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Silencing and Silence: Language and Specialized Listening in a Long-Term Institution for the Elderly

By Simone Maximo Pelis & Nirvana Ferraz Santos Sampaio

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Keywords: language; silence; old man; long-term institution.

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Strictly as per the compliance and regulations of:

Silencing and Silence: Language and Specialized Listening in a Long-Term Institution for the Elderly

Simone Maximo Pelis α & Nirvana Ferraz Santos Sampaio σ

Abstract- This article presents the result of research developed with the language of elderly residents at the Long Term Care Facility for the Elderly - ILPI, in Vitória da Conquista, Bahia, Brazil. In response to the initial questions as to whether institutionalization affects the language of the elderly, whether the re-signification of verbal by non-verbal speech occurs, and whether silence, as language is part of an alternative system of possible meaning for the elderly, it was perceived that language in institutionalized long-lived individuals it reveals that in response to diversified processes of silencing, they have instituted silence as a possibility of reframing, and structuring of meaning. We collected data through the filming and recording of the elderly in enunciative-discursive situations, considering the uniqueness of each subject's history and their respective crossings as well as the condition of production of the narratives based on the concept of data-finding by Maria Hadler Coudry (1), aligned with notions relevant to Linguistics in the theoretical-methodological perspective of Discursive Neurolinguistics. The work presents a major finding regarding silence as a language anchored in multidisciplinary concepts (of Music, Philosophy, Psychoanalysis, Discourse Analysis, and Linguistics) relevant to this work that deals with the value of silence: it is not zero, emptiness, which leads us to interpret it as meaning. Thus, the silence, permeating each sign, expands and gives meaning, it becomes the possible resource for the institutionalized subject (re) to elaborate desires and responses.

Keywords: language; silence; old man; long-term institution.

I. Introduction

This text discusses the language on aging, which is a dynamic, uninterrupted process that occurs from conception, segmented into several complex stages during the vital cycle of the human being, based on research developed with five institutionalized elderly in an institution of lengthy stay for the elderly, located in Vitória da Conquista, Bahia, Brazil, Abrigo Nosso Lar, parallel to this group, we carried out activities with three other older adults living in their homes. However, for this article, data on four elders were used. The motivating questions of the research were: Does institutionalization affect the vernacular of the elderly? Does the re-signification of verbal speech occur by non-verbal language? Is silence, as a language, part of an alternative system of possible meaning for these older adults?

Thus, aging, social silencing, institutionalization, silence, and the impacts of this institutionalization and silencing on the life of the elderly were guiding themes for understanding silence as a possibility of reframing and structuring meaning. However, specialized listening leads to this reframing, amid enunciative-discursive situations, as can be seen in the following sections.

II. From Aging to Social Silencing, to Institutionalization: The Silence

It is common knowledge that the world population is aging due to several factors, including the advance of medicine, the improvement of quality of life, and reduction of the global birth rate in proportion to the mortality rate, thus leading to a growth in longevity. In Brazil, the Brazilian Institute of Geography and Statistics (2), in data presented in 2014, demonstrates that the exponential increase in life expectancy will lead to a population of older adults over 60 years of age, higher than the population of young people and adults up to 26 years old, in 2050. Aging can occur in a natural or pathological context (when physiological impairments take place). Whatever the circumstances, aging causes biological, cognitive, socioeconomic changes that impact the lives of long-lived individuals. In Western culture, these changes result in the deprivation of the individual's social value by not producing any more (labor and financial losses); and in several cases as a result of family abandonment, social exclusion, the institutionalization of the long-living individual occurs.

Despite dating from 1890 the first institution to shelter the elderly (Asylum São Luiz, in Rio de Janeiro), studies by Berger (3) report that in Brazil, the act of institutionalizing old age, dated from the beginning of the 20th century, more precisely the from the 1930s and began with the Church's welfare activities, through nursing homes, retirement homes or shelters. At this time, beggars, abandoned children, mentally ill, prostitutes, older adults: they all lived in one place, however, with the growing demand for the institutionalization of the elderly, in 1964, the Santa Casa de Misericórdia de São Paulo acquired the profile of a house specifically gerontology, in Vitória da Conquista,

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Bahia, in 1954 the AbrigoNosso Lar had its inauguration, providing shelter and housing orphaned, retired and sick children. In 1983, the institution started to serve exclusively older adults. This historical reality of the long-term institution in Brazil supports and proves that the relationship between the institutionalization of the long-living individual and "the loss of autonomy, functional losses, fragmentation of family relationships, fragmentation of social identity and the deterioration of the identity of the long-living individual" (4) is causal.

Once institutionalized, the elderly lose much of their uniqueness. With the lack of social interaction with the others and with the world and the reduction of stimuli, they lead to the impoverishment of knowledge of the world, which depletes the dialogue and, consequently, the language of the elderly. Since it is a social fact, language's existence is based on the need for communication (5), the impoverishment of communication and interaction changes the individual's perception of the world and himself. The loss of autonomy, not doing social actions destitutes the importance of being, making the saying inaudible, and as the social discourse of a supporting character censors the identity of the elderly individual divided by the losses, it prints indignant conformity to silence. This relationship of censorship, the said, the unsaid and the power to say, characterizes the process of silencing. It is possible to comprehend the dynamics of silencing and the politics of silence by contextualizing the relationship between what is said and what is not said with the power to say (6).

a) *Institutionalization, Silencing, and Language*

When institutionalized, the long-lived individual delivers his belongings to the institution, as the space to store them, in most cases, is limited to a wardrobe.

Also, it is common to observe the belongings of an older adult with another in the institutions, even when identification occurs. It is a feeling of not belonging, of not being or having anything that is yours. Not being anyone, not being home. The feeling of not belonging is another form of silence resulting from the collective common to the institutions' norms, as mentioned by ROCHA (7). The institution works for the collective, so it is not possible to individualize the service, therefore, when "everything belongs to everyone and for everyone"; it consequently cancels "mine" (4).

What is the relationship that silencing has to language? Silence is the continuous process of preventing speech. To say something is to state. To enunciate is to put the language into operation. Language and speech are languages. They play a social role, and the act of speaking begins in the environment, so individual awareness is a socio-ecological fact (5). Therefore, anchored in the assumptions of Discursive Neurolinguistics, we can affirm that each individual expresses his integrality and the different factors that produce it (social, cultural, and historical) through language (8). This is the relevance of apprehending the subjectivities of institutionalized older adults, textualizing their narratives enunciated verbally, non-verbally, or semiotically. The materialization of these narratives and discourse is the recognition that the physically confined older adult is led to imprisoning themselves. They are silenced.

b) *Silencing, Silence, and implications for the lives of institutionalized elderly*

Silencing, a process that occurs continuously, has silence as its final product. We have elaborated the table below presenting some of the many forms of silencing. Let's see:

Table 1: Types of Silencing

Type	Descrimination	Example
Physiological Silencing	Occurs when physiological impairments prevent the subject from expressing themselves through speech or compromise this form of expression.	Presbyphonia, wear of the vocal cords, sequelae of stroke, such as aphasia. .
Geospatial Silencing	Occurs when facts or social factors prevent the collective expression of a group or community	Social isolation, confinement by Pandemic
Social Silencing	are characterized by oppression and omission of rights	The elderly who are institutionalized due to their natural aging process or illness.
Generational Silencing	Occurs when a certain generation imposes itself on another, disqualifying for utterances	Occurs when a certain generation imposes itself on another, disqualifying for utterances
Labor Silencing	This is always the result of labor relations and power.	Worker who is forced to take work home, having his time kidnapped by a power relationship

Parental Silencing	Associated with the overwhelming imposition of parents on their children.	Elderly who have their lives controlled by the will of their children without considering their autonomy.
Individual Silencing	It occurs through external crossings or internal blocks, but as a result of the relation of the self with the self or with the external.	Due to lack of belief in oneself, or in the future, the individual becomes dull.
Institucional Silencing	Caused by the disciplinary nature of any and all institutions	The destitution of individual singularity in favor of the collective
Vertical Silencing	It occurs when the individual expresses himself in a longitudinal way, between signs, words or statements.	Speak lower
Horizontal Silencing	Its occurrence affects the distance between one word and another; it can be measured in time, in fractions of seconds or minutes.	Speak with more pauses
Structural Silencing	Due to poor income distribution or lack of effectiveness of public policies...	Deficient supply of highly complex care equipment for the elderly
Institucional Silencing (general)	Resulting from abusive actions or violation of rights in public or private institutions	Absence of accessibility, disrespecting the frailty condition of the elderly

Source: MAXIMO PELIS (2020)

These forms of silencing exposed in the table above trigger silence, which is the manifestation of the impediment of saying. The consequence of the continued action of silencing something.

It can be identified in docile bodies or long pauses, in the absence of sounds or apathy of gestures. It is manifested by the meaning it carries, and as in the enunciation theory, identifying the actors (me, you and him), the time and the condition of production is decisive for understanding the meaning of silence. Silence can manifest itself in several ways (4).

Silence is the object of study in several areas, including Music, Philosophy, and Linguistics. Professor and technical director of the Harvard Acoustics and Electronics Laboratory, Leo L. Beranek, created the world's first anechoic chamber. In anechoic chambers, the "sound level, from a spherically irradiated source, decreases 6db every double the distance from the source" in an absorption coefficient that covers all angles of incidence, absorbing 99% of ambient noise and its frequencies. Years later, John Cage, a poet-musician and multidisciplinary musician, upon learning of Beranek's invention, went to Harvard University's anechoic chamber to experience the absence of sounds. However, inside the anechoic chamber he heard two sounds, one high and the other low pitched. When asked, the responsible engineer replied about these sounds that "the loudest was the sound of your nervous system working. And the bass was the sound of your blood circulation" (9). Since then, Cage, who believed that there was absolute silence, found that "there is no silence that is not pregnant with sounds" (10), as there will always be a sound, whether intentional or not.

To support his reflections, Cage appropriated the Zen philosophy, for which silence is the verb itself, so silence is body, silence is gesture, as quoted by HELLER. Anchored in the same precepts, Martin Heidegger, German philosopher, affirmed that, "nothing does not remain indeterminate opposite to the entity, but it reveals itself as belonging to the entity" (11) and ends up recognizing the linguistic function of silence when saying that "the language is found everywhere "and that" We speak continuously. We speak even when we don't let a word sound" (11); so if language is present in silence, silence is language.

For Linguistics, language is a complex communication system, and spoken language is "undoubtedly determined, essential part of it" (12). To Saussure, each sign has its internal value, meaning in itself. This is one of the main concepts presented by the linguist when comparing the linguistic system to a game of chess. In the "linguistic value", each piece of a board is equivalent to a sign. The value of a piece is not equivalent to the material of which it is made, but in the systematic relationship with the other pieces. Thus, language is form and not substance (12). In the analogy used by Saussure, a chess piece does not make it what it is by the substance of which it is made, but by the relationships it will have with other pieces. Therefore, the chess game takes place because of the rules and relationships (function in the system), and not the pieces as an object.

Saussure stipulates a value for each sign, based on its signifier and its meaning, and Cage specifies a value for silence and says that the way to measure this value is by its duration (13). Heidegger, the philosopher, also explained silence (emptiness) with an analogy: using a jar, he elucidated that as a container, the jar has side and bottom, but it is not the side and bottom, and that the jar appears to be empty it is filled with air and everything that makes up air. If wine were poured into the jar, the air inside would be displaced and replaced by the liquid. So filling the wine jar would mean exchanging one content for another (14).

We conclude that silence is made up of countless possibilities of meanings and, although it is not represented by a sign, it is not empty, and can be presented in the following way proposed by MAXIMO PELIS, SAMPAIO& OLIVEIRA (13):

A Representação Gráfica do Silêncio
The Graphic Representation of Silence
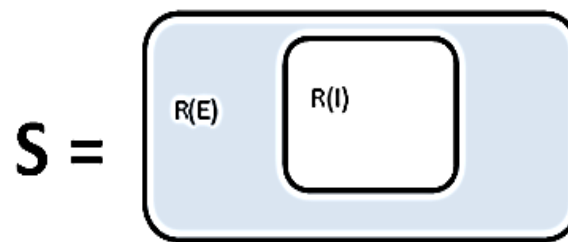
Figure 1: The Graphic Representation of Silence (MAXIMO PELIS, SAMPAIO & OLIVEIRA (2020)

When using the anechoic camera as a parameter, in the representation above, R (E) refers to all noise external to the individual as the sounds of nature and the sounds produced by man; and R (I) represents all noise that is inside the individual, coming from inside (heartbeat, blood flow, peristaltic movements, neural system, etc.); and S is silence (13).

When Beranek reduced R (E) by 99%, R (I) was revealed. R (I) stands out whenever R (E) tends to zero.

E S is identified when the balance between R (E) and R (I) occurs. When one overlaps the other, the peak effect in this process can be disturbing, but when there is a supposed harmony between the two factors, this neutrality is what we call silence. According to the representation proposed by MAXIMO PELIS, SAMPAIO& OLIVEIRA (13) and presented below:

Equation of Silence

- $$S \equiv R(E) + R(I) \qquad (1)$$

- S represents the value of silence
- $R(E)$ represents the sum of noise external to the body
- $R(I)$ the sum of the internal noise within the body.
- $R(E)$ and $R(I)$ are measured in Megahertz (MHz) and defined by Equations (2) and (3):

- $R(E) = \sum_{i=1}^{n} x_i i = (0 + 1 + 2 + \cdots + n),$ $\qquad$ (2)

- $R(I) = \sum_{i=1}^{j} y_i i = (1 + 2 + \cdots + j),$ $\qquad$ (3)

- $R(E)$ is the sum of the noises outside the being, which is in the environment, like the sounds of nature and those produced by man.
- $R(I)$ is the sum of the noises that are inside the individual, coming from inside, for example: heartbeat, blood flow, peristaltic movements, neural system, among others .

Figure 2: The Equation of Silence (MAXIMO PELIS, SAMPAIO& OLIVEIRA (2020)

Just as acoustic silence (S) is always different from zero, so is linguistic silence, a relevant object of study in this research. In permeating the signs or even in their absence, there is a saying or an unsaid thing that is imbued with meaning. Eni Pulcinelli Orlandi, a salient Brazilian linguist of today, in her work entitled "As Forms of Silence - in the movement of the senses" states that "in the beginning it is silence. The language comes later" (6). The senses are based on silence, and silence, in turn, also supports language. Imbued with possibilities, grounding meanings where there is "an unsaid" or "not saying", silence makes it possible. Silence is not speech because it is, in fact, part of language, in the field of semiology, and, using Saussure's linguistic value theory analogy, we find that its value is different from zero (4).

The equivalence between acoustic silence and silence as language allows the understanding that silence can be measured by time and that each manifestation will have a specific value and a singularity. Silence, in the language of the elderly affected by institutionalization, makes sense. To understand silence as a structuring of meaning, it is necessary to consider linguistic and semiotic cues, such as body movements, looking, smiling, gesturing, intonation, and especially the context of its production.

III. Methodology

The research developed had a transversal, non-experimental characteristic; it was based on the precepts of Discursive Neurolinguistics, a frontier discipline of linguistics. Qualitative in terms of data collection, the observation and analysis of the alternative meaning systems of five institutionalized older adults took place at Abrigo Nosso Lar, Long-Term Institution, in Vitória da Conquista. For data validation, a control group of five non-institutionalized older adults was created, of which two gave up for personal reasons. After signing and consenting by an Informed Consent Term and approval by the Ethics Committee (CEP: 3.050.076), the research data were obtained, through audiovisual resources, from transcription and direct observation in the meaning of non-verbal processes manifested. The data-found methodology, which enables the theorization of each data in a dynamic way "through the dialogical interaction between researcher and subject" (1), was applied, following the care model of the Aphasic Living Center of the State University of Campinas and the orientation of the Living Space Between Aphasics and Non-Aphasics (ECOA), from the State University of Southwest Bahia, coordinated by Professor Ph.D. Nirvana Ferraz Santos Sampaio who considers that silence can be justified as a point of intersection between aphasics and non-aphasics. In these environments, researchers, therapists, family members and friends are inserted in an interaction mediated by verbal and non-verbal language, as well as by their relationship with non-verbal systems (15). This article will present data regarding four institutionalized elderly persons.

IV. Data and Analysis: Silence and Listening

The following will present some enunciative-discursive situations in which there is a dialogue between PSMP, a researcher, with four older adults accompanied during the research, identified with the following pseudonyms: Maria, Ofélia, Valdo and Iva and the context of the institutionalized condition of these elders, let's see:

a) *Case 1*

Angelina asked Sister Maria for a place at the institution, as she felt sick, unable to take care of Maria and another disabled sister, totally dependent. The three elderly sisters, single, with no other relatives, received help from friends in the church. Maria was talkative when she was institutionalized. She told stories, was helpful, led the chair of other older adults, and offered help, always with a lot of autonomy. When she arrived at the institution, Maria felt at ease and belonged to that place, to the point of washing her underwear in the spring water, in the central part of the garden and spreading them on the sideboards. Her attitudes were resisted by the institutional demands that delimited their individual space. Institutional silencing affected her and as an initial resource she showed her sister her indignation. Her belongings were selected for institutionalization. The rest remained at her home. She missed what she left there. She missed her clothes that she took with her and that she assumed they were stolen when she couldn't find them.

5

Table 2: Inadequacy, Disengagement

Turn	Interlocutor	Statements	Verbal Production Observations	Non-Verbal Production Observations
1	Maria	Come here..		Cup your hand as if telling a secret
2	PSMP	What's the matter with you?		
3	Maria	My skirt ... They took my things.		Complains
4	Maria	Me with each one good, girl.	Referring to clothes at home	
5	Maria	Call Angelina, ask to bring here ...		
6	Maria	You are so good ... if I had money I would give it to you.		Smiled

Fonte: MAXIMO PELIS (4)

Until that moment, Maria's statements and her ability to articulate words were preserved. But Sister Angelina, in fragile health, feared that Maria would ask to be taken home. And she kept away, no longer visiting her. At that moment, Maria's behavior began to change: "I thought she was much more agitated. Much more agitated "says and reinforces the institution's social worker. But, with the continuity of that situation, the permanence of the impediments, the unheard sayings, the agitation gave way to apathy. According to the Nurse's report, "she stayed with her bags packed on the bed for a while, thinking she was leaving. He said that "I am leaving today" [...] Today he no longer puts it [...] Today he no longer speaks and is isolating himself. You no longer see Maria talking; she used to be very talkative. " What the Institution's Nurse confirms is that Maria's silence was verbal because she "no longer speaks" and non-verbal when changing her behavior "in isolation". Silence produced silence full of meaning (indignation, revolt, sadness, longing) to account for its incompleteness.

b) Case 2

Ofélia was institutionalized by Sister Odete, who, for health reasons, could not provide assistance to her sister who lived alone, perceiving institutionalization as a support solution for Ofélia. Ofélia loves to sing, tell stories, always excited and smiling. However, the loss of work, the lack of coexistence, and the loss of autonomy due to senility, led her to end up at home. According to Odete her sister Ofélia "was very talkative" she gets a little quieter, right? Depending on her age, she changed that a little bit, and she liked to walk a lot and then the desire to walk started decreasing and she became more home ... But even so she sometimes says: Look, I wanted to go to that party and dance ... "

At the institution, the silencing process was not interrupted. The lack of interactivity among the elderly, which, like Ofélia, has reduced functionality, perpetuates this process causing sequelae. As a psych pedagogue, Odete speaks properly about the effect of the lack of interaction with Ophelia's language, as described in MAXIMO PELIS (2020):

"Look, it is because I think so: the elderly are like that, they are much paraded, silent, without talking to each other. [...] There should be an interaction between the elderly and the other, so that they can talk, because they may even lose their voice ... Do you understand? That's exactly what I feel ... In the case of Ofélia, I'm feeling that she is talking less ... So this elderly person's interaction with the other is missing ... I think I should change a little". (Odete)

For Bakhtin (5) it is in the interactive situation, in social relations, that statements are produced and apprehended. Therefore, the lack of interaction imprisons the individual at the limit of his own production and it is known that the elderly individual, senescent or senile, has reduced individual production due to limitations of abilities and skills, as an effect of aging. For Ofélia, social and institutional silencing narrowed the lines that delimit the individual's production, and can lead her to "even lose her voice" - the materiality of silence.

c) Case 3

Valdo lived alone. After becoming a wheelchair user, he was advised to institutionalize himself. He was aware that his current physical condition would make it impossible for him to return to his old home.

Table 3: Silence as Recognition

Turn	Interlocutor	Time Code	Statements	Verbal Production Observations	Non-Verbal Production Observations
1	PSMP	[00:00:00.00]	Do you know what date it is today?		
2	Valdo	[00:00:04.00]	Today is 5th.		
3	PSMP	[00:00:05.00]	Five of what month?		
4	Valdo	[00:00:07.00]	March Five		
5	PSMP	[00:00:10.00]	Do You Know watch year we are in?		
6	Valdo	[00:00:14.00]	2009, 2019.		
7	PSMP	[00:00:20.00]	What kind of institution are you living in?		
8	Valdo	[00:00:21.00] [00:00:28.00]	Nosso Lar.		Look up and then look to the side for 6s Looking at PSMP
9	PSMP	[00:00:33.00]	Nosso Lar, It is what? A hospital, a nursing home?		
10	Valdo	[00:00:39.00] [00:00:42.00]	For me, I think it's a nursing home ... Because a hospital ... it's not "like" a hospital ...		
11	PSMP	[00:00:57.00] [00:00:59.00]	The moment you came to stay, what impacted you the most? I know that you had already made some visits before, but, what impacted you the most?		
12	Valdo	[00:01:08.00]	For me to come?		thoughtful
13	PSMP	[00:01:10.00]	When you came in it was very tearful in the first days....	Rephrase the question	
14	Valdo	[00:01:13.00] [00:01:14.00] [00:01:15.00] [00:01:16.00]	It was because there was a song, then I remembered the known..... ... ... the lady of the house who liked me a lot ... They all...		
15	PSMP	[00:01:39.00]	And in this beginning, in that first week, how is your routine inside here?		
16	Valdo	[00:01:45.00] [00:01:50.00] [00:01:51.00] [00:01:52.00] [00:01:53.00]	I'll take it as God wants If he sees that I deserve one day I come home ...		(looks down) Looks down on chin
17	PSMP	[00:01:54.00]	Do you get hope to return home?		
18	Valdo	[00:01:55.00]	I have, I have		(Keeps your eyes down

Fonte: MAXIMO PELIS(4)

In turns 1 to 6 of the table above, Mr. Valdo's good time-space orientation is verified. In turns 7 and 8, the delay in the response, as can be seen in the column with the time code, looking upwards and later to the side until the possibility of facing the researcher, recognizing and giving nominally the place that is now her home, gives silence a sense of place recognition and, at this moment, silence intervenes as part of the subject's relationship with the sayable (6). The real and sayable thing for Valdo is his new home, the ILPI Nosso Lar. It has representativeness for the subject, and several meanings. The possible meaning, for Valdo, who can

sustain the temporality of a stay, is that this place is a hospital. In the elaboration of this statement, silence, which is not just pauses, allows the elimination of a meaning, that is, Valdo, in saying that that place is a hospital, for a moment, erases the fact of being permanently in this strange place - now your home (4). Silence, in turn 13, works like censorship, not being able to say that your reality is past. When asked if he hopes to return home, on turns 16 and 18, the silence between one and the other sentence is corroborated with body language, and imbued with a sense of discouragement, reveals the unspoken and contradicts the saying: I have, I have.

d) Case 4

Iva's family relationship was fragmented. His son was distant and his granddaughter was the one who gave him attention. However, the granddaughter took care of her mother-in-law when her father and Iva appeared in her life asking for shelter. The son decided to institutionalize the mother (or he did not object). He was distant, he remained distant. She visited Iva very little, and when her granddaughter came to spend the weekend at home, her absence was also common. The effect of family breakdown on institutionalization is one of sadness, loneliness, discomfort and anguish.

Table 4: Silence and the Death Wish

Turn	Interlocutor	Time Code	Statements	Verbal Production Observations	Non-Verbal Production Observations
1	PMSP	[00:01.07]	Are You sad?		
2	Iva	[00:02.17]		Open your eyes, and close your eyes	Shakes her head meaning Yes.
3	PSMP	[00:02.32]	Let's do na activity?		
4	Iva	[00:02.41]	Not today...		Shakes her head meaning No
5	Iva	[00:02.44]	On Tuesday?	Open and close eyes slowly	
6	Iva	[00:02.49]	Not.	Open and close eyes slowly	
7	PSMP	[00:02.52]	Why?		
8	Iva	[00:03.01]	Because I'm going to die, I don´t die, I will.	Lying on the couch, covered and eyes closed	

Fonte: MAXIMO PELIS (4)

In the table above, the researcher invites Iva to an activity. Iva was sad: her granddaughter and son had not appeared in days. The deep pain exhaled by his non-verbal language denotes a death wish (turns 2, 4 and 6). The feeling of death (turn 8) corresponds to abandonment, invisibility, insignificance. Amid the listening and intervention of PSMP: "Why", silence becomes the possibility for Iva to measure the pain that permeates her soul, and elaborate the equivalence of that pain, or liberation, to death.

V. Conclusion

This article, in attesting that institutionalization affects the language of the elderly, corroborates the hypothesis that the resignification of verbal language by non-verbal language is recurrent, and that silence, as a language, is part of an alternative system of possible meaning for institutionalized elderly (re) elaborate desires and meanings. When identifying the process that produces silence, from a table of silencing possibilities, it is also verified that the institutional environment is a collective environment that cancels the singularity and produces the awakening that is one of the many forms of silencing. As a product of the silencing process is silence. Silence is not the absence of sounds, it is the possibility of reframing because it is impregnated with meaning, and it is a reframing mechanism of value and possibilities. As a structuring of meaning, silence belongs to language and has value as such. In order to understand silence, the subject's history rescue is necessary and, through careful listening, it is possible, in the interlocution, to restructure meanings, recovering the necessary senses for resignification and maintenance of the subject's identity (4, 13). This work is relevant for professionals in the field of psychology, linguistics, and gerontology because it provokes the understanding of silencing and silence by professionals working in institutions, such as long-term institutions for the elderly who, in favor of the collective, incline to cancel the individual's uniqueness.

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The Use of Body Language in Chinese Rural Secondary School English Teaching

By Yali YIN

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Abstract- With the popularization of nine-year Compulsory Education, English teaching is especially important in the secondary school teaching. In most rural areas of China, where are poor environment and shortage in teaching resources and teaching equipment, in the limited condition of this, how to improve the efficiency of students' listening becomes very important. In the rural secondary school English teaching, teachers can use not only verbal language but also body language to imply students, which is more efficient than the use of so-called multimedia sometimes. It can make up for the shortage of teaching resources so that it can improve the teaching quality by the analysis and research of body language in all aspects. Moreover, the use of body language in English teaching can change students' attitudes.

Keywords: body language; rural secondary school; english teaching; teachers.

GJHSS-G Classification: FOR Code: 200302

THEUSEOFBODYLANGUAGEINCHINESERURALSECONDARYSCHOOLENGLISHTEACHING

Strictly as per the compliance and regulations of:

The Use of Body Language in Chinese Rural Secondary School English Teaching

Yali YIN

Abstract- With the popularization of nine-year Compulsory Education, English teaching is especially important in the secondary school teaching. In most rural areas of China, where are poor environment and shortage in teaching resources and teaching equipment, in the limited condition of this, how to improve the efficiency of students' listening becomes very important. In the rural secondary school English teaching, teachers can use not only verbal language but also body language to imply students, which is more efficient than the use of so-called multimedia sometimes. It can make up for the shortage of teaching resources so that it can improve the teaching quality by the analysis and research of body language in all aspects. Moreover, the use of body language in English teaching can change students' attitudes.

Keywords: body language; rural secondary school; english teaching; teachers.

I. Introduction

Body language, just as its name implies, the language of body, while with the development of nowadays society, is covered by a lot of meanings, used in many aspects. In the Oxford Advanced Learner's English-Chinese Dictionary, body language is illustrated as *the process of communicating what you are feeling or thinking by the way you place and move your body rather than by words.* Consequently body language is a nonverbal language, including facial expression, gesture, posture and eye contact. Some scholars such as Xiao Ran define body language as a mean which can express one's characteristic, so we can know others' thoughts by body language.

Body language is a bridge for strangers to understand each other without the same language in the communication, for example, people can use the hand clap express agreement, admireness and encouragement. What's more, body language can be used as an auxiliary mean in the verbal communication and it can increase the relationship of acquaintance, and different body signals means different meanings, for example, hugging each other means showing friendly, shaking hands means saying goodbye or agreement, stamping oneself feet means anger.

However, body language used in the English class also signifies plentiful meanings. In the first time to touch English, the use of body language is just as a expression of emotion among strangers; in the middle study of English, body language may aims at increasing

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the inner communication between teachers and students.

Body language can be described as a training aid in the rural secondary school by which teachers can make the class interesting and fulfill with pleasure. Besides teachers can reduce the distance between students and themselves. Body language is a clue of great importance in the English class. Hence body language is an important method in the English teaching procedure, body language is also a product of human activities, used as a tool of communication. Only we know the definition of body language can we teach students well in the future.

With the value of the cultural construction of basic-level and the development of economy, English education is paid more attention in the most rural school, and the English teachers are more needed in the rural school who graduated from different high schools. What's more, an increasing number of students is interested in English whose parents pay more attention to their English study. However, English teaching in most rural school is becoming a difficulty which teachers are worried about whether they can teach their students well or not. And most parents don't know how to speak English and why students should study English, moreover, they are out of touch with the language and the culture of English country, as a result, they cannot teach by personal example as well as verbal instruction. And in the most of rural secondary school, there are lack of multimedia and computer, so the teachers can't do the ppt to teach students visually. So the appearance of the body language is regarded as a powerful method, so the English class with the use of body language is a common occurrence. As a result, the grade of the rural secondary school didn't behind of the urban secondary school largely, so in the hard situation, body language becomes indispensable in the rural secondary school. Even more, English subject is paid attention in the rural secondary school, so the beginning of learning English is late of urban city, the teachers in the rural secondary school should start all over from the beginning, while using the body language accords with the cognition for English for students.

The teachers in rural secondary school are out of information era, most of them told me that they don't know make power point, so they hardly have a multimedia teaching, may be only one class in multimedia classroom. And students told me that they

are happy to have multimedia class because it is strange and interesting, so they hope will have more multimedia classes. While the teachers think more multimedia will decrease the quality of English class, in spite of whether they can use multimedia. So in the traditional class of rural secondary school, teachers must think out efficient ways to satisfy different learning need of students. Therefore the use of body language can satisfy the rural traditional class, body language can change the boring and traditional class into an atmosphere of interesting in the modern secondary school class.

II. The Application of Body Language on Listening, Speaking, Reading and Writing

a) The use of body language on listening

The basic requirement of English teaching is that understanding the information conveyed by others. Nowadays, the calling of education reform is becoming more enthusiasm, while English teaching as a portion of education faces a hard challenge, more and more teachers make interactive teaching as an important point, so-called interactive teaching is that teachers use English as a teaching language to guide students, and students should respond in English, whose aim is reducing the application of mother language, students to have good ears so that they can understand teachers easily. However, students can't convey their thoughts fluently in English and can't understand teacher' meaning clearly. This phenomenon prevents the widely use of interactive teaching. But if body language followed with the verbal language, students can overcome the hardship and get out of the difficulty, the real communication will become true. I make an investigation in two classes.

In the research, 40 students divided equally into two class never touch with English who are taught by the same teacher and with the same content which is listening task, Got For It 7a, Unit 1, Greeting. In class 2, teacher teaches 'hello' with raising hands, 'bye' with shaking hands, while in class1, teacher teach these two words in voice without any body language. When the students are required to recite the two words in the two class, students in the first class can speak out easily and confidently, while in the second class, only 75% students can speak out slowly and hesitatingly.

Table 1: The level of mastering two words in 2 classes

Class	Number	Number of mastering 'HELLO' and 'BYE'	Reaction
Class 1	20	15	Hesitate and slow
Class 2	20	20	Quick and correct

For example, when teachers make a signal like that;

'You two please come to the blackboard. 'If teachers can point at the blackboard at the same time, students can understand the meaning quickly even though they don't know the meaning of blackboard. While if teachers not point at the blackboard, time will be passed away, and students will be bored with the class and they will wait the teachers to explain the meaning of the sentence.

In the beginning of my class, I like to tell a story to arouse students' interest and attention. For example, when we talked about 'The room is big and beautiful', I can open up my hands with appreciative eye and facial expression, it can leave a deep impression to students, and students can understand the sentence easily. While, if we tell the sentence without body language, maybe 80% students will can't understand the meaning of the sentence, and can't remember what I have told. In a word, students can do a word-guessing through the body language showed by the teachers.

What's more, according to the investigation of mother tongue thinking of rural secondary school students, Wang Wenyu make a table, like;

Table 2: Level of mother tongue thinking

Grade	Level of Mother Tongue Thinking
Grade 7	46%
Grade 8	23%
Grade 9	10%

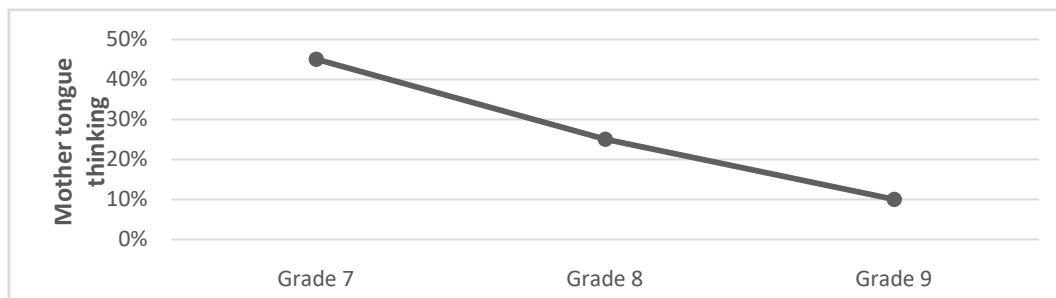In order to show the change well, I make a chart like:

Figure 1

Grade 7 to 9 Mother Tongue Thinking in English listening

From this chart, we can see in the rural secondary school, the students output information in mother tongue thinking, so if teachers not use body language, students can't understand the meaning. So in the listening class, teachers should combine verbal language with body language. There is a special teacher in Jibu middle school. the teachers is welcome for her students, because all students say they are not having class but have a good time in her class. Why ? Because the teacher like setting more activities like guessing game and competition, so the students enjoy the class. For example, when the teacher let students listen what do she read, she will use the body to show the sentence--he is very happy and wants to be thin so he eats very healthy by which students can know the main idea. From it, we can see that using body language in the listening class is proper to the rural secondary school, it not only can fill up the vacancy of training aid, but also improve the interest of English listening.

b) The use of body language on speaking

Oral language is the most important and general communicative pattern, teachers should cultivate the skill of English speaking. In fact, the use of body language can help students to a large extent. In our English teaching material, most texts appeared in the form of conversations, teachers are required to organize students to speak so that they can master knowledge in the teaching programme. Conversational texts can increase students' interest, it can an interactive class with the proper teaching means.

English teaching aims to cultivate ability of real communication, while in China, students just learn English not speak English, so they can convey their opinions in written passage but not oral expression. So aiming to cultivate skills of speaking, teachers not only use body language themselves but also encourage their students to use body language in different situations, for example:

In the research of Littlewood, social interaction activities include imitate the situation. When students introduce themselves like that --Hello, Everyone. Nice to meet you. I'm Robin, I like running, playing basketball and reading...They say 'Nice to meet you' following with clasping hands and the action of running. If they do that, others may prefer to make friend with them. While others not do that, they will be make less friends. So when we are speaking, body language can make us close to others reducing the distance.

I chose 20 students as object of study which is about whether using body language is useful to listening or not. 20 students are divided into two groups in average, one is as matched group which is not admitted to use body language in their conversation, the other is experimental group which allows students to use body language in the same conversation. As a result, there are only 3 students can be understood by others in the matched group, on the contrary, all students in the other group can be understood by others who are the same audiences in the matched group. So if we communicate with others with using body language, we can be understood easily. Besides, teachers can also use body language to help convey their thought, for example:

When teaching 'we are happy to have a big apple.', Mrs. Ma will use the happy facial expression to convey the 'happy' in the sentence and the round and big gesture to express the 'big apple', who are the object of my observation in the Jibu middle school which is a rural secondary school, students paid more attention to her class, and not felt tired. While teaching the same sentence, Ms. Liu just spoke it without any body language, students felt bored and sleepy.

Moreover, I once noticed 75% students in Grade 7 will use body language in Jibu Secondary School, and they thought using body language reminds them what they will speak and make them more confident through the questionnaire survey. For example, one students in Class 2 Grade 7introduces what sports he likes in front of the blackboard, nervous and afraid, he do the action of playing basketball in the desk, after that, he talks quickly without any hesitation.

Table 3: The usage of body language in English class in Grade 7, Ganxian Jibu middle school

Class	Number	Number of Use	Number In Frequency of Utilization				
			Always	Usually	Sometimes	Seldom	Never
Class1	61	40	10	20	9	1	21
Class 2	62	50	11	26	8	5	12
Class 3	63	48	8	25	15	10	15
Class 4	63	39	9	18	6	6	24
Class5	60	47	5	23	10	9	13
Class6	62	55	13	22	14	6	7
Class 7	65	46	9	17	15	5	19
Class8	61	50	15	24	8	3	11
Class9	64	43	9	14	11	9	21

c) *The use of body language on reading*

If students want to enter into the college, they must attend college entrance examination which includes the examination of English. The English examination aims at cultivating the ability of English thought and expression, so raising the reading skills becomes an urgent affair. And junior school students may be told that they must practice their ability of autonomic learning. And reading is regarded as the autonomic learning in English, but most students may think reading is boring. Then how to make the boring reading become interesting and attractive? Body language can be the antidote.

In the reading class, teachers can make an active atmosphere by using body language. For example, teachers can let students look at the passage, and using the specific gesture or facial expression to represent the sentences, so that teachers can communicate with students in the silent reading. On the contrary, students can read the passage loudly following with body language, such as shaking hands in different strength which is as the theory of musical rhythm. For example:

In the process of post-reading, teachers requested students to recite the main meaning of the passage about Mickey Mouse and His Girl Friend, over 80% students put hands on head to represent the Mickey Mouse, and use the happy facial expression to show the feeling when Mickey Mouse met his girl friend, and they could remember the order of the passage quickly, while the rest students couldn't remember the story in the limited time. After 2 days, Teachers also demanded students to recite the passage. 50% students could remember the main meaning of passage in the 80% students using body language, while all the 20% students who didn't use the body language couldn't remember the passage at all.

In the demonstration lesson of reading teaching, Liu Fangqing, a senior teacher in No. 2 middle school, Ganxian. He taught the passage about transportation, in the process of while-reading, he read the passage with some usual gesture like using hands to represent taking plane to Beijing, and using quick gesture to show the speed of the plane, he did these actions exaggeratedly, which made students laugh, and students remembered the contents quickly. By comparison, I don't know how to make reading teaching combine with body language, I feel tired in the reading teaching.

Jie Baofeng said whatever kinds of reading can stop the rate of reading and can reduce the ability of reading comprehension. So pure reading may not have any effect on the skills, and students should know make full use of different reading method. Well, I once saw the facial expression of one student was changeable in one monthly exam, I was very curious about it, so after the exam, I asked him for the reason, he said this can bring him into the passage so that he can master it well, and the way is taught by a Chinese teacher in primary school. From then on, I taught this way to my students, and most of my students reflected well. When teaching the passage of Mickey Mouse, teachers and students can use the usual action of Mickey Mouse to understand the passage in the reading procedure. In a nut shell, reading is an important part of English learning, and reading comprehension plays a key role in the senior high school entrance examination, so teachers and students should make more effort on controlling reading skills in the rural secondary school.

d) *The use of body language on writing*

Writing is a procedure of recording and used in the formal mood. Cheng Ming said the writing activity is a procedure which can reflect the intelligence and work of livelihood and writing is an expression in written form without oral language. So in the writing class, teachers and students should be strict and formal. we should finish imparting knowledge ,the practice of sentences and words and enhancing the application, we also expect students have a better ability of receiving. But what should we do? The application of the body language can attract students and stimulate their interest of learning so that they can have a deep impression of knowledge. More importantly, body language can create a real environment of writing so that it is meaningful to the guide of writing. Students can think imaginatively in the environment.

In rural secondary school, the imagination of the students may be narrow, but whether the body language can improve the level of writing or not? According to the question, I made an investigation in Jibu Secondary School, which is a countryside in Ganxian. I chose 30students in Class 4, Grade 7 who are divided into 2 groups on average, the first group is taught with the traditional writing teaching, like :

1. Arrange the requirement of composition. Write your opinion in about 100words given the title--My Room.
2. Give them an example in the form of simple sentences in verbal language without any words on the blackboard.
3. Limit the writing time in 10 minutes and let them go ahead.

The second group is also taught with these requirements, but teachers use body language to convey whether the room is big or not and what have in the room.

After 10 minutes, I found the most compositions of students in the first group defer to the order of the example given by teachers, while the rest of compositions add some adjectives to modify the things in the example. But over 10 compositions in the second group adds some complex sentences, like my room is very big and there are many things in it, like basketball under the bed. The comparison leads me perfectly to draw a conclusion that the application of body language in writing can increase students' imagination and give them a deep impression. It also can be seen easily that body language can improve the effect of the English teaching. What's more, if students are bored with the writing class, teachers can use performance to let students write down the story, so that students can be interested in the class and the way is out of their expectation, it can keep their feeling of freshness. The use of body language on writing can stimulate students' imagination and can keep their feeling of freshness. It is important to writing in the English class, especially in the rural school. Writing is the shortness of their teaching procedure, I believe the use of body language must have a key role in the writing teaching.

III. Conclusion

English is a language and should be used as much as possible if you want to master it. In the class, teachers should regard students as center and encourage them so that they can feel the achievement and pride that brought by English learning, and teachers should stimulate students and enhance the desire of English learning. Franklin once said tell me, I will forget; teach me, I will remember; involve me and I will learn, and language learning is a process of participant, only you take part in it can you make a great progress. So the application of body language in rural secondary school can help teachers and students know each others. In the future of English teaching, body language should be used widely. Based on my experiences, teachers should make full use of body language in rural secondary school. Body language can be also used on the pronunciation of English, for example, teaching/u;/, teachers can use gesture to show the way of pronunciating this voice, so that students can remember this point by action. Body language can be also used on vocabulary, for example, teaching 'apple', teachers can use the gesture so that students can remember the words actively. As we all known, the teaching of English is free, so in the process, teachers can improve the English level of students by different games, for example guessing game. Body language should be used in games so that students can be pleased with the class in the rural secondary school. In Mrs. Ma's English class, students can read passage and answer questions loudly in the whole class, because not only her class is well-organized, but also she can use body language to attract students' eyes in proper time, so that students are delighted in her class. This example happened in Jibu middle school, Ganxian. But there are still existed some teachers that use traditional teaching method, students in that class hardly insist on learning English, and the grade of the class is more awful than Mrs. Ma's class.

In a word, the traditional English class is out of modern era, only the use of verbal language can't satisfy modern learning system, so body language should be used in the English of rural secondary school. If we use body language to teach students the differences between Western country and our country, it will be more obvious. By using body language, students can learn English well in the rural school. What's more, our authority pay much attention to the development of countryside, the teachers should make more efforts on English teaching. They can use simply and obvious body language to improve the current situation without the help of training aid. The use of body language is essential on the rural secondary school.

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Contextual Variables of Learning English as a Second Language (ESL): A Comparative Focus on ESL Teaching Contexts

By Faruk Kural

Hasan Kalyoncu University

Abstract- Consisting of two main parts this research paper focuses on how contextual variables influence in-class ESL teaching/learning environment which is based upon observations of three ESL lessons at the upper- intermediate level at the English Preparatory School of a private university in Istanbul, Turkey where students were required to complete a gradual three-level achievement program, starting at an appropriated level determined by a pre-enrolment proficiency and placement exams. Two of the instructors were bilinguals with Turkish as their first language and English as their second language. The third instructor was a native speaker of English with no knowledge in Turkish. The study is presented after a general literature review of contextual variables of ESL, and it focuses primarily on the role played by the teacher, the teacher's linguistic choices as means of instruction and communication, and the presence/absence of Turkish and English as L1 and L2 factors respectively in the classroom context.

Keywords: contextual variables; global language; learner attitude; language status; ESL.

GJHSS-G Classification: FOR Code: 200399

CONTEXTUALVARIABLESOFLEARNINGENGLISHASASECONDLANGUAGEESLACOMPARATIVEFOCUSONESLTEACHINGCONTEXTS

Strictly as per the compliance and regulations of:

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I. Introduction

One of the most striking language expansions to date has been the spread of English which has far exceeded the famous case, the spread of Latin during the Roman Empire (Strevens, 1981, p. 2). From being a language of a very small nation first it spread over the British Isles, then with the colonisation of America its spread increased. Some of this spread was the result of the migration of English people to the new colonies, such as New Zealand, Australia, and South Africa. Speakers of English settled in new lands and continued to use English.

It was also used in those colonies under British administration where only a few British people settled permanently. Places like India and Ceylon, West Africa, Malaya and islands in the Pacific, and in the West Indian colonies like Jamaica where small communities of English speakers dominated the West Africans who were brought there as slaves.

The end of the colonial period, however, did not bring an end to the spread of English. Many of the new nations in former British colonies realised the importance of English not only as a language of commerce, science and technology, but also as an international language of communication, i.e. *lingua*

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franca. In some of these nations, most of the education in schools and advanced institutions is provided through the medium of English. Although other nations have decided to use their indigenous language as the medium of instruction in schools, English nevertheless is the main second language.

a) Literature Review

Platt, Weber & Ho (1984, p. 23) classify English in terms of its role and status as a medium of communication under three categories: English as a foreign language; English as a second language; and English as a first language. He argues that any language can be considered a foreign language, second language, or first language depending on factors such as the competence that the speakers have in the language, the function it fulfils in a community and at what stage the speakers may have acquired the language.

The globalization process fostered by computer technology has triggered unprecedented desire for learning English, even in countries where English is hardly used in day-to-day communication. The Internet has facilitated communication between members of different nations; World trade has integrated millions of people, even with minimal trade capacity, in day-to-day international business activities; Interactions between international social, economic, media and political organisations throughout the world have amounted to the levels that international communication became as regular as local. All these and other developments have contributed to the popularity of English worldwide. Learning English has become a desirable educational accomplishment for large sections of societies throughout the world, even for people who have hardly had anything to do with it. Thus, ESL teaching has gained a prominent place in national language policies worldwide.

The language-teaching field is divided into three major areas: *first language teaching*, *second language teaching* and *foreign language teaching*. Although there is a considerable degree of overlap in methods they are distinct in many respects. In countries where English is not a second language (such as Italy, Greece, Spain, Turkey, Egypt, etc.), traditionally, English was taught as a foreign language, which uses a prescriptive method in

grammar teaching concentrating on the development of passive acquisition skills (merely *rule guidance*) that would enable the learner to understand what s/he reads or hears. With the developments outlined above, these countries have made fundamental changes in English language teaching. They have replaced their traditional foreign language teaching methods with second language teaching models based upon the underlined principle, *"rules guided habit formation"*, which has a prescriptive approach to grammar teaching (rules) and considers grammar a means of habit formation to develop performance skills. Thus, these countries also adopted ESL as part of their language policies.

It is clear that English functions differently as an L2 contextual variable of ESL teaching at the country-domain level depending on its status of being first, second and foreign language. Thus, it is necessary to consider English as a contextual variable under the three distinct status categories defined by Kachru (1985) at the country- domain level as follows:

- ESL teaching in inner circle countries where English is L1.
- ESL teaching in outer circle countries where English is L2.
- ESL teaching in expanding circle countries where English is a foreign language.

b) Contextual variables of ESL

  i. *English as a dominant contextual variable*

Participants of ESL programs in inner circle countries, such as the U.S.A., U.K., Australia, Canada, New Zealand, etc., consist of foreign workers, their children at school, and foreign students who pursue their tertiary education. ESL students in these countries come from a variety of different countries and have different L1s. On the other hand, an overwhelming majority of people in these countries learn English as an L1. Foreign population in these countries use English as a lingua Franca, and thus, all of the ESL students use English as a principle medium of communication outside the classroom environment. This accessibility presents a desirable communicative environment for many people in expanding circle countries. A lot of people from these countries choose to participate in ESL programs to improve their English.

Almost all of the participants of ESL programs in outer circle countries are mainly part of the local population who have settled in these countries. ESL programs are part of regular and systematic school curricula. An overwhelming majority of populations in these countries are able to communicate in English. These societies are predominantly bilingual within the range described as *'balanced bilingual'* by Romain (1995, p. 14), which means that speakers in these countries are able to use English fluently equally as they can their local L1s. A number of these countries have

developed English-based creole languages, such as the Singaporean English and English in the Philippines (Platt, Weber & Ho, 1984, p. 23) where students have the option of choosing English as L1 or L2 at school. ESL programs in these countries are fairly standardised within the framework of local national language policies by considering local L1s.

Participants of ESL programs in expanding circle countries almost entirely consist of natives of these countries using the official languages of these countries as their L1. English is not used as a second language in these countries, and the society is predominantly monolingual in this sense. A majority of these candidates do not use English outside their ESL classes, except for those who pursue their advanced education in institutions where English is used as the medium of instruction. Despite all the positive attitudes and institutional efforts, fluency seems to be a permanent major problem. No matter how high the competence level can be developed, the level of fluency and performance skills of an overwhelming majority of ESL learners fall too short to meet the criteria required for balanced bilingualism. Thus, it is appropriate to consider these learners as *'pseudo bilinguals'* in Romain's term (1995, p. 15) due to the fact that English being absent within a reachable communicative context. Some of these ESL candidates often visit inner circle countries to improve their English or pursue their post secondary education in English as good command of English is considered an indispensable prerequisite for good employment as well as being accepted as a positive social quality in these countries.

While maintaining English requires a special attention for ESL learners in expanding circle countries, the situation is entirely different in inner circle countries. In these countries ESL learners may face the deterioration of their L1:

Consideration of dialects and registers of a language and of the relationships between two languages includes the relative prestige of different languages and dialects and of the cultures and ethnic groups associated with them. Students whose first language has a low status vis a vis the second may lose their first language, perhaps feeling they have to give up their own linguistic and cultural background to join the more prestigious society associated with the target language. (Walqui, 2000)

  ii. *Students' knowledge of English*

Students' prior knowledge of English is a significant factor in their current learning. High school students who learn English as a second language in inner circle countries may possess skills ranging from conversational fluency acquired from contacts with the English-speaking world to formal knowledge obtained in English as a foreign language classes in their countries of origin. The extent and type of prior knowledge is an

essential consideration in planning instruction. For example, a student with informal conversational English skills may have little understanding of English grammatical systems and may need specific instruction in English grammar to catch up with language skills necessary for their education. However, students with such low competence level would not be able to pursue education in English in expanding circle countries.

iii. *Distance between English and L1*

English can be more or less difficult to learn, depending on how different it is from the languages the learner already knows. Clyne (1982, p. 35) demonstrated that English was closest to Dutch, German and Italian compared to other languages such as Serbian, Croatian, Greek, Arabic, etc. as the former group also belonged to the Indo-European language family, like English. He also found that cultural similarity was another factor that affected language shift. First generation Dutch families started to use English at home while third generation Italians still used Italian within the family domain.

L1 structure similarity to English plays an important role for ESL learners. Learning the structures of English is more difficult for example for an L1 Turkish speaker compared to an L1 German speaker because Turkish is an agglutinative language with the SOV sentence structure while English is free with the SVO one which is closer to German in this respect. English may be even much more difficult to learn for Chinese and Japanese speakers because of difference in the alphabets. English uses an orthographic system whereas Chinese and Japanese use logographic systems. The aspect system of contrast 'perfective/ imperfective' that exists in all three tenses of English verbs may present difficulty for a speaker of Turkish because it does not exist in Turkish while it may provide convenience for native Indo- European language speakers.

At the Defence Language Institute in Monterey, California languages are placed in four categories depending on their average learning difficulty from the perspective of a native English speaker. The basic intensive language course, which brings a student to an intermediate level, can be as short as 24 weeks for languages such as Dutch or Spanish (Walqui, 2000), which are Indo European languages and use the same writing system as English, or as long as 65 weeks for languages such as Arabic, Korean, or Vietnamese, which are members of other language families and use different writing systems.

Differences in discourse structures between L1 and English are also an important contextual variable to consider, which influence comprehension of rhetorical sequences during reading and structuring written work and practice in English. Kaplan (1966) demonstrated that English discourse was linear and distinct from Russian discourse, which is digressive while other discourses in Asian languages were circular. Clyne's (1987) studies comparing English and German academic texts posit the view that English discourse presents episodes in a linear structure and it differs from German's discourse, which presents episodes in a digressive one.

iv. *Proficiency in L1*

The student's level of proficiency in the native language including not only oral language and literacy, but also metalinguistic development, training in formal and academic features of language use, and knowledge of rhetorical patterns and variations in genre and style affects acquisition of ESL. The more academically sophisticated the student's native language knowledge and abilities, the easier it will be for that student to learn English. This helps explain why Turkish, Chinese, Japanese foreign exchange students tend to be successful in Eng-L1-Ctrs high schools: They already have high school level proficiency in their native language. Similarly, students from expanding circle countries, such as Russia, Iran, Malaysia, etc. on exchange programs studying English programs at universities in Turkey are relatively successful for the same reason, their high level of proficiency in their own languages, which is one of the prerequisites to join these programs.

v. *Attitudes to L1*

Language attitudes in the learner, peer group, school, neighbourhood, and society at large can have an enormous effect on the ESL learning process, both positive and negative. It is vital that teachers and students examine and understand these attitudes. In particular, they need to understand that learning a second language does not mean giving up one's first language. Rather, it involves adding a new language in the learner's repertoire.

Furthermore, teachers should express their appreciation to the students' L1, bearing in mind the fact that linguistic skills and knowledge attained through L1 provide a potential source for students ESL learning. If their ways of communication talking outside of school are valued when used in appropriate contexts, students are more likely to be open to learning not only English but also other languages.

vi. *Learners and diverse needs*

In inner circle countries, foreign students come from diverse backgrounds and many of the ESL programs have diverse needs and goals. With adolescent language learners, factors such as peer pressure, the presence of role models, the level of home support, differences in cultural backgrounds and norms can strongly affect the desire and ability to learn a second language. Learners in this group cannot use their L1 in ESL classes; therefore, all the communication between students and the teacher takes place in English

enabling students to practice everything they learn and all other issues come up in the class in English.

ESL learners in outer circle countries, as well as in expanding countries, come from similar backgrounds with the same L1. Members of the former groups are already fluent in English and they can easily communicate in English in the school environment by avoiding the use of their L1, whereas the members of the latter group have a strong tendency towards using their L1 during ESL classes.

A large proportion of ESL material used in expanding circle countries consists of the same materials published and used in inner circle countries. They may well serve for their purposes in those countries where they are published, however, it is important to emphasize here that linguistic context and ESL teaching requirements in expanding circle countries are totally inconsistent with the needs in inner circle countries where these materials are originally developed. Their knowledge contents and grammar instruction sequences are not consistent with expanding countries' curricular requirements and L1 grammar issues relevant to ESL teaching. Educators and students often complain about them being too repetitious, irrelevant and boring, along with being too costly.

Concerning ESL materials used in the U.S.A. Walqui, (2000) raises this issue with a different kind of complain:

A basic educational principle is that new learning should be based on prior experiences and existing skills. Although this principle is known and generally agreed upon by educators, in practice it is often overshadowed by the administrative convenience of the linear curriculum and the single textbook. Homogeneous curricula and materials are problematic enough if all learners are from a single language and cultural background, but they are indefensible given the great diversity in today's classrooms. Such diversity requires a different conception of curricula and a different approach to materials. Differentiation and individualization are not a luxury in this context: They are a necessity.

vii. *Diverse goals*

Learners' goals may determine (Gardner, 1989) how they use English, how native- like their pronunciation will be, how lexically elaborate and grammatically accurate their utterances will be, and how much energy they will expand to understand messages in the target language. Learners' goals can vary from wholly integrative, the desire to become a full member of the English-speaking world to primarily instrumental oriented toward specific goals such as communicating fluently with foreigners, academic or professional success. Educators working with English language learners must also consider whether the communities in which their students live, work, and study accept them,

support their efforts, and offer them genuine English-learning opportunities.

viii. *Peer groups and role models*

Teenagers tend to be heavily influenced by their peer groups. In ESL learning, peer pressure often undermines the goals set by parents and teachers. In inner circle countries peer pressure often reduces the desire of the student to work toward native pronunciation, because the sounds of the target language may be regarded as strange. For ESL learners speaking like a native speaker may unconsciously be regarded as a sign of no longer belonging to their native-language peer group. In working with secondary school students, it is important to keep these peer influences in mind and to foster a positive image for proficiency in a second language.

In inner circle countries belonging concerns do not exist, but there are other concerns, such as not being able to speak fluently, failure despite all the efforts and support by the family, lagging behind successful colleagues, being underestimated by peer group members.

Students need to have positive and realistic role models who demonstrate the value of being proficient in more than one language. It is also helpful for students to read about personal experiences of people from different countries and diverse cultures. Through discussions of challenges experienced by others, students can develop a better understanding of their own challenges.

ix. *Home support*

Rodriguez (1982) stressed that support from home is very important for successful second language learning. Some educators believe that parents of English language learners should speak only English in the home. However, far more important than speaking English is that parents value both the native language and English, communicate with their children in whichever language is most comfortable, and show support and interest in their children's progress.

x. *The learning process, styles and motivation*

When we think of second language development as a learning process, we need to remember that different students have different learning styles, that intrinsic motivation aids learning, and that the quality of classroom interaction matters a great deal. Research has shown that individuals vary greatly in the ways they learn a second language (Skehan, 1989). Some learners are more analytically oriented and try to analyze words and sentences in very small details. Others are more globally oriented, needing to experience overall patterns of language in meaningful contexts before making sense of the linguistic parts and forms. Some learners are more visually oriented while others more geared to sounds.

According to Deci & Ryan (1985), intrinsic motivation is related to basic human needs for competence, autonomy, and relatedness. Intrinsically motivated activities are those that the learner engages in for their own sake because of their value, interest, and challenge. Such activities present the best possible opportunities for learning.

Language learning does not occur as a result of the transmission of facts about language or from a succession of rote memorization drills. It is the result of opportunities for meaningful interaction with others in the target language. Therefore, lecturing and recitation are not the most appropriate modes of language use in the second language classroom. Teachers need to move toward more richly interactive language use, such as that found in instructional conversations (Tharp & Gallimore, 1988) and collaborative classroom work (Adger, Kalyanpur, Peterson, & Bridger, 1995).

xi. *ESL instructors*

Until recently language teacher training programs in many expanding circle countries intended to train teachers for foreign language teaching. They were originally two-year diploma programs and most of their offsprings were not fluent in English themselves when they were recruited as English language teachers. Most of these teachers still work in current ESL programs as instructors and administrators. Moreover, education departments recruited a lot of people who had English-medium training in other professions to meet the increasing demand, particularly at state secondary institutions. These people lacked the skills essential to ESL teaching.

Relevant to this point, Newbrook (1988) reports that the local usage of English in Hong Kong is a lot more different from the standard norms. He argues that one of the reasons for that is the fact that most secondary school teachers and many tertiary teachers are themselves ethnic Chinese and they are in very many cases seriously misinformed as to the status of grammatical and lexical features; and that therefore, as the examples provided by their own usage, their teaching misleads students.

Historical development along with recent developments triggered by modern technology attributed English a unique status worldwide as well as placing more emphasis on ESL teaching and making it an important agenda for educators. As a language it functions uniquely at the international level. Its status functions as a tripartite contextual variable at the macro-context level in inner circle, outer circle and expanding circle countries dominating other variables of ESL teaching in these countries.

Contextual variables related to L1 and the learner, teaching and the teacher, and attitudes and norms vary and carry the characteristics of the country. Thus, ESL teaching is shaped along the lines these variables operate in the country, and, in this sense, these variables are subjective at the country level. Thus, it is not possible to determine a strict framework as to how an ideal ESL teaching should be done in a given county, however, it may be possible to improve ESL teaching by considering how these variables work and to what extent they influence ESL teaching.

c) *Research questions*

Considering the above contextual variables the present study intends to answer the following research questions:

- How do Turkish and English function as contextual variables in the ESL classroom teaching context in Turkey, which can be classified as an expanding circle country?
- Are there any differences between the way native and non-native English teachers influence the ESL instruction/learning process in the classroom context, and if any, what positive and negative impacts such differences cause from the learner's point of view?

II. The Study

a) *The context of the study*

The study was conducted in two Upper-Intermediate Level English preparatory classes, coded as Class A and Class B, with students of similar linguistic backgrounds, and it was based on the observations of three English language teachers' classroom practice. Class A had 16 students and Class B had 13 students. The students were predominantly high-school offsprings of native Turkish speakers who were qualified to enrol the university's Fine Arts programs after a university entry exam and who were subsequently given a proficiency and placement exams and placed at the prep school's B2 level ESL program, which is the highest level of the four gradual levels, B2, B1, C2, C1. The ESL program at this level consists of classroom teaching of 27 lessons a week concentrating on the skill development areas in Reading, Writing, Grammar, Listening and ESP shared by a separate instructor for each skill.

b) *Participants and instruments*

The participants and instruments of the study were three female English language teachers and three classroom observations based on their in-class performances respectively. Two of the participants observed in the study were non-native speakers (coded as NNEST1 and NNEST2) with Turkish L1, and the other was a native speaker (coded as NEST) of English. All of the participants had been working for the preparatory school for over a reasonable period of time and they were all well known to be amongst the most appreciated teachers in the preparatory school for their above average teaching qualities.

c) Procedures

NNEST1 and NEST were observed separately during their in-class teaching activities in Class A, and NNEST2 was observed in Class B. NNEST1 and NNEST2 were the ESP instructors of Classes A and B respectively, and they both used the same ESP art text titled *"Art and Truth"* containing two parts with some vocabulary and comprehension exercises after each part. NEST was the Writing instructor of Class A and but for the purpose of this study she used another text titled *"Smoking among the Youth"* with some content relevance to ESP as an introductory reading text to in-class writing. Thus, during the observation stage of the study, all the three participants performed the same teaching activities, two of them using the same ESP text and the other an ESP related reading text. It would be appropriate, here, to mention that ESP teaching involved similar activities performed in reading classes except that ESP texts contained passages in the area of arts.

Prior to the observations the participants were notified individually in person that they would be observed for an hour of in-class teaching period, but they were not aware of each other's observations for what specific purpose they would be observed. NNEST1 and NNEST2 were told to continue as they had chosen with their own ESP teaching programs; however it was almost certain that they would both start off the same ESP text during the observation as both of them would be observed in their first teaching hours of their weekly ESP syllabus. NEST was requested to use a reading text of her choice in the way she would use an ESP reading text as she had previously done in her ESP teaching. The participants, observations, classes, and the topic contents of the material used during the observations in the study can be summarised as follows:

Table 1

Observations	Classes	Teachers	Material	Number of Students
1	Class A	NNEST 1	*Art and Truth*	16
2	Class A	NEST	*Smoking among the Youth*	16
3	Class B	NNEST 2	*Art and Truth*	13

III. RESULTS

a) Observation 1

The lesson began with NNEST1's brain storming activities initiated with asking students various questions intended to introduce the topic of the reading material and triggering the students' response related to the topic. The teacher used Turkish for the instruction and Turkish and English in the introduction of the synonyms of the words *'art'* and *'truth'* used in the topic and in the definition of the dichotomy implied by these words. Some students responded voluntarily without guidance. Those who did not response were also drawn in successfully by direct questions put to them in Turkish; though, they were also attentive observing closely whatever happens in the class. Before the reading materials were distributed everyone had become familiar with what the text was about.

The text was read out sentence by sentence loudly by different students pointed out by the teacher randomly starting with the most reluctant student and continuing on in turns by getting everyone to do active reading stopping after every sentence where a through comprehension feedback was obtained and explanation given by the teacher. After each sentence the teacher asked if there was anything that they did not understand and she got other students to respond the unknown vocabulary subsequently she wrote their equivalences and other derivational forms of the unknown words in English. The students' responses were mainly answers to the questions and comments on unknown vocabulary in Turkish. The teacher emphasised some of the vocabularies during the course of the reading activity stressing their significance within the textual context and the general context of arts. Most of these vocabularies are underlined or printed in bold in the text such as *appealing, passion, expression, contemporary, crucifix*, etc.

The first observation was concluded with the completion of the exercises referring to the first part which included vocabulary matching and synonym/antonym detection in the text. There was again full participation in this activity guided by the teacher and performed by turn taking of the students and sharing ideas on the vocabulary, their meanings and functions in the text. This activity enabled students to focus on the information and rhetoric developed until the end of this part.

Teacher - student and student - student communication and feedback were primarily conducted in Turkish. While lacking efficient use of output at this stage, there was a clear indication that the students had in fact understood the text they used during the observation and most the essential contents of all the previous texts they went through in the class in the previous ESP lessons. This was evident from their responses to vocabulary and expressions referring to concepts used in previous reading materials. Although in Turkish, their responses clearly indicated that they had built up a satisfactory level of general knowledge in arts area, which is one of the primary objectives of the

ESP program syllabi of the preparatory school given the fact that this observation took place in the 10th week of the 13-week instruction period during which a gradual increase in general knowledge in faculty based content was set as a primary goal.

b) Observation 2

The lesson began with brain storming activities started by NEST successfully drawing students' attention on the topic referring the notions the topics imply such as *danger, health* and *habit*. This activity also included the introduction of the subtopics that would be used in the follow-up writing activities as content components, such as *government bans, prohibitions in the advertisement, the role played by the media,* etc. Although the instruction and meta-language used in this introductory stage was entirely in English, it was clear, from their responses closely followed the sequences of instructions set out by the teacher, that the students were quiet capable of understanding the instructions.

The text was read out, in a similar fashion as in the first observation, loudly by the students sentence by sentence each time by different students chosen by the instructor randomly leading everyone to participate in the activity. After every sentence there was a feedback break in the reading during which unknown words were explained by those who knew their equivalences in English (sometimes in Turkish) and the instructor. The pauses also included the teacher's explanations of vocabulary by introducing antonyms/synonyms, referring to the vocabulary used in ESP at this level, and stressing the relevance of these vocabularies to be used as part of the discourse content in the follow-up writing activities.

The students participated in this feedback process by using English; but, despite all the efforts and guidance for the teacher, the use of English was limited to the phrase level and there was no fluent flow of communication in English throughout the observation. There was a strong propensity towards using Turkish in student-student communication on occasions where the meaning of the vocabulary was difficult to obtain through negotiation as a result of not having instant access to accurate equivalence to match the desired connotative reference in English, such as *deter*, *insist* and *measure,* or the notion in question being too difficult to understand from its definition in English, such as *macho person smoking* and *seductive advertisement*. The teacher used a positive feedback strategy on these occasions by allowing students to exchange views in Turkish and asking what they meant in Turkish. The teacher was also able to use her awareness in the ESP syllabus to facilitate comprehension by drawing the students' attention on certain concepts used in English texts indicating the similarities between certain expressions used in ESP texts and her own teaching material, like *phenomenon* and *promotion.*

The students' participation was successfully obtained through the instructor's interpersonal communication skill, positive attitude and considered behaviour, which led to almost full comprehension of the text as an effective reading activity for the preparation of the students for their follow-up in-class writing activities.

c) Observation 3

The text was introduced by NNEST2 asking questions to the students and drawing their attention on the thematic content area of the text. The teacher used English during this introduction stage but the students mainly responded in Turkish although they understood the teacher's questions in English. This introduction stage constituted a lot of student-student communication in Turkish in an attempt to have some feedback on the accuracy and correctness of their own responses along with some teacher-student and student-student negotiation on meaning. The relevant subtopics related to the main topics were introduced through the students' contribution and those who involved in this process fully understood the general and subtopics that the title *Art and Truth* implied. Although just a few, some of the students seemed to be totally uninterested demonstrating obvious lack of interest and reluctance, and talking to the colleague sitting next to them, though the instructor tried her best to engage them in the activities.

The introduction of topic followed by loud reading of the text by the students sentence by sentence each time a different student chosen randomly by the teacher including the ones who demonstrated a serious degree of reluctance. After each sentence there was a feedback break during which the teacher explained unknown vocabulary and expressions by allowing others to express their opinions. The teacher used both Turkish and English during the feedback breaks to ensure that everything was fully comprehended by all the participants. The vocabulary work included drawing the students' attention on the synonyms and antonyms in English, word derivation and their usage in the context of art, pronunciation practice, and equivalences in Turkish, etc. The students were inclined to use Turkish in their responses although the teacher tried to obtain them in English.

From the vocabulary exercises at the end of the first part of the text it was clear that the text was satisfactorily comprehended by the class, even some of those who were reluctant to participate in the reading activities when asked to take their turn to answer. Another point that is worth to consider arising from this observation was the fact that the students were more responsive to answering questions and participating in activities when Turkish was used as a medium of instruction or on occasions when the teacher switched to Turkish from English.

IV. Conclusions

This study shows that instruction in L1 in ESL teaching plays a major role in comprehending the input from the written text, especially in ESP areas, which is an important process of knowledge development. This objective can also be met by using L2 as the medium of instruction for L2 input if it is used carefully at higher levels, but input instruction in L1 at lower levels is essential particularly in areas where the definitions of vocabularies and expressions in L2 are difficult for the L2 learner to understand. However, using L2 as the medium of instruction and meta-language functions as an effective L2 output factor contributing to fluency and the improvement of oral skills in L2.

Instructors of native L2 speakers can trigger L2 output in ESL programs facilitating communication and enabling students to use L2 in the classroom context. They should be informed of the other syllabi content areas and instruction sequences of the contents so that the students can find opportunity to communicate the knowledge acquired in other lessons through their guidance. This activity seems to be difficult accomplished by a native L1 instructor as the tendency towards using L1 in the classroom context is very difficult to avoid, perhaps it is almost impossible unless they are compelled to do so, particularly at lower levels, due to the fact that students can understand the subject matter in their own language much better and a lot more quickly than instruction given in L2. Indeed, this study proves that absence of English as an L2 within the macro-context level in Turkey, to put it differently, its status as a foreign language, functions as a dominant contextual variable causing a significant handicap for fluency development in ESL programs, and thus, constituting its macro-level contextual variable characteristics in the classroom domain.

Interpersonal skills and awareness of the contents of other syllabi of ESL teachers are just as import as their linguistic skills as they contribute to the creation of a fruitful communicative environment in the classroom domain, the utilization of knowledge acquired in other lessons, and students' participation. Although relevant to all teaching domains, motivation and empowerment are rather much more significant issues in the ESL teaching context because it is an environment where linguistic shortcomings may cause permanent dissatisfaction and feeling of weakness for the learner and it is an environment for the learner that is difficult to bear and cope with in which the learner's personality traits constitute unpredictable responses and behaviour patterns. This issue may be a point to consider in interpreting some overt in-class behaviour of students such as avoidance of learning, underestimation of others' progress, distraction of lessons, etc.

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A Brief Exploration of Application of TBLT to Oral English Teaching in Chinese Rural Middle Schools

By Yali YIN

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Abstract- Since the language teaching approach of Task-based Approach issued by The New National Criterion for English Course, the term Task-based Language Teaching has been comprehensively introduced and advocated and popularized among English teachers in China. Although ten years have passed since the Task-based Language Teaching was applied in China, in the current rural areas, the students still have a poor performance in English, especially in oral English. Then what is in the way of the progress of oral English teaching in rural areas? Combined with the condition of rural areas, the task-based language teaching and an experiment, this study will probe into the obstruction of the improvement of oral English teaching in rural areas and put forward some feasible suggestions to improve oral English on the condition of the adoption of the Task-based Language Teaching.

ABRIEFEXPLORATIONOFAPPLICATIONOFTBLTTOORALENGLISHTEACHINGINCHINESERURALMIDDLESCHOOLS

Strictly as per the compliance and regulations of:

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Abstract Since the language teaching approach of Task-based Approach issued by The New National Criterion for English Course, the term Task-based Language Teaching has been comprehensively introduced and advocated and popularized among English teachers in China. Although ten years have passed since the Task-based Language Teaching was applied in China, in the current rural areas, the students still have a poor performance in English, especially in oral English. Then what is in the way of the progress of oral English teaching in rural areas? Combined with the condition of rural areas, the task-based language teaching and an experiment, this study will probe into the obstruction of the improvement of oral English teaching in rural areas and put forward some feasible suggestions to improve oral English on the condition of the adoption of the Task-based Language Teaching.

Keywords: TBLT; rural middle schools; spoken english teaching.

Chapter I

I. Introduction

a) Significance and Purpose of the study

With the development of the world and the rapid formation of globalization, the great importance of English is increasingly obvious. However, the great distance of English level between urban and rural areas is not in harmonious state with prosperous development of globalization. This study aims to provide methods to improve the oral English class efficiency. Thus the improvement of English teaching in rural areas is the key to the progress of the whole English level. The analysis of the reasons and the countermeasures of English improvement in rural areas prove necessary. Meanwhile, more attention on the English teaching in rural areas is also a way to the quality of education both in urban and rural areas. Moreover, the analysis of the reasons and measures of English teaching in rural areas will contribute to the theory study of the English teaching in rural areas to some extent.

b) Task-Based Language Teaching

i. _Task-based language teaching_

Task-based language teaching: Task-based language learning (TBLL), also known as task-based language teaching (TBLT) or task-based instruction,

refers to a type of language teaching approach which takes 'task' as its key units for designing and implementation of second language instruction. Much like regular tasks that we perform everyday such as making the tea, writing an essay, talking to someone on the phone, TBLT seeks to develop students' interlingua through providing a task and then using language to solve it.

Task-based learning is advantageous to the student because it is more student-centered, allows for more meaningful communication, and often provides for practical extra-linguistic skill building. As the tasks are likely to be familiar to the students (eg: visiting the doctor), students are more likely to be engaged, which may further motivate them in their language learning.

Additionally, tasks promote language acquisition through the types of language and interaction they require. Although the teacher may present language in the pre-task, the students are ultimately free to use what grammar constructs and vocabulary they want. This allows them to use all the language they know and are learning, rather than just the 'target language' of the lesson. On the other hand, tasks can also be designed to make certain target forms 'task-essential,' thus making it communicatively necessary for students to practice using them. In terms of interaction, information gap tasks in particular have been shown to promote negotiation of meaning and output modification.

ii. _Current Study of TBLT at Home and Abroad_

TBLT is the production of Communicative Teaching and Second Language Acquisition .It is originally developed by Prabhu's experiment of Strong Version Communicative Opinion during the 1980s in Bangladore, southern India. Since then, the approach has prevailed in America, Australia, Canada, Hong Kong, Singapore and even some developing countries. Many linguists and language researchers especially Willis, Skehan, Nunan, Ellis, Long have greatly contributed to the issue in theory. In China, the study on TBLT has also been popularized especially after it is strongly advocated in The New English Curriculum Standards drafted in 2001.

As for TBLT in speaking, scholars have done considerable exploration. In the theoretical study, Zhu Yuncai (2003) concludes that TBLT aims at providing

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opportunities for the learners to experiment and explore both spoken and written language through learning activities that are designed to engage learners in the authentic, practical and functional use of language for meaningful purposes. In this regard, TBLT is closely related to oral English. Wen (1999) emphasizes that group work is an ideal oral organization style and the success of the group work greatly depends on oral tasks. They all agree that TBLT is helpful in fostering their oral English proficiency.

c) *Current situation of spoken English in middle schools in rural areas.*

With the deeper reform of Junior Middle School English course, English textbook highlights speaking ability training and sets up a large number of speaking activities. Students' speaking ability has also got improved in a certain extent. But compared with the related speaking ability put forward in "Full-time compulsory education, Ordinary School English Curriculum Standards", at present, in rural middle school English teaching, speaking ability training still exists great gap. "Dumb English" is still a common phenomenon in Junior Middle School students of rural areas. This is affected by all kinds of factors.

Learning English in a non-English spoken country and in the countryside where English is seldom heard, the chances that students use English is only limited in class. And out of class they seldom have chances to use English in natural environment, which is an objective reality. In students' daily life, there is no need for them to ask directions in English, that is to say, they lack real motivation to use English in real-world environment. Even though in classroom teaching, there are too many students in a class, which adds a certain difficulty to arrange English spoken activities, at the same time, students get less chances of speaking English.

In China, students who register for English majors must take part in National Matriculation English Test. In recent years, some majors of some universities also require students to take part in spoken English test, and high school entrance examination in several districts and cities carry out spoken English test, too. This has greatly accelerated speaking ability training of middle school students. However, the range of spoken English test in college entrance examination is not universal; the content of spoken English test is single (limited in the fields of reading and simple questioning and answering); the scores is only regarded as the reference when enrolling, but not added into the final scores. Most of the schools seldom carry out spoken English test in mid-term test and final-term test in particular. These have unconsciously resulted in teachers paying less attention to speaking ability training. Under the pragmatical influences of "what tested, what studied", students disregard speaking

ability training to a large extent, which has affected speaking teaching.

d) *The relation between the task-based language teaching and oral English*

English should become the tool of communication as a language. But Chinese students focus on the grammar and vocabulary knowledge while studying English and ignore the language ability like spoken communication of English, which results in the birth of' Dumb English'. What delights us is that the units at various levels educate and instruct the department to pay attention to the question on this respect in recent years. The New National Criterion for English Course put speaking first among the goals. The high school and college entrance examination put out the spoken test of English in recent years. The cultivation of students' speaking ability has already become the subject that vast English teachers have explored actively. Task-based language learning (TBLL) has overcome the Communicative Language Teaching (CLT) based on function and does not pay attention on the deficiency that the course causes in teaching. This method chooses the language material of the intelligible authenticity, and processes the material into various tasks, which enable the students to improve their spoken ability through finishing the communication task of languages and practice the target language. So it is desirable to implement the Task-based language learning (TBLL) in the English teaching of junior middle school.

e) *The distinction of oral English development between urban and rural areas*

With the rising of Chinese international status, people have more and more opportunities to contact with foreigners. Radio, television and other media in the foreign language programs is available. And there are more and more people learning foreign language, especially the language of English. Various English textbooks, reference books, dictionaries and electronic tools for English learning can be found easily. More and more schools focus on English teaching. Schools in urban areas have the projector, tape and recorders in the class. There are some key middle school language labs, multimedia classrooms, computer language labs, bigger libraries and information. However, compared with the urban areas, the rural middle school of our Jiangxi province has not basically been offered English course at the stage, and the students feel strange when they are reading the English material in junior middle school. Because most of the students speak dialect, they can not understand what they learn until they use mandarin as the bridge language. No basically contacting with foreigners in their daily life, they seldom watch the foreign language program in Medias such as the broadcast and televisions. The students in rural middle school have little perceptual knowledge or

information. Moreover, the students are with poor hardware conditions and the students are lack of English language environment. So the English foundation of students in rural middle school is relatively poor, especially in oral English.

Although the New National Criterion for English Course has been introduced and implemented for more than ten years both in the cities and the rural areas in China, there exists different effect in different areas. Compared with the city, the rural middle schools are poor in carrying out the different tasks in the The New National Criterion for English Course. Although spoken English is an active type of output, in rural middle schools, because of the social reasons, the home education, and the factor of the students, it makes the establishment of the task quite difficult. What's more, rural areas are lack of the real English situation. Here I am going to discuss the reasons that preventing oral English from improving in details.

CHAPTER II

II. THE REASONS FOR LOW EFFICIENCY OF ORAL ENGLISH CLASS IN RURAL AREAS

a) *Reason analysis of low oral English ability from the point of view of the teachers*

i. *The obsolete teaching concepts and low efficiency of teaching activities*

Because of the introduction of the Communicative Language Teaching, there are more or less several activities in the English classes. Thus the current class has get rid of teacher-centered situation, which delights us. However, what depresses us is another extreme that some activities are having nothing to do with teaching contents, and diverge from the teaching goals. Such case are activities for activities and the students can get nothing from the activities but pleasure. In other words, the activities are not educative. Thus the students can have no their own thoughts.

Although many new teaching means and new concepts have been introduced in the English teaching, in rural areas, because of the reformation and transformation are affected by various reasons, many advanced teaching means is not in common use in their English class. For example, the teachers tend to fix too much attention on the explanation and accumulation of grammar, vocabulary, whereas they ignore the importance of the listening and oral English which includes both the pronunciation correctness and fluency.

Because of lack of oral English class, In the ordinary English class, nearly every teacher will have the goal that improve the students' oral English ability and speed their English speaking accuracy and fluency in their teaching goals lists. However, we can rarely see the specific goals of the classes, for example, the

students should master the new English expressions and use the newly learned expressions easily in their conversations, while the specific goals such as: the teacher should manage to encourage student A and student B who are always too shy to show themselves speak out English loudly and bravely and rectify their incorrect pronunciation. Their teaching goals are broad and lack of feasibility, which naturally leads to the low efficiency of the improvement of the oral English in English classes.

In the English class, when the teacher want to train their speaking ability, then the teachers should try to put forward a topic that is able to arouse students' interest and passion to air their views and ideas. What the teacher said acts as glue between different opinions and clue of the next topic, which shows the great significance of teachers' language. However, there are some teachers who ask questions as they please. In the class, it seems like they have asked many questions, but the questions asked are not of much communicative significance and the students can not get much clues from their speech. Moreover, some teachers rarely take the degree of difficulty into their consideration when ask questions, which will naturally cause confusion and frustration among students frustration after the class. Then the students will be unwilling to take such oral English classes.

ii. *Wrong awareness of evaluation*

The evaluation of teachers on their students is of great importance in that it has great influence on their confidence-building and self-improvement. However, some evaluation is not in harmonious with The New National Criterion for English Course in which evaluation criteria should be diversified and teachers should pay more attention on the diversified characteristics of the students and respect their merits and shortcomings. In the evaluation, the teacher should highlight the students' merits and speak well of them reasonably, which will impact a lot on the confidence and enterprising spirit of the students.

b) *Reason analysis of low oral English ability from the point of view of the rural environment*

i. *Lack of language environment*

To the students of rural areas, The New National Criterion for English Course is a bit difficult. Because of the lack of teaching equipment and facility, then the students have a poor mastery of English, especially have a poor mastery of oral English.

For the aim of finding out the third reason that leads to their poor performance in oral English, we will first look at the linguistic theories. According to *A New Concise Course on Linguistics for Students of English* (Dai Weidong, 2002): In behaviorist approach, language environment plays a major role in providing both language models to be imitated and the necessary feedbacks among which the positive reinforcement of

reward encourages children's efforts and facilitates the "correct" learning of the language while the negative feedback discourages children to repeat the "mistakes". However, the innatist view emphasizes more on children's internal processing of the language items to be learned. The environment functions as a stimulus that triggers and activates the pre-equipped UG to process the materials interactionist view calls for the quality of the language samples available in the linguistic environment, only when the language is modified and adjusted to the level of children's comprehension, do they process and internalize the language items.

From what I have quoted above, both the behaviorists and the innatists put great emphasis on the influence of the environment on the second language learning. Compared with urban areas, the most crucial factor that affects their English study is the lack of true language environment. Many people in the rural have not heard English, not alone to speak English. Thus many students acquire "Dumb English" which refers to take the English course that their courses teach them about the grammar behind English while neglecting the most important aspect — how to actually speak English. The most important duty of language is delivering information and knowledge. However, English teaching in rural areas deviate from this aim. Thus although students are trying hard to learn grammar construction and vocabulary instead of listening and oral English, they made little progress.

ii. *The ignorance of education in rural areas*

Another reason that causes the students do not learn English well is the ignorance of education in rural areas. In rural areas, parents are occupied by making a living and live in the place where they work, while their children are living with their grandparents. So part of the parents do not care the children's study, nor do they care a lot about their children's English learning. Without their parents' watching and inspiration, students do not care much with their study naturally.

In the process of urbanization, there are less and less young educated teachers willing to teach in rural areas, thus the students here can not receive the latest information. It is a common phenomenon that over too much students are having class in the same classroom. In this case, the teacher can not give enough attention to every student. Moreover, compared with urban areas, there are short of modern equipment and facility which can deliver more information、enrich students' study life and invoke their interests in English.

c) *Reason analysis of low oral English ability from the point of view of the students*

i. *Lack of the right concept of the language of English*

In China, English enters students' study life as the second language, which gives the students a lot of pressure and scary, especially for the students from the

rural areas who have nearly no knowledge of English. Thus the negative attitude that the students hold towards English prevents students form rural areas learning English well.

Few students could truly realize the necessity of learning English, thus they are lack of the power that inspires them to learn English hard. Although the globalization is forming rapidly and the world is changing quickly, the change that happened is still not so obvious. Thus parents and students can not see the great role that English plays, the great influence that English have on the whole world. They have not truly realized that it is of great importance to master a kind of foreign language to adapt oneself well into the world of globalization. Thus the necessity of learning English is not so obvious, which leads to the fact that the will to learn English is accordingly weak.

ii. *Lack of confidence and their introversive characteristics*

According to the factors analysis of the second language learning in *A New Concise Course on Linguistics for Students of English (*Dai Weidong, 2002): A number of personality characteristics have been proposed as likely to affect the second language learning. Despite the varied results produced by different studies, in terms of communicative ability rather than grammatical accuracy or knowledge of grammatical rules, the personality traits such as extroversion, talkative, self-esteem, self-confidence can be found in successful second language learners. Certain personality traits appear helpful in completing certain tasks in learning a second language.

Language is a system of arbitrary vocal symbols used for human communication. Communication is achieved when information is transferred successfully. Information can only be transferred by the means of oral and written language. Thus when two person is face to face and communication is to be achieved, oral language is in burning necessity. From which we can know the great significance of the good mastery of the spoken language. It is in the same case when we speak of the learning of English. Oral English is really important. However, for the students in the rural areas, they are very shy. Sometimes they are so shy that they are afraid of talking to strangers, not to mention to communicate with others in a foreign language. For those who have received English education, their teachers pay a lot attention to the learning of oral English, form which we can see the importance of the acquiring of the oral English. We can certainly realize the students' poor performance when we know the importance of oral English and students form rural areas are unwilling and shy to speak out.

CHAPTER III

III. THE APPLICATION AND ADOPTION OF TBLT TO ORAL ENGLISH TEACHING IN RURAL MIDDLE SCHOOL

a) Basic principles for designing oral English tasks

The basic principles for designing oral English tasks is creating a real-life situation in which the students can play a role actively and motivating the students to help enable them to better communicate with the others in English. Gradually their oral English will be promoted.

i. The authenticity principle

The linguistic data that learners work with should be authentic. The relationship between linguistic form and communicative function are clear to the learner (Liu Xia, 2003). The tasks should be similar to activities of the daily life.

ii. The form-function principle

Teaching language in ways that make form and function relationships transparent. It is important to emphasize both the forms and functions of language in the task design. It tends to cultivate learners' ability of mastering the function of the language on the basis of language form teaching (Liu Xia, 2003).

iii. "Learning by doing" principle

Learning by doing motivates students to fulfill their potential. Learners master the language by using it communicatively in the classroom, although they still have to learn grammar and memorize vocabulary (Cheng Xiaotang, 2004).

iv. Information exchange principle

In the process of the task accomplishing, learners must experience the process of getting information, processing information and conveying information. In our daily life, people use language mainly to get and convey information. If the activities have no relationship with the information exchange, these activities are not tasks (Bao Yubin、Chen Suyan, 2004).

v. The outcome principle

When the task is finished, there must be a result and the outcome should be explicit. For example, the pictures made by the learners, the decision they made, the content they listed. The outcome of the task is judgment of the quality of the task.

b) Application of TBLT to oral English teaching of rural middle schools

i. The steps of applying the TBLT to the oral English teaching

a. Pre-task

In the pre-task, the teacher will present what will be expected of the students in the task phase. Additionally, the teacher may prime the students with key vocabulary or grammatical constructs, although, in "pure" task-based learning lessons, these will be presented as suggestions and the students would be encouraged to use what they are comfortable with in order to complete the task. The instructor may also present a model of the task by either doing it themselves or by presenting picture, audio, or video demonstrating the task.

b. Task

During the task phase, the students perform the task, typically in small groups, although this is dependent on the type of activity. And unless the teacher plays a particular role in the task, then the teacher's role is typically limited to one of an observer or counselor-thus the reason for it being a more student-centered methodology.

c. Planning

Having completed the task, the students prepare either a written or oral report to present to the class. The instructor takes questions and otherwise simply monitors the students.

d. Report

The students then present this information to the rest of the class. Here the teacher may provide written or oral feedback, as appropriate, and the students observing may do the same.

e. Analysis

Here the focus returns to the teacher who reviews what happened in the task, in regards to language. It may include language forms that the students were using, problems that students had, and perhaps forms that need to be covered more or were not used enough.
Practice

The practice stage may be used to cover material mentioned by the teacher in the analysis stage. It is an opportunity for the teacher to emphasize key language

f. Post-task: Language focus

Language focus is also called post-task, which is the stage to analyze the language. While the task is being carried out, the teacher may wish to make notes on the language: Could any vocabulary be added? Were there any structures that caused misunderstanding or confusion? Were there any phrases which could have been expressed differently? Could any of the language have been used to better? In order to develop students' language competence, it is not adequate to accomplish the task only; students should do some meaningful learning and practice on the language (Willis1996). It is the stage for the students to learn the language from the meaning to the form. In this stage, teachers can design some language focus tasks. The purpose of these tasks is to develop students' language awareness. And then do some practice on those knowledge. In the end,

teachers and students all together make a conclusion of the important language points and also some improvement.

ii. *Ways of applying TBLT to the oral English teaching in rural areas*

a. *Situation creating*

The teachers can put forward some topics, showing pictures, or students acting roles or using some real objects. In this way, the students will imagine themselves to be in a certain environment, thus they will be more eager to take part in the practice.

For example, when the teacher put forward a situation of seeing the doctor, the students will quickly think of the situation of seeing the doctor in their daily life and they can have the eager to put the situation into the English situation.

b. *Game*

Game is popular among the junior students, such as the word guessing. In this case, the students can relax themselves and become less anxious about the lesson. In such mood, the students are eager to speak out their guessing and thoughts.

c. *Discussion*

Discussion is a good way to communicate and also a splendid means to intrigue the students to speak out their ideas. The teachers can divide the students into groups and ask them to discuss. A discussion can broaden students' mind and excite their spirits.

Chapter IV

IV. An Experimental Study

This short study will examine the effectiveness of the Task-based Language Teaching on the oral English teaching and learning. In this experimentation, we can use the fluency and the correctness of the spoken English to decide the students' spoken ability.

The subjects of the study are two middle school classes of Grade 8 in NO.3 middle school in Xingguo, Jiangxi. There are 56 students in each class. These two classes are in the same grade and are taught by the same teacher and with the same textbooks. Therefore the author decides to use these two classes to do the research and choose one class to be experimented by the using of the Task-based Language Teaching, while the other is in the traditional means of English teaching and learning. The pronunciation is measured by the pronunciation of the phonetic symbols. The fluency is measured by the number of sentences they have articulated in a fix time phase over a fix topic. And the students are given the same experimental material. The following is the result of the experiment:

Table 1

Items	Class 1(traditional method)	Class 2(Task-based Teaching Method)
Correctness of pronunciation	Correct(40) Incorrect(8)	Correct(47) Incorrect(1)
Fluency	Less fluent and with some pauses	Fluent and with less pauses

Chapter V

V. Conclusion

Because the existence of the problem in the English teaching and learning and the poor performance of students' English ability, so we are carry out a series of reform on the elementary education. Thus the Task-based Language Method is brought in for the aim of improving the English ability of the students both in urban and rural areas.

This study focuses on the application of the Task-based Language Teaching Method to the oral English improvement and learning in the rural middle schools. It focus on the reasons of the present situation of the English teaching and learning in rural areas and the feasible measures to the improvement of oral English in rural areas when the Task-based Language Teaching Method is applied in the English class.

The research has identified that the implementation of the TBLT in the speaking in the middle school is successful and effective. In the TBLT lessons, students' motivation to learn the language is stimulated because of the authenticity of the language materials and the task-based activities. Besides, students' learning style is changed because TBLT emphasizes co-operation, participation and exploration in study. Students can fully display themselves in the lesson because the TBLT lessons reduce the anxiety of language learning and encourage students to communicate and discuss with others in the target language. Students can enjoy themselves and get a lot of in-put and out-put of the language in the "learning by doing" lesson. It is superior to the traditional PPT lesson, in which students are passive and the learning environment is depressing. In the TBLT lesson students not only can master the form of the language, the usage of the words but also can master the pronunciation of the new words. Students' language competence is greatly developed and all kinds of ability is well promoted.

Form the experimentation, we can get the information that the Task-based Language Teaching is desirable and feasible to the improvement of the oral English performance for the students from the rural

middle schools, which will have a great instructive significance on the teaching and learning of the oral English in rural middle schools.

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The Impact of Salary and Social Welfare on Working Motivation of Vietnamese Official-Lecturers: Passion Overcome the Difficulties

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Abstract- Studies on how salaries and social welfare policies affect the working motivation of lecturers are areas of interest in education and human resource management. Because of the differences in Vietnamese political regimes and socio-cultural characteristics, there are different salary and social welfare policies according to historical periods for official-lecturers. Data for this article were collected through life-history interviews in which the two participating lecturers were encouraged to tell stories about their experience in salary and social welfare policies. The findings of the study reveal that Vietnamese lecturers face many difficulties in terms of salary and social welfare to work well in their profession. Salary and social welfare policies for official-lecturers are greatly influenced by the legal documents prescribed by the Government, so many lecturers are not satisfied and have not devoted themselves. Based on the findings, the study emphasizes the need to adjust official-lecturer salary and social welfare policies based on the university autonomy fund. Besides, the issue of changing lecturers' perceptions of professional values also needs to be considered and studied effective solutions for creating working motivation in the new educational context.

Keywords: salary; social welfare; working motivation; passion; official-lecturer.

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Abstract- Studies on how salaries and social welfare policies affect the working motivation of lecturers are areas of interest in education and human resource management. Because of the differences in Vietnamese political regimes and socio-cultural characteristics, there are different salary and social welfare policies according to historical periods for official-lecturers. Data for this article were collected through life-history interviews in which the two participating lecturers were encouraged to tell stories about their experience in salary and social welfare policies. The findings of the study reveal that Vietnamese lecturers face many difficulties in terms of salary and social welfare to work well in their profession. Salary and social welfare policies for official-lecturers are greatly influenced by the legal documents prescribed by the Government, so many lecturers are not satisfied and have not devoted themselves. Based on the findings, the study emphasizes the need to adjust official-lecturer salary and social welfare policies based on the university autonomy fund. Besides, the issue of changing lecturers' perceptions of professional values also needs to be considered and studied effective solutions for creating working motivation in the new educational context.

Keywords: salary; social welfare; working motivation; passion; official-lecturer.

I. Introduction

Vietnam is a country with characteristics in the political system and employment structure – The Social Republic. Vietnamese educational system is of great importance to the development of the country and is a matter of great concern to society, especially academic university education (Mai, 2011). An issue of determining whether a university, college or school succeeds is its human resources, with the core of its motivating policy to mobilize the intellectual efforts and continuous innovation of its lecturers (Selesho & Naile, 2014).

Vietnamese lecturers of universities, colleges have high professional qualifications and good skills; many lecturers have been trained abroad (Hoang, Tran & Pham, 2018). Study facilities have been upgraded and invested with modern equipment serving lecturing and study missions; the number of students has increased in both quantity and quality. Therefore, motivation enhancement task is one crucial step in

labor-management mission as well as one important indicator forming the success of every organization to boost the internal power of employees to the utmost in completing the proposed plans (Ha, 2015). On the other hand, reality also showed that some lecturers have not been passionate about their job, resulting in the non-fully completed working energy (Nguyen, 2013). According to Sandhya and Kumar (2011), the salary was one important motivation to push workers to contribute more. To lecturers, the salary was one fundamental part of their total income in paying daily expenses; moreover, salary influences a lecturer's position in their family, organization, or society (Ofoegbu, 2004). High salary motivated lecturers to work harder in self-studying and self-improving in an academic major for upgrading the training quality of one university when an organization or a university applied a reasonable salary regulation as the foundation to identify the fairest salary for every lecturer as well as to persuade them in working value, payment, respect, evaluation, and encouragement.

The viewpoint on social welfare as well as regulations on standard salary in Vietnamese public universities is different from the international. In capital countries, workers are paid fair according to the personal capacity, working efficacy, in which payment regulation in each company or university is different (Matsunaga, 2015). In Vietnam, a social republic country, salary distribution as well as social welfare division is affected by the viewpoint "salary is based on working capacity"; the final stage is "work is based on working capacity, salary is based on personal need" – but this stage has still been in theory (Murray, 1988). How much workload is performed will be transferred into the equivalent salary; in other words, official-lecturers at public universities, colleges have been paid in terms of the definite salary rank without any distinction among the big-scale or small-scale universities; huge-number-of-student or limited-number-of-student universities (Nguyen & Le, 2011). This payment rank somehow affected the working motivation of lecturers at public universities and colleges in Vietnam.

This paper focuses on how the salary and social welfares affect the working motivation of Vietnamese lecturers by analyzing the life history of 2 Vietnamese Socialist-policy lecturers (public-university lecturers): one had worked from the early years of changing the

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social policy (from 1975s, when the Socialist Republic of Vietnam was founded) and one has graduated from the 2018-new education system policy.

II. Working Motivation of Lecturers from Other Countries

Russell (1984) emphasized the need for proper recruitment and fair treatment for training. Van de Vrande, De Jong, Vanhaverbeke and De Rochemont (2009) emphasized the need to help employees see the latest trends and techniques in the industry, enabling them to promote their innovations and applications at work. Thompson & Gregory (2012) confirmed the relationship between motivation and human resource attraction. Kovach (1987) pointed out ten factors that influence motivation, in which job satisfaction is more important when income increases and higher wages are more significant in low-income groups.

Employees of the Kwara State Government, Nigeria, were dissatisfied with their physiological needs (e.g., salary) (Gunu, 2003). Thus, Karwai (2005) argued that as long the human basic needs (or lower-order motivators) remain the major problem of workers in Nigeria, the quest for money which is the ultimate means of acquiring goods and service through whatever means (e.g., corruption, fraud, thuggery, militancy, robbery) would remain the order of the day and as such, a serious societal problem. A significant relationship was established between motivation and employees' punctuality to work, motivation and indolent behavior, motivation, and attitude to work, motivation, and fraudulent behavior motivation and absenteeism (Isaac, 2008).

Buelens and Van den Broeck (2007) found that women were often motivated to work by salaries and good relationships within the organization. Besides, the analysis results showed that older employees were less likely to leave the organization. They wanted to work in an environment that was sympathetic, supportive, and less motivated by the salary factor. Moreover, management was considered to be a particularly important factor in explaining the number of hours worked and the commitment to the job.

Rahardja, Moeinand Lutfiani (2018)'s study on lecturers' working motivation showed that leadership, competence, and performance affected the performance of lecturers. Also, lecturer performance affected the improvement of accreditation institutions.

The study by Bakar, Mohamad and Sharmeela-Banu (2015) showed that workplace diversity, workplace recognition, and rewards and work-life balance had a positive effect on job satisfaction among female lecturers, while workplace environment had no significant effect on their job satisfaction.

In general, previous studies found that leadership, salary policy, social welfare, fair treatment,

recognition, and competence in an organization, including educational institutions, strongly impacted the working motivation of lecturers or the employees.

III. Working Motivation of Vietnamese Lecturers

Vu (2007), with a study on how to motivate managers in government organizations, presented the importance of managers in motivating employees to work and proposed about working motivation, motivating factors, motivational measures for employees and managers themselves in government organizations.

Nguyen (2013) confirmed four factors significantly affect employee's motivation to work, including salary and financial compensation, training and development opportunities, leadership style, and the relationship with peers.

Pham (2015) studied the motivation of lecturers of Hanoi Tourism College to point out new requirements for lecturers in the new era. The proposals on this topic were also quite appropriate for the training and development of university lecturers in general, including the problem of challenging or stimulating effective work. In particular, the element of salary and social welfare was greatly appreciated for the practical value that it brought to employees.

Nguyen (2013) when studying the motivation for public-officers to improve the operational efficiency of the state administration organization also asserted that: (1) reasonable salary; (2) assign jobs by the capacity; (3) identify the goals to be achieved by each employee; (4) create promotion opportunities; (5) building effective working environment; (6) recognize the contributions of subordinates; these factors must be considered to motivate and maintain the attachment of employees to the organization.

In general, it could be confirmed that the studies and articles on Vietnamese lecturers' motivation have been mentioned recently. However, the studies only stopped in terms of reflecting on the situation and proposing solutions. The in-depth study of each factor has not been exploited and analyzed clearly. Acquiring the findings of the previous study, this study would analyze the salary and social welfare - factors that were considered to have a positive impact on the working motivation of Vietnamese lecturers. To better understand the salaries and social welfare of Vietnamese lecturers over the long history since the founding of the country (since 1975, when Vietnam ended the war and reunified the country), it is possible to analyze as follows:

In the period before 1986, Vietnam was in a subsidy period. In the situation that the country had just escaped from the war, the lives of the people were still facing many difficulties and deprivations; the Vietnamese economy was still in a state of bureaucracy and subsidies. The education issue had more important

than the resistance period, but nothing had been innovated or breakthrough, except the application of the 12-year general education program in the country. Although higher education had developed, the enrollment process was too strict (13 types of enrollment priorities and the main priority for children with meritorious services to the revolution, and the capacity issue had not been paid attention). Lecturers' salaries and social benefits were calculated to equal to other economic sectors, sometimes paid in cash, sometimes in rice, cloth, food, and depending on the current economic situation of the working area. With the salaries being too low, not enough to cover their lives, many lecturers had to do extra jobs after school hours such as trading in the market, drivers, sewing, etc. to have more income (Kokko & Tingvall, 2007). Because of this shortage and economic hardship, scientific research had hardly been conducted. Therefore, the data sources of research on salary, social welfare, and working motivation of lecturers at this stage are not available. But the situation in this period reflects one thing, despite the economic and social difficulties, Vietnamese lecturers had never given up their careers. They always tried to overcome difficulties and successfully fulfill the training tasks.

Since the introduction of market-oriented economic reforms after 1986 (Doi Moi period): Vietnamese education, health, and social insurance had a spectacular transformation. According to the current applied salary regulation in terms of Decree 204/2004/ND–CP dated on December 14th, 2004 by Vietnamese Government and Decree 76/2019/ND-CP related to salary regulation towards officers (public universities/colleges/ schools' employee) and army force. Organizations under the management of the Socialist policy system include governmental agencies, ministries - branches at all levels, army force, public educational organizations (universities, colleges, intermediate schools, schools, preschool). The employees for these organizations are called Public-officer (working for state government agencies and ministries) and Official-lecturer (working for public educational organizations). Income regulations are based on Internal expense regulations at the organizations (Vietnamese Government, 2004; Vietnamese Government, 2019), the average monthly income of an official-lecturer can be converted as follows (see Table 1).

Table 1: The payroll of official-lecturer applying from July 1st, 2020 (unit: VND)

		Level 1	Level 3	Level 5	Level 7	Level 9
Lecturer	Coefficients salary	2.34	3.00	3.66	4.32	4.98
	Salary	3,744,000 (~161 USD)	4,800,000 (~207 USD)	5,856,000 (~252 USD)	6,912,000 (~298 USD)	7,968,000 (~343 USD)
Associate Professor - Principal Lecturer	Coefficients salary	4.40	5.08	5.76	6.44	-
	Salary	7,040,000 (~303 USD)	8,128,000 (~350 USD)	9,216,000 (~397 USD)	10,304,000 (~444 USD)	-
Professor - Senior lecturer	Coefficients salary	6.20	6.92	7.64	-	-
	Salary	9,920,000 (~428 USD)	11,072,000 (~477 USD)	12,224,000 (~527 USD)	-	-

Official-lecturers are entitled to a lure allowance equal to 70% of the current salary (according to the payroll set by the Party and State competent authorities) plus a leading position allowance or extra-seniority allowance apply to actual working time in regions with extremely difficult socio-economic conditions not exceeding five years (60 months).

Official-lecturers are entitled to a monthly allowance based on the base salary and actual working time in areas with exceptionally difficult socio-economic conditions as follows:

- The level of 0.5 applies to people who have worked in areas with extremely difficult socio-economic conditions from full 5 years to less than ten years;

- The level of 0.7 applies to people who have worked in regions with exceptionally difficult socio-economic conditions from full ten years to less than fifteen years;

- The level of 1.0 applies to people who have worked in areas with extremely difficult socio-economic conditions from full fifteen years or more.

Particularly, official-lecturers receive a career-based preferential allowance equal to 70% of the current salary (according to the salary table issued by the Party and State competent authorities) plus the leading position allowance, seniority allowance. Over frames (if applicable) apply to the actual time.

In general, compared to before 1986, lecturers' salaries and social welfares have been greatly improved. This was both an opportunity and a challenge for teachers to adapt to the new requirements of education. This study would focus on clarifying the opportunities and challenges affecting the working motivation by analyzing the impact of the salary and social welfare policy for Vietnamese official-lecturers.

IV. Method

a) Participants

This article reported part of a research project that explored the factors affecting the working motivation of Vietnamese lecturers. Participant selection in this study drew on purposeful sampling that provides access to knowledgeable people with in-depth knowledge and expertise about particular issues (Cohen, Manion, & Morrison, 2011; Dornyei, 2007). That is to say; the study sought to examine the Vietnamese official-lecturers' working motivation based on salary and social welfare policy, so the priority was given to experienced lecturers who entered their careers before 1986 – the period that Vietnam was still in the subsidy education system, and after 2018 – the period that Vietnam implemented the new general education program and policy. After analyzing the responses from 20 lecturers in the first stage of a questionnaire plus their answers in the second stage of a short interview (5–10 minutes), eight were officially selected as participants for the study. Among them, three had worked for private universities for about ten years (since 1990) and transferred to public universities (since the 2000s); three had 5 - 8 years of experience working for a university abroad and then moved to Vietnam (from the 1980s to present). The remaining two, one started teaching in higher education from the 1980s to the present only in Vietnam; and one started the teaching career in university since 2018. The stories about their engagement in the university as well as the Vietnamese education system, and their experience, knowledge for salary and social welfare policy were selected as data for this study.

The participants, S and V (pseudonyms), were two lecturers who were trained and worked from two different periods of Vietnam (before 1986 and after 1986). Both are teaching for public universities in Vietnam, S has seniority in teaching for 36 years (from 1984), and V has seniority of teaching for two years (from 2018). S has experience and understanding of work spanning two periods (before and after 1986), not only that, S was born and raised in a family of lecturers with a teaching tradition; V has an understanding of work since 2018 (when Vietnam conducted an educational policy restructure).About the participants' academic background, S is a professor and currently is holding the educational manager position of a public university; and V is a Ph.D. student. Through their profiles, it could be said that S and V are two cases which can provide rich data about the impact of salary and social welfare to the working motivation of the recent official-lecturers compared to the previous period lecturers (in subsidy period – before 1986) in Vietnam.

b) Data collection and analysis

Data for the large project were collected from diverse sources, including interviews, using questionnaires, and learning journals. Given the scope of the current article, data collection was based on teachers' life history as a method (Goodson & Sikes 2001; Zhao, Coombs, & Zhou, 2010). This method, according to Zhao, Coombs, & Zhou (2010), generates 'not only deeper knowledge about the person that the teacher is but also about the social reality that they have to act and operate within'. Data collected from stories told by lecturers are collectively known as 'socially read biography', which provides a significant source of information, and knowledge about lecturers, their teaching, and the socio cultural context. The stories also have a powerful effect on lecturers' professional development and identity construction (Clandinin & Connelly, 2000). From the perspective of Vietnamese education's restructuring, the employment of life history method in this study is in line with the social approach to narrative research, which enables participants to express their voice, and attitudes towards social problems such as opposition, poverty and marginality (Chase, 2010).

On the premise of the life-history method, data were collected by in-depth, unstructured interviews (Goodson & Sikes, 2001). More specifically, four face-to-face informal interviews in total were conducted with each participant for the large project. This is the most commonly used strategy when the life story is employed as a method of data collection in educational research (Goodson & Sikes, 2001). Data presented in this article were extracted from the second interview, in which one lecturer recalled how he worked in the period before the year of 1986 and the change in educational policy after 1986.One lecturer recalled how he studied and knew about the educational policy from after 1986 to 2018 and the present, especially about the impact of salary and social welfare to their working motivation. In other words, they were encouraged to reflect on how they were treated in the educational policy as well as what they did and how they felt as a lecturer. They were invited to talk about, alongside their position in the university setting and how their working motivation was. With the lecturers' consent, all the interviews were recorded for transcribing in the later stage of data analysis. Although the participants were proficient in English (S has 6.0 IELTS score and V has 6.5 IELTS score), the interviewing language was Vietnamese because they felt more confident at communicating

ideas in their mother tongue. The strategy of using the mother tongue for interviewing is recommended when researchers and participants share the same language background (Pavlenko, 2007). As the two interviews were conducted in the Vietnamese language, all the details in their stories used as quotes in this article were translated from Vietnamese into English by the author, who is fluent in both languages. Then, the final script was sent to the translation office for proofreading before analyzing it.

As data collection was underpinned by the method of life history, deliberate strategies were employed for data analysis of the participants' narratives (Barkhuizen, Benson, & Chik, 2014; Goodson & Sikes, 2001). In other words, the stories told by each lecturer during the interview were interpreted to highlight the foci of the study, i.e. official-lecturers' struggle for changing the salary and social welfare policy. The stories told by each participant were considered and analyzed in the broader context of Vietnamese education and social life rather than examined how they were told. The analysis is made based on the change in salary and welfare policy issued by the Vietnamese Government. At the same time, by gathering ideas about career engagement during two important historical periods to compare with the new policies that the Education industry enjoys, which come from two lecturers representing two Vietnamese official-lecturer positions. Their work motivation and job satisfaction will be analyzed in parallel with the policies and laws promulgated by the Vietnamese Government to have uniformity and standards. Beyond their experiences and working interests, the narratives provided in-depth data of their struggles for changing the salary and social welfare to maintain the living standard in the wider society. So, data analysis also focused on this aspect. Though separately presented as two cases, the two participants' profiles (the stories about their engagement in the educational policy) were examined together based on creating the working motivation for official-lecturers. Therefore, the analysis based on the data collected will aim to assess the impact of salaries and social benefits on the working motivation of Vietnamese official-lecturers.

V. Findings

S: 'I had to do many different jobs besides being a lecturer.'

S started working as a lecturer since the subsidy period in Vietnam. He shared the difficulties of the lecturers during this period in a funny way, but no less dissatisfied and arduous:

Before 1986, I taught at a university in the morning, went to the market to sell fruit in the afternoon; from 6pm to 10pm, I switched to selling noodles at the sidewalk. I had to do many different jobs besides

being a lecturer. Sometimes, I sold things to my students. They respected me in class, but when they saw my appearance in the market, they were impolite. Students at that time, if going to university, surely their family backgrounds were very rich. Therefore, the fact that they showed their negative attitude to me, who was selling made me sometimes anxious.

Although the salary policy was not enough to ensure life and sometimes did not receive respect from students, S never thought that he would give up his lecturer job. By 1986, when the Vietnamese economy changed to a market-oriented economy, the Vietnamese education sector made prosperous progress. S shared that since 1986 was the period when lecturers were given more attention, salaries and social welfare was much improved than the previous period. Although still at a low income compared to the subsidy period, as well as when compared to other industries (business, trade and banking). But the improvement in salary policy according to teaching seniority, academic position, working position, especially the formula for calculating the salary by the coefficient (base salary is 22,500 VND (~1 USD)/month - according to Decision No. 203).

When the Government promulgated a new salary policy and increased teacher income, we were delighted. Besides, more universities were established, entrance examinations were less severe, and the profession of lecturers was taken more seriously. It can be said that this innovation of the Vietnamese government has brought about a flourishing for education.

But despite the increase in salary each year, social welfare was also improving, S and his colleagues still could not feel secure relying on just one source of income. S said that when the lecturer's salary and social welfare policies changed, he did not work many different jobs, but switched to visited-teaching at different universities. However, he was still in a formal school. Teaching as a visited-lecturer at many universities helped S's income became more stable and gradually gained his reputation in the higher education sector at that time. Up to now (in 2020), the base salary for lecturers has increased to 1,490,000 VND (~64 USD)/ month (according to Resolution 70/2018/QH14), but according to S's comments, it is not satisfactory for lecturers. Many public universities are financially autonomous and improve the welfare of their faculty. The quality of lecturers' life has been significantly improved. However, this improvement comes from the fact that lecturers not only teach at one university, but also teach in many schools, and even receive more media and newspaper jobs to increase their income. S is both a lecturer and a consultant on television and social media. Many times, S was asked for his perseverance with the teaching profession; he shared that:

Relatives: Do the salary of the lecturer a month enough to live?

S: Actually, it is only enough to pay the rent.

Relatives: Why don't you quit your job and run a business?

S: Every job has different challenges. I have been with this lecturer for over 30 years, although the salary and welfares received are nothing. But I am proud to have trained many generations of excellent teachers in the region.

Relatives: I don't understand it? Working with the low income, why do you have to stick like that?

Not only the work pressure, but also the social pressure (expectations and social awareness) about the salary and the social welfare policy of lecturers seem to have been an obstacle which emphasizes the working motivation of not only S, but also the other official-lecturers. With the career's enthusiasm, S has never chosen to quit or change to another job with a more stable income. S states that' when you do your best for your job, you will receive corresponding rewards. Salaries and social welfares are important in motivating lecturers to work, but that's not all. But in a sense, the salary and social welfare from an institution (university) is the minimum condition that determines whether the lecturer is permanently attached or not.'

V: 'I have tried my best to become a lecturer because of the professional values, not for earning high income.'

V started teaching at the university in 2018. To become a lecturer at a public university in Vietnam, V had to undergo two recruitment periods: one was for recruitment official-lecturer examination, and the other was for the lecturer's input capacity assessment at the applied public university. V shared that:

'Standing on the university lecture hall and exchanging with students on knowledge and skills has been my dream since I was an undergraduate student. I did my best to reach that goal. I am not afraid of the entrance examination, nor am I worried about the modest salary of a public university lecturer. What I need at work, is the leadership's recognition of my efforts.'

In the beginning, when choosing a career as a lecturer, V also encountered other negative social opinions about the profession, as S. V's family did not agree with the teaching career. They wanted V to be a teller at a bank with a stable income, not as precarious and as meager as a lecturer. V asserts that it is the competence and the dedication that determine the source of income for a career. Therefore, V decided to pursue as a lecturer.

'My father did not agree when I chose to be a lecturer, he wanted me to become a banker. He analyzed that the income and social welfare of Vietnamese lecturers

were too low, might not be enough for living expenses. His friend was a lecturer, and he quitted the job because of the low income. Therefore, he completely opposed my career choice. I did not conceive like my father. I think that the income of a career is determined by the working capacity and working attitude, so it cannot impose such prejudice.'

According to V's opinion, the leadership skills of managers are very important in motivating lecturers. Besides, V also does not deny the importance of salary and social welfare policy to the working motivation of lecturers. When working as a lecturer, V wants a minimum salary of 10,000,000 VND (~400 USD)/month to cover living expenses, as well as receive full welfares such as insurance, vacation days and reward policy. But the reality is not as expected when V's base salary was 1,490,000 VND (~ 64 USD), salary coefficient is 2.34 (level 1), plus some other life support expenses extracted from the social welfare fund, deduced that V's monthly income ranges from 4,000,000 VND to 5,000,000 VND (~200 USD) - the level of salary is only enough to meet the monthly living expenses of a worker living in Ho Chi Minh City. Regarding the social welfare of the lecturer position, V is entitled to the preferential allowance for vocational training, the teaching allowance, the pay for overtime teaching and other allowances as prescribed by the Government; enjoy training and retraining policies to raise their professional knowledge and skills; and entitled to annual leave, including weekends, New Year holidays, public holidays prescribed by Vietnamese law.

'At first, I was quite disappointed when I received my first salary. I deserved such a higher salary and social welfare. My friends who teach at international universities have an average income of 1000 USD/month. The current salary makes me not giving 100% of my capacity to the organization. As for the social benefits, apart from the basic benefits specified in the legal documents, I do not receive any other benefits. Compared to Vietnamese international universities, they have policies to sponsor summer tourism for lecturers or mental care packages.'

Not only V, but many other young lecturers are also not very satisfied with the starting salary paid by public universities. V repeatedly sent petitions to university leaders to propose a raise for young lecturers. But the results are not feasible because the policies that stipulate the salary and social welfare for official-lecturers are prescribed in the legal documents, they can only be received and processed gradually, cannot be processed immediately.

'My colleagues and I have repeatedly asked for a raise. But the director board answered us that the lecturer's salary not only depends on the salary coefficient and the base salary but also on the number of years of teaching, the number of published

scientific works, the professional attachment, the academic degrees, achievements achieved inside and outside the organization. That times, I realized, I have tried my best to become a lecturer because of the professional values, not for earning high income'

V's awareness changed after the director board explained the increased process of salary and social welfare. Not only have high qualifications, high qualifications can receive adequate salaries but also many other factors impact. V accepts and understands that his efforts do not only depend on competence and qualifications, but also the level of professional attachment and dedication to the profession.

VI.   DISCUSSION

The stories told by the two participants provide insight into the impact of salary and social welfare policy to the working motivation of Vietnamese official-lecturers. This aspect is an integral part of their identity construction as well as their professional development. In other words, the findings of the study highlighted the two participants' working motivation as a lecturer under the different period, but similar in low income and limited social welfare throughout their professional life span. Their struggles to seek a raise in salary and social welfare policy situated both within two different periods of Vietnam. Although the salary and social welfare of each lecturer experienced were not necessarily similar to each other, their destiny was eventually the same. According to the concept of lecturer's working motivation, their working motivation due to the salary and social welfares are analyzed as follows:

Vietnamese official-lecturers' working motivation is strongly influenced by the legal documents issued by Government.

As S's experiences throughout the history of changing payroll policies and supporting social welfare for lecturers, as well as V's struggle to demand a salary increase that is appropriate to his capacity, governmental policy on labor, salary and other social issues regulated in legal documents affects academic organization activities, especially in a tight connection with working motivation creation mission for official-lecturers. These regulations are the foundation for public universities to build and employ their application; therefore, this performance, somehow, is affected by numerous regulations in legal documents and under-law documents from the Vietnamese government: Educational Laws, Reward Laws, regulations on holidays and days off, lecturers' working policy. This regulation is the basement for public universities to construct specific regulations for lecturers and this influences lecturers' working motivation (Ministry of Education and Training, 2010).

Currently, in Vietnam, newly established universities and colleges willingly pay a higher salary

and attractive additional social welfare policy to those well-qualified lecturers cooperating as lecturers or supervisors (Pham, 2015). Therefore, public universities should provide attractive rewarding policies to keep lecturers to be committed to the substantially adequate. Salary is one competitive point in attracting potential candidates with highly academic professional skills; as a result, there should be an acceptable salary and social welfare policy in attracting lecturers.

The use of the university's autonomy fund could be a solution to overcome the limitations in the implementation of salary policy for lecturers issued by government legal documents. Besides the financial account provided by governmental financial sources, all university activities could be performed due to additional income from tuition fees and other services. The number of students enrolling was one key point to increase university financial capacity, resulting in higher prestige and position at different times (Tran & Mai, 2008). In recent academic years, the number of students trained in different faculties has changed and increased substantially. This training scale proved the attraction and prestige of public universities in gaining from parents' and students' trust (Nguyen, Nguyen & Phan, 2018). However, one obstacle was lecturers had to work with higher pressure due to the more classes. Some lecturers taught extra classes compared to the standardized periods. For newly accepted lecturers, completing such a large of classes as well as self-training for further enhanced lecturing experience; therefore, less time is spent on enhanced lecturing quality and scientific research (as V's case). Consequently, public universities should have more solutions to decreasing lecturing time so that lecturers have more time investing in lecturing and researching, as one logical working motivation policy with high efficiency.

It is necessary to balance the rewarding and salary raise policy according to the professional competence and dedication of the official-lecturers.

The regulations for salary ranking level and salary increase mainly depended on personal experiences and working efficiency at the time of assessment did not completely rely on evaluation on working capacity, deadline completion throughout the whole process. Those with senior experiences received a higher salary whereas newly accepted lecturers with low salaries due to short-term working experience were not fully satisfied. For newly accepted lecturers, the salary is low (as V's case). In contrast, their personal needs are rather high, so the director board should include another salary term as a solution to support this specific lecturer group. Although the director board was fully conscious of the importance of annual reward activity directly affecting lecturers' working psychology and efficiency (as S), there was a rather tight connection

2) Support optional additional social welfares: The University Labor Organization and Director Board provide private additional social welfares to lecturers, particularly:

- Occasional financial support for special events (sickness, pregnancy, wedding, funeral).
- Business financial support in case lecturers go on business trips far from the working area, based on private regulations for business support.
- 100% tuition fee support with the highest rank from Governmental Prime Minister's regulation on compulsory tuition fee towards those lecturers' study higher at Master or Ph.D. program.
- University organizes parties, singing contests, sports contest to raise the spirit and cooperation among university staff members.
- On special occasions like Lunar New Year or university establishing date, lecturers receive some money or souvenirs.
- Annual health check-up for lecturers.

Besides, there existed some limitations that should be improved in the current study: these working motivation creation methods could not completely meet the requirements of all lecturers. This finding resulted in the unsatisfactory overall outcomes from the impact factors above. Gender differences in lecturers' satisfaction with salary and social welfare policies were not clarified. Besides, the capacity of lecturers has not been deeply concerned to get the corresponding salary. The salary calculation was also based on the number of working years. Although this mechanism is consistent with the Government's legal documents, it has not promoted the dedication and positive motivation for lecturers.

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The Impact of Educational Level on Language Differences

By Ezzelden Ibrahim Mohammed Ibrahim

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Abstract- This study aims to investigate the impact of educational level on the Langauge difference within the Saudi community. In this study, all Saudi citizens who live in Jeddah city represented the population of the study. The study based on a quantitative research design. Sixty persons from various educational levels were the participants of the study. A questionnaire used as a data collection instrument; the mean scores evaluated according to the Lickert 5-point scale. A pilot study conducted by selecting a sample of size (20) individuals from the population of the study, to test the questionnaire reliability and validity. The descriptive analysis was employed to analyze the quantitative data collected via the questionnaire using the Statistical Package for the Social Sciences (SPSS). Based on data analysis conducted in this study, the researcher concluded with the following findings: There is a strong relationship between education levels and language differences .2. Education levels effect the language differences within the Saudi community- Jeddah city. Finally, the researcher recommended the following recommendations. The decision and policymakers in the educational field should consider the results of this study in their annual curriculums review. 2. The researcher should conduct further investigation in the future to generalize the results of the survey in all- over the Kingdom of Saudi Arabia.

Keywords: langauge differences, educational level.

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I. Introduction

All human societies, not just those that have settled in Saudi Arabia, are internally separated, be it by gender, age, ethnicity, background, or class. It is widespread for differences among members of a given population to emerge in terms of their position, rank, and abilities. Age, gender, nationality, ethnicity, power, and economy are a few factors that influence and promote divisions among a group of people. This diversity can result in differences in the language that is spoken by a given society. There are many countries in the world in which people speak different languages despite the fact they are of the same nationality. The word that individuals use can often be an indication of their economic status and where they are? In many societies, the educational level can be a significant element that influences the language an individual speaks in terms of usage, form, and function. As such, a society that consists of a well-educated population is more likely to demonstrate many language differences.

Many sociolinguists have investigated the relationship between language difference and education levels from a variety of dimensions and perspectives. The purpose of the research described in this paper is to ascertain the extent to which the degree of education influences language differences and promotes inequality within a given society. The study also aims to identify the relationship between educational level and language differences within the Saudi context. This research will involve 60 subjects from Jeddah city who will be selected randomly to represent the standard population.

Every language that is in use in the modern context exhibits some degree of language differences. Furthermore, the language differences that do evolve are typically influenced by the same factors, namely, geographical and social. However, in some situations, differences in language use can be observed among people from a single country who share a similar background. In such cases, language differences can be attributed to the speakers' education levels. This research will examine the relationship between educational level and language differences in the city of Jeddah to explore this idea in more depth.

Jeddah is a diverse community, and it is this diversity and how it has influenced differences in the dialects used by its people that are of interest in this study. To this end, the research will focus on the following two questions: Do differences in educational levels affect language differences? And what is the relationship between educational levels and language differences? A specific focus of the research placed on determining the extent to which differences in education levels are responsible for the linguistic differences that can be observed in Saudi Arabia.

II. Statement of the Research Problem

Differences in language are a fundamental topic in sociolinguistics. Many factors can contribute to language differences in society. Languages differ across ethnic groups, social situations, and specific locations. As highlighted by previous studies, disputes are a characteristic of communication that can be influenced by class, ethnicity, and gender. Despite the similarity in origin and backgrounds of the people of the existing Saudi community, a significant difference in the language used by the people of Jeddah can be perceived. However, the current studies have examined this phenomenon have focused more on gender than on educational levels as a primary contributing factor to this

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difference. Researchers in the Saudi context have neglected this kind of research. So, this study intends to fill the existing gap in understanding of the phenomenon, to identify causes and consequences.

III. SIGNIFICANCE OF THE STUDY

This study is of significance because it will drive a more comprehensive understanding of how differences in educational level influence language usage, differences, and comprehension. It is anticipated that the research findings will enrich the Saudi library. A further reason as to why this research is important is because there are different opinions regarding the relationship between educational level and language characteristics. Some researchers suppose that this relationship does not exist at all. This research might be useful to people who are interested in the relationship between educational level and language difference and also for researchers who are interested in conducting case studies in this field. This study will inform the readers how different educational levels affect language production for those who live in the same city. Moreover, the research attempted to highlight the factors that promote linguistic differences in society.

IV. OBJECTIVES OF THE STUDY

This study aims to:
1. Identify the relationship between education levels and language differences.
2. Carefully examine how education levels influence language differences within the Saudi community.

V. RESEARCH QUESTIONS

This study looking to find answer to the following questions:
1. Do differences in educational levels affect language differences?
2. What is the relationship between educational levels and language differences?

VI. LITERATURE REVIEW

Language difference involves the use of the grammatical and phonological features of language that make it possible for people who speak a given language to use different words and pronunciation to express the same thing. Communication between people of different styles and dialects takes place daily. It is the exposure to such a phenomenon that leads to widespread differences in languages, and the majority of people accept these as natural. However, standard vocabulary established as a means of creating an official and universally recognized mode of communication in many nations in which language differences. Besides, researchers have also highlighted how education level can have a direct influence on language differences.

The majority of the time, people can interpret a variety of languages to decipher their meaning within the context of the standard language because they have achieved a certain level of education. Thus, the degree to which individuals can identify and interpret language differences and use them in place of the standard language determined by their level of education. Accurate standard language comprehension allows an individual to formulate language differences and interpret/preserve these differences within the context of the standard language.

Nonetheless, the degree to which any individual understands standard language determined by his/her level of education. Seyyedrezaei (2013) reiterated that interpreting an everyday standard language involves a simple process that consists of four stages. The individual identifies the context during the first phase, within the sentence are utilized and draws conclusions based on this context. During the second stage, the individual may use academic resources, such as grammar books and dictionaries, to determine the respective meaning of the words via a process that is known as codification (Seyyedrezaei, 2013). In such situations, readers make use of dictionaries and grammar books as verification tools that help them to identify the meanings of the phrases utilized in the standard language. However, before being in a position to decide as to whether the language use is approved, people must evaluate the extent to which it is sustainable and compatible with the given functions of the standard language.

The relevance of language, to a broader population, is compatibility with various functions (Seyyedrezaei, 2013). This analysis highlights that his/her level of education determines the degree to which an individual can interpret standard language while placing it accurately in the appropriate context. An individual who possesses a basic knowledge of English, or any other primary language, for example, may comprehend what a sentence is trying to convey but may be unable to offer a detailed explanation of the context in which the phrases used. However, on the contrary, an individual who has advanced knowledge of the said standard language can comprehend the different meanings of the sentence. Speakers use a combination of critical thinking and formal language knowledge to use words in different contexts as a means of generating different meanings. As such, an individual who has limited knowledge and understanding of the standard language will have fewer opportunities to develop language differences than an individual who possesses advanced knowledge.

According to Seyyedrezaei (2013), in the majority of situations, the users of a language should not deviate from the standard language on the simple basis that the initial or intended meaning of the two language forms should be fully preserved and

maintained (Seyyedrezaei, 2013). An individual who has not been educated to a high level will typically lack the ability to obtain a different language to the standard one. In contrast, a highly educated individual possesses the skills required to analyze a standard language by utilizing the steps outlined above and gaining pertinent knowledge and deriving or adopting a language and interpreting it within the context of the standard language. As such, the degree to which the language differences of an individual are developed is determined by his or her level of education.

A language difference is influenced, to a significant degree, by dialect. According to Haig and Oliver (2003), it is possible for the socioeconomic status or education level of an individual to be signified by his or her dialect. Therefore, it is useful for an individual to evaluate the dialect that is employed when attempting to understand the speaker's meaning within the context of the standard language. Such, an individual's socio-economic status influences, to a significant degree, his or her use and interpretation of language. Some groups of individuals, for example, those who ally themselves to a certain social class or who live in a given environment, develop a language variety that is unique to their lives. The dialect that children who are born into this environment use provides an indication of the type of language differences that are employed by the people of these social groups (Haig & Oliver, 2003). Heizmann (2013) reiterated that language variety can act as a form of the second language for a child. According to socio-psychological theory, learning and mastering a second language are dependent on the way the child perceives the group that speaks the language as well as his or her intellectual capacity or language aptitude. Quite often, it is possible for a child to exhibit certain behaviors that are characteristic of the group from which the second language or language variety is derived (Heizmann, 2013). On the basis of practical evidence, Griffee (2012) claimed that it is an individual's level of interest and integration into a diverse community that directly impacts the speed at which he or she learns language varieties. Nonetheless, acquiring the factors that aid in the promotion of language differences is improved by education. Thus, one has to study the social and economic background of individuals to understand the context within which their specific dialect is used. According to Seyyedrezaei (2013), education level influences the manner by which an individual evaluates a dialect relative to social factors. It is possible for individuals who are highly educated to distinguish between social dialects and regional dialects. In addition, it is possible for an individual whose level of education is advanced to focus on dialect and identify the social and geographical context within which a said language or speech is utilized (Seyyedrezaei, 2013). Thus, it is possible for such an individual to readily place a dialect in its proper context. However, it is quite the opposite for individuals who have a basic or low level of education since they lack sufficient exposure to, and knowledge of, dialects. As a result, such individuals would fail to interpret a language on the basis of the social or regional factors that dictate the dialect. Such development results in an erroneous interpretation of speech since the language perception of the individual is, to a significant extent, quite different from that of the speaker (Seyyedrezaei, 2013). On the basis of Seyyedrezaei's (2013) ideas, the logical conclusion is that an individual who possesses a higher level of education has the ability to interpret language variety better on the basis of its dialect than someone who is uneducated or who has a low level of education. Thus, it is possible for an individual with advanced education to manipulate social and regional factors to create a dialect that is on a par with the accepted language standards. In addition, such an individual has the ability to learn an existing dialect and correctly utilize it within the shortest possible time.

Language forms a fundamental part of an individual's identity and is also a communication product in a social network. Chan Him (2017) described the gradual and rigid changes in the language of people living in reliable networks. Subsequently, the low-status language components that define the speakers' social lives in such systems preserved. Social classes and strict economic situations account for the lack of social movement that can currently be observed in the majority of contemporary countries, and this is especially the case with the lack of upward mobility from low to higher social classes that are prevalent (Jim, 2017). People of given levels use explicit language to communicate between members. Even though the language employed is not standard, it is, nonetheless, handed down to the children born in the group. While the communication is maintained by the children, even in their adulthood, they still speak the other language varieties that various social networks make use of (Jim, 2017). Education provides an individual with the opportunity to acquire an understanding of the different languages that are in use and, subsequently, facilitates an individual's acquisition of language variety. Besides, people have the opportunity to interact with international students and to gain exposure to the connection between language acquisition and social interactions during their pursuit of higher education. As a result, individuals who possess an advanced knowledge have significant opportunities to evaluate language variety and to make informed decisions as to whether they wish to adopt or make further use of phrases to increase their effectiveness.

From time to time, language changes lead to differences in language that result in a society evolving into a multilingual setting. As described by Leglise and Chamoreau (2013), interactions between people of different cultural affiliations add to the diversity of

language, especially when they attempt to use certain words derived from the language of other people. Such contact contributes to multilingualism and improves code-switching (Labov, 2010). As such, a society that adheres to one standard language ceases to accommodate individuals who utilize considerably varied speech mechanisms (Leglise & Chamoreau, 2013). The sentiments of Leglise and Chamoreau (2013) are in line with the research when it comes to language differences in American learning institutions. These authors stated that the majority of schools, specifically those in the United States, admit many international students, and this leads to diverse classrooms. Also, English language varieties within the classroom setting evolve as a result of students who speak different languages interacting with one another.

Charity & Mallinson, 2011), in such situations, an individual who possesses higher academic qualifications will readily recognize linguistic competencies in students. An individual with advanced education can understand the factors that contribute to the development of language varieties during moments of interaction among individuals who have diverse cultural affiliations. It would be easy, with such knowledge, for an individual to comprehend the contexts from which students utilize the new language.

Education enhances an individual's ability to learn different languages simultaneously. The concept of language differences is complicated and multifaceted, and there is a need to engage in extensive reading and critical thinking better to understand the relationship between language differences and education. The majority of the time, language varieties stem from social interactions as they provide a method by which the social factors that influence the behavior of people can understand. Thus, through education, one can utilize classroom theories to evaluate the language and understating its meanings and the context within which used. An individual who possesses such exploratory skills will more readily learn and adopt different language varieties.

VII. Methodology

a) Research Method

In this study, the quantitative method will be used to collect data from the selected participants. This method will assist in building a base on a complete understanding of the research problem (Creswell, (2014).

Quantitative research is the numerical representation and manipulation of observations for the purpose of describing and clarifying the phenomena that those observations reveal. It is used in a wide difference of natural and social sciences, including physics, biology, psychology, sociology and geology (Cohen (1980).

b) Research Tool

A descriptive questionnaire was selected because it provides an accurate picture or account of the characteristics, for example, behavior, opinions, abilities, beliefs, and knowledge of a particular individual, situation, or group. The researcher selected this design to meet the objectives of the study, namely, to determine the impact of the individuals' educational levels regards to the language differences. The researcher employed a questionnaire to collect the data from the participants of the study. A survey is a printed self-report form intended to elicit information through the written responses of the subjects. The information gained via a questionnaire is similar to that obtained by an interview, but the questions tend to have less depth (Burns & Grove 1993, p. 368).

c) Population and Sample

A population is a group of elements or cases, individual objects or events, that conform to specific criteria and to which we intend to generalize the results of the research (McMillan and Schumacher, 2001). In this study, all Saudi citizens who live in Jeddah city represent the population of the study. The survey conducted in the Kingdom of Saudi Arabia, Jeddah city. The researcher applied the random sample method. The sample consists of 60 participants who participated in the research.

VIII. Data Analysis and Interpretations, Finding and Recommendations

a) Data analysis: descriptive analysis

This part of data analysis, was mainly specified to the descriptive analysis of the sample responses regarding the impact of educational level on language differences. Therefore, the sample perceptions were assessed through using frequencies, percentages and mean, and standard deviation as would be shown in the following tables: The mean scores were evaluated according to lickert 5-point scale as shown in the table below:

Table 1: The average mean value is evaluated according to the following scale:

1-to 1.79	Strongly disagree
1.8- to 2.59	Disagree
2.60- to 3.39	Not sure
3.40- to 4.19	Agree
4.20- to 5	Strongly agree

b) Examining Significance Differences

This section was specified to test if there are statistically significant differences between sample perceptions regarding the impact of educational level on language differences related to educational levels (high school, University), as would be shown in the table below:

Table No. 2: Results of T-test statistics to examine if there are statistically significant differences between sample perceptions related to educational level

No.	Statements	High school		University		T-test	P-value
		Mean	Stdv.	Mean	Stdv.		
1	Education levels hinder people from speaking fluently	3.08	1.47	2.34	0.99	2.32*	0.024
2	Well-educated people use sophisticated and well-formed sentences than lower educated one	3.36	1.22	4.14	0.65	-3.22**	0.002
3	Lower educated people use simple sentences in their communication with others	3.56	1.26	4.11	0.68	-2.20*	0.032
4	Well-educated people speak fast and accurate than lower-educated people.	4.04	1.24	3.89	0.87	0.568	0.57
5	It's easily to identify peoples' educational level from their speech	2.80	1.41	3.17	1.04	-1.17	0.25
6	People vary in their Language usage according to their educational levels	3.32	1.18	3.57	1.07	-0.862	0.39
7	Higher educated people use selective words than the lower educated people	3.80	1.41	3.54	0.95	0.843	0.40
8	In some social situations people speak similar Language regardless their educational levels	3.20	1.12	4.14	0.55	-4.32**	0.00
9	There is specific words used only by highly educated people	3.48	1.33	4.31	0.87	-2.95**	0.005
10	There is specific words used only by lower-educated people	3.28	1.24	3.17	0.95	0.383	0.70
11	Educational levels hinder some people to speak freely	3.12	1.05	2.89	1.08	0.838	0.41
12	When people speak in different situations they needed to consider the educational levels of the person they speak to	3.72	1.21	4.29	0.46	-2.533*	0.014
	Overall (language differences)	3.40	0.95	3.63	0.36	-1.328	0.19

**difference is significant at the (0.01) significant level
*difference is significant at the (0.05) significant level

The results of T-test in the table above showed that there are statistically significant differences between participants perceptions with regard to language differences related to educational level. These differences exist in the following statements:

It is obvious that all differences exist to the side of the participations whose education level is university compared with high school, except statement No.1. These results confirmed that the university level believed that the educational level really impact on language differences, through the above mentioned statement, compared with high school.

Table No. 3: Summary of the sample attitude regarding the impact of educational level on language differences.

No.	Statements	Chi-Square	Df	P-value
1	Education levels hinder people from speaking fluently	14.33**	4	0.006
2	Well-educated people use sophisticated and well-formed sentences than lower educated one	10.51*	4	0.03
3	Lower educated people use simple sentences in their communication with others	5.52	3	0.14
4	Well-educated people speak fast and accurate than lower-educated people.	12.09*	4	0.017
5	It's easily to identify peoples' educational level from their speech	7.28	4	0.12
6	People vary in their Language usage according to their educational levels	7.49	4	0.11
7	Higher educated people use selective words than the lower educated people	14.92**	4	0.005

8	In some social situations people speak similar Language regardless their educational levels	15.85**	4	0.003
9	There is specific words used only by highly educated people	17.03	4	0.002
10	There is specific words used only by lower-educated people	6.98	4	0.14
11	Educational levels hinder some people to speak freely	2.47	3	0.48
12	When people speak in different situations they needed to consider the educational levels of the person they speak to	11.21**	3	0.01

**difference is significant at the (0.01) significant level
*difference is significant at the (0.05) significant level

The results of chi-Square test in the above table support that, there are statistically significant differences between sample perceptions related to educational level. This result proved that educational level impact language differences in some situations and cases.

IX. Findings

Based on data analysis conducted in the previous chapter, the study concluded with the following findings:

1. The study found that the most critical impact of educational levels on language differences seen through the following situations:

- When people speak in different locations, they needed to consider the educational standards of the person to whom you talk.
- There are specific words used only by highly educated people.
- Well-educated people speak fast and accurate than lower-educated people.
- Lower educated people use simple sentences in their communication with others.
- Well-educated people use sophisticated and well-formed sentences than lower.

2. The study found that there is a statistically significant difference in some situations on language differences, in particular in the following ones:

- Education levels hinder people from speaking fluently.
- Well-educated people use sophisticated and well-formed sentences than lower educated ones.
- Lower educated people use simple sentences in their communication with others
- In some social situations, people speak similar Language regardless of their educational levels.
- There is a specific word used only by highly educated people.
- When people speak in different situations, they needed to consider the educational levels of the person to whom you talk.

X. Recommendations

1. The decision and policymakers in the educational field should consider the results of this study in their annual curriculums review.

2. Further studies should be conducted by researchers to generalize the results of the survey in all- over the Kingdom of Saudi Arabia.

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> The primary objective is to recognize the leaders in research and scientific fields of the current era with a global perspective and to create a channel between them and other researchers for better exposure and knowledge sharing. Members are most eminent scientists, engineers, and technologists from all across the world. Associate membership can later be promoted to Fellow Membership. Associates are elected for life through a peer review process on the basis of excellence in the respective domain. There is no limit on the number of new nominations made in any year. Each year, the Open Association of Research Society elect up to 12 new Associate Members.

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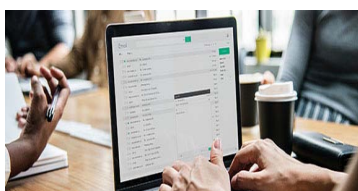| Career | Credibility | Reputation |

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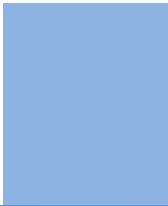
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Gradation of Research	**Gradation** of Research	**Gradation** of Research	
10 research contacts/day	**Unlimited** research contacts/day	**Unlimited** research contacts/day	
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	GJ Community Access	GJ Community Access	

Preferred Author Guidelines

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

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

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

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

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

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3. Ensure corresponding author's email address and postal address are accurate and reachable.
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- Electronic material
- Any other original work

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3. Final approval of the version of the paper to be published.

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Acknowledgments

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

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

Manuscript Style Instruction (Optional)

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

Structure and Format of Manuscript

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

A research paper must include:

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

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

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

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

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

Format Structure

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

All manuscripts submitted to Global Journals should include:

Title

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

Author details

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

Abstract

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

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

Keywords

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

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

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

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

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

Numerical Methods

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

Abbreviations

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

Formulas and equations

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

Tables, Figures, and Figure Legends

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

Figures

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

PREPARATION OF ELETRONIC FIGURES FOR PUBLICATION

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

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

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

TIPS FOR WRITING A GOOD QUALITY SOCIAL SCIENCE RESEARCH PAPER

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

18. Go to seminars: Attend seminars if the topic is relevant to your research area. Utilize all your resources.
Refresh your mind after intervals: Try to give your mind a rest by listening to soft music or sleeping in intervals. This will also improve your memory. Acquire colleagues: Always try to acquire colleagues. No matter how sharp you are, if you acquire colleagues, they can give you ideas which will be helpful to your research.

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

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

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

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

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Informal Guidelines of Research Paper Writing

Key points to remember:

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

Final points:

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

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

The discussion section:

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

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

General style:

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

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

Mistakes to avoid:

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

Title page:

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

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

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

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

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

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

Approach:

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

Introduction:

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

The following approach can create a valuable beginning:

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

Approach:

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

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

Procedures (methods and materials):

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

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

Materials:

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

Methods:

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

Approach:

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

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

What to keep away from:

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

Results:

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

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

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

Content:

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

What to stay away from:

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

Approach:

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

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

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

Figures and tables:

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

Discussion:

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

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

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

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

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

Approach:

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

Describe generally acknowledged facts and main beliefs in present tense.

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

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