises. Using intertextuality in a harmonious way obliges the interlocutors to adopt his point of view. Intertextuality becomes an ideological discursive strategy in which a superior voice is invoked so that the audience listens to the speakers. As evident in **12**, Kwame Nkrumah relies on manifest intertextuality to speak against colonization.

Extract 11. Mr. speaker, for my part, I can re-echo the words of a great man: 'man's dearest possession of life, and since it is given in to live but once, he must so live as not to be besmeared with the shame of cowardly existence and trivial past, so live that dying he might say: all my life and all my strength were given to the finest cause in the world – the liberation of mankind (KN03)

As clearly shown in extract **11**, Nkrumah effaces from what he is saying by quoting the exact words of a great man whom the people revere. Nkrumah has talked about the need to fight for their freedom without the people having any cause to implicate him. As a speech delivered in London before the colonial masters, he has concealed himself through language to speak against the denial of one's freedom which the colonial masters have done.

Historical Allusion as a Discursive Strategy

One other form of intertextuality as a discursive strategy that is found in the speeches of Kwame Nkrumah is historical allusion. Nkrumah relies on this ideological tool to show that he has knowledge of the past history of his country and continents.

Kwame Nkrumah employs historical allusion in talking about the political history of the people to make them reexamine their current state. This use of allusion aims to fight colonialism. See extract 12:

Extract 12. In the early days of Christian era, long before England had assumed any importance, long even before her people had united into nation, our ancestors had attained a great empire which lasted until the eleventh century, when it fell before the attacks of the Moors of the North. At its height that empire stretched from Timbuktu to Bamako, and even as far as to the Atlantic. It is said that lawyers and scholars were much respected in that empire and that the inhabitants of Ghana wore garments of wool, cotton, silk and velvet (KN03).

As clearly shown in **12**, Kwame Nkrumah takes a mental journey to the past of Ghana and Christianity to inform the world of the good history of Ghana before the arrival of colonialism. He paints a good image of Ghana then, and settles on a bad one now, after colonialism. He reveals the presence of self-identity, respect for human life, cultural superiority and civilization before the coming of the White man. Ideologically, Kwame Nkrumah is painting a good image of his country, Ghana, and paints a bad image of colonialism. In essence, the woes of Ghana can be explained in terms of the coming of the White man.

Rhetorical Question as a Discursive Strategy

Rhetorical questions are those that do not need direct answers which are implied by what they say. In this study, rhetorical questions are used for ideological projections, to chart a common front between Nkrumah his audience, to raise thought provoking issues and to highlight the socio-economic and socio-political desires of the people. As an ideological strategy, the audience are left to provide answers to the questions raised. The objective is to arouse the senses of the people to make decisions for themselves. Examples from the speeches of Nkrumah can be found in extracts 13 - 15:

Extract 13. Is it not unity that can weld us into an effective force, capable of creating our own progress and making our valuable contribution to world peace? (KN02)

Extract 14. Which independent African state, which of you here, will claim that its financial structure and banking institutions are fully harnessed to its national development? Which will claim that its material resources and human energies are available for its own national aspirations? Which will disclaim a substantial measure of disappointment and disillusionment in its agricultural and urban development? (KN02)

Extract 15. Are you afraid to tackle the bull by the horn? For centuries, Africa has been the mulch cow of the Western world. Was it not our continent that helped the Western World to build up its accumulated wealth? (KN02)

It is clear from extracts **13**, **14** and **15**, that Nkrumah relies on rhetorical questions to project the ideology of nationalism. For example, in extract **14**, Nkrumah uses rhetorical questions to invite the people to assess how their resources are used by the colonial masters. Ideologically, Nkrumah is influencing the minds of his audience to see the colonial masters as ‘cheats’, for they

are misusing their resources with impunity and to the detriment of the African. Again in extracts **14 and 15**, Nkrumah is more militaristic in his tone. Nkrumah poses himself as a revolutionary and lays bare the 'crafty' nature of the Whites. The extracts show Nkrumah's urgent desire to drive out colonialism from Africa. Thus, Nkrumah relies on rhetorical questions to project an ideology of nationalism in his audience.

Metaphor as a discursive strategy

War metaphor

One of the metaphors that is foregrounded in the speeches of Nkrumah is war metaphor. The idea that politics is war appears to be stuck in the minds of the people and so Nkrumah capitalises on that to reflect his views on what politics is.

In extract **16**, Nkrumah shows the triumphant journey he has made with his people at the war front. This war is a fight for independence. This can be seen in the extract below:

Extract 16. At long last, the battle has ended! And thus Ghana, your beloved country is free forever (KN01)

It is obvious from extract **16** that Nkrumah relies on war metaphor to inform the people of the kind of ordeals and fight they have gone through in order to attain independence. The word 'battle' takes the minds of the audience to a real battlefield. This communicates effectively the kind of struggles and oppositions they have gone through to attain independence. This war metaphor is carried on in the extract below:

Extract 17. And yet again I want to take the opportunity to thank the Chiefs, the farmers, the women, who have so nobly fought and won the battle (KN01)

As evident in extract **17**, Nkrumah refers to colonialism as a battle. Ideologically, Nkrumah is raising the consciousness of the audience to understand how the real sense of colonialism is like. As a phenomenon to be battled, the implication is that the white colonisers are enemies and therefore they have to be combated. The words 'fought' and 'battle' communicate the militaristic sentiments that Nkrumah is building in the minds of his audience towards colonialism. The truth is that colonisation must be fought and the people must come to face it as an enemy.

Again, Nkrumah wages war against certain bad happenings in the country. He evokes a sense of war to fight against those issues in the country. These are presented as enemies and the people as fighters. In the extract below, Nkrumah incenses his audience against imperialism and oppression.

Extract 18. For we repudiate war and violence. Our battles shall be against the old ideas that keep men trammled in their own greed; against the crass stupidities that breed hatred, fear and inhumanity (KN03)

Extract 19. The eyes and ears of the world are upon you; yea, our oppressed brothers throughout this vast continent of Africa and New World are looking to you with desperate hopes, as an inspiration to continue their grim fight against cruelties which we in this corner of Africa have never known cruelties which are a disgrace to humanity and to the civilization which the Whiteman has set himself to teach (KN03)

Extract 20. We repudiate the evil doctrines of tribal chauvinism, racial prejudice and national hatred. We repudiate these evil ideas... (KN03)

From extracts **18 - 20**, it can be seen that Kwame Nkrumah evokes the idea of war through the words ‘fight’, ‘battle’ and ‘repudiate’ to demonstrate the people’s hatred of colonization, slavery, racism and oppression. Nkrumah succeeds in raising the anger of his audience against these phenomena.

Religious Metaphor

One other metaphor that is foregrounded in the selected speeches of Nkrumah is religious metaphor. Nkrumah’s recurrent use of Biblical language is presumably intended to achieve some ideological aim. First, they show that Ghana is a religious society and that many or almost every Ghanaian believes in God. The use of the metaphors also seeks to suggest that it is God who controls everything in the country, including politics in Ghana. Again, the use of religious metaphor helps Nkrumah to project his religious inclinations. An example can be found in extract 21:

Extract 21. Your Majesty, Excellencies, let us unite, for in unity lies strength and as I see it, African states must unite or sell themselves out to imperialist and colonialist exploiters for a mess of pottage, or disintegrate individually (KN04)

In extract **21**, Nkrumah uses the metaphor of the ‘pottage’ to refer to the African situation of soliciting material needs from the white colonisers by selling their freedom. This metaphor captures a biblical allusion to Jacob and his brother Esau (Gen. 25: 29-34) which recounts how Esau sells his natural right and status as an older brother just for a meal. This metaphor brings to the fore the colonialists’ effort to give the African something very temporary and trivial in exchange of their God-given right of eternal freedom and sovereignty. He deplores the situation where Africans might reduce themselves to mere merchandize. This also alludes to the slave trade. Therefore, he predicts that without unity, Africans can find themselves selling their inalienable rights.

Furthermore, in extract **22**, Nkrumah relies on religious metaphor to criticise the hypocritical attitude of the White colonisers as Christians. He shows how the colonisers manipulate the blacks under the guise of religion through the metaphor of salvation. In the name of bringing salvation, the whites rather brought savagery. This can be seen in the extract below:

Extract 22. The heroes of our future will be those who can lead our people out of the stifling fog of disintegration through serfdom, into the valley of light where purpose, endeavour and determination will create that brotherhood which Christ proclaimed two thousand years ago, and about which so much is said, but little done (KN03)

In extract **22**, Nkrumah introduces the idea of salvation to his readers. He shows that the champions of the future of Africans are those that can help them come out of colonization into freedom. The word ‘stifling fog’ connotes the slavery while the word ‘light’ represents a state of freedom which Nkrumah seeks to achieve. There is therefore the need for a saviour (Christ) to redeem the people from misery.

President Nkrumah uses religious metaphor in most of his speeches analysed. In the extracts below, he invokes the blessings of God on his country.

Extract 23. Let us now fellow Ghanaians, let us now ask for God’s blessing and for only two seconds in your thousands and millions, I want to ask you to pause only for one minute and give thanks to the almighty God for having led us through our difficulties, imprisonments, hardships, and sufferings to have brought us to the end of our trouble today (KN01)

In extract **23**, President Nkrumah further shows his belief in the almighty God. He asks the blessings of God for his country. Ideologically, he means two things. First, the country needs God’s blessing and secondly, the country can be great and strong only through the power (grace) of God. No one except God can turn the fortunes of the country. Nkrumah, in extract 22, shows that just as God delivered the people of Israel so has He delivered him and his people from slavery. The implication is that the colonial masters are the Pharaohs while Africans are the Israelites.

Ideologically, the use of religious metaphors gives spiritual credence and authority to the speeches of Nkrumah. Nkrumah knows that Ghanaians are religious and that is why he alludes to their shared religious beliefs to compel the audience to support him and vote for him. Nkrumah reveals himself as powerful through the ideological representation of superiority based on the dependence of the almighty God. This confirms Nkechi’s (2015) idea that ‘religious metaphors are used by politicians to invoke religious sensibilities to project images, especially the God

factor, as supreme determiner of all thing to show that no one can challenge what God says' (p. 143) and ultimately what they also say. This shows that religious allusions and metaphors were used as discursive strategies to manifest power difference between Nkrumah and his audience.

Solidarity Metaphors

One noticeable discursive strategy in the speeches of Kwame Nkrumah is the way he shows commonality/associations with the citizens. Ideologically, Nkrumah projects this association through an emotionally charged relationships with the citizens in order to have their sympathy, love, trust and confidence. An example can be seen below:

Extract 24. Let us now fellow Ghanaians, let us now ask for God's blessings
...my friends and family (KN01)

As we can see from extract **24**, Nkrumah addresses the people in a way that establishes a common ground between him and the citizens. The words 'fellow', 'family' and 'friends' connect him and the people as one. Ideologically, Nkrumah is influencing the minds of the people to see him as their own. Nkrumah further relies on solidarity metaphor to appeal to the conscience of the people to have the spirit of Africanism. This can be seen below:

Extract 25. We meet here today not as Ghanaians, Guineas, Egyptians,
Algerians, Moroccans, Malians, Liberians, Congolese or Nigerians, but as
Africans (KN02)

It can be seen from extract **25** that Nkrumah dissuades people from seeing themselves as belonging to individual countries. The use of 'we' erodes individualism and creates the sense of a united front. In this way, Nkrumah will have the support of all Africans not just Ghanaians. This makes him a unifier and a true Pan-Africanist. By establishing a common relationship with the people, he is influencing the citizens to see him as humble. Nkrumah also does that here:

Extract 26. We have awakened. We will not sleep anymore. Today, from now
on, there is a new African in the world! That new African is ready to fight his
own battles and show that after all, the black man is capable of managing his
own affairs (KN01)

In 26, Nkrumah plants the spirit of nationalism in his audience in order to bring them together to fight for a common course. He informs his people to feel proud as Africans. Nkrumah instils hope also in them when he says ‘there is a new African in the world’. The use of solidarity metaphors therefore helps Nkrumah to project the ideology of hope and nationalism in his speeches.

Disease Metaphor

Nkrumah also thinks and talks of colonialism in terms of disease. In his speeches, he equates colonisation to several forms of illness. Examples are found below:

Extract 27. Our people supported us in our fight for independence because they believed that African governments could **cure** the ills of the past in a way which could never be accomplished under colonial rule. (KN03)

Extract 28... the **symptoms** of our troubles will grow, and the troubles themselves become **chronic**. (KN03)

Extract 29. Only African unity can **heal** this festering sore of boundary disputes between our various states. (KN03)

In 27, 28 and 29, Nkrumah relies on the words ‘cure’, ‘symptoms’, ‘chronic’ and ‘heal’ to give a concrete representation of what he is talking. In the mind of Nkrumah, the subject of colonialism and its effects on the people can be understood by using words from the field of medicine. These words are more concrete to give the intended effect of colonialism on the people. In this way, Nkrumah is able to charge the people to react towards colonisation.

CONCLUSION

The study has shown that language plays a crucial role in human existence as a means of socialisation. Language has been revealed as a means of communicating ideologies and events of the world. In the tradition of CDA, this study has confirmed that text and talk have social and cultural character and that discourse functions ideologically. This CDA tenet has been justified owing to the fact that the study revealed potential hidden ideologies such as positive, nationalism, patriotism etc. in the speeches analysed. Language as a means of enacting power has also been valid true by this study. One of the social functions of language as opined by Fairclough (1989) is power. According to CDA, language is a means by which people conceal power as a means of persuasion and domination (Van Dijk, 2006). In this study, power has been enacted, reproduced and legitimated through the use of language. It is important to point out that language and politics are inseparable fields. Politics is truly a means by which people impose their wish on others and it is language they rely on to get this accomplished. The study provides much evidence to conclude that politics is a game that can be successfully played through a skillful employment of language. Politicians mask their ideologies in their language in a way that will not be immediately noticed by their audience. The reason for concealing these ideologies is

that, in most cases, they do not square up with the realities of the day. In this way, we can say that politicians take advantage of the low literacy rate of their members as well as the naivety of their members to manipulate their minds and impose their will on them (tell them who to vote for). The ability to manipulate language is thus critical to political success, at least, in Ghana.

It is important to conclude that this study has confirmed that CDA is an important theoretical and methodological tool for the study of how discourse functions ideologically, especially, in terms of helping to unearth hidden ideologies in discursive structures. The study therefore concludes that the speeches that were analysed were used as a means of establishing, maintaining, and sustaining power and asymmetrical power relations.

This study ultimately concludes that language is ideologically loaded and that it has social, cultural, religious and political character.

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DEVELOPING ESP TEACHING MATERIALS FOR VOCATIONAL STUDENTS

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ABSTRACT

It is believed that a good ESP teaching material can help the vocational students achieve the curricular objectives of the English course. In order to get an appropriate material, English teachers should address it to their students' learning needs. Then, in developing it, the teachers should plan it carefully so that it is within the students' English mastery. By having this, the students will actively participate the teaching-learning activities.

Keywords: English course, ESP teaching materials, students' English mastery, students' learning needs, and vocational students

INTRODUCTION

Any educational institution, such as the State Polytechnic of Malang that plans to produce English teaching materials, must consider whether these teaching materials can help students achieve their curriculum goals, whether they can encourage them to study harder both inside and outside the classroom, and whether it can meet their learning needs. In other words, the teaching materials that will be used by the lecturers must really be able to arouse the enthusiasm of students in learning English. To do this, the lecturer must first explain the importance of student-centered teaching materials, discuss the steps to produce quality English teaching materials, also explain strategies for adapting the newly created material, and provide a brief explanation of the student participation approach in learning (Darsih, 2018)

One of the most important factors to consider when selecting ESP teaching materials is that they must meet the specific learning needs of students. This will be effective if the difficulty level of the teaching materials is within the language skills of the learners and allows them to actively participate in their own learning (Keiler, 2018). Furthermore, teaching materials, concepts, and teaching and learning processes must be planned according to the students' level of English mastery. This is because learning sequences that are built around the basic needs of learners are best done by organizing learning around the learners' own activities, contextualizing learning by drawing from learners' experiences, and involving learners in making decisions about their learning.

REVIEW OF RELATED LITERATURE

Teaching Materials

Teaching materials or instructional materials refers to the variety of resources and instructional materials that teachers can utilize to instruct students. These teaching materials are used to support learning objectives for all disciplines as outlined in the national curriculum. A teacher's lesson plan should include explicit learning objectives from the curriculum. In order to fulfill the chosen objectives, effective lesson planning will include a defined, differentiated sequence of learning that the students will follow. Teachers provide opportunities for learning as part of the learning sequence. Teachers can use teaching materials to create more interactive, intriguing, and engaging learning activities for their students. Textbooks, class reading books, dictionaries, e-books, stationery, worksheets, and science equipment are examples of teacher-made, pupil-made, and commercially-made teaching materials (Sorohtji and Aini, 2020).

The term teaching materials refers to anything that a teacher can utilize to help their students learn more effectively. Teaching materials are the instruments that children need to learn and achieve educational goals, ranging from low-tech to high-tech. The utilization of teaching materials allows a teacher to improve their students' learning experience. It's a departure from the traditional 'chalk and talk' method of instruction, in which the teacher

effectively lectures the students. A teacher can provide learning opportunities for the students by employing teaching materials.

Needs Analysis

Since the results of needs analysis are the main source of information about students' wants, needs, and shortcomings, they are a major aspect of ESP teaching materials (Nimasari, 2018). Although needs analysis is not a new concept in education, this technique is seen as a significant tool for developing program because it is a mechanism that can be used to integrate students' current academic learning with their future needs (Susana and Iswara, 2019). Furthermore, in the context of higher education, inclusion explores diversity and differences among students to better understand and accommodate their learning needs (Destianingsih and Satria, 2017).

For a long time English for Specific Purposes (ESP) has been a hot topic in the field of English Language Teaching (ELT) so it is very important to personalize English classes to the needs of students, especially those who study English for reasons other than academics, such as students in vocational programs. Furthermore, identifying teaching materials is the process of selecting, adapting, and evaluating teaching materials depending on the special needs of students so that a detailed needs analysis is needed to identify English teaching materials for specific purposes (Wulandari, 2019).

Developing Teaching Material

Textbooks are able to guide teachers through a predetermined set of activities from a pre-selected syllabus, which students do not have the authority to determine. Thus, most of the time students are used to pay attention to grammar or vocabulary contained in books so that they are not able to develop their language skills. Similarly, many educational institutions employ generic teaching materials that do not take into account the peculiarities of the students who would be using the book. Students will be unable to study optimally as a result of the content not being aligned with the material they require. As a result, it is recommended that every teacher produce teaching materials that are appropriate for the students' level of English ability and learning needs (Yundayani et.al. 2017).

Textbooks

Cunningsworth (1995) argues in Richard (2001) that a good textbook must meet four criteria: (1) meet students' needs, (2) provide great benefits to students now or in the future after they graduate, (3) consider students' needs as learners and facilitate their learning process without imposing dogmatically rigid methods, and (4) textbooks must play a clear role as a supporter of

learning so that they can help them. Besides, a good textbook offers material that students require and is engaging, allowing pupils to gain knowledge and language skills. As a result, a good book must be able to push pupils to learn in order for them to develop their language skills.

Furthermore, the textbook must have activity stages that can direct students to where language elements are being discussed so that they can review the grammatical and functional aspects they have focused on. Harmer (1990) also advises that textbooks should be methodical in the amount of vocabulary they offer to students and should allow students to study independently outside of the classroom. Teachers can rely on good textbooks to relieve them of the stress of having to come up with new material for each lesson.

METHODOLOGY

This paper was written using library research from a variety of sources, including books on teaching materials, needs analysis, developing teaching materials, and textbooks. Since these ESP teaching materials will be used by students, the authors interviewed them about how useful English courses are for them, whether ESP teaching materials are important for them, what topics of discussion they most require, what length of teaching materials is appropriate for them, how important the appearance of English books is for them, what activities are most helpful in their English study, and what make-up they prefer. The results of the interview were then presented to senior English teachers and instructors of engineering disciplines for feedback.

DISCUSSIONS

Developing ESP teaching materials should be systematic. There are *four main stages* to develop them: *Planning, Preparing, Trying out, and Producing and evaluating the ESP teaching materials*. Then, there are a number of activities, which will be briefly explained in the following sections:

Planning ESP Teaching Materials

There are 6 (six) essential steps in the first stage, e.g. *Planning ESP teaching materials*: 1) Identifying the learners' English mastery, 2) assessing the needs of the learners, 3) analyzing the needs of the learners, 4) selecting and sequencing the teaching materials, 5) selecting the format which is suitable for the purpose of presenting the ESP teaching materials, and 6) developing the teaching materials.

The first stage in developing ESP teaching materials is to know the students' English mastery and needs. This is important because the contents must be tailored to their needs. Developers of ESP teaching materials must consider several factors, namely (1) students' mastery of the English language, (2) their previous educational background (whether they graduated from Public High School or Technical High School), (3) brand interest, and 4) their learning style.

ESP teaching material developers create various ESP teaching materials based on their own personal experiences, interests, and judgment rather than a systematic need assessment. As a result, while many ESP teaching materials appear enticing and exciting, they are rarely targeted and appropriately relevant to students' needs and challenges.

Students' problems, interests, and needs must be addressed in ESP teaching materials. To obtain good outcomes, ESP teaching materials developers must first comprehend learners' motivation to learn English, learners' common linguistic issues and their causes, learners' chosen learning methods, learners' learning skills, how they will learn, time, facilities, and resources. Data can be collected through observation, semi-structured interviews, group discussions, and case studies, among other methods. Material developers assess the demands of target students by (1) creating a list of problems and needs and prioritizing them according to the students' most pressing needs; (2) listing viable solutions to obstacles; and (3) determining the material's topic.

The content of effective teaching materials must be carefully chosen. Other elements that will decide how much information will be included in the teaching materials, in addition to time considerations, include the available time allocation, the students' demands and interests, the complexity of the subjects, and the students' level of English mastery. In order to have complete and effective ESP teaching materials, teachers need to discuss with the major subject teachers, ask experts' suggestions, read the books used in the students' major subjects, and consider the curricular objectives of the schools. Then, the ESP teaching material developers should select the topics needed by the students, identify the topics' learning points, and put them into priority.

Determining the format of the teaching materials that will be created is critical to consider since the appearance of appealing teaching materials has a significant impact on students' reading and learning interests. It's also important to remember that the appearance of teaching materials isn't the only thing that might draw students' attention. Perhaps the compatibility of the appearance of teaching materials with the knowledge and types of abilities required by students should also be examined.

However, any format that will be used by lecturers in delivering teaching materials will be very effective if students participate actively. There are several formats commonly used to develop teaching materials, including: (1) Printed books; (2) Non-printed books; (3) Games and plays; (4) Audio-Visual Material, and (5) others.

The following factors must be considered by ESP teaching material developers when determining the suitability of formats: (1) the learning objectives; (2) the most user-friendly format for the students; (3) the formats that are likely to be particularly useful in achieving any goals; (4) the students' requisite skills in using the format, (5) the low cost, (6) the material developers' skills in creating the format, and (7) the availability of teaching aids in the classroom.

Preparing the Text

The second stage of developing English teaching materials consists of three steps: (1) text preparation, (2) text illustration and layout, and (3) text revising and editing. Writing the text for the English teaching materials is the most important part of the entire process. To make teaching materials effective, English teaching material developers should consider the following factors: (1) content, (2) presentation, and (3) activities.

The content should be relevant to the students' academic background, interests, and difficulties. To make the notion clear to the learners, the message should cover the entire concept. The content should also be organized such that knowledge, skill, attitude, and values can be developed through time. While the presentation of English teaching materials must be engaging in order for students at the State Polytechnic of Malang, who are always preoccupied with their major topics, to enthusiastically study them. Furthermore, the resources must be appropriate for the learners' degree of linguistic difficulty.

When it comes to activities, it's important to note that English teaching materials should always encourage active learning. To keep students engaged, there must be opportunities for them to participate in activities before, during, and after class. In general, all students are required to put what they've learned into practice. If students participate in learning activities, they will be able to confirm or improve their comprehension. Learners can respond and participate in the learning process in a variety of ways.

The preparation of the text and its illustration should be done in tandem. These must be precise, accurate, and consistent, and they must be tied to the text directly and meaningfully. To put it another way, it should be beneficial to clarify the content. At the first stages of material production, illustration should be given more space than text. The materials' design and layout should be appealing. Materials should be lightweight and easy to transport. It should include a lot of white space to assist readers' eyes relax. Pointers should be utilized at times to highlight essential messages. After preparing the first draft, rewriting is essential to have the accomplishment.

In order to prepare the text, the teaching material developers need recheck whether the teaching materials to be presented to their students are in line with the curricular objectives, whether the content has been in accordance with the objectives, whether the examples provided are relevant to the context, whether all activities prepared can help the students comprehend the teaching materials, and whether the presentation can interact the students to read it.

Trying-Out the Text

Preparation of teaching aids, field testing of materials, data collection, and modification of materials are all activities in the third stage of ESP teaching material development. A crucial milestone in the development process is material field testing. It is necessary to ensure that the materials are suitable. Field testing also helps to ensure that the materials are focused on real-world issues.

The materials generated through field testing have proven to be straightforward, appealing, and engaging. The users (learners) and facilitators are placed in a teaching-learning

environment to determine if the steps and contents in the materials have been drawn correctly. The planners, material creators, and facilitators must be well-prepared for the field experiment. Studying the profile of the sample English class and preparing a feedback form are examples of preparatory exercises. During field trial, steps for use of the selected materials require to be followed as planned. The findings, problems, suggestions by the learners on the content and the process should be noted in the feedback sheet and at relevant place of the materials.

As previously said, feedback must be collected in terms of clarity, simplicity, language, illustration, theme and issue relevancy, message transmission, style, and format. A field trial can be conducted in multiple locations at the same time with a similar set of students. The findings are collated and analyzed once the team returns from the field. The materials are changed based on the results of the survey. The updated materials may be sent for a second round of field testing if necessary.

Producing and Evaluating the ESP Teaching Materials

The material developers can change the instructional materials if they have not already done so once they have been verified to see if they are appropriate for the learners. However, if they have, the material developers may go ahead and provide the teaching materials. The time it takes to create the texts varies based on the type of educational materials, their format, and volume. Another factor to consider when creating teaching materials is how appealing they are to the eye. Although the material developers are not responsible for this task, they must participate in the design of their appearance so that they can match the features of the users to be.

Furthermore, evaluation is seen as an important aspect of the development of teaching materials. Materials that have been developed require ongoing evaluation of their usefulness, particularly in terms of the needs of learners and curricular objectives. Periodic evaluation of teaching materials would enable them to be kept up to date and tailored to the needs of the students. The materials can be evaluated on a continual basis as well as at the end of the program in which they were employed. Material evaluation should include both quantitative and qualitative factors. Quantitative aspects may include the number of items delivered, the frequency with which they are supplied, the cost, the frequency with which they are used, the agencies engaged in delivery, and so on. The most crucial is a qualitative assessment of the materials' acceptability, which includes gathering feedback from users on the content, format, facilitator's role, and availability of extra materials, among other things.

The research and production of newly constructed materials requires enormous effort. There are several options for adapting existing materials to meet the demands of future learners. One method for adapting one material may not be suitable for adapting other materials. All of this is dependent on the nature of the materials to be modified and the goals of the English classes in which they will be utilized. The following are a few common approaches: (1) Supplement the

existing content with additional media. (2) Create more self-instruction sheets to enhance the current contents. (3) Adjust the existing images to fit the situation. (4) Tailor the language used to the degree of comprehension of the audience. (5) Modify the presentation mode. (6) As an alternative to more expensive materials, use low-cost materials.

A lot of factors must be addressed while developing teaching materials. These pertain to content illustrations, format, title, and language, among other things. The questions that must be answered while deciding on adaptation are similar to those that must be answered when designing new materials. (1) Whether the content is appropriate for the target audience. 2) Whether the illustrated workshops, laboratories, and tools are familiar enough to the intended learners. 3) Whether the format is the most appropriate for the intended audience. 4) Whether the title is appealing to the intended audience. And 5) whether the language is too simple for the intended audience to comprehend.

When the focus of English teaching material production is on creating learner-centered materials, the relevance of including learners and developers in the materials development process becomes clear. The ability of learners and facilitators to produce content has been well established through many experiences. A number of classrooms have been identified where learners and developers can both actively participate. They can make a similar contribution to the development of new materials or the adaptation of existing materials to meet their needs. Learners and developers can contribute considerably to the development of new materials by collecting ideas, producing texts, offering pictures, and advising on the arrangement of the materials based on their expertise.

Learners have a greater understanding of their current needs, which allows them to identify topics. They can produce ideas from their own thoughts and experiences based on a given topic. Developers can participate in the process by strengthening talks and listing ideas on a piece of paper. The students can work together to categorize the ideas into themes. The developers advise the learners to write or dictate as many ideas as they can without judging them at this point. After the brainstorming phase is over, the ideas are discussed together, and selected themes are chosen to begin writing about thoughts related to that theme.

Learners can create their own texts based on their favorite themes or topics. They can discover English texts from their key topics, such as Material Science, Concrete, or Technical Drawing, even if they have weak English skills. These chosen texts are helpful complements to the texts to be utilized by the learners for their practice because of their simplicity and need-based content.

Language experience approach, in addition to the previous strategy, can be used to involve learners in the preparation of texts. This method is utilized to take advantage of learners' capacity to tell tales and turn them into a collection of rich experience-based content. Learners who are talented but have little writing ability might contribute to the construction of books or manuals for skill improvement. The developers use this strategy to invite learners to share an experience, copy exactly what they say, read it back to him/her, and ask for corrections. This

method can also be used to collect real reading, which can then be turned into materials. These can be reproduced as texts for items to be generated utilizing the language experience technique.

Learners prefer to see their own choices in the learning resources they utilize. Some students can draw the objects and add the texts in the appropriate places on the drawing. Learners' potential can be leveraged at both the illustration and try-out stages of the materials. Learners can recommend the suitability of a person's format in the same way that they may recommend the suitability of a person's format. The format should always be user-friendly, and the best judge of whether it is is the learners themselves. The judgment of learners about the format is very valuable during field trials of material. They can offer observations from the standpoints of theme handling, utility, and communication.

The importance of material in any educational institution cannot be overstated. As a result, material development is critical to achieving educational goals. The process of learning is just as important as the content in accomplishing learning objectives. Because learning does not occur through passive involvement, learners should have an active role in the material selection and process determination. That is the only way to assure learner-centered learning.

CONCLUSION

The difficulties of developing ESP materials should not deter a developer from attempting to create his or her own ESP course. The most significant criterion for starting the task appears to be effective coordination between the field-study specialist, the teacher, and the decision maker. Furthermore, producing ESP materials necessitates a significant amount of time, effort, and collaboration. A previously established guideline will greatly assist the developer in doing his or her duties. This guide is meant to serve as a general outline for creating ESP materials.

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MOTIVATION AND PERCEPTION OF THE STUDENTS TOWARD THE ENGLISH TEACHER AS THEIR FUTURE CAREER

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ABSTRACT

Researches about students' teaching motivation and their perception toward teacher profession have been conducted widely abroad but there are not many similar researches available in Indonesia. Seeing the lack of the research the writer conducted it which has the aims to describe the motivations and perceptions of the students in choosing the English Study Program of UHAMKA which mainly focuses on producing the candidate of English teacher. This study is a descriptive qualitative study with the sample size of 120 freshmen students and 50 alumni. The data were collected through questionnaires and interview. The finding of the research is hoped can be used by English Study Program of UHAMKA in doing changing of promotion for getting new students. Furthermore, the results of the study can be useful as an input in managing the curriculum and the service to the students such as changing the teaching techniques so the students' motivation to be an English teacher could be improved.

Keywords: perception, motivation, teacher profession

INTRODUCTION

In life, there are many goals that the people have to achieve. One of the goals is to succeed in a career. Greenhaus in Kaswan (2014, p. 15) states, "A career is the pattern of work-related experiences (e.g. job passion, job duties, decisions, subjective interpretation about work-related

events) and activities over the span of the person's work life." It can be concluded that a career is a link between activities and experience in work that is achieved as a life goal.

One of the careers that attracts people is being a teacher. Becoming a teacher is not easy since it carries a lot of duties. A teacher should master teacher competence in carrying out their duties. Competence itself is an ability, knowledge and skills. In the Act of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, it is explained, "competence is a set of knowledge, skills and behaviors that must be possessed, internalized, and mastered by teachers or lecturers in carrying out professional duties". It can be concluded that teacher competence is an ability, knowledge, and skills possessed by them in carrying out their work or duties.

The four teacher competences must also be possessed by pre-service teachers. They should have pedagogical competence, personal competence, social competence, and professional competence. Actually, it is not easy to master and practice these four competences. It means that pre-service teachers must study in the faculty of teacher training and education in order to have and understand the foundation of education, able to use the appropriate methods in teaching, and know how to make good lesson plan. They must also able to perform good attitude in guiding students to develop their potential and link the materials in their daily life. Therefore, taking a teacher as one's career is certainly needs high motivation, since motivation is one of the factors that must be possessed by pre-service teachers.

Based on the description above, it comes to the writer's mind whether the pre-service teachers realize that their duties when taking a teacher as their careers is not easy. So, the writer would like to know what motivation the pre-service teachers have when they take English teachers as their careers. Actually, being a teacher is a challenging job, it really needs motivation. Now, let's see why motivation is really important for a teacher. Mc Clelland cited in Martiyani (2014) perceives that motivation can be defined as a desire, need, and interest that can arouse people to reach their goals. McCoach and Flake (2018) also states that motivation is interpreted as an encouragement that causes people to do activities. Briefly, motivation is desires, interests, and impulses that support someone to achieve their goals.

Knowing motivation as an essential factor for being a teacher, the writer here is eager to know what motivation the pre-service teachers in English Education Department of University of Muhammadiyah of Prof. Dr. Hamka have when taking English teachers as their career. Thus, this research is conducted under the title Pre-Service Teachers' Motivation to Take English Teachers as Their Career in The Eight Semester Students of English Education of University of Muhammadiyah Prof. Dr. Hamka.

METHODOLOGY

This research involved the qualitative research design. Qualitative design was chosen because this research aimed at providing an insight into the case of pre-service teachers' motivation in The

School Teacher Training and Education of University Muhammadiyah Prof. Dr. Hamka Jakarta, specifically motivations to take English teacher as their career.

The sample of this research were pre-service teachers in the first semester of academic year. To obtain the data, the writer used two instruments of data collection. The two instruments that were used in this research were questionnaire and interview. The contents of questionnaire consisted of 4 statements for intrinsic motivation, 12 statements for extrinsic motivation, and 4 statements for altruistic motivation. The questionnaire used Likert scale, including strongly agree, agree, neither agree, disagree, and strongly disagree.

RESULT AND DISCUSSIONS

This section provides discussion of research findings. All data are collected from research instruments in the form of questionnaire and interview. The research question is about the motivation that underlies pre-service teachers to take English teachers as their career. In attempt to find out the pre-service teachers' motivation, there are several motivations that need to be known. There are 3 motivations that underlie this research based on related theories. According to Dornyei in Martiyani (2014) "One of the most general and well-known distinctions in motivation theories are that intrinsic motivation versus extrinsic motivation." Besides, there is another motivation. That is altruistic motivation. As stated by Batson in Mashoedi (2014, p. 125) that altruistic motivation is a motive that comes from a sense of empathy or a desire to help others. .

Research finding shows that many participants are highly motivated to become teachers. From the research findings, it is known that there are two motivations that underlie pre-service teachers to become teachers. The results indicated that most of them wanted to become teachers because of their intrinsic and altruistic motivation. Meanwhile, extrinsic motivation received the lowest response from the other 2 categories.

The first is intrinsic motivation. It is related to the two factor model theory. In the theory, Herzberg in Kompri (2015, p. 15) states that intrinsic motivation mean booster factors derived from a person. The factors that encourage them to become teachers are their ambition, deep desire, and dreams to be realized. Research shows that by becoming teachers they can become role models to set a good example in education. The statement to become a good teacher is the statement that gets the highest response from pre-service teachers.

The second is altruistic motivation. As stated by Myers in Ni'mah (2017), altruistic is defined as a desire to help others without thinking about themselves. There are two theories that relate to the findings of altruistic motivation, namely empathic joy hypothesis and empathy altruism hypothesis. First, Smith in Mashoedi (2014, p. 129) states that empathic joy hypothesis is the emergence of a better feeling or satisfaction because helping others, such as the following finding that most of pre-service teachers want to become teachers because they are interested in educating the young generation and feel satisfied knowing a difference in others' lives. Second, Baston in Mashoedi (2014, p. 128) states that empathy altruism hypothesis is the emergence of a sense of

emphaty that makes someone want to help or share with others as in the following findings participants believe that being a teacher as a career can give their contribution to society such as providing new things in science and technology and helping people who are difficult to get an education.

The last one is extrinsic motivation. As Suryabrata states in Kompri (2015, p. 6) that extrinsic motivation is the presence of an external stimulus that moves a person. Herzberg in Kompri (2015, p. 15) in his theory also states that extrinsic motivation factors come from outside such as social image, income, and working condition. There are several factors in extrinsic motivation that need to be considered in becoming a teacher as a career. In term of social image factor, many of the participants considered that teacher career is considered good in the society and should be respected, but some of them also think that a small part of the society underestimate teacher career. Besides, the teacher's income is not too big, but pleasant and flexible working conditions factors are an important point of the teacher profession.

Overall, in this research, there are three motivations that influence the pre-service teachers to take English teachers as their career. Intrinsic and altruistic have the prominent influence on pre-service teachers' motivation. Furthermore, flexibility factors of teacher in extrinsic motivation get high response than other factors.

CONCLUSION

Based on the the description and the analysis of the data, several conclusions can be drawn. First, most pre-service teachers are intrinsically and altruistically motivated to become teachers. Second, internal factors and the desire to help others are the main influences in the results of this research. In addition, most of the participants give highest response to several statements such as they want to be a good teacher, being a teacher is able to educate the young generation, and they want to make a different in people's lives. Although extrinsic motivation has the lowest influence than other motivations, statements such as a career as a teacher can be combined with parenthood, offers more time to spend with family and friends, and a teacher's social image is considered good among the society get high response from participants.

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ONLINE ENGLISH CLASS ACTIVITIES DESIGNED ACCORDING TO REVISED BLOOM TAXONOMY

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ABSTRACT

Since the implementation of Learning from Home (LFH) policy, all of the learning activities are carried out online. Both lecturers and students have to deal with virtual class. As the organizer and facilitator, the lecturer in this case must be able to create not only efficient but also interesting class. The use of assistive media that can be accessed by both parties anytime, anywhere should be considered. This writing is composed in order to recommend some English course activities especially designed for online session. The activities are developed based on the Revised Bloom's Taxonomy by utilizing the use of various applications and social media commonly used by students. The learning design is established in accordance with General English Course syllabus for first semester students in Informatics Engineering, Indraprasta University, yet it is also applicable for any classes that have the similarity on the learning target.

Keywords: learning design, online learning, revised bloom taxonomy

INTRODUCTION

Almost every aspect of human life has been impacted by the ongoing global pandemic of coronavirus disease 2019 (COVID-19). In order to adapt to our current environment, we are forced to live in a different manner. All countries, including Indonesia, are attempting to control the spread of the COVID-19 virus. The Indonesian government has imposed some regulations, including in the field of education, in an effort to limit the spread of the virus. In April 2020, the Ministry of Education announced the "Learning from Home" policy, which prohibits students from engaging in face-to-face learning activities as they previously did. This policy is enforced at all levels of education, from elementary to university, both formal and non-formal.

In fact, distance learning is more complicated than it should be. The Lecturers and students should adapt to a new style of teaching-learning activities where all of the act are held virtually or online. It necessitates the commitment of both parties, lectures and students, as well as the availability of a computer device or smart phone with internet access. That's why the activities prepared by lecturers should cover not only learning object effectively but also it must be interesting for the students and it is important to optimize the use of online media and platform. With the prevalence of mobile devices(online media) in modern classroom teaching, technology is increasingly being integrated into many aspects of classrooms to facilitate assessments, improve student engagement, motivation, and learning. Technology is also frequently used to make difficult subjects more interesting and engaging (Prensky, 2001).

Most teachers acknowledge that creating a lively learning environment is a difficult process that they must face in order to maintain students' motivation, engagement, and concentration in a lecture, particularly in higher education with large classes with little interaction (Wang & Tahir, 2020). In order to attract students' participation in distance class activity, a more interactive and communicative way of learning must be considered; therefore, lecturers must be innovative. It has been reported that when it comes to learning innovation, interactive digital-based learning can increase 80 percent of students' interest (Wang, 2015), which makes sense given that human life is now heavily influenced by technology (online media). There has been a significant change in student learning paradigms; first, the computation system has dominated students' lives and influenced their way of thinking, where students not only gain knowledge but also understand the essence of learning (Kereluik et al, 2014). Furthermore, because students are increasingly attached to the internet and computer-based devices in this digital age, teachers and lecturers should view it as an opportunity to increase students' motivation and interest in learning (Bennet, 2008 ; Irwan et al, 2019)

According to the above explanations, online learning media and resources are becoming an increasingly important part of English class. It can assist the lecturer in conducting the learning activity effectively. On the other hand, the question of how lecturers can integrate learning media with learning objectives arises. Lecturers must be able to design appropriate class activities. The

revised Bloom taxonomy can be used in the development of online English class activities as an attempt to design an effective learning activity.

In this research, the writers designed the teaching and learning activity by using revised bloom taxonomy because it covers three domains of learning skill they are cognitive, affective and psychomotor. It also structures skills from low and high, so in revise bloom taxonomy, skill or knowledge is leveled from the lower one to the higher one. It also helps the lecturer to map what activity suit to which learning object.

Table 1.1
The combination of cognitive process and the knowledge dimension

The Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	List	Summarize	Classify	Order	Rank	Combine
Conceptual Knowledge	Describe	Interpret	Experiment	Explain	Assess	Plan
Procedural Knowledge	Tabulate	Predict	Calculate	Differentiate	Conclude	Compose
Meta-Cognitive Knowledge	Appropriate Use	Execute	Construct	Achieve	Action	Actualize

Designer/Developer - Dianna Fisher

The revised taxonomy divides the original knowledge category's noun and verb components into two distinct dimensions, as shown in the preceding table: the Knowledge Dimension (noun aspect) and the Cognitive Process Dimension (verb aspect). (Anderson et al, 2001). The Revised Taxonomy provides a two-dimensional table (aka the Taxonomy Table) in which the vertical axis contains four sub-categories of knowledge and the horizontal axis contains six verbs that describe what is/can be done with or to the various types of Knowledge in an ordered level of increasing cognitive complexity. It combines the knowledge dimensions (factual, conceptual, procedural, and metacognitive) with the cognitive process dimensions (remember, understand, apply, analyze, evaluate, and create). The revised Bloom taxonomy's knowledge dimension has taken into account new developments in cognitive and educational psychology. As a result, the revised bloom taxonomy includes four rather than three categories in the knowledge dimension. Three of them include the substance of the knowledge subcategories in the Original bloom taxonomy, but they were reorganized and renamed to use the terminology and to recognize cognitive psychology distinctions that have emerged since the publication of the Original bloom taxonomy T. Factual, Conceptual, and Procedural are the new names for these three Knowledge categories. The fourth new category, Metacognitive Knowledge, recognizes a distinction that was

not recognized when the Original Bloom taxonomy was created. Metacognitive Knowledge entails general knowledge about cognition as well as awareness of and knowledge about one's own cognition (Pintrich, 2002).

In terms of the Cognitive Process Dimension, the original bloom taxonomy's number of categories (six) was retained, but with significant changes. Three categories were renamed, the order of two was changed, and the names of those categories that remained were changed to verb form to correspond with how they are used in instructional objectives. The term "knowledge" was renamed. Remember that Comprehension has been renamed Understand, and Synthesis has been renamed Create. Application, Analysis, and Evaluation were kept, but as verbs: Apply, Analyze, and Evaluate. All of the original subcategories were renamed "cognitive processes" after being replaced with gerunds. The Cognitive Process Categories no longer form a cumulative hierarchy in the Revised Bloom Taxonomy. The framework maintains a sort of hierarchy in the sense that the six major categories of the Cognitive Process Dimension are assumed to be ordered in terms of increasing complexity, with Remember being less complex than Understand, which is less complex than Apply, and so on. Unlike the Original Bloom Taxonomy, however, the six categories are allowed to overlap on a scale of judged complexity (Anderson et al., 2001, p. 309). As Krathwohl (2002, p. 215) points out, the categories are permitted to overlap. This is most obvious in the category UnAly Amer Electronic Journal of Research in Educational Psychology. ISSN. 1696-2095. No 8, Vol 4 (1) 2006, pp: 213 - 230. - 221 -derstand. Because its scope has been significantly expanded over Comprehend in the OT, some cognitive processes associated with Understand (for example, Explaining) are more cognitively complex than at least one of the cognitive processes associated with Apply (e.g. Executing).

The Taxonomy Table's two-dimensionality provides a common language for educators all over the world, making it an effective tool for designing the english online class activities for the cognitive processes it engages (Mizbani, Salehi, 13 & Tabatabaei, 2020), conducting content analysis of standardized international language tests (Baghaei, Bagheri, & Yamini, 2020), developing effective lesson plans (Bümen, 2007) because it can be used to analyze the target of a syllabus or a unit, or to classify learning activities based on learning objectives, or to understand the relationship between assessment and learning/ teaching activities, or to examine teaching materials (Amer, 2006), reflecting on classroom practices (Byrd, 2002), (Anderson, 2002). The revised bloom taxonomy could be applied to the implementation of mobile learning in higher education from a constructivist, cognitive, or even developmental perspective on learning (Freysen, 2005:74).

The Revised Taxonomy has grown in popularity among educators and curriculum planners across a wide range of disciplines, including, but not limited to, engineering, due to the many benefits of the revised Bloom Taxonomy (Swart, 2010). As a result, the current study employs Bloom's Revised Taxonomy and online learning media in virtually designing class activities in order to achieve learning objective effectively among university students studying Informatics Engineering at Indraprasta University, Indonesia.

This research is also influenced by the findings of a previous study conducted by Gibreel Sadeq Alaghbary titled "Integrating Technology with Bloom's Revised Taxonomy: Web 2.0-enabled Learning Designs for Online Learning," which found that using the revised bloom taxonomy in designing online learning has a positive impact on developing students' abilities in accordance with learning objectives.

METHODOLOGY

Although this section is described as introducing and discussing the method(s) used to design the class activity in accordance with the revised Bloom taxonomy, it is interpreted broadly, which effectively means that the section will include discussions of how the methods were applied. Given that the following section is titled 'Findings and Discussions,' this is thought to be the correct way of addressing the method(s) section. As a result, the first part of this section will be spent discussing literature reviews, conducting student interviews, observing the syllabus, and designing class activities in accordance with the revised bloom taxonomy, all of which will be completed later.

1. Literature review

Littlejohn (2012) makes a number of important points that can be used to create class activities. One major concern expressed is that examining the syllabus can effectively mean making "general, impressionistic judgments" at the expense of a more detailed examination, resulting in a poor or inappropriate choice (p. 181). He (2012) also contends that it is common for teachers to make implicit judgments about materials and what they "should look like" (p. 143), focusing on the underlying rationale that leads to the creation of materials and how this may align with the needs of English students. According to Tomlinson (2012), the activity should "aim to provide all these ways of acquiring a language for the learners to experience and sometimes select from." In practice, however, asymmetry with these needs may exist because most materials place emphasis on "providing explicit teaching and practice" (p. 143).

Arif Nugroho (2020) in this study concluded that digital English learning activities outside of the classroom are viewed positively by Indonesian EFL learners. Learning activities can be carried out on social networking sites such as YouTube, WhatsApp, Facebook, Instagram, and Google Class. This study demonstrates that digital English learning outside of the classroom is effective in social distancing measures and will be effective if designed based on learning objectives based on the type of activity and cognitive level.

In another study National Research Council, 2001 stated that students learn skills and acquire knowledge more easily when they can apply what they've learned to new or more complex situations, which is more likely to happen once they've developed a thorough understanding of the material. As a result, simply ensuring that a curriculum is aligned with standards will not prepare students for the challenges of the twenty-first century. Teachers must

therefore assign challenging tasks and set challenging goals for all students, structure learning so that students can achieve high goals, and improve both surface and deep learning of content (Hattie, 2002). Bloom's Taxonomy and Webb's depth of knowledge thus play important roles in state-level education reform in terms of standards development and assessment alignment. Because cognitive rigor includes the complexity of content, cognitive engagement with that content, and the scope of planned learning activities, the CR matrix can improve instructional and assessment practices in the classroom. By combining the two cognitive complexity measures, we can analyze the emphasis placed on each intersection of the matrix. As educators become more adept at detecting cognitive rigor.

2. Interview

Researchers conducted this study by interviewing first semester informatics engineering students using a Google Form to determine what learning media they are familiar with, and the majority of them are already installed on their devices. The researchers conducted mapping using the data from the interviews as a reference in selecting learning media that were familiar and easy to use by students.

3. Observing The Syllabus

The syllabus is one of the mandatory learning tools for teachers to use in order to facilitate expected learning. The syllabus is defined as a set of learning implementation plans and assessments that are organized systematically. As a result, the syllabus's components will be interconnected in order to achieve mastery of fundamental competencies.

The syllabus is very important in provide systematic information about the implementation of learning plans and assessments, making it easier for teachers to implement learning. Teachers can see, observe, analyze, and predict the learning process, transforming it into a structured framework. A guideline in the development of learning that serves as the foundation for developing learning management plans. As the primary source of information in the effort to prepare learning plans, so that learning plans can be organized in accordance with procedures.

As a result, syllabus observation, which serves as a guide in implementing learning activities in class, is critical. To determine the revised bloom taxonomy verb, the researcher observes each learning target and indicator in the syllabus.

The syllabus observed in this study was the syllabus for English courses of informatics students where it is general English.

4. Designing Class Activity

After conducting a research review, collecting data from student interviews, and observing the syllabus to determine RBT verbs based on the indicators and learning objectives, the final step is to design online class activities and select the appropriate learning media to support the maximum achievement of the learning objectives.

FINDINGS AND DISCUSSIONS

As a result of a series of methodologies used in this study The following are the findings based on the results obtained: in designing and developing class activities, it is important to pay attention on the learning objectives, the series of targets to be achieved in every meeting. In syllabus, there is also indicator, the scale used as measurement. It consists of several statements that indicate what students are supposed to be able to do. each indicator provides the keyword that will lead to Revised Bloom Taxonomy (RBT) representative verbs in accordance to the combination of the cognitive process dimension and the knowledge dimension displayed on previous table and for further explanation, please study the following table.

Table 3.1
English Syllabus for Informatics Students

No	Learning Objectives	Indicator	RBT Verbs (based on CP and KD)	Recommended activities	Use of media
1	Able to master some functions of present tenses (descriptive text)	<ul style="list-style-type: none"> - Able to introduce themselves - Able to make a short description about other students appearance in present tenses - Able to understand the text descriptive text 	<ul style="list-style-type: none"> - Remember/mention - Describe - Summarize 	<ul style="list-style-type: none"> - Students are required to make short introduction - Students are required to write some sentences describing the appearance of one of their classmates - Students are required to read a passage and make summarize 	<ul style="list-style-type: none"> - Speaking session Via Zoom - Students listen to friends' introduction then type the answer directly on Watsap Group - Students submit the text on Google Classroom
2	Able to master some functions of present tenses (procedure)	<ul style="list-style-type: none"> - Able to order the steps - Able to explain the steps on the previous pictures 	<ul style="list-style-type: none"> - Order - Explain - Predict 	<ul style="list-style-type: none"> - Students are given some random pictures and asked to put them in order - Students are required to explain the steps shown by the previous pictures 	<ul style="list-style-type: none"> - Kahoot - Students answer by Voice note in Watsapp Group - Video taken from Youtube

		<ul style="list-style-type: none"> - Able to predict the next steps of a procedure - Able to make a procedure text 	<ul style="list-style-type: none"> - Create 	<ul style="list-style-type: none"> - Students watch a video provided by lecturer, and asked to predict the next steps - Students are required to write a procedure of "how to make/operate" attached with some pictures 	<ul style="list-style-type: none"> and discussed in Whatsapp Group - Students post the pictures on Instagram and write the text in caption
3	Able to master some basic function of past tenses (recount)	<ul style="list-style-type: none"> - Able to recognize the "verbs and to be" used in past tense - Able to apply past tense to tell about yesterday activity - Able to construct the message of the text 	<ul style="list-style-type: none"> - Identify - Apply - Construct 	<ul style="list-style-type: none"> - The students are given some questions and need to choose the right answer - lecturer ask the some questions like "what did you do yesterday?" and other questions using past tense to each students, and the students answer directly. - Students reads a recount text about someone bad experience in the past, and needs to construct the writers point of view and the message of the text 	<ul style="list-style-type: none"> - Google form - Zoom/ google meet - Students submit the answer on Google Classroom

According to the table above, there are three learning objectives for the general English course. The first learning objective in this case is to master some functions of the simple present tense, so it is about using the simple present tense in the descriptive text. The second learning objective is to master some basic functions of the present tenses in a different type of text than the first learning objective, which is procedure text, and the final learning objective is to master some basic functions of the past tenses in recount text.

There are indicators in each intended learning objective that are markers of achieving specific basic competencies that can be used as a measure to determine learning objective achievement. Indicators and evaluation tools are created using measurable operational verbs. These indicators show lecturers that the indicators implicitly or explicitly state every word/verb that represents the learning objectives or learning activities completed, and each of these objectives can be classified using the revised Bloom's taxonomy. The researcher can recommend activities based on two-dimensional combinations (the cognitive process dimension and knowledge dimension) in the revised bloom taxonomy after analyzing RBT verbs.

Furthermore, the researcher will describe a series of classroom activity designs for each learning objective listed in the syllabus.

First learning objective

In the first learning objective, students are expected to master some functions of the present tense (descriptive text) using three indicators that will be explained one by one.

Indicator 1: Students can introduce themselves on the first indicator. The indicator refers to RBT verb based on CP and KD, so “remember or mention” can be used as the representative. The recommended activity can be determined using RBT verb. Students are required to give a brief introduction using Zoom or Google Meet, so they must recall prior knowledge such as their identity. Students can proceed to the next activity based on the second indicator after passing the first activity on the first indicator.

Indicator 2: students are able to make a short description about other students appearance in present tenses. Based on these indicators, “explain” is a representative of RBT verb that can guide lecturers to recommend activities, so at this part, students are required to explain the steps shown by the previous pictures . the students’ answer can be submitted by voice note in What’s app group.

Indicator 3: students are able to understand descriptive text, so “summarize” is the representative verb of RBT that can lead the lecturers to conduct the recommended activity such as reading a passage and making a summary about one of their classmates' descriptions before and submitting their summary on Google Classroom.

Second learning objective

In this part, students are expected to master some functions of present tenses (procedure). The following is an explanation of how class activities were designed based on each indicators.

Indicator 1: Students are Able to order the steps. The indicator refers to RBT verb based on CP and KD, so “order” can be used as the representative. The recommended activity can be determined using RBT verb. Students are given some random pictures and asked.

Indicator 2: students are able to explain the steps on the previous pictures. Based on these indicators, “describe” is a representative of RBT verb that can guide teachers to recommend activities, so at this stage, students are required to write some sentences describing the appearance of one of their classmates, and they must listen to their classmates while introducing themselves to the activity. Previously, they could directly type the description of the contents of the introduction that their friend had conveyed earlier via what’s app group.

Indicator 3: students are able to predict the next steps of a procedure, so “predict” is the representative verb of RBT that can lead the lecturer to conduct the recommended activity such as watching a video provided by lecturer, and asked to predict the next steps. The video taken from You tube and discussed in Wats app Group.

Indicator 4: The last part of the session, based on the second learning objective, has the indicator to ensure that students can create a procedure text. Because the indicator refers to an RBT verb based on CP and KD, "create" can be used as a representative. The RBT verb can be used to determine the recommended activity. Students must write a procedure for how to make/operate an attachment with some pictures, then post the pictures on Instagram with the text in the caption.

Third learning objective

The student's final learning objective in this case is to master some basic functions of past tenses (recount). The following are a set of class activities based on each indicator:

Indicator 1: Students are able to recognize the “verbs and to be” used in past tense, so “identify” can be used as the representative. The recommended activity can be determined using RBT verb. The students are given some questions and need to choose the right answer on google form.

Indicator 2: students are to apply past tense to tell about yesterday activity. Based on these indicators, “apply” is a representative of RBT verb that can guide lecturers to recommend activities, so at this part, lecturer ask the some questions like “what did you do yesterday?” and other questions using past tense to each students, and the students answer directly on zoom or Google meet.

Indicator 3: students are able to construct the message of the text, so “construct” is the representative verb of RBT that can lead the lecturers to design the activity where the students reads a recount text about someone bad experience in the past, and needs to construct the writers point of view and the message of the text and submit it on Google classroom.

Those explanations are examples of how to design English online class activities in accordance with the revised Bloom taxonomy based on the learning objective. The most important aspect of designing a learning activity using RBT is that the lecturer be able to analyze the learning objectives and indicators. Lecturers can determine which level of RBT skill students must master based on feedback from both parties. Furthermore, lecturers must be mindful of time management, however, it is still possible to emphasize the use of multiple media in a single

session. Actually, the use of media and activities is flexible in accordance with learning objectives; the lecturer can choose the media that will cover the learning objective so that the class activity can be conducted as efficiently and effectively as possible.

CONCLUSION

Designing classroom activities for distance or e-learning can be challenging for teachers or lecturers. It requires comprehensive observation to fulfill what students need as well as what should be achieved on learning objectives. Revised bloom taxonomy can be an alternative reference for teachers, because its low-high level skill oriented can help them determine the knowledge and skills that students should master in accordance to the indicators. Meanwhile, the use of various media or applications as supportive tools is crucial, it does not only attract the students' interest but also help the teacher to create the lively learning atmosphere so that the learning objectives can be achieved. In order to minimize technical problems when carrying out learning activities by using several learning media, lecturers should inform students beforehand.

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