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Highlights

Study of Islamic University

Affect the Academic Results

Discovering Thoughts, Inventing Future

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Development of Voice Recognition for Student Attendance

By Md. Nasir Uddin, MM Rashid, MG Mostafa, Belayet H, SM Salam, NA Nithe, MW Rahman & S Halder

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Abstract- Development of voice recognition for student attendance system is beneficial in many ways. It helps the lecturer in administrative the attendance of their student with efficiency. This is because students always cheat with their attendancy by signing on behalf of their friend who did not attend class. With this project, voice biometric is used as a medium for student to mark their attendance. Cheating among students will be prevented because like fingerprints, each voice is different. The objectives of this project are to study and understand the properties understand the properties of speaker recognition and to analyze the effectiveness of using Euclidean distance feature for speaker recognition. Databases of 26 volunteers were collected consisting of only male. The report result is tabulated. Three types of analysis were done, first same train is used as test data reported 100% correct. The remaining two analyses used different test data recording. Volunteers use the same sentence as test data reported 76.92% correct. Lastly volunteers used their name and the correct percentage is 46.15%.

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Development of Voice Recognition for Student Attendance

Md. Nasir Uddin [α], MM Rashid [σ], MG Mostafa [ρ], Belayet H [ω], SM Salam [¥], NA Nithe [§], MW Rahman [χ] & S Halder [ν]

Abstract- Development of voice recognition for student attendance system is beneficial in many ways. It helps the lecturer in administrative the attendance of their student with efficiency. This is because students always cheat with their attendancy by signing on behalf of their friend who did not attend class. With this project, voice biometric is used as a medium for student to mark their attendance. Cheating among students will be prevented because like fingerprints, each voice is different. The objectives of this project are to study and understand the properties understand the properties of speaker recognition and to analyze the effectiveness of using Euclidean distance feature for speaker recognition. Databases of 26 volunteers were collected consisting of only male. The report result is tabulated. Three types of analysis were done, first same train is used as test data reported 100% correct. The remaining two analyses used different test data recording. Volunteers use the same sentence as test data reported 76.92% correct. Lastly volunteers used their name and the correct percentage is 46.15%.

Chapter 1

I. Introduction

a) Overview

Initially, lecture attendance systems in IIUM University were based on a piece of attendance paper that is passed around by students, which requires student to sign on the date column under their name. Sometimes, lecturer calls the person name one by one to mark as attendance but this method are time consuming. As an alternative solution, biometrics technologies can be introduced to construct a more powerful version of attendance system. Biometric is an authentications technique that recognizes unique features in each human being. In this case, voice recognition is used as biometric because it is a natural signal to produce. Each person has their unique characteristic in speech and voice that can be captured and analyse to make this new class attendance more efficient and effective.

Voice recognition can be divided into two, which are speech recognition and speaker recognition. Both are using voice biometric differently. Speech recognition is the ability to recognize what have been said while speaker recognition is the ability to recognize who is speaking. In brief, speech recognition covers the ability to match a voice pattern against an acquired or provided vocabulary. Normally, the vocabulary given is small and the user needs to record a new word to expand the vocabulary.

Speaker recognition is the process of automatically recognizing who is speaking on the basis of individual information included in speech signals. It can be divided into two tasks, which are identification and verification. Speaker identification is uded to decide which unknown voice belongs to from amonst a set of known speakers. Speaker verification accepts or rejects the identity claim of a speaker. For this project speaker identification in speaker recognition is used. The unknown speaker is later labeled as test data and the set of known speaker is labeled as train data. This is possible because different speakers have different spectra for similar sound. Spectra are the location and magnitude of peaks in spectrum.

b) Problem Statement

As mentioned earlier, a piece of paper is used as an attendance in our lecture. This method comes with many problems. If a student attendance is less than 80% or missed six classes per semester, they will be barred from the final examination. Three classes miss, warning letter will be issued by the lecturer and sent to their parent.

To avoid all of the above, if a student did not come on that particular lecture, he or she will ask their friend to sign on their behalf. Sometimes, the class is empty and when the lecturer checks the attendance, it is fully sign. When ask who is responsible for this action, nobody will admit it. This is not fair to those students who come regularly, as their attendance is the same with those who seldom comes. There is a case where the student only comes a few times per semester that is only during quiz and exams day. When the result turn out bad, that student will blame the lecturer.

Furthermore, when a student has a habit of missing classes, they tend to bring this bad habit in their working world. This will badly affect their performance and reputation. To overcome this problem voice recognition can be used in class attendance system. The advantages of the system are as follow:

- Only student who comes to the class will be mark present in the attendance.
- Warning letter and barred letter will be issued without any mistake.

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- Make the student attend the lecture and think twice before missing the class.
- The class will be full house attendance and encourage the lecturer to teach passionately.

c) Objectives

The main objective of this project is to design and develop a voice recognition system for class attendance. The objectives of this project are:

- To study and understand the properties of speaker recognition.
- To study and understand Euclidean distance feature.
- To collect voice to be used as database.
- To study and analyze the output of Matlab code.

d) Project Methodology

To achieve the objectives stated above, the following approach will be taken in this project:

- Literature review
- Voice data collection.
- Coding using Matalab software.
- Testing and analyze the coding

e) Scope of Work

In this project the scope can be divided into two that is data collection and coding. In data collection part, the participant need to pronounce loud and clear a sentence repeatedly for five time as this will be the train data for this project. For the test data, the same participant needs to pronounce the same sentence and their own name to be used for the analysis later.

The second part consists of the coding. The coding is written in Matlab software using all the data collected before. After that, the data is analyze to know how accurate the feature being used.

f) Report Content

This report consists of five chapters. The first chapter, which is the introduction consists of back-ground of the project, problem statement, objectives, project methodology and scope of work that need to be done in accomplishing this project. The second chapter focuses on the theoretical background and literature reviews of speaker recognition. In addition, a review of past method and features of speaker recognition is also included.

Chapter three discusses the methodology used in this project. Euclidean distance is used as the feature of this project and all the equation is stated here. Next chapter 4, is the result and analysis. All the preliminary results obtain are presented. These include table of analysis. Finally, chapter 5 is the conclusion of this report and future work for Final Year Project 2.

Chapter 2

II. Literature Review

a) Overview

Chapter 2 consists of all theoretical background and literature reviews of speaker recognition. In addition, a review of past method and features of speaker recognition is also included.

b) Voice Recognition

Voice recognition suggests that the computer do not understand it but only can take command and perform it. Comprehending human languages falls under a different field of computer science called natural language processing. Nowadays, a lot of voice recognition systems are available. The most powerful one can recognize thousands of words.

Traditionally, voice recognition system only used in a few specialized situations because of their limitations and high cost. As the time goes on, the cost decreases and performance improves, speech recognition systems are entering the mainstream. For example, voice recognition is used as an alternative to keyboards. These systems are useful in instances when the user us unable to use a keyboard to enter data because his or her hands are occupied or disabled. Instead of typing commands, the user can simply speak into a headest.

Speaker recognition is a biometric modality that uses an individual's voice for recognition purposes. It is a different technology than speech recognition, which recognizes words as they are articulated from. Speech recognition is not a biometric. The speaker recognition process relies on features influenced by both the physical structure of an individual's vocal and the individual's behavioral characteristics. This project will concentrate on speaker recognition.

c) Speaker Recgnition

Speaker recognition is divided into two which are verification and identification. Speaker verification is use to validate a person's claimed identity from his voice. Many terms which has the same meaning with speaker verification is usually used. For example, voice verification, speaker authentication, voice authentication, talker authentication and talker verification. A person can makes an identity claim with the help of other source. For example, by entering an employee number or presenting his smart card. (Reynolds, 2008)

In the other hand, speaker identification means there is no prior identity claim and the system decides who the person is, what group the person is a member of or that the person is unknown. In a simple word, speaker verification is defined as deciding if a speaker is who he claims to be. This is different from the speaker identification problem. (Peacocke & Graf, 1990)

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Speaker verification can be divided further into text dependent and non-independent text. In text-dependent recognition, the phrase is known to the system and can be fixed. While in non-independent, the speaker can use any phrase and then analyze by the sytem. The typical speaker recognition setup is further explained. (Reynolds, 2008)

i. *Speaker Recognition Setup*

The person speaks the phrase into a microphone. This signal is analyzed by a verification system that makes the binary decision to accept or reject the user's identity claim or possibly to report insufficient confidence and request additional input before making the decision. The person, who has previously enrolled in the system, presents an encrypted smart card containing his identification information. He then attempts to be authenticated by speaking a prompted phrase (s) into the microphone. (Campbell, 1997).

Before verification session, the person voice must be recorded earlier in the system. Usually it is under a supervised conditions and environment. During this time, voice models are generated and stored on asmart card for use in later verification sessions. There is generally a difference between accuracy and the duration and number of enrolment sessions.

ii. *Speaker Recognition Errors*

Table 2.1 : Sources Verification and Identification Error

Misspoken or misread prompted phrase
Extreme emotional states (stress)
Time varying microphone placement
Poor or inconsistent room acoustics
Channel mismatch (using different microphone for enrolment and verification)
Sickness (head colds can alter the vocal tract
Aging (vocal tract can drift away from models with ages)

There are many factors of verification and identification errors. Some of the human and environmental factors that contribute to these errors are list in Table 2.1. These factors generally are outside the scope of algorithms or are better corrected by means other than algorithms. For example the use of a better set of microphones. These factors are very important. No matter how good a speaker recognition algorithm is, human error ultimately limits its performance. As an example human may misreading or misspeaking the phrase provided (Campbell, 1997).

d) Previous Speaker Recognition Work

For the past years, there is a lot of speaker – recognition activity. Among those who have researched and designed about speaker-recognition systems are AT&T., the Dalle Molle Institute for Perceptual Artificial Intelligence Switzerland and many more. Table 2.2 shows a sampling of the chronological advancement in speaker verification. The following terms are used to define the columns in Table 2.

Source refers to a citation in the references, org is the company or school where the work was done and features are the signal measurements. Input is the type of input speech. For example laboratory, office quality or telephone. Text indicates whether a text-dependent or text-independent mode of operation is used. Moreover, method is the heart of the pattern-matching process and pop is the population size of the test or known as number of people. Finally error is the equal error percentage for speaker-verification systems or speaker identification systems given the specified duration of test speech in seconds. (Campbell, 1997)

e) Speech Production

The important physical distinguishing factor of speech is the vocal tract. The vocal tract is generally considered as the speech production organs above the vocal folds. Adult human vocal tract systems consist of this five which are laryngeal pharynx, oral pharynx, oral cavity, nasal pharynx and nasal cavity.

As the acoustic wave passes through the vocal tract, its frequency content (spectrum) is altered by the resonances of the vocal tract. Vocal tract resonances are called formants. Thus the vocal tract shape can be estimated from the spectral shape of the voice signal.

Typically, voice verification systems features derived only from the vocal tract. The human vocal mechanism is driven by an excitation source, which also contains speaker-dependent information. The excitation is generated by airflow from the lungs, carried by the trachea through the vocal folds. The excitation can be characterized as phonation, whispering, frication, compression, vibration or a combination of these (Cambell, 1997)

Chapter 3

III. Methodology

a) Overview

This chapter will discuss all the methodology used to achieve the objective of this project. This project can be divided into five stages. Those are planning, feature selection, collecting data, programming and design specification.

b) Planning

The first stage of Methodology is to plan the project properly. This is highly required so that it is easy to estimate the timing and duration of each activity for this project to be done efficiently. The important tasks and activities related to the project are displayed in the Gantt chart in table 3.1.

c) Feature Selection

As been mentioned before voice recognition biometrics is different from one human being to another.

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It is suitable to choose voice as a medium for the class attendance system. More specifically this project will concentrate on the speaker recognition. Speaker recognition can be divided into two, which are independent speech and non-independent speech.

In non-independent speech, a specific text or phrase known by the system is speaks into the system microphone. Then it will analyze and validate or identify the owner of the voice. In the other hand, independent speech is a free text or phrase that can be used to identify the unknown voice belongs to whom. This can be achieved provided the data has been recorded earlier in the system. For the system to match the unknown voice to their respective name feature selection is needed.

Features can be defined as the signal measurement. As stated in chapter two, many features has been used before. Among those are Cepstrum, Normalized Cepstrum, Mel-Cepstrum and many more. For this particular project, Euclidean Distance is used as the features.

i. *Euclidean Distance*

In this project, the vector is in matrices. When the audio is read into Matlab it converts the signal into matrices. This is because computer only understands vector or number.

Euclidean distance is used because of its simplicity. In general it can be difine as the distance between two points. The equation is as follow

---

In the speaker recognition phase, the database or train data is compared with the unknown voice which is represented by a sequence of vector (Y1, Y2,…..Yn). In order to identify the unknown voice, Euclidean distance is used. This can be done by measuring the shortest distance of the two vector sets. The Euclidean distance is only and ordinary distance between the two points that can be measure with a ruler. This can be proven by repeated application of the Pythagorean Theorem. (Per-Erik Danielsson, 1980)

The following can be defined as the Euclidean distance formula:

The Euclidean distance between two points P= (p1, p2…..pn) and Q= (q1, q2……..qn)

The answer with the shortest distance is chosen to be identified as the unknown person voice.

d) Data Collection

Data collection is crucial part for this project. It must be done carefully so that the voice recorded can be used later in the system. For this project, 26 voices from 26 different volunteers have been recorded. It can be divided into two part which are train data and test data.

The voice data is collected using earphone that has a small microphone attach and connect it through a laptop. The volunteers need to pronounce loud and clear a sentence for a few times through the microphone. Then, the data is saved in the laptop. The environment must be constant for all the 26 voices to minimize noise and error. The data is recorded in mahallah room as a constant environment.

i. *Train Data*

Train data is used to train the system in identifies the correct answer. The train voice data must be recorded a few times to take the average and make the result more accurate. In this project, the volunteers must pronounce and repeated for five times this sentence “The quick brown fox jumps over the lazy dog”.

The sentence is known as pangram. A pangram is a sentence that comprises all the letters of the alphabet appeared at least once. This is the most famous English pangram because it is simple and easy to pronounce. Generally, an interesting pangrams are short ones and consist of a sentence that includes the fewest repeat letters possible. There are many other types of English language pangram. For example, “ The job requires extra pluck and zeal from every young wage earner’ and ‘A quart jar of oil mixed with zinc oxide makes a very bright paint.’

ii. *Test Data*

Test data is data which has been specifically identified for use in tests. It can be used as an unknown data, so that the system will come out with the correct answer. For this project, there are two test data. First, is the pangram itself. Full name of each of the 26 volunteers is used as the second test data.

In total, the volunteers need to pronounce six pangrams and one full name to be recorded. All of the above is record continually and then separate it accordingly.

iii. *Audacity Software*

Audacity is a free open source digital audio editor and recording computer software application. It is used to separate the continuous recording of voice audio, test and train data. The audio recorded is in wma format while Matlab can only read in wav format.

Audacity can convert wma format into wav format.

First, the audio is uploaded into the Audacity software. Then, it is trim for only the voice wanted. After that, the noise and unrelated sound is cut from the audio. Finally, the audio is saved in wav format. Each of the seven recorded audio per volunteer undergo this process.

e) Programming

The programming is constructed in Matlab software. The full coding is in the Appendix A. The coding consists of two functions. One is known as frame spectra function and the second, is Score function.

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Frame Spectra function is the important part of this coding. All of the recorded audio data must go through this function to be process. When the audio wave read in Matlab software it s in matrices. The audio wave is usually amplitude over time. It needs to undergo Fast Fourier Transform (FFT) to become amplitude over frequency. Then, the frequency is sample at 44.1 kHz. After that it undergoes mormalization, to adjust the matrics so that it can be used in the next process.

In the Score function, the Euclidean distance principle is used. The unknown function or test data is compared one by one with all the train data to get it smallest difference in distance. The output is stored in D. The equation used in this function is as follow:

.....

There is also a loop that is used to calculate the mean distance of D obtain from the score function. With this, the average distance of the 26 person is obtained. The minimum mean obtained match with the unknown voice data. In other words, minimum mean distance is the shortest distance from the unknown data.

f) Design Specification

Design specification part list all the hardware needed to construct the prototype of this voice recognition for class attendance system. This part will be done in next semester for Final Year Project 2.

i. *Microcontroller*

After looking into various microcontrollers, the Arduino Uno board shown in figure below is choosen. Arduino is choose because it is cheap. Plug straight into computer USB port and simple to set up and used.

Table 3.2 shows list of specification of Arduino Uno obtained in the official Arduino website that is http://www.arduino.cc/en/Main/Arduino Board Uno.

Table 3.2 : Arduino Uno specification

Microcontroller	ATmega328
Operating Voltage	5V
Input Voltage (recommended)	7-12V
Input Voltage (limits)	6-20V
Digital I/O pins	14 (of whichprovide PWM output)
Analog Input Pins	6
DC Current per I/O pin	40 mA
DC Current for 3.3V Pin	50 mA
Flash Memory	32 KB (ATmega328) of which 0.5 KB used by bootloader
SRAM	2 KB (ATmega328)
EEPROM	1 KB (ATmega328)
Clock Speed	16 MHz
Length	68.6 mm
Width	53.4 mm
Weight	25 g

ii. *Microsd Card Module For Arduino*

This is a Micro SD (TF) module. It is tiniest card in the market available now and compatible with TF SD cad which is commonly used in Mobile phone. SD module has various applications such as data logger, audio, video and graphics. This module will greatly expand the capability of an Arduino board. Arduino cannot do many things because of their poor limited memory. This module has SPI interface and V power supply which is compatible with Arduino UNO/Mega. With this module it can store a big amount of information up until 2 GB depends on the micro SD used.

This project contains a big database to store the train data voice of a whole class. Each class has around twenty five students. Each student needs at least five voices to be data recorded and stored as train data. The 2GB memory included is more than enough to store this data.

iii. *Voice Recognition Module V3*

The voice recognition module V3 could recognize any voice command. It receives configuration commands or responds through serial port interface/software serial and voice recognition library for Arduino. With this module, the unknown voice can be recorded and then analyze by the Arduino. It also included one set of microphone.

iv. *12c Serial Lcs 1602 Module*

This module has 2.6 inch LCD display screen support. It allows only 2 input and output pins. This screen is used to display the output after the system has been program. If the output is correct it will be saved in the SD card. If it is wrong the student needs to run the programmed one more times.

Chapter 4

IV. Result and Analysis

a) Overview

In chapter 4 the result obtained in the Matlab software is put into a table to easily analyze. The table showed the mean distance of each of the 26 volunteers. As mentioned efore each volunteer has to repeat the pangrams for five times. The mean of these pangrams per volunteer is then calculated to get the average. There are two outputs from the programming which are minimum means and minimum distance.

Minimum mean can be explained as the nearest distance between unknown and mean that is calculated before. In the other hand, minimum distance is the shortest distance between unknown and each of the pangrams that is used as train data. If the answer is correct 1 is given and if the answer is wrong 0 is given. The percentage is then calculated by sum up all the correct identification (labeled 1) and divided by the total number of samples that is 26.

Three sets of test data is used to be analyze. First part, the train data is used back as the test data.

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Secondly, another set of pangram that has been recorded earlier is used as test data. This act as a dependent text and labeled as fox test data. Lastly, name of each volunteer is used for the non-independent test data and labeled as name test data.

b) Summary

First part and second part, the percentage of the answer correct is within the range which can be satisfied. The third part answer is far away from correct. There are a few factor contributed to these problem. The main factor that has been identifies is the feature extraction used.

This project only usd Euclidean distance as their feature extraction. It is assumed to improve this project, more number of features are needed. There is a lot of feature extraction that is suitable to be combined with Euclidean distance. The examples are Cepstrum and filter –bank. The improvement will be done in Final Year Project 2.

Other than that, there is also noise in the voice recoded. It makes it hard for the system to match to the correct voice. To solve this, five pangrams per volunteers is recorded. Then, the average of the five pangrams is calculated and compares with the unknown voice. This should give more accurate and solid result.

Minimum mean and minimum distance in this three part analysis gives exactly the same percentage as each other. Minimum mean is the shortest distance between unknown voice and average of each volunteer train data. While, minimum dstance is the shortest distance between unknown voice and each of the pangram used as the database. In simple terms, minimum distance is the nearest distance from the train data in the database. This shows that, there is no difference between minimum mean and minimum distance.

Chapter 5

V. Conclusion and Future Work

a) Conclusion

The main objective of this Final Year Project was to develop voice recognition for class attendance system. It is divided into two, which are Project 1 in this current semester and Project 2 in the upcoming semester. In project 1, the theoretical background of this project was studied in details. This includes the speaker recognition, Euclidean distance and the hardware that will be used in project 2. Furthermore, past research and application related to voice recognition is also studied in detail. Finally, this project is beneficial in many ways especially towards the lecturer in IIUM University.

In short, Final Year Project 1 will give a great advantage to the future development in constructing the hardware part and further improve the programming of the device in Final Year project 2. Hence, the idea needed for Final Year Project 2 is fully gather.

b) Future Work

Future work in the upcoming semester is to build the hard ware part for this system. Moreover, the programming part of this project can be improved. Feature selection also can be added to get a more accurate result. Table 5.1 display the proposed activities and task that can be performed in project 2 with their estimated time to completion.

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Factors that Affect the Academic Results: A Case Study of Islamic University, Kushtia, Bangladesh

By Suman Biswas, Mst. Shonamoty Khatun, Md. Yasin Ali Parh & Dr. Md. Sazzad Hossain

Islamic University, Bangladesh

Abstract- The main objective of this study is to examine the existing situation of results of the graduate students at Islamic University in Kushtia, Bangladesh as well as to identify the factors associated behind this issue. An analysis has been performed by using the primary data which collected form the graduate students of Islamic University under simple random sampling technique. Chi-square test for dependency checking has been performed as Bivariate analysis. After performing Bivariate analysis Multinomial logistic regression analysis has been performed. The result of the study has revealed that the factors like SSC and HSC results of the student, Parental academic qualification, Higher family income, residential in hall, student's class attendance, study time without class period have a positive impact and the factors like students' internet use for non-academic purpose, political status, mobile phone using for non academic purpose in the University have a negative impact of students academic results.

Keywords: *academic results in cgpa, simple random sampling (without replacement) techniques, bivariate analysis, multinomial logistic regression model.*

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Factors that Affect the Academic Results: A Case Study of Islamic University, Kushtia, Bangladesh

Suman Biswas [α], Mst. Shonamoty Khatun [σ], Md. Yasin Ali Parh [ρ] & Dr. Md. Sazzad Hossain [ω]

Abstract- The main objective of this study is to examine the existing situation of results of the graduate students at Islamic University in Kushtia, Bangladesh as well as to identify the factors associated behind this issue. An analysis has been performed by using the primary data which collected form the graduate students of Islamic University under simple random sampling technique. Chi-square test for dependency checking has been performed as Bivariate analysis. After performing Bivariate analysis Multinomial logistic regression analysis has been performed. The result of the study has revealed that the factors like SSC and HSC results of the student, Parental academic qualification, Higher family income, residential in hall, student's class attendance, study time without class period have a positive impact and the factors like students' internet use for non-academic purpose, political status, mobile phone using for non academic purpose in the University have a negative impact of students academic results.

Keywords: academic results in cgpa, simple random sampling (without replacement) techniques, bivariate analysis, multinomial logistic regression model.

I. Introduction

Education is considered as a first step for every human activity in the present era. It plays a vital role in the development of human capital and is linked with an individual's well being and opportunities for better living [1]. To be developed a country well-educated individuals are needed whose academic results and performances are good. Huge number of students in Bangladesh does not get chance for higher study. However most of the students who get scope for higher study cannot make good results.

In recent years, all the universities in Bangladesh use the CGPA system to evaluate the academic results of students. The CGPA shows the average of overall grades of the semesters or years of the period a student spends in the university. Most of the universities in the world are using the CGPA system for evaluating the academic result of the students. For instances, teachers evaluate the academic result of the students by using the CGPA system in Malaysia [2]. Also, in USA student's academic results is evaluated by making CGPA.

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As academic result is considered as the measurement of qualification of the students, different studies have been performed to find the behind reason of the academic results. Many studies have shown that different factors have significant affect on academic results.

For example, Graetz [3] showed that one's educational success depends very strongly on socio-economic status of the parents. Alnabhan [4] observed that the lack of family support for a student is the main factor behind a low level of student achievement cumulative GPA. Also, Woessmann [5] concludes that family background has strong and similar effects on both Europe and the USA. He also estimates the model using a QR (Quantify Rational) approach where he concludes that there is weak evidence of variation in the family background influence.

Not only the socio-economic status but also the educational level of the parents is an important factor for making the good results. In this purposes, Aghus and Makhbul [2] observed in their study that the mothers have more influence on their children academic achievements and performance. Students' performance in intermediate examination is positively associated with the mother education. Also there have different variables which have important effect on academic results. Among them, Al-Tamimi and Al-Shayeb [6] found that attendance, gender, and semester load are the most significant variables. They also found that significant gender differences exist, with males outperforming females. Moreover, Applegate and Daly [7] used data collected from a survey of students at the University of Canberra, Australia and found that there is a positive correlation with the percentage of classes missed and a perception of a more negative effect of employment on grades.

Trained teachers are also an important fact in this case. Amitava Raychaudhuri, Manojit Debnath, Saswata Sen, and Braja Gopal Majumder [8] by applying regression analysis in their study found Mother's education & presence of trained teacher have a positive impact of students' academic performance.

In Bangladesh, the relationship between family background and student performance is not expected to be different from other countries. Since the country is poorer than other countries where these types of

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researches were conducted, we need to estimate the relative importance of the factors. We hardly find any research on this issue in Bangladesh. However, depending on these theoretical and empirical findings, we set up our statistical model and estimate the various factors that affect the academic result of Islamic University students, Kushtia, Bangladesh.

As there are several factors that have significant affect on academic results in university level, the main objective of the present study is to determine the factors that affect results (CGPA) in which information is collected from Islamic University, Kushtia, Bangladesh. More specially, the objectives of the present study are

- To find the relationship between the dependent and independent variables.
- To examine the factors that affects the academic results in university level.
- To provide better suggestion.

The remainder of this paper is organized as follows. Section 2 describes the data variables and methodology, Section 3 represents analysis and results. Finally, Section 4 summarizes the conclusions of the results and gives a short suggestion.

II. Data and Methodology

a) Data and Variables

There are total 37 numbers of public universities in Bangladesh that are being run under the University Grants Commission (UGC). Islamic University, Kushtia is one of the most renowned among them which includes 22 departments under 5 faculties and approximately 3500 graduate students are getting their education in different subjects. The data used in this study are collected primarily by the direct interview from the students. From each department, by drawing simple random sampling (without replacement) techniques a total 500 number of graduate students information have been collected.

As factors that influencing the academic performance would be determined, a large number of explanatory variables have been handled in this study. The variables are classified as-

- Dependent variable: Student's academic results in CGPA.
- Independent variables: Student's faculty, Gender, Religion, Type of birth place, S.S.C and H.S.C (in marks/GPA) results, Parent's education level and occupation, Family income, Residential status, Tuition time, Time spend with friends, Uses of internet for non-academic purpose, Political activities, Study time (without class period), Study type, Financial support, Attendance in the class and Uses of mobile phone for non-academic purposes.

b) Methodology

The main objective of this study is to determine the relationship between dependent variable and independent variables. To check the dependency among the variables bivariate analysis has been performed. Bivariate analysis involves the analysis of two variables for the purpose of determining the empirical relationship between them [9]. Cross tabulation was done to find any association between two variables and was tested by chi-square. This step of analysis provides us with the list of independent variables to be used in multinomial logistic regression.

The Multinomial Logistic regression Model is applied to determine the impact of different factors on the academic results. It is the linear regression analysis to conduct when the dependent variable is nominal with more than two levels. Thus it is an extension of logistic regression, which analyzes dichotomous (binary) dependents. Like all linear regressions, the multinomial regression is a predictive analysis. Multinomial regression is used to describe data and to explain the relationship between one dependent nominal variable and one or more continuous-level (interval or ratio scale) independent variables.

Standard linear regression requires the dependent variable to be of continuous-level (interval or ratio) scale. Logistic regression jumps the gap by assuming that the dependent variable is a stochastic event. And the dependent variable describes the outcome of this stochastic event with a density function (a function of cumulated probabilities ranging from 0 to 1). Statisticians then argue one event happens if the probability is less than 0.5 and the opposite event happens when probability is greater than 0.5.

In statistics, multinomial logistic regression is a classification method that generalizes logistic regression to multiclass problems, i.e. with more than two possible discrete outcome [10]. That is, it is a model that is used to predict the probabilities of the different possible outcomes of a categorically distributed dependent variable, given a set of independent variables (which may be real-valued, binary-valued, categorical-valued, etc.).

Multinomial logistic regression uses a linear predictor function $f(k, i)$ to predict the probability that observation i has outcome k, of the following form:

$$f(k,i) = \beta_{0,k} + \beta_{1,k} x_{1,i} + \beta_{2,k} x_{2,i} + \ldots + \beta_{M,k} x_{M,i}$$

Where $\beta_{m,k}$ is a regression coefficient associated with the m^{th} explanatory variable and the k^{th} outcome. The regression coefficients and explanatory variables are normally grouped into vectors of size $M+1$, so that the predictor function can be written more compactly:

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$$f(k,i) = \beta_k x_i$$

Where β_k the set of regression coefficients associated with outcome k and x_i (a row vector) is the set of explanatory variables associated with observation i.

III. Analysis and Results

Determined the factors that affect the academic result of students are the main theme of this study. Thus the association of dependent and independent variables has been found by bivariate analysis and then the impact of the factors by multinomial logistic regression model.

The frequencies and percentages of different explanatory variables and chi-square value and corresponding P-values are given in *Table 1.*

Table 1 : Bivariate analysis results

Factors	CGPA				
Independent variables	Poor (<3)	Medium (3-3.5)	Good (>3.5)	χ^2	P-value
Faculty Name of the respondent					
Science	29(41.4%)	114(38.1%)	69(52.7%)		
Arts	23(32.9%)	124(41.5%)	45(34.4%)	10.831	0.029
Business	18(25.7%)	61(20.4%)	17(13.0%)		
Gender					
Male	36(51.4%)	169(56.5%)	71(54.2%)	0.667	0.716
Female	34(48.6%)	130(43.5%)	60(45.8%)		
Religion					
Muslim	49(70.0%)	235(78.6%)	109(83.2%)		
Hindu	21(30.0%)	63(21.1%)	22(16.8%)	5.444	0.245
Others	0(0.0%)	1(0.3%)	0(0.0%)		
Birth place					
Urban	17(24.3%)	110(36.8%)	29(22.1%)	10.923	0.004
Rural	53(75.7%)	189(63.2%)	102(77.9%)		
SSC result of the respondents					
Medium(Less than 4)	26(37.1%)	57(19.1%)	12(9.2%)		
Good (4-4.5)	11(15.7%)	66(22.1%)	46(35.1%)	29.109	0.000
Very Good (above 4.5)	33(47.1%)	176(58.9%)	73(55.7%)		
HSC result of the respondents					
Medium(Less than 4)	23(32.9%)	57(19.1%)	29(22.1%)		
Good (4-4.5)	20(28.6%)	88(29.4%)	20(15.3%)	17.555	0.002
Very Good (above 4.5)	27(38.6%)	154(51.5%)	82(62.6%)		
Father's academic qualification					
No education	5(7.1%)	29(9.7%)	4(3.1%)		
Primary	31(44.3%)	76(25.4%)	50(38.2%)	17.478	0.008
Secondary	14(20.0%)	67(22.4%)	26(19.8%)		
Higher	20(28.6%)	127(42.5%)	51(38.9%)		
Father's occupation					
Job	22(31.4%)	104(34.8%)	53(40.5%)		
Business	22(31.4%)	78(26.1%)	19(14.5%)	9.380	0.052
Farmer	26(37.1%)	117(39.1%)	59(45.0%)		
Mother's academic qualification					
No education	32(45.7%)	108(36.1%)	36(27.5%)		
Primary	16(22.9%)	73(24.4%)	54(41.2%)	29.881	0.000
Secondary	20(28.6%)	82(27.4%)	39(29.8%)		
Higher	2(2.9%)	36(12.0)	2(1.5%)		
Mother's occupation					
House wife	64(91.4%)	268(89.6%)	126(96.2%)	5.084	0.079
Job	6(8.6%)	31(10.4%)	5(3.8%)		

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Family income					
Less than 10000	40(57.1%)	122(40.8%)	57(43.5%)		
Between 10000-20000	17(24.3%)	84(28.1%)	50(38.2%)	14.918	0.005
Above 20000	13(18.6%)	93(31.1%)	24(18.3%)		
Residential status					
Hall	27(38.6%)	130(43.5%)	81(61.8%)		
Family	31(44.3%)	112(37.5%)	27(20.6%)	18.160	0.001
Mess	12(17.1%)	57(19.1%)	23(17.6%)		
Tuition status (hours/week)					
No tuition	58(82.9%)	214(71.6%)	93(71.0%)		
Less than 12	4(5.7%)	53(17.7%)	17(13.0%)	10.399	0.109
Between12 to 20	4(5.7%)	21(7.0%)	15(11.5%)		
Above 20	4(5.7%)	11(3.7%)	6(4.6%)		
Time spent with friends (hours/week)					
Not spent	24(34.3%)	81(27.1%)	35(26.7%)		
Less than 10	37(52.9%)	146(48.8%)	75(57.3%)	7.594	0.108
More than 10	9(12.9%)	72(24.1%)	21(16.0%)		
Internet use for non-academy (hours/week)					
Not use	2(2.9%)	19(6.4%)	11(8.4%)		
Less than 10	58(82.9%)	195(65.2%)	96(73.3%)	12.003	0.017
Greater than 10	10(14.2%)	85(68.4%)	24(18.3%)		
Political status(hours/week)					
No politics	44(62.9%)	228(76.3%)	116(88.5%)		
Less than 10	15(21.4%)	47(15.7%)	13(9.9%)	21.141	0.000
Greater than 10	11(15.7%)	24(8.0%)	2(1.5%)		
Study without class period (hours/week)					
Less than 10	12(17.1%)	13(4.3%)	6(4.6%)		
Between 10 to 20	39(55.7%)	80(26.8%)	8(6.1%)	153.708	0.000
Between 20 to 30	13(18.6%)	175(58.5%)	53(40.5%)		
Greater than 30	6(8.6%)	31(10.4%)	64(48.9%)		
Type of study					
Hand note dependent	63(90.0%)	155(51.8%)	25(19.1%)		
Book	6(8.6%)	56(18.7%)	47(35.9%)	96.956	0.000
Book & hand notes	1(1.4%)	88(29.4%)	59(45.0%)		
Financial support (%)					
Less than 50	6(8.6%)	34(11.4%)	21(16.0%)		
Between (50-90)	13(18.6%)	57(19.1%)	14(10.7%)	6.673	0.154
Above 90	51(72.9%)	208(69.9%)	96(73.3%)		
Class attendance (%)					
Less than 80	13(18.6%)	9(3.0%)	3(2.3%)		
Between (80-90)	17(24.3%)	58(19.4%)	5(3.8%)	55.378	0.000
Above 90	40(57.1%)	232(77.6%)	123(93.9%)		
Mobile phone using status (hours/week)					
Less than 5	13(18.6%)	67(22.4%)	74(56.5%)		
Between 5 to 14	51(72.9%)	206(68.9%)	54(41.2%)	56.632	0.000
Above 14	6(8.6%)	26(8.7%)	3(2.3%)		

From *Table 1* it is concluded that Faculty name of the respondents, Birth place, SSC result of the respondents, HSC result of the respondents, Parents academic qualification, Family income, Residential status, Internet use for non-academic purposes, Political status, Study time (without class period), Type of study, Class attendance, Using mobile phone for non-academic purpose have significant effect on Academic results at 1 percent and 5 percent level of significance. Also parent's occupations are significant at 10 percent level of significance.

Finally to examine the effect of explanatory variables on academic result multivariate multinomial logistic regression models are fitted to the data considering all the explanatory variables found significant at 1 and 5 percent level of significance in bivariate analysis. The results are shown in the *Table 2.*

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Table 2 : Fitted results of multinomial logistic regression model

	Poor result (Less than 3)		Medium result (3-3.5)	
Factors	Coefficient	Odds Ratio	Coefficient	Odds Ratio
Faculty Name of the respondent				
Science	0.076	1.079	-0.362	0.696
Arts	-1.600	0.202*	-0.601	0.548
Business				
Birth place				
Urban	-0.329	0.720	0.179	1.196
Rural				
SSC result of the respondents				
Medium (Less than 4)	2.736	15.417***	1.486	4.421**
Good (4-4.5)	-0.883	0.414	0.267	1.306
Very Good (above 4.5)				
HSC result of the respondents				
Medium (3.5-3.99)	1.959	7.090***	1.147	3.147**
Good (4-4.5)	1.316	3.728**	1.194	3.299***
Very Good (above 4.5)				
Father's academic qualification				
No education	-0.528	0.590	0.731	2.077
Primary	-2.157	0.116**	-2.053	0.128***
Secondary	-0.221	0.802	0.941	2.563
Higher				
Mother's academic qualification				
No education	-1.422	0.241	-1.709	0.181
Primary	-3.703	0.025**	-2.682	0.068***
Secondary	-3.429	0.032***	-3.760	0.023***
Higher				
Family income				
Less than 10000	0.810	2.248	-0.614	0.541
10000-20000	2.077	7.982**	0.068	1.070
Above 20000				
Residential status				
Hall	-0.023	0.977	0.121	1.128
Family	3.049	21.100***	2.042	7.7040***
Mess				
Internet use for non-academy (hrs/week)				
Not use				
Less than 10	-1.530	0.217	-0.890	0.411
Greater than 10	1.253	3.501*	0.561	1.752
Political status(hrs/week)				
No politics	-4.128	0.016***	-3.038	0.048***
Less than 10	-3.373	0.034***	-2.292	0.101**
Greater than 10				
Study without class period (hrs/week)				
Less than 10				
Between 10 to 20	5.106	164.96***	2.478	11.923***
Between 20 to 30	4.588	98.297***	3.769	43.318***
Greater than 30	0.887	2.428	2.085	8.047***
Type of study				
Hand note	6.353	573.93***	1.788	5.977***
Book	1.814	6.134	-0.384	0.681
Book & hand notes				
Class attendance (%)				
Less than 80	2.706	14.970**	0.770	2.159
Between 80 to 90	1.183	3.263	1.228	3.413
Above 90				
Mobile phone using status (hrs/week)				
Less than 5	-2.914	0.054**	-2.378	0.093**
Between(5-14)	-0.815	0.443	-0.607	0.545
above 14				

- ****/**/* indicates significant at 1%/ 5%/ 10% respectively*
- *Last category in each variables indicates the reference category*
- *Among the results good result is the reference category.*

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The results of *Table 2* give the estimates of the logistic regression coefficients corresponding to the explanatory variables and their relative odds ratio for each categories of the variable. In logistic regression the interpretation is done in terms of odds ratio. Odds ratios are used to compare the relative odds of two groups. In this study the categories of each variable compare with the reference category.

In *Table 2* the Odds ratio under faculty indicates that in Science faculty the chance of poor result (less than 3) is 1.079 times more likely than the Business faculty compared to the good result (above 3.5). In Arts faculty the chance of poor result is 0.202 times than the Business faculty and the result is significant at 10 percent level of significance. Similarly, the chances of medium result (3-3.5) in Science and Arts faculties are 0.696 and 0.548 times respectively likely than the Business faculty and the results are not significant. Students born in urban have the chance of getting poor result 0.720 times than that of the rural but urban students have 1.196 times chances of getting medium result than the rural students. Thus the rural students make poor result more than the urban students. This may be due to the lack of facilities of education of rural students.

The odds ratio under SSC result of the respondent shows that in medium result (less than 4) of SSC the chance of poor result is highly significant and 15.417 times more likely than the very good result (above 4.5) and in good result (4-4.5) the chance of poor result is 0.414 times than the very good result. That is, students who got medium result in SSC have the greater chance to get poor result in university level compared to the good and very good result in SSC. Similarly, in medium result (less than 4) the chance of medium result in university level is significant and 4.241 times more likely than the very good result (above 4.5) and in good result (4-4.5) the chance of getting medium result is 1.306 times than the very good result. The odds ratio under HSC result of the respondent shows that in medium result (less than 4) the chance of poor result in university level is highly significant and 7.090 times more likely than the very good result (above 4.5) and in good result (4-4.5) the chance of poor result is significantly 3.728 times than the very good result. That is, students who got medium result in HSC have the greater chance to get poor result in university level compared to the good and very good result in HSC. Similarly, in medium result (less than 4) the chance of medium result in university level is significant and 3.147 times more likely than the very good result (above 4.5) and in good result (4-4.5) the chance of getting medium result is 3.299 times than the very good result and the results are found significant. The odds ratio under the father's academic qualification reveals that in Primary education the chance of poor result is significant and 0.116 times likely than the higher education compared to the chance of good result. In no education and secondary education the chances of poor result are 0.590 and 0.802 times respectively. Similarly, in Primary education the chance of medium result is highly significant and 0.128 times likely than the higher education compared to the chance of good result. In no education and secondary education the chances of poor result are 2.077 and 2.563 times more likely than the higher education respectively. The odds ratio under the mother's academic qualification shows that in Primary and secondary education the chances of poor result are significant and 0.025 and 0.032 times more likely than the higher education compared to the chance of good result. In no education the chance of poor result is 0.241 times than the higher education. Similarly, in Primary and secondary education of mother the chances of poor result are highly significant and 0.068 and 0.023 times more likely than the higher education compared to the chance of good result.

The result under family income shows that in less than 10000 the chance of poor result is 2.248 times more likely than the above 20000 and in 10000-20000 the chance of poor result is significant and 7.982 times more likely than the above 20000. Moreover, in less than 10000 the chance of medium result is 0.541 times more likely than the above 20000 and in 10000-20000 the chance is 1.070 times more likely than the above 20000. The result under residential status shows that in hall the chance of poor result is 0.977 times than in mess. Also the students who stay in family have a highly significant effect on poor result and the chance is 21.100 times more likely than the students stay in mess. Similarly, the chance of medium result of students who stay in family is found highly significant and 7.7040 times and he chance of medium result who stay in hall is 1.128 times more likely than that of the students stay in mess.

The odds ratio under Internet use for non-academy purposes indicates that the chance of poor result who use internet for non-academic purposes less than 10 (hrs/week) is found significant and 3.501 times more likely than more than 10 (hrs/week). But the chance of medium result is not significant at all. The odds ratio under political status shows that it has a negative and highly significant effect on results. The result shows that the chance of poor result in no politics is 0.016 times and in less than 10 (hrs/week) is 0.034 times likely the more than 10 (hrs/week). Also the chance of medium result in no politics is 0.048 and in less than 10 (hrs/week) is 0.101 times likely the more than 10 (hrs/week). The odds ratio under study time without class period reveals that the chances of poor results in less than 10 and 10-20(hrs/week) are found highly significant and 164.96 and 98.297 times more likely than more than 30 (hrs/week). That is, the students who study less time have the more chance to get the poor result. Similarly, the chance of medium result is significant in less than 10, 10-20 and 20-30 (hrs/week)

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and the results are 11.923, 43.318 and 8.047 times respectively more likely than the more than 30 (hrs/week). The students who read hand note only have more chance to get poor result than who read book and both hand note and book and the result is significant and it is 573.93 times more likely than who read both hand note and book. Similarly, the chance of getting medium result is significant and it is 5.977 times more likely than who read both hand note and book. Also the students who have less than 80 percent class attendance have more probability to get the poor result and it is 14.970 times more likely than the above 90 percent class attendance. Students who use mobile phone less than 5 (hrs/week) have a negative impact on poor and medium result than who use mobile phone more than 5 (hrs/week).

IV. Conclusion

The study examines the factors of results of the graduate students by using the primary data which is collected from the graduate students of Islamic University, Kushtia, Bangladesh under simple random sampling technique. Both bivariate and Multinomial Logistic regression analyses have been performed to identify the important factors that affect the academic results. The results show that there are many factors that affect the academic result.

In Multinomial logistic regression analysis it is found that the factors such as Arts faculty, Medium result in SSC, Medium and Good result in HSC, Father education of Primary level, Mother education of Primary and Secondary level, Family income of between 10000 to 20000, Residential status at Family, Political status of No politics and Less than 10 (hrs/wk), Type of study of Handnote, Class attendance of Less than 80 percent, Mobile phone using status of Less than 5 (hrs/wk) have significant effect on getting Poor result. Also Medium result in SSC, Medium and Good result in HSC, Father education of Primary level, Mother education of Primary and Secondary level, Residential status at Family, Political status of No politics and Less than 10 (hrs/wk), Type of study of Handnote, Mobile phone using status of Less than 5 (hrs/wk) have significant effect on getting medium result.

It is revealed that the students who do not involve in politics they can show good performance on the academic results than who spend more time for political purpose. Furthermore, the students who do not spend more time in mobile phone and internet for non academic purpose they can also show good performance than who spend more time for these non academic purposes and the students who have above 90 percent class attendance and study above 30 hours per week their academic result performance is better than the other categories of these factors. Also the factors such as father's occupation, staying in hall, and SSC & HSC results of the students, education level of their parents, higher family income have positive impact on the academic results of the students in Islamic University, Kushtia.

Finally it can be declared that if we maximize the quality and facilities of the factors that have positive impact on academic results and minimize the negative factors that are main constraints then the academic performance of the students in Islamic University should be good.

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Between “a friend” and “like a friend”: Differences in Viewpoint between Children and Teacher about Teacher’s Role in Play of Child-Care Center

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Abstract- This study explored the viewpoints of teachers and children about teacher’s role in free play at a play-based child care center, and sought the implication of the differences. For this aim, I used participant observation of free playtime at a child care center that advocated play-centered curriculum, and interviewed teachers and children. Results indicated both similarity and difference in their viewpoints. While teachers regarded their primary role as “a playmate” who played with children in free play time, children perceived their teachers as someone “like a friend” rather than “a friend.” However, both teachers and children regarded teacher’s role in free play as the planner of play: “leading children to the goal” through free play and “planning the play.” Also, children perceived various differences between teachers and themselves, and placed meanings to play motive, suggesting that the difference in viewpoints to the role of teachers at free play possibly comes from the discrepant interpretation of play. This study provides practical implication for teachers’ interaction with children in play by helping us understand the viewpoints of children about teacher’s role in play.

Keywords: teacher’s role, free-play, playmate, day-care center, phenomenological study.

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Abstract- This study explored the viewpoints of teachers and children about teacher’s role in free play at a play-based child care center, and sought the implication of the differences. For this aim, I used participant observation of free playtime at a child care center that advocated play-centered curriculum, and interviewed teachers and children. Results indicated both similarity and difference in their viewpoints. While teachers regarded their primary role as “a playmate” who played with children in free play time, children perceived their teachers as someone “like a friend” rather than “a friend.” However, both teachers and children regarded teacher’s role in free play as the planner of play: “leading children to the goal” through free play and “planning the play.” Also, children perceived various differences between teachers and themselves, and placed meanings to play motive, suggesting that the difference in viewpoints to the role of teachers at free play possibly comes from the discrepant interpretation of play. This study provides practical implication for teachers’ interaction with children in play by helping us understand the viewpoints of children about teacher’s role in play.

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I. Introduction

I have worked as a teacher for a while at a child care center that advocated play as a curriculum. At that time, I tried to make educational activities become play, not class. As a constructivist teacher of a childcare center advocating play-centered program, I wanted to be a friend to the children getting along well with them. However, after an activity had been finished, children came to me and asked like this: "Teacher, can I go and play now?" No matter how hard I prepared an activity as play, it did not seem that they regarded it as "play". To the children I felt that I was just a teacher, not a playmate. Why? Why could not I be a playmate of children? What is the role of a teacher in play? This question not only concerns the relationship between children and teacher, but also is relevant to understanding children’s play. Further, characteristics of play are deeply related to the player's role, teacher's role constructs the characteristics of play. Thus, to understand play at childcare center, we need to look into teacher's role in play.

Studies on teacher's role in play have mainly analyzed the relationship between teacher and children in free play. Many of them focused on teacher's interaction with children to help them in play (Ashiabi, 2007; Fumoto, 2011; Lobman, 2006; Jones, 2013; Park, 2007; Stanton-Chapman & Hadden, 2011; Widger & Schofield, 2012). For example, Lobman (2006) demonstrated that teachers’ interaction encouraged the enjoyment of children and extended their play, focusing on the improvisational characteristics of play. Also, Widger and Schofield (2012) showed teachers’ interaction in play through teacher's viewpoint from three approaches based on child-centered philosophy. Moreover, Fumoto (2011) and Stanton-Chapman and Hadden (2011) considered how teachers extend the play by interacting in children's play, and help them actively participate in play. Play participation and interaction of teacher is one of the highly emphasized roles in play-based curriculum (Hoorn, Nourot, Scales, & Alward, 2011). These studies demonstrate that play participation and interaction of teacher serves a positive and important role that help children. However, according to some studies, frequent play interaction and participation of teacher could restrict freedom and enjoyment of children's play (Farne, 2005; Holt, Lee, Millar, & Spence, 2013; Jeon, 2013). Jeon (2013) showed that teacher’s participation in play simplifies the play by leading it toward the way that the teacher wants. Also, Farne (2005) mentioned that real play of children takes place where there is no attention of adults, like street. Therefore, the positive aspect of teacher’s interaction needs to be examined, comparing with the viewpoints in these studies.

On the other hand, some studies focused on control and supervision of teacher during play (Jones, 2013; Leavitt, 1994; Wing, 1995). These studies showed how teachers restrict freedom of children, and make adult-centered order and time rules internalized in the children in play scenes. In addition, these studies show how use of items is formalized, and how the body

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system of children is adapted to school by teacher's control of time and space (Leavitt, 1994). Such control and training also occurs in play. Teachers control formalization of space and time of play as well as the use of toys (Leavitt, 1994; Jones, 2013). These studies give a new angle on the teacher's participation in play that has been emphasized as a positive aspect in play-based curriculum so far. At the same time, they emphasize children's objectivity as a being under control, by focusing on teacher's doing to the children. However, children are not only the being in the world reacting to teacher's doing, but also interactive subject making another possibility in limits of the world(Heidegger, 1927; Jeon, 2013; Yin, 2013; van Manen, 2012). Therefore, when we consider the role of a teacher in play, we should explore children's viewpoints about teacher's role as a *subject* of relation. Thus, we need to understand viewpoints of children, putting down our pre-understanding and viewpoints as a teacher and an adult.

In this context, Samuelsson and Johansson (2009)'s study helps us to understand children's viewpoint by demonstrating why children invite teachers to their play. Children wanted to invite teacher when they needed help from teacher, broke the rules, or needed information. However, children did not ask teachers for help, nor they invited them to play if possible, because playfulness of teachers did not come up to the children's, and sometimes they even interrupted children's play (Samuelsson & Johansson, 2009). Also, teachers did not want to jump into interaction in children's play. These researchers thought that it is because teachers have different playfulness with children's and because teachers themselves are afraid of interrupting children's play. These findings cast doubt upon the importance of teacher's play intervention and participation, which has been supposed by most theories of play from a developmental perspective (Hoorn, Nourot, Scales, & Alward, 2011). Also, the researchers conjectured that children in their study regarded teacher's main role as an assistant who helps their play. However, do Korean children have the same conceptions as children in the European culture? How do children think about teacher's role in play at childcare centers? What do teachers think their main role is? What viewpoints do teachers and children have about teacher's role in play? If their thoughts are discrepant, how should we understand it? What meaning is hidden in that difference?

To answer the questions above, the present study explored the viewpoints of the teacher and the child regarding teacher's role in play by using participant observation and interview at a child care center in Korea. Especially, to understand play in child care center and children's viewpoint to teacher's role, I tried to deconstruct my pre-understanding and see the phenomenon as it is as I could.

II. Methods

a) Design

This study used phenomenological qualitative inquiry to understand the viewpoints of the children and the teachers about teacher's role in play. Phenomenological qualitative inquiry does not find the truth as fixed substance, but seeks truthfulness (Gadamer, 2000; Jeon, 2013). This study also tried to understand the teacher's role at play in eyes of children and teachers, that is, in emic viewpoint of participant, rather than paid attention to previous discussion on teacher's role in play.

b) Participants

The field in this study was five-year-old children's class, Pooreun, in Cday care center that had play-centered curriculum, located in Seoul downtown. I visited the center once or twice a week, and did participant observation in free playtime for about 10 months. Cday care center is a workplace child care facility, placed in the company building, and can accommodate 100 children. It has a one-year curriculum, consisting of a series of play themes. In a year, there are 12 broad themes, each of which has four sub-themes. Teachers plan play on a weekly and monthly basis according to 'play-centered curriculum' theme of the day care center. Every week, two teachers alternate their roles, one as a "head teacher"(main teacher), leading their planned activities, and the other as an assistant. While the main teacher constructs main play of the week and leads it, the other teacher assists the main teacher.

The participants were children and two teachers (Teacher, Han and Teacher, Jung) of class Pooreun. Prior to the study, I visited the classroom to explain the study to teachers and ask for agreement to participate in the study. Also, written, informed consent was obtained from parents of 14 children, which were all children in class Pooreun.

c) Data[i]

The present study gathered various kinds of data in order to avoid unbalanced understanding of the phenomenon due to one kind of data collection in qualitative research (Jo, 2011; Wolcott, 1994). The data collected for this study were three types: Participant observation data on free play time, data from interview with children and teachers, and journal offered by teachers. The contents of concrete data for each method of data collection are shown in Table 1.

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Table 1 : Contents of data and the way of collecting

Collected data	Types and characters of data	The way of collecting
Observation	Researcher's observation journal of free play scene of participants	Video recording and field notes.
Interview	Interview with children and teachers	The whole interview was recorded and transcribed.
Teacher's Journal	①Child-care daily journal ②Child observation journal	Teachers provided their journals about play of the participants.

First, basic coding was performed for all collected data, mainly with things related to the subject of this study, using emic coding. Emic coding refers to sorting the data through the viewpoint of a participant in it, in his or her own words, to make data tell the story by itself as much as it can. Emic coding was followed by structural coding, which is to find the possible answer to research problems and structuralize data (Saldana, 2009). Based on this structural coding, I categorized similar concept and mean shown on data, and relation of subjects inductively by logical relation.

III. Results

a) *Different viewpoints: "a friend" vs. "like a friend"*

Teacher: "I believe I am a playmate to my children"

Every time I went into the class, Pooreun, for observation, I had to look for teachers many times because they were mingled with children playing. For example, teacher Han often made scripts and items with children for pretend play, or watched pretend play. Teacher Jung often played a role herself in pretend play. Especially, because there were many pretend plays, the teachers often used to play a role in the play, and toss around with the children. When they invited other class children as an audience to their pretend play, teacher's role seemed to become more obvious. After pretend play, teachers were excited and proud of it, talking about their feelings with the children, as often seen among friends.

Teacher Han: Hey guys, even without much practice, you did a good job. You were great!

Min-Su: How about me?

Teacher Han: Min-Su was great, too. Pointing well with stick when it ended…

Hyeon-Jin: What about me?

Teacher Han: Hyeon-Jin was good, too. What about me? Did I play the rabbit well?

Hyeon-Jin: You played well. The rabbit.

Teacher Jung: How about my raccoon?

Children: You played raccoon well, too. (The children and the teachers laughed together.)

Sometimes, opinions between children and teachers on making pretend plays were divided. In those cases, children did not seem to care about teachers' opinions but rather often insisted their own opinions strongly. They also pointed out teachers' mistakes. These observations together made me think as if they treated their teacher as their friends. In the earlier semester, when the play theme was <Day care center>, one child and Teacher Han almost fought while they were discussing how to decorate the toddler class due to their different opinions. The happening ended after they went to the toddler class together and checked the real interior of the classroom. In this context, teachers appeared to think that their relationship with children was "a playmate" in free play. They thought them selves as friends of children during play, whom served a part in the play at the same level as children, rather than instructed or controlled them. Teachers' perception about teacher's role in free play is shown in the following interview.

Teacher Han: To the children, I'm… (thinking a moment) I'm a playmate. I want to believe like that at least. (Researcher and teacher all laugh.) Didn't our children tell their thoughts and opinions without reserve in playing situation? They said much like these, "I need this. I need that. I wish you to do this. I think this is better than do that." But if I were in a higher position than children as a teacher, children could not speak freely like that. But when our children suggest the play, as if I am their friends, without any difficulties, well…just my title is 'teacher' in my class … (Researcher and teacher all laugh.)

As can be seen above, the teachers perceived their main role as "a playmate" in free playtime, and they said, they want to believe it like that." They were proud of the fact that they work at a play-based day care center, and gave it an important meaning. Teachers Han and Jung thought that playing with children in free playtime was the most important than any other work. They thought that a teacher should be a "playmate" who could accept and extend "free" play of children in a play-based day care center. They did not do any instruction to children or control them, but rather they were just play-participants continuously interacting with children. This pattern of teacher participation is highly distinct from that of teachers in ordinary day care centers in Korea, who participate in children's play only when children ask for it or when there is a conflict or a problem among children. Therefore, watching these teachers perceiving themselves as "a playmate" of children, I also thought that the teachers were friends of

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children. It seemed that the ideal role of teachers in play that a play-based curriculum seeks for was perfectly fulfilled in this class. While the teachers aimed to serve as a playmate in free play of classroom as above, however, children had different thoughts.

Children: "I like their treating me like a friend."

Researcher: What do you play with your teachers?

Won-Ji: I didn't play together with teachers. Teachers help my play and play with me sometimes.

Researcher: Oh, you don't play together with her but she just plays with you? Then, is your teacher a friend to you when she plays with you?

Won-Ji: Umm…I like her treating me like a friend.

Researcher: Ah, treated like a friend? But not a friend?

Won-Ji: No.

Researcher: Why aren't teachers your friend?

Won-Ji: Umm…I though she isn't the same age….She is a friend, but a little.

Researcher: Ah, friend a little? Then if her age is the same as yours, is she a friend?

Won-Ji: Can't become a friend even if just the age is same…teacher is a friend sometimes, or not. It's half to half.

While interviewing children and analyzing it later, I found a new viewpoint. Won-Ji said that teacher liked "treating" her "like a friend". According to Won-Ji's expression, teacher is a person, "not play together with, but just play with" her. They are sometimes a friend and sometimes are not, "half to half". It means that teachers are "like a friend", but eventually they are not a friend! At the first of this interview, I did not think the meaning of her saying deeply and I thought children regard teacher as their playmate. I ignored subtle difference of "like∼" in her saying. And then, throughout analyzing data again, I found that she was obviously saying "not a friend", though "like a friend". After being aware of children's viewpoints through that subtle difference, I could see the children's viewpoint like these in others interview. The children telling that their teachers were like a friend, but not a friend, although each had a different reason.

"I like that the teacher treat us like friends"

"Play with me (not continuously but when I need her) sometimes"

"Because she doesn't talk kindly (she is not a friend), although she played with me"

"Teacher is not a friend, although she plays with me"

"Because teacher is older than me, she is not a friend."

"Can talk with her, but cannot play with her"

"Not a friend, but like mom and dad, taking care of me…"

To the children, their teachers were "listening to what they said carefully", "playing with them" and "like a friend". But they were not "a friend". I looked back that my understanding of teacher's role and meaning in play was highly teacher-centered viewpoint, through finding the children's. Children's viewpoints like these, about role of teacher in free play, show more clearly through teacher's role called "play planner" as follows.

b) Same viewpoints: "leading to the goal" and "planning the play"

i. *Teacher: "helping to approach the goal by free play"*

While doing participant observation over and over, the characteristic of play I found first in class Pooreun was that children played as a group mostly. After snack time, even the children who had played alone or in a small group, played the same things after 10 minutes. At the beginning of the observation, it seemed that this phenomenon was natural. However, with observing over and over, I found that children repeated the same pretend play form only with different theme. While in free playtime of five-year-old classroom in the other day care center, observed during the same period, various play forms were observed, such as a game of slap-match, dinosaur fighting, flicking go stone, car racing, fighting with guns, playing the restaurant, play like police, play a comedy, making a flower garden, and making an airplane, etc. Butthe Pooreun's play almost ended in the same form, group pretend play, whether any theme had been played. And this theme was fixed as a play theme of this week, among the annual play theme, decided by the play-centered curriculum in A day care center. All the annual theme of five-years class in A day care center are "Class and Friend", "Spring and Animals and Plants", "Me and Family", "Machine and Life", "My country", and "The Earth and Environment", etc. That is setting educational goal related to the themes, and helping to realize in play.

Teacher Jung: I think the role of teacher is…first, teacher does not insist their opinion, but there is a setting goal through this play, mainly, so they should not forget that educational goal. That is, the role that helps to approach to the goal closely by children's play is important to teacher. Maybe play fun with them, rather than help. But it is important that teacher shouldn't forget the point, the point of the play.

Teachers said that, although there is a theme of play and a goal of the play, this goal does not apply to every child alike, and because it is not something that children "have to know" or "have to study" but rather something that children are "experiencing and feeling", it is different from learning. As teachers' said, if the play of Pooreun is "the play as a experiencing and feeling", why should the theme of play be set? Could such play whose goal is pre-determined, be free play? In fact,

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during the 10 months observation in Pooreun, I saw conflict between theme play that teachers had prepared, and not-theme-related play by children.

> *Researcher: While I'm watching, children's play and planned play of teacher…what should it say….conflict… (teachers all laughed) and divided into two. When you are in that situation what do you come to mind first?*
>
> *Teacher Jung: In my case, I try helping them play anyway with the play I planned, as possible as I can, because when we planned the play there is a goal and something that we want to give to the children. But now, three month later from then…I feel that it is just my greed. I think it's very hard to change the interest of children, no matter how I tried to do so. Sometimes it works. When I suggested like this or made them be interested in it, it worked sometimes, but after experiencing a few times of failure, that regardless of our intervention or effort to change it, it didn't work when they concentrated on one play, I turned into like this, "Do it if you want…"*

As conflictive experience increased between play theme set by curriculum and play created by children, teacher was concerned about the freedom of play. While teachers prepared a play according to the pre-determined play theme and led children to goal, they wanted to be 'a playmate' at the same time. However, do children consider a teacher as a friend, perceiving leading children to "the goal" as their important role while playing? Eventually, teacher's role of "leading to goal" based on the play-centered curriculum made irony that standardized and regularized play of them.

ii. *Children: "After teacher planned, we played"*

The participating children also had the same thoughts about teacher's role that the teachers told "leading to the goal." There were two especially notable things while transcribing the content of interview and participant observation about free play of the class,: First, most of the play occurred in the classroom was pretend play; Second, children used the word "plan" very much about teacher's role. The play that could be seen frequently in Pooreun was mostly 'making script', 'making items for pretend play', 'deciding a role in pretend play', 'decorating the stage and making seats for audience', 'making invitation cards and tickets', 'play the pretend play', etc. And in the center of directing and doing this pretend play, there was teacher Jung. What Jung said most frequently during the free playtime, was "Please come here anyone who want to do pretend play~" and "Who want to take this role?" and so on. Such pretend play is the play form that can show the play theme of play-centered curriculum of A child care center most dramatically. In interview with children, they used the word "plan" most frequently when they had a talk related to teacher's role in free play. To the question of the researcher 'How do you play with teacher in free playtime?', participating children provided answers such as the followings.

> *"After teacher planned, we played"*
>
> *"After teacher told about planned play, (we played.)"*
>
> *"After teacher made plan, we did it with our ideas"*
>
> *"Teacher sometimes planned and sometimes played with, many times they played with us and helped us."*
>
> *"In play teacher planned she played with us."*

As seen in the above, most of the children talked teacher's role relating with play plan. Children of Pooreun perceived obviously of that, the role of teacher in free play was play planner. Even to the question "In free playtime do you play in the way you want?", most of the children answered "After teacher planned, we played." And this plan is given already according to 'the play theme' of A day care center advocating play-centered curriculum. Given play theme of play-centered curriculum and "a goal" of the teachers made teachers of class Pooreun, play planner and director, and made children, executor or consumer (Jeon, 2013).

c) *The meaning of between "a friend" and "like a friend"*

Children and teachers had similar thoughts about teacher's role as the play planner. However, while teachers thought that their most important role was a playmate participating in children's play, children considered teachers as someone "like a friend" but not "a friend." What forms this gap? What meaning is hidden between "a friend" and "like a friend"?

i. *Perception about difference: "Because teacher is an adult and I'm a child"*

As the reason why they didn't think the teacher as a friend, children frequently mentioned a "difference" between teachers and children. Those differences can be divided largely into physical differences and non-physical differences. As for the physical differences, children referred to biological age ("Because age is different…"), and body ("Because teacher is tall, I'm small"). For the non-physical differences, they mentioned differences in cognitive abilities ("Because I don't do it well, but teacher thinks all of it."), roles ("Because teacher takes care of us."), and power ("Because teacher doesn't do kindly"). The child who answered "because teacher doesn't do kindly" referred that in conflictive situations with friends in free play, teacher often talked in the other friend's side. Such answer shows that the child perceives difference in power between teacher and him in play. Teachers regarded themselves as "a playmate" of children who "just has the title, teacher", but children perceived that there still exists not only physical difference but also difference in power.

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ii. *Play, not as enjoyment but as taking care of: "doesn't play together, but offered us with play"*

One remarkably repeated phrase in children's description of play with teacher was that teachers "offered us with play." Children used the expression "Teacher offered us with play" rather than "we played together with teacher." What is the difference between 'offer play' and 'play together'? At first, I overlooked this difference, but the expression caught me as I reviewed the interview with children. I found that children's viewpoint was hidden there. That was interpretation about play motivation of teachers. Children thought that teachers were not "playing together with" them but "offering play" to them. "Playing together" is playing with one's own pleasure, but "offering play to" is participating in play to fulfill a duty to the other. Children thought that teacher was playing with them to take care of them, not for their own pleasure. This viewpoint is clearly shown in the interview with Eun-Mi.

Researcher: Are teachers of class Pooreun Eun-Mi's friend?

Eun-Mi: Teachers offered us with play sometimes…but (they are) not friends. Not friends but.. like mom and dad…(omitted)…

Research: (Pointing to myself) Then, how about me? Am I Eun-Mi's friend?

Eun-Mi: Yes. You keep playing with me together, although you are an adult.

At the beginning of the interview, Eun-mi said "Because teacher is an adult and I'm a child" as the reason why teachers were not friends. However, at the end of the interview, Eun-mi said, without any hesitation, that the researcher could be her friend "because (she) keeps playing together" despite the fact that the researcher was an adult. Thus, eventually, to Eun-Mi, the main criteria in determining whether or not one is a friend in play, was beyond the differences between adult and child.

iii. *School type play: "It doesn't seem like free play"*

Another reason why children did not view the teacher as a playmate despite the effort from teacher to be a friend was the characteristics of free play. In most cases, play in free playtime of class Pooreun occurred was not children's spontaneous play. Rather, it was based on teacher's careful planning according to the pre-determined play theme. The play themes were set for week, month and year, so they were like "curriculum of play." This seems close to school type play, rather than free play. Teachers perceived this, too.

Researcher: Teachers prepare play carefully in this day care center. What do you think about that?

Teacher Han: …In that sense, it may not be free play… (omitted)… But in our class, children can choose their play within the theme that teacher prepares.

The most surprising finding in participant observation of class Pooreun was that in almost every free playtime, 10 or more out of 14 children did pretend play of the same theme together. At first glance, play of class Pooreun seemed various, but the over all theme was pre-determined, and the process of progressing children's play was mostly fixed as follows.

Teachers' planning of play based on the theme→ Teacher's explanation about the theme and play items→ Children's exploratory play in each play corner (e.g., building blocks, reading books)→ Finding pretend play items→ Making stage, background, script, and items, etc. → Doing pretend play.

It revealed that children's play form was not various although the play themes varied according to the annual theme. This was because free playtime of Pooreun is school type play according to a fixed curriculum. Consequently, in such situation, children did not think their teachers, who plan and prepare school type play, as "a friend."

IV. Discussion and Conclusion

The present study was conducted to understand the viewpoints of teachers and children to the role of a teacher in free play at a play-centered day-care center, and to understand the meaning of the difference. Below, I discuss the current findings in relation to previous studies, and provide suggestions for follow-up research and the field of early childhood education.

First, the teachers considered themselves as children's friends, where as children viewed the teachers as figures who were not friends but "like friends", indicating a difference in viewpoints between teachers and children to the teachers' role in free play. Such discrepancy in view points might be because children and teachers define a "playmate" differently, which eventually relates to the interpretation of *play*. Perhaps, playing for something (educational goal in teacher's side) was not *play* to children. Several previous studies (Farne, 2005; Holt, Lee, Millar, & Spence, 2013; Jeon, 2013) showed that teacher's frequent participation at play could damage the enjoyment of play of children. Such findings suggest that interaction in teacher's side could be interruption to children in free play (Widger & Schofield, 2012). The difference of viewpoints between teacher and child reminds of Thomson and Philo's (2004) point that we are still looking at children's play by value of adults and eyes of the necessity.

Second, in play-centered childcare, teachers perceived their main role in free play as leading children to the educational goal through play, and children also viewed that planning play was the main role of teacher. This finding is consistent with traditional play-based curriculum seeing children's play as a key to the curriculum in the field of early childhood education

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(Cannella, 1997; King, 1982; Wing, 1995). The majority of play-centered childcare centers try to achieve educational goal and proceed children's educational activity by play (Hoorn, Nourot, Scales, & Alward, 2011; Yeu, 2004). Such result is slightly different from those studies (Ashiabi, 2007; Fumoto, 2011; Lobman, 2006; Park, 2007; Stanton-Chapman & Hadden, 2011) that view the role of a teacher in play is to increase interaction and improve the relation between children. Follow-up research needs to further explore these two different aspects of interaction.

Third, as a reason why teachers were not their friends, children perceived differences between teachers and themselves in both physical aspects such as age and body size, and non-physical aspects such as cognitive abilities, decision authority, and power. Possibly, such perception of differences made children consider teacher's interaction in a play as an *instruction*, rather than a conversation or discussion that usually happens among friends to solve conflicts or to compromise. Although teachers thought that they put down their power and had an equal status as the children during play, children were still prone to remark the differences (Jeon, 2013, Yin, 2013). This finding suggests that teacher's interaction in play may cause inequality, albeit unintentionally does so. Thus, when teachers want to participate in play, they need to understand the viewpoints of children. However we, adults and teachers, put it down, we still have more power than children.

Fourth, not only the playing behavior but also the motive of playing may be an important component of play to children. Children expressed that teachers did not play *together* with them. Perhaps children recognized that teachers participated in children's play as one of the child caring work rather than playing with children together because of their own pleasure. To children, teachers who were playing as a caring duty were not "a friend" of them, suggesting children's thoughts about inner motive of play. This finding helps us better understand children's viewpoints about play and has an implication for how teachers could become a real friend of children.

Lastly, in "school" type play, a teacher cannot be a friend no matter how she or he is receptive. The teachers in this study were kind, gentle and very receptive. At the same time, because teachers regarded play as their most important curriculum, they prepared play carefully, suggested a "theme" of play to children, and were always together in that play. Consequently, regardless of how much the teachers played together with the children, children regarded the two teachers as teachers preparing educational activities according to the theme. This shows children's insight into planned and instructed play, that is, school type play. Because school type play lacks properties such as freedom and improvisation, it seems closer to educational activities than to a real "play", from children's point of view. This result suggests that we need more improvisational playfulness in day-care center, as Lobman (2006) pointed out. Similarly, Samuelsson and Johansson (2009) have suggested that educational aims of teachers make playfulness of teachers not reach to the children's. Therefore, teachers in early childhood education need to plan *less* play. At the same time, rather than teaching through play with children, they should be seeped naturally into improvisational, free play of children.

This study observed free playtime in a single classroom to explore viewpoints of teachers and children to the teacher's role in play in play-centered childcare. Teachers' role may vary depending on the circumstances of play as well as the individual teachers and institutions. Therefore, one limitation of this study is that the finding may not generalize to more various play scenes or other play-centered child care centers. However, this study is significant in that it tried to reveal teachers' role in children's view points through participant observation for an extended time period. Also, this study provides a ground for further questions for future studies: Is it really impossible that we, adults and teachers, become a real friend to children, not a teacher who is *like* a friend? Or is it unnecessary work? How can a teacher be a friend of children to make a play be more like a real play? Isn't there any teacher who is a real friend to children? If there is any, what are the characteristics of such teachers? With future research addressing these questions, we will be able to understand better the best way for us to participate in child play and children's play itself.

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Grammatical Competence: An Indispensable Component of Translating Scientific Research Articles

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Abstract- Needless to say, the dissemination of knowledge in the global scale is dependent upon translation, i.e. translating a text from the source language to the target language, English here as being widely considered the lingua franca of science and technology. Nevertheless, in spite of its crucial role, there seems to be some constraints on the way to an intelligible work of translation, one of which could be not being competent in the grammar of the target language. Otherwise stated, familiarity with the grammar of the target language, English here, seems to be of paramount importance for the incompetence could obviously hinder the comprehensibility of written works in general, and scientific research articles in particular. In this respect, we should hasten to add that the translation of scientific research articles from Farsi into English is not an exception. Being the focus of deep concerns in Iran, this paper concentrates on the linguistic analysis of mistranslations of two research articles which were written by students of post graduate courses of mechanical engineering, and physics in Iran, both of which required revision for conspicuous grammatical errors, and as a result, unintelligibility. The analysis reveals the crucial role of grammatical competence for Iranian students in higher education in order to help them find their deserved stance in related international discourse communities.

Keywords: translation, scientific research articles, linguistic analysis, grammatical competence.

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Grammatical Competence: An Indispensable Component of Translating Scientific Research Articles

(With Special Reference to Translation Works by Iranian Students of Higher Education)

Minoo Khamesian

Abstract- Needless to say, the dissemination of knowledge in the global scale is dependent upon translation, i.e. translating a text from the source language to the target language, English here as being widely considered the *lingua franca* of science and technology. Nevertheless, in spite of its crucial role, there seems to be some constraints on the way to an intelligible work of translation, one of which could be not being competent in the grammar of the target language. Otherwise stated, familiarity with the grammar of the target language, English here, seems to be of paramount importance for the incompetence could obviously hinder the comprehensibility of written works in general, and scientific research articles in particular. In this respect, we should hasten to add that the translation of scientific research articles from Farsi into English is not an exception. Being the focus of deep concerns in Iran, this paper concentrates on the linguistic analysis of mistranslations of two research articles which were written by students of post graduate courses of mechanical engineering, and physics in Iran, both of which required revision for conspicuous grammatical errors, and as a result, unintelligibility. The analysis reveals the crucial role of grammatical competence for Iranian students in higher education in order to help them find their deserved stance in related international discourse communities.

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I. Introduction

The language of scientific prose style is believed to be informative not aesthetic, i.e. it is based on the function of message and calls for the socalled "clarity of purpose" and "lucidity of exposition". Otherwise stated, the style summons for a directly observable correspondence between the plane of content and the plane of expression1 to avoid ambiguity and misunderstanding. Consequently, translation of the style is supposed to provide the target audience with an exact meaning of the source text and avoid losing meaningful data it contains. In this regard, we should bear in mind that grammatical rules and regularities of the target language cannot be separated from the expressions of meaning, since they in turn have crucial roles in making a work meaningful.

If a text, scientific research articles here, is unreadable in the eyes of the target audience, they will quite probably assume that the content of the text is also of inferior quality. It does not seem unreasonable to assume that not writing well in creating a document would imply defects in coding the message. In other words, a particular work of translation would not be inadequate in itself, however, it could be so with regard to the communicative function it is supposed to serve. As Nord (1991) puts, "If the purpose of a translation is to achieve a particular function for the target addressee, anything that obstructs the achievement of this purpose is a translation error" (pp. 73-74).

As written time and again, the grammatical aspect of language, which is regarded as a system of rules governing the conventional arrangement and relation of words in a sentence, comprises morphology and syntax. The former concerns itself with the structure of individual words, the way in which their form varies to express specific contrasts in the grammatical system, i.e. number, gender, tense, aspect, etc., whereas the latter concerns the grammatical structure of groups of words (clauses and sentences) in addition to the linear concatenation of word classes (noun, verb, adverb, adjective etc.). Consequently, we should say that grammar is responsible for the translation of informative prose style.

In this respect, Gasparyan 2010 puts, "The thing is that the translation of factive texts, where there is a one-to-one correspondence of the content plane and the expression plane of the linguistic units, is rationally regulated and presupposes the ability of the translator to find the appropriate words in the target language. Thus, what he actually does is choosing the verbal way of expressing the ideas of the original text." (p. 107)

According to Campbell (1998), one aspect of translation competence is textual which is characterized by good grasp of grammatical transformation. In addition, Haegeman and Gueron (1999, P. 16) explain grammar as "a system of rules and principles which is at

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the basis of all sentences of a language enabling speakers to produce well-formed sentences, to evaluate sentences, and to replace unacceptable sentences by n acceptable variant". Hassan (1997) elaborates that some terrible linguistic and other difficulties might impede the two texts from being truly equivalent which can result in different problems. Farghal (2009) asserts that linguistic problems would appear due to differences in structure, vocabulary and the syntax of the source language, SL, and the target language, TL. He also maintains that the problems could result from lack of grammar knowledge of the SL or the TL. As Harmer (2003) puts in words "grammar is the description of the ways in which words can change their forms and can be combined into sentences in that language." (p.142). According to Brown (2004), "Before the learner becomes familiar with the system of the second language, the native language is the only linguistic system upon which the learner can draw. Therefore, not having enough knowledge in this sense will lead learners to use their own system of syntax in the TL and this interference (s) makes them Erroneous." (p.298)

Our focus here is on morphology, inflectional here, and syntax since as widely accepted, intellective style aims at conveying factological information which is generally devoid of expressive-emotional-evaluative overtones, so that is why we will not enter the domain of pragmatics.

II. Analysis

As mentioned, the two research articles being grammatically analyzed here faced the destiny of needing revision due to their grammatical and structural failures, which resulted in the hinderance of communication. However, they were not rejected thanks to the novelty of their topics. The analysis in this work concentrates on grammatical errors at both morphological and syntactical levels as being interconnected. Moreover, as generally accepted, errors can be divided into two groups, i.e. errors due to the interference of the translator's mother tongue, and errors due to lack of knowledge about the grammar of the TL, target language. However, this work aims to elaborate on the latter, since according to my knowledge as a university lecturer and editor, in the context of Iranian academic curricula teaching grammar is not paid its deserved attention which is the main reason why this article has decided to shed light on it. It is worth adding here that since there is directly observable correspondence between the plane of expression and the plane of content (Akhmanova, 1978, Gasparyan, 2002, Khamesian, 2013), this will enable the scientific translators and writers to avoid ambiguity and misunderstanding, hence the reason why derivational morphology is ignored in this work.

The sentences adduced below are adapted from two research articles, i.e. mechanical engineering, and physics. What follows concentrates on the linguistic analysis of the sentences with regard to morphology and syntax.

To start with morphological analysis, inflection here, words represent the unity of their lexical and grammatical aspects. In terms of the former aspect, words remain the same in a variety of their forms, whereas with regard to the latter, words vary considerably as they work in the grammar of a language in a number of grammatical forms.

As far as verbs, the pivotal part of speech in English, are concerned, their formal definition refers to an element which can display morphological contrasts of tense, aspect, voice, mood, person, and number.

Sample 1: *Fuel cell plates in general, including graphite without cavity, composites and metal materials.*

Sample 2: *When the size of grain shrinking and the mean free path of electron decreasing.*

Sample 3: *They are considered that TMSPM as the coupling agent to enhance the interaction at interfaces level between both components.*

As obvious, the samples do not include a finite verb to be considered a sentence.

Sample 4: *Four deposited films prepared from four types of nano-hybrid samples (a, b, c, d, respectively).*

Sample 5: *Hydraulic stamp with a high accuracy utilized with a force indicator system on computer, in order to acting force on the die.*

Sample 6: *Graphite due to possessing electric conductivity and ease of machining utilized.*

Sample 7: *Therefore, the text in two part revised because have unclear words, remove words porous and pore.*

Sample 8: *Forming process with rubber pad including three stages.*

Here, the grammatical morphological problems of tense are spectacular, although it is noticeable here that sample 6 suffers from syntactic failure as well.

Sample 9: *The samples were cutted after final test with wire cut device, to study distribution of samples thickness and filling profile, and then mounting operation performed on cutting samples.*

Sample 10: *The time spended for putting rubber pad and plate in the shell was about 10 seconds, for acting force to die was 30 seconds and the maximum time for taking bipolar plate and putting a new one was 10 seconds.*

Sample 11: *Here, in present study, the goal of AFM and SEM microscopies were not investigated porous in meso-structures.*

As can be seen, the sample sentences suffer from the lack of knowledge of the paradigms of the verbs, 'cut', and 'spend', although sample 9 contains syntactical mistakes as well.

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The following example shows the unfamiliarity of the function of adjectives in the "attributive" position, i.e. *the convex or concave pattern.*

Sample 12: *As mentioned above for the production of a bipolar plate in the process of rubber pad forming the pattern convex or concave can be used.*

To shed light on syntax, which concerns the grammatical structure of groups of words (clauses and sentences) as well as the linear concatenation of word classes (noun, verb, adverb, adjective etc.). We should hasten to add that a translator of scientific works is supposed to familiarize himself with the syntagmatic aspect of aligning words to create a readable prose, i.e. glaring syntactic errors such as omitting a vital component of the sentence would hinder the intelligibility of the message targeted to the audience.

The following sentences of different lengths would be able to illuminate why knowledge of English syntax would be vitally important.

Sample 1: *The benefits of excesses polymers to SiO_2 have prepared so roughness and uniform surface morphology due to best electric transitions.*

Sample 2: *Force increasing till 60 tons causes tearing in longitudinal direction channels of produced plates from concave die.*

Sample 3*: Due to that fuel cells produce electricity in chemical manner, therefore they will have much output in production of energy from a fuel and much better than combustion.*

Sample 4: *As a result, decreasing leakage currents and low weight and high flexibility and ability of fabrication and preparation thin films at low temperatures and low pressures are so low cost.*

Sample 5: *The most important defeat in metals is their high density and weakness against corrosion, why that the atmosphere inside polymeric fuel cell has got corrosive material and includes water vapor, oxygen, polymer, graphite, and base metals like gold and tin covers were used.*

Sample 5: *In this process rubber is placed inside a rigid shell which fastened by this shell from sides and just upper surface of rubber is in touch with plate and the die in order to filling channel cavities.*

Sample 6: *The unique benefits of polymers that have been widely used as insulators or dielectrics. These cases such as, increasing mobility of charge carriers because of polymers have low band gap comparing with high band gap SiO_2 (for example PMMA has 4.4 eV band gap between Homo and Lumo), tunneling through a double barrier with different forms of barriers and the role of polaron carriers in polymer at high frequencies are so important on OFET.*

Sample 7: *Bipolar plates are one of the most important parts of a fuel cell that responsible for gathering external flow from cathode and anode of a fuel cell. Being flexible a rubber will cause omitting the need of high volume of machining operations which are necessary for making tools, and rubber replaces half of tools (plunger or matrix) just because of its forming properties, and the other half is filled by using rubber flexibility properties.*

Sample 7: *With shrinking size of grains, the thickness of barriers between potential well decrease led to another types of conduction mechanisms formed and confirmed such as, tunneling (coherent or incoherent depending on the thickness of barriers) can cause by trapped (electron- hole) carriers tunneling from the silicon to the SiO_2 layer and direct tunneling (F-N) current can created by electrons and holes from the silicon substrate and tunneling through a double barrier (through a trapezoidal barrier in SiO_2 and triangular barrier PVP) and Poole-Frenkel mechanisms and Schottky current according to height and thickness barriers.*

All these mishaps can be clearly attributed to the lack of syntactic knowledge, e.g. how post-modification works in English, and how to move about syntactic units in the sentence to avoid ambiguity, all of which might result in producing the adduced samples which would undoubtedly result in communication breakdown.

III. Conclusion

The study aimed at analyzing the grammatical errors, both at morphology and syntax levels, made by students of higher education in Iran. As shown, incompetence in the grammar of the English language would result in the production of such weird sentences which on the one hand led to a crucial need of being revised, and on the other, could undoubtedly have negative impression on the reviewers of the journals they were submitted to even if being novel in their own sphere. Otherwise stated, no matter how much information a piece of scientific work may contain, if its comprehension is hindered by inaccessible or imprecise language, it would not find its deserved stance due to linguistic ambiguity and opaqueness.

Based on our work, and regarding the enthusiasm of Iranian students of higher education to participate actively in their related discourse community worldwide, there seems to be an urgent need in Iran to pinpoint the role of grammatical competence in teaching English for Academic Purposes to familiarize students with the peculiarities of scientific translation since this failure has become a real obstacle for them on the path to showing their knowledge in the related international discourse communities.

It does not seem unreasonable to add as the final remark that 'grammatical incompetence' would have certain consequences, some of which being noteworthy are misinterpretation, incomprehensibility and artificial style. In the absence of explicit knowledge

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of language in terms of syntax and morphology, translation could be rather limited, since the author would resort to word by word translation.

Note

- According to Galperin 1977, in linguistics there are two terms now generally recognized and widely used — *plane of expression* and *plane of content.* These are synonymous to the concepts *form* and *matter.*

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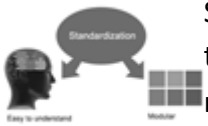

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TECHNIQUES FOR WRITING A GOOD QUALITY RESEARCH PAPER:

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28. Make colleagues: Always try to make colleagues. No matter how sharper or intelligent you are, if you make colleagues you can have several ideas, which will be helpful for your research.

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30. Think and then print: When you will go to print your paper, notice that tables are not be split, headings are not detached from their descriptions, and page sequence is maintained.

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33. Report concluded results: Use concluded results. From raw data, filter the results and then conclude your studies based on measurements and observations taken. Significant figures and appropriate number of decimal places should be used. Parenthetical remarks are prohibitive. Proofread carefully at final stage. In the end give outline to your arguments. Spot out perspectives of further study of this subject. Justify your conclusion by at the bottom of them with sufficient justifications and examples.

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Content

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- Present a background, such as by describing the question that was addressed by creation an exacting study.
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Approach

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- Give details all of your remarks as much as possible, focus on mechanisms.
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- Try to present substitute explanations if sensible alternatives be present.
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	A-B	**C-D**	**E-F**
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Methods and Procedures	Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads	Difficult to comprehend with embarrassed text, too much explanation but completed	Incorrect and unorganized structure with hazy meaning
Result	Well organized, Clear and specific, Correct units with precision, correct data, well structuring of paragraph, no grammar and spelling mistake	Complete and embarrassed text, difficult to comprehend	Irregular format with wrong facts and figures
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References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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