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Journal Policy

Found in 2023, BRU ELT Journal is a peer-reviewed and open-access electronic journal with the main aim to publish fully refereed high-quality original research articles in the field of English Language Teaching (ELT) around the world for the benefit of English language teachers and researchers. The journal welcomes articles from local and foreign academics, researchers, graduate students, and policymakers. All articles are required to be in English.

The Thai Journal Citation Index Center (TCI) requested cooperation from journal editors in the selection of a specific journal's sub-areas stored in the TCI database. As a result, each journal is permitted to select 1-5 sub-areas for the papers published in the journal. In this regard, the "BRU ELT JOURNAL" would like to declare that beginning with the 1st Volume, 1st Issue (January-April 2023), articles covering the main subject area, Social Sciences, will be accepted for publication. Furthermore, these articles must be pertinent to the subject areas of Arts and Humanities, and they must cover these two sub-subject areas: 1) Language and Linguistics, and 2) Literature and Literary Theory.

BRU ELT Journal accepts articles relevant to the following themes: English as an International Language, World Englishes (WE), Teaching and Learning English as a Second Language (ESL), as an Additional Language (EAL) or as a Foreign Language (TEFL), ESP and EAP, Applied Linguistics and Corpus Linguistics, Approaches and Methods in English Education, Culture and Literature in English Education, English Language Curriculum and Teaching Materials, Language Learning and Acquisition, Language Testing and Evaluation, Life-long Language Learning, Multimedia and ICT in ELT, Teacher Training and Education, Interpretation and Translation Studies, and Discourse and Interlanguage Pragmatics.

The journal is published three times a year: January-April, May-August, and September-December. However, BRU ELT JOURNAL, with no more than two (2) issues per year, might be published as a special issue upon joining in the special academic events of national and international conferences held both in Thailand and other countries.

All articles in this journal must be reviewed by at least three (3) external peer reviewers in the relevant fields from different institutes. More importantly, the authors' and reviewers' identities are concealed from each other (Double-blind peer review) in order to have the articles with high quality and academic standards. The articles submitted for publication in this journal have not already been published *elsewhere* or are not under consideration by peer reviewers for publication in other journals. The authors must strictly comply with the reference system and the criteria for the publication of academic or research articles set by the journal.

Turnitin is used to check all submitted manuscripts for plagiarism, and the similarity score for plagiarism check is not more than 20%. We use the American Psychological Association (APA) style citation system, 7th edition, and you can discover more information at: www.apa.org.

Editor's Note

BRU ELT JOURNAL was founded in 2023 with the goal of publishing papers on English Language Teaching. (ELT). The journal is published by the Ph.D. Program in English Language Teaching under the Faculty of Humanities and Social Sciences (HUSOC), Buriram Rajabhat University (BRU). On March 18, 2023, the Buriram Rajabhat University Council acknowledged and unanimously authorized this new academic journal. As a result, articles published in BRU ELT Journal via OJS (Open Journal System), ThaiJo, can be awarded 0.40 points for educational quality assurance. The papers published in BRU ELT JOURNAL have DataCite DOIs registered through the National Research Council of Thailand's Local Handle System. (NRCT).

Eight research articles from various countries have been published in this issue, including two from Thailand, one from Myanmar, one from Saudi Arabia, one from Yemen, one from the Philippines, one from China, and one from Indonesia. All articles have already been blind-reviewed by three external peer reviewers, and their Turnitin similarity score is not more than 20%.

On a final note, I would like to express my heartfelt appreciation and deep gratitude to all contributors, external reviewers, editorial team, and readers for their academic assistance and support in bringing the first issue of BRU ELT JOURNAL to fruition and success.



Assoc. Prof. Dr. Akkarapon Nuemaihom

Editor-in-Chief

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Academic Online Teaching Experiences of English Teachers: A Phenomenological Study

Alissandra Cabasagan¹ / Kurt Candilas²

¹Graduate Student, Lourdes College

E-mail: alissandracabasagan14@gmail.com

²Professor, Lourdes College

E-mail: kurt.candilas@lccdo.edu.ph

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Abstract

One of the most intriguing issues of the present time is the application of online teaching in education. This became more popular when the pandemic happened. Thus, making the educational sectors address the demands of the present time. In particular, this paper examined the experiences of Junior High School English teachers of two universities in the city of Cagayan de Oro, Philippines. The study used transcendental phenomenology as a research approach (Creswell, 2007). In the gathering of data, a semi-structured interview was conducted online. Creswell's modified version of the Stevick-Colaizzi-Keen method of Moustakas (1994) was utilized in the data analysis. Findings showed four emerging themes namely: 1) Sense of Fulfillment; 2) Challenges; 3) Use of Relevant / Appropriate Strategies; and, 4) Development of Values, Skills, Virtues, and Qualities. These themes point to the essence of resiliency and adaptability experienced by the teachers in their online teaching. Specifically, the success or fulfillment, as well as the challenges experienced by the participants of the study, have made them adaptable and resilient to address the demands of their profession. The findings point to the need for academic online teachers to impart their knowledge, skills, and experiences to their fellow teachers.

Keywords: online teaching experience, essence, phenomenology

Introduction

The advent of online learning in education awakened significant inquiries in the teaching and learning process, quality of instruction, the layout of digitalized knowledge, and the social role of education. As education plays a vital role in cultivating the social and moral responsibilities of the youth, schools continue to innovate instruction that best suits the abilities and intelligence of their students. With the present pandemic due to the 2019 Novel Corona Virus (2019-nCov), schools ventured into strategies and approaches that are aligned with their pedagogical philosophies.

More so, in the course of the proclamation of tightening the health protocols in the city, there was a call for schools to adopt innovative computer-assisted instruction as mandated by the Inter Agency-Task Force for the Management of Emerging Infectious Diseases resolution on the Basic Education Learning Continuity Plan of the Department of Education (DepEd Order No. 014s. 2020: Guidelines on the Required Health Standards in Basic Education Offices and Schools).

Moreover, teachers' experiences vary as years of service are different too. Teachers who have been in the field for at least three years are considered tenured (2010 Revised Manual of Regulations for Private Schools in the Basic Education, DepEd

Order No. 88 S. 2018, Section 63). Their experiences with this new type of educational learning are relevant topics at this time. English teachers as a group could have encountered different challenges in teaching communication skills in speaking, listening, reading, writing, and viewing.

When the pandemic started, many teachers, even those who have experienced teaching English online, adjusted to the said instruction. These adjustments in technological skills are one of the problems among English teachers. Nevertheless, it is not just about the application of suggestions given to teachers, particularly those who are at the first time in the online teaching world but also to those who have been teaching for years via face-to-face instruction. It is said that various online teaching strategies are developed and used by the teachers just to cater to students' needs.

Moreover, the quick change of methodological approaches in education adopted by schools in the city at present must have surprised teachers. As termed by Tria (2020), this present pandemic brought extraordinary challenges among the scholastic sectors, especially educational leaders. She likewise mentioned that planning and implementation strategy, assessing online learning systems to schools, a survey on platforms online, projects, programs, assessment, and revision of curricula development of instructional materials are some of the areas that may be revisited. It is, thus, imperative to gain a deep understanding of the English teachers' experiences in teaching online with the hope of exploring innovative strategies in facilitating online learning; hence, this study is hinged.

The overall purpose of the phenomenological study was to describe the experiences of select tenured English subject teachers in Junior High School from the two universities in Cagayan de Oro City.

Research Design

This study used the Qualitative Research Design. Specifically, it employed phenomenology as a method to describe the phenomenon of online academic challenges of experienced teachers. Following the phenomenological tradition of the German Mathematician-Philosopher Edmund Husserl, this study followed transcendental phenomenology intending to offer more room to the description of the experience of the participants rather than on the researcher's interpretation (Creswell, 2007). This phenomenological approach is an important method in exploring the participant's experience. In this study, the English teachers' online teaching experiences were explored as a phenomenon.

Research Instrument

The semi-structured interview was used to collect the data or information from the participants. A semi-structured interview is a conference in which the interviewer does not strictly follow a formal list of questions (Lonzon, 2020). More open-ended questions leading to a discussion with the interviewee were asked rather than having a straightforward question-and-answer format. The participants were asked to describe their experiences in online teaching. Before the conduct of the interview, the panel members verified the questions that were asked to the participants of the study.

Data Analysis Procedure

Methods

English teachers' experiences in the face-to-face classroom are far too different from this new normal mode of learning – online learning. The study aimed to understand the English teachers' experiences in facilitating online learning in high school classrooms.

The Phenomenological method of data analysis was used in the study. Transcendental or psychological phenomenology is focused more on the descriptions of the participants than the interpretations of the researchers. The subjectivity of the collated facts will be acknowledged through what was first described by Husserl (1970) as bracketing. This study focused on the experiences of the teachers rather than the students.

Though a phenomenological study focused on a small sample size and results cannot be generalized to a greater population, this study aimed to uncover data that may provide a clear vision for developing effective, equitable, and inclusive educational courses for online students.

Flow of the Study

This paper adopted the phenomenological principles of Creswell (2007) in the organization of the data; which consists of the following:

(1) Comprehensive description of experiences with the phenomenon.

First, the participants describe their personal experiences in detail about the phenomenon under study. IAs such, any conducted research or survey should observe confidentiality and informed consent from the participants (Kelly et.al 2003).

(2) "Epoche" or 'Bracketing'. Second, 'Epoche' or 'bracketing' are the tenets in data analysis. It is associated with 'staying away from' (Moustakas, 1994) and 'freedom from suppositions' (Husserl, 1931). The researcher sets aside his or her personal experiences about the phenomenon under study and restrains his or her prejudgment and assumptions to prevent biases in the conceptualization of significant meaning and essences (Creswell, 2006). In this case, 'epoche' prompts the researcher to go to the original existence of the data, and thus, the researcher's own take and claim of the phenomenon is disregarded and unrecognized.

(3) Horizontalization or listing of significant statements. Third, horizontalization is "the process of identifying verbatim parts of the transcribed interviews that explain the phenomenon" (Moustakas, 1994). An important step to the phenomenological analysis of data, the researcher treats every statement of the participants equally valuable to each other (Urdahl & Creswell, 2004) and noteworthy verbatim is identified and is used as significant statements in analyzing the data, and horizontalized statements are retained.

(4) Coding and clustering significant statements to form meaning units or themes. Fourth, coding is the process of labeling and organizing the qualitative data to identify different themes and the relationships between them (Medelyan, 2021). Initial code is done to group significant statements. Then, number codes are created to form the themes in the study. Significant statements of the participants are utilized as the very source to identify the themes (Creswell, 2013; Moustakas, 1994).

(5) Producing textural descriptions of experience and building of structural descriptions Fifth, textural descriptions emphasize vividly describing the ‘what’ of the phenomenon (Cordes, 2014). Mainly, this involves emerging descriptive narratives of each participant based on the horizontalized statements (Chennamsetti, 2010). In this case, the researcher meaningfully utilizes the specific quotes from the verbatim transcripts to understand, describe, and define the phenomenon fully. Moreover, individual textual descriptions are examined and combined into one group description to form a composite textural description of experiences of the phenomenon under study (Moustakas, 1994).

On the other hand, Urdahl & Creswell (2004) described structural descriptions as ‘how’ the participants experienced the phenomenon. In other words, meanings are sought from the why and how the participants experience the notion under study (Chennamsetti, 2010). In this manner, all individual textual descriptions are combined to present the composite textural descriptions of all the participants as a group (Chennamsetti, 2010).

(6) Combined description of essences. Sixth is the description of essences as the final step of the data analysis procedure. The essence is associated with the “core meaning mutually understood through a phenomenon commonly experienced” (Patton, 2002). These are meanings concluded from the textural-structural descriptions to depict the essence of the phenomenon solely based on the participants’ perspectives and personal points of view (Chennamsetti, 2010). Figure 1 shows the study flow.

Phenomenology, in contrast to other qualitative traditions, has a fairly structured method of analysis, as advanced by Moustakas, (1994). Creswell presented a simplified version of the Stevick-Colaizzi-Keen method (2007) from Moustakas (1994). Using Moustakas (1994) approach, the study used the systematic steps in the analysis of data in both procedure and its guidelines to assemble textural and structural descriptions, Creswell (2018).

With this version, Creswell (2007) outlined the procedure into six steps. The researcher followed these steps in the analysis of the data. In the first step, the researcher identified the Higher Education Institution that has Junior High School Level. The second step was to develop the list of significant statements from the transcripts of the interviews and the other sources of data. Here, the researcher was able to generate a list of statements that were non-repetitive and were not overlapping with other statements.

In the third step, the researcher clustered the significant statements into larger units of information which Creswell (2007) called “meaning units” or “themes”. The fourth step involved writing. The researcher described the “what” of the participants’ experience. Creswell (2007) called it the “textural description” of the experience. After the textural description, the fifth step involved writing how the members practice the phenomenon in terms of context, situations, or conditions. Creswell (2007) called this the “structural description” of the experience.

Last, the researcher wrote the “composite description”, as Creswell (2007) called it, the experience. This description is the combination of the textural and structural explanations or the search for the “essence” of the experience. The validation and scrutiny of the interview transcripts of the participants laid down meaningful and great interpretations of essences. Their verbatim transcripts had undergone in-depth analysis before the segmenting of data sets, coding, labeling themes, and describing the conceptual properties underlying the participants’ narratives about the phenomenon.

Participants of the Study

The study focused on the experiences of tenured English subject teachers of two identified schools in Cagayan de Oro City.

Following Moustakas (1994) principle of no fewer than five participants and no more than twenty-five participants, the study was set to interview seven (7) English teachers. All of them were licensed, professional teachers and already in the field for at least 3 years.

Results and Discussion

From the responses of the teachers, four themes emerged namely: 1) Sense of Fulfillment; 2) Challenges; 3) Use of Relevant / Appropriate Strategies; and, 4) Development of Values, Skills, Virtues, and Qualities.

Sense of Fulfillment pertains to one of the experiences of the participants in teaching online. This description captured the ability of the participants to make use of their prior experience in online teaching which enabled them to adjust and create meaningful experiences. With this, they were able to acquire new abilities in using the online platform.

These descriptions were supported by Godshall (2013) who said that individuals increase in knowledge when they feel a sense of fulfillment. Teachers who believed they are fulfilled in their professions and being supported by the school find their jobs fulfilling and that they are able to improve their teaching performance.

Significant descriptions were gathered such as Familiarity with the Online Tool, Ability to Adjust using the Online Platform, Acquiring the Capacity of using the Platform as shown in the following descriptions:

Exemplars related to this theme include:

(1.a) Familiarity with the Online Tool

*This experience of online teaching is not anymore new to me (Participant 1)
I really thought of my very first online teaching... at first it wasn't difficult. (Participant 4)*

Bowden (2019) discussed that those teachers who have experienced online teaching through online tutorials helped students' expectations in online learning platforms in a more sophisticated way.

(1.b) Ability to Adjust using the Online Platform

*I would really say that pandemic may be a bad experience, but the results like learning online, teaching online, exploring beautiful things about Google, Zoom and everything, I would say it's a good... beautiful experience ...I am glad that I experienced it. (Participant 1)
The English teachers really adjust into the different dynamics, approaches, or methods in delivering learning to students. (Participant 1)*

Teachers' ideas and points of view about their experiences in online teaching can influence multiple levels of education by enhancing people's viewpoints of teaching and in what is comparatively new in this educational platform, (Barbour, 2013 & Barbour 2014) as mentioned by Sims (2017).

(1.c) Acquiring the Capacity of using the Platform

*So to sum it up, my experience of online teaching as a whole, at first it was **frustrating** then it became **rewarding**. (Participant 1)*

In the 1st and 2nd grading period I was really having a very hard time. 3rd grading period up to 4th grading period, I can now say that I'm already comfortable with the platform. (Participant 3)

The second theme, challenges that emerged in the study was the challenges that the participants experienced in the course of their English online teaching. Going through the narratives, participants showed emotional challenges along with their experience with students who have competence difficulty (understanding, comprehension, performance, and motivation). More so, the teachers also experienced the challenge of internet connection. Based on the transcripts collated from the participants, the following were their narratives:

(2.a) Negative Emotions

"I felt the same confusion and also felt the same frustrations as what my teachers had during those times. I would say again it's frustrating, very frustrating." (Participant 1)

To be honest, during the first semester I was really so anxious. (Participant 2)

You see that it is legit burnout. (Participant 2)

Describing the cause of emotional experiences among the online English subject teachers does not substitute for any word of what they have felt. (Barrett, et. al., 2007) in the online teaching platform.

(2.b) Connectivity Issue

Their ability to participate in all of those activities depend as well on their internet connections. (Participant 3)

Where we draw the line to believe that the students are abusing the idea if they don't have a good connection that's why they cannot put on their camera... (Participant 4)

The internet connection, which sometimes is being distractive. (Participant 7)

The high bandwidth or strong internet connection needed by online courses is not given to many students. and thus fail to catch up with their virtual classes (Saminathan, 2020)

(2.c) Students' Competence

Students cannot easily navigate what is needed to navigate. (Participant 2)

Actually the hardest part of it is that how will the students get your lessons, how will they be equipped with the learning competencies that they should possess. (Participant 3)

Emotion is often defined as a complex state of sensation that results in a difference in terms of how one thinks and behaves based on the impact of both the physical and the psychological norm. On this note, the negative emotions of the online subject teachers mentioned above carried the impact of online teaching in their

profession. Carlyle (2001) likewise mentioned that emotion is a vital component in understanding the relationship between stress and illness, since emotions underpin the phenomenological experience of one's bodies in sickness and health, providing the 'basis for social reciprocity and exchange and the "link" between personal problems and broader public issues of social structure' (Williams, 1998: 124).

The results of the study revealed that there were some experiences encountered by the participants when they were dealing with online English subject teaching which are shown in the third theme, Use of Relevant / Appropriate Strategies. This theme includes Technical Applications, Intensive Preparation, Constant Assessment and Evaluation, Quality Feedback and Monitoring, Modified Personal Strategies, Motivational Strategies, and the use of the Learning Management System as a Tool. The use of strategies pertains to the activities that the participants were able to experience in their online classes. These descriptions were supported by Hullet (2018) who confirmed that strategies be developed to support online learners who receive low grades on any assignment. Such is done to encourage students who are putting off classwork or who are feeling discouraged or overwhelmed to recognize that they are cared for and that help is available. Teachers may identify strategies complementing them and will assist them to cope with the demands of English language online teaching, (Lee and Choi, 2011). Some platforms used in the strategies they applied are Kahoot, Google Jamboard and not to mention timeless oral recitation.

Technical applications, intensive preparation, constant assessment and evaluation, quality feedback and monitoring, personalized and motivational strategies, and the use of the Learning Management System as a tool were the strategies used by the teachers that made their experience teaching online more valuable.

(3.a) Technical Applications

The teacher should know how to manipulate basic programs. The online teaching demands more technicalities. (Participant 5)

Show them infographics that would really help them navigate faster and easier. (Participant 2)

Average content is also a major issue that makes students feel that lack of community, technical problems, and difficulties in understanding instructional goals are the major barriers for online learning (Song et al., 2004).

(3.b) Intensive Preparation

Personally, I am a firm believer of preparation. So, I make sure I prepare everything ahead of time...I really make sure I put my rules, I establish my routine on the first week...I should prepare this. (Participant 2)

What I actually meant with the hard preparation was that... to make materials and then let those materials be appropriate with my students. (Participant 3)

Roddy et. al (2017) mentioned that understanding how best to gauge student readiness or preparedness for online study is a critical institutional responsibility. Thus, strategizing how to have online classes, preparation is a strategy that teachers can make use of.

(3.c) Constant Assessment and Evaluation

I do manage giving them essays. Like, quizzes or assessments that would let them really speak from their hearts and from their minds. It is like; I gave them self- reflected answers, so, it is more than just the paper-pencil test. (Participant 3)

I think there should be an evaluation for that and its effectivity. (Participant 7)

(3.d) Quality Feedback and Monitoring

So, I get inside the classes of my teachers and observe them and I also give them early feedback if they have to know what are the things that are very admirable about what they do and also try to give them an honest assessment of the things they can improve especially on the things that are recommended for them to do in their other classes. (Participant 2)

I just do speaking tests/assessments through oral recitation and there are also instances, I mean there was one grading period which I gave an oral examination, oral exam in English. (Participant 3)

The results of the study presented the fact that teachers who have embraced online classes develop certain forms of values, skills, virtues, and qualities which encapsulated the fourth theme, Development of Values, Skills, Virtues, and Qualities. These developments led them to experience teaching online quite in a different way. These ideas were supported by the study of Gebhard (2006) saying several factors affect teachers' development. Furthermore, he said that there is no doubt that development takes time. It takes time to observe interaction in their classrooms. More so, he stated that development requires an ongoing commitment. This is enhanced when teachers commit to the said process of development. He likewise mentioned that development is enhanced through problem-solving.

(4.a) Values/Virtues (e.g. patience, tolerance, understanding, compassion and resilience)

My experience began with learning the virtues, having the virtues of patience and tolerance. (Participant 4)

(4.b) Skills

"I was able to engage in some different skills such as editing skills which I was not used to it before...the online teaching has given me the opportunity to engage more. To expand more my skills not just in teaching but also in other skills such as the video editing skills." (Participant 5)

Essence

The "essence" is a representation of what the phenomenological study truly is all about. Moustakas (1994) pertains to essence as a description of "what" the participants experienced.

Valuing resiliency and adaptability is the essence of online teaching experience. It is based on any teacher's desire to attend to the call of time and call of duty. Online teaching experience among the participants is deeply entrenched in the teacher's own daily experiences in life as they try to connect with their learners, to understand the broader picture of education in the society where they live, and to overcome challenges with a sense of fulfillment. To be resilient and adaptive is not

new when there is an involvement of change. Change in the context of teaching, that from face-to-face, teachers embraced online teaching. When they are given this as a gift, it becomes precious as it unfolds many chances of becoming a better teacher and be resilient. This becomes the essence of the study.

As averred by Dirkin (2008), instructors' teaching perspectives have an important effect on teaching and learning in their online courses. These perspectives differed, as experiences are different. Teachers of this study were able to explore the endless possibility of online teaching. Despite the pandemic, they were able to learn not just by giving their insights about the lesson of their subject but can attend to their students 24/7. Much from that, the teachers were able to distinguish the how and what they want to do.

Online teaching experience became a gift of time for teachers to carry out their tasks and passion. They were inspired to teach using the different strategies and LMS they used. Nevertheless, it may start as a simple fascination with online teaching but it ended up to something life-changing to most of the teachers. Online teaching experience became a gift of time, an instrument in learning in the 21st century.

Recommendations

From the findings of the study, online teaching experience among the participants transcends the boundaries of a face-to-face classroom set up to the virtual world. It has become the medium for teachers to teach and allowed them to create limitless strategies of learning. With this, it gives the participants a sense of fulfillment, creating a conducive virtual classroom where each learner's needs are the utmost priority. Participants can further hone their skills and adhere to quality education by making use of the learning management systems that their institutions have. Online teaching experience allows the participants to obtain the virtues and values of a teacher even in the newly used platform. They are able to understand that teaching online is a challenge but at the same time a very meaningful, fruitful, and passion-filled endeavor. Through the different themes formed in this study, teachers develop resilient and adaptive characters to face the new normal with the goal of maintaining quality education. The success/fulfillment, as well as the challenges experienced by the participants of the study, have made them adaptable and resilient to address the demands of their profession. The innovation made through the use of emerging strategies is a clear form of adaptability.

In consonance with the results of the study, the researcher endorses the following recommendations:

1. Academic Online Teachers may impart their knowledge and skills gained, strategies used, and challenges encountered in their online teaching experience to other teachers.
2. Future Researchers may look into other possible values/virtues or experiences that other English Language teachers experienced.

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Authors

Ms. Alissandra T. Cabasagan earned her undergraduate degree of Secondary Education major in English at Liceo de Cagayan University, Cagayan de Oro City. She attained her Master's degree in Education major in Teaching English Communication Arts at Lourdes College, Cagayan de Oro City. Ms. Cabasagan earned her TESOL advanced certification with the American TESOL Institute of the Philippines, Inc. Presently, she is a faculty member and the research coordinator of Liceo de Cagayan University, Senior High School Department, Rodolfo Neri Pelaez Campus where she teaches Language, Literature, and Research subjects.

Dr. Kurt S. Candilas is the Dean of the Arts and Sciences Program of Lourdes College, Cagayan de Oro City, Philippines. He earned his undergraduate degree of Arts in English at Bukidnon State University, Malaybalay City. He obtained his Master's degree in Education major in Teaching English Communication Arts at Lourdes College, Cagayan de Oro City. He finished his Doctorate degree in English major in Literature at the University of San Jose Recoletos, Cebu City, Philippines. Dr. Candilas also earned his TESOL advanced certification with the American TESOL Institute of the Philippines, Inc. Currently, he is an advisory board member, editorial board, and peer-reviewer of research journal articles in local and international journals and conference proceedings such as Asia CALL Online Journal, International Journal of TESOL and Education, OPENTesol Annual International Conference Proceedings, USeP Journal of Research and Development, Recoletos Multidisciplinary Research Journal, and International Review of Social Sciences Research. His research interests include the following areas: communication, literature, linguistics, education, and religion.

Move Analysis of the ‘Discussion Section’ of English Specialization Ph.D. Theses

Ni Ni Hlaing¹

¹ Professor, Head of English Department (Retired), Mandalay University of Distance Education,
Mandalay Myanmar
E-mail: ninihlaing59@gmail.com

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Abstract

The present research aimed to conduct a move analysis on theses of English specialization students at Ph.D. level in Myanmar and to find significant differences in structures of their ‘Discussion sections’ according to the basic moves and steps in the theses of applied linguistics and English literature domains. Moreover, it also aimed to explore the distribution of ‘Obligatory’, ‘Conventional’, and ‘Optional’ moves and steps. To this aim, 48 theses were selected to be analysed in this research. The Move analysis model proposed by (Yang & Allison, 2003) which was specifically used in applied linguistics and English literature domain was employed in this research. Moreover, each move was justified and classified in terms of the distribution of ‘Obligatory’, ‘Conventional’, and ‘Optional’ moves and steps. According to the findings, statistically significant differences were found in the distribution of moves and steps between applied linguistics and English literature domains. The distribution of ‘Obligatory’, ‘Conventional’, and ‘Optional’ moves and steps was also found varied. It was indicated in phase 1 that Move 2 (Reporting results) was the most frequent as EFL thesis writers tend to report their results in ‘Discussion sections’ significantly. However, Move 5 (Summarizing the study) was found least frequently in both domains. Moreover, the English literature writers indicated background information in the ‘Discussion section’ significantly. This shows that literature writers are more maintained to discuss the background information than writers of applied linguistics. This may be due to the writers’ need to meet the cognitive claims of ‘Discussion sections’ and to have the accurate skills for academic writing styles. In phase 2, Move 2 (Reporting results) was classified as obligatory in both domains although the other six moves were less frequent and were conventional. It was noticed that authors used rhetoric to make claims about their findings which go beyond the data. These results can be used effectively in courses of EFL to increase students’ awareness and avoid them from overstating or understating certain basic parts of the ‘Discussion sections’ in theses.

Keywords: move analysis, discussion section, English specialization,
Ph.D. theses

Introduction

English specialization students at Ph.D. level in Myanmar learn how to write their thesis during their preliminary academic year. They get informed with the sections and sub-sections of thesis and are often provided with a template before preparing a draft of their thesis in advance to their defense. Yet, they are scarcely familiarized with the further basic moves and steps of each main section especially the ‘Discussion section’ of thesis which is expected to follow the main findings but lead to the definite

remarks which end the main content of a thesis. Besides the claims of scholars in the fields of English as a Foreign Language (EFL) and English as a Second language (ESL) such as (Swales & Feak, 2004), it is also commonly understood that the 'Discussion section' is difficult to write for non-native speakers of English (Basturkmen, 2012; Pojanapunya & Watson, 2011; Swales & Feak, 2004; Yang & Allison, 2003). Where the 'Discussion section' is placed in the text implicitly was claimed by (Swales & Feak, 2004). According to (Rasmeenin, 2006), while some writers begin the 'Discussion section' with summarizing results or even emphasizing the main findings, others prefer to answer the research questions. Hence, it is not unexpected that "this section is less uniformly structured than others" (Serebenjapol, 2003, pp. 3). The problem (Docherty & Smith, 1999) noticed was that authors used "rhetoric" to make claims about their findings which "go beyond the data." As (Pojanapunya & Watson, 2011) stated, this may be due to writers' need to meet the cognitive claims of 'Discussion sections' and to have the accurate skills for writing in substantial argumentative styles. The reason for this variation may be caused by the exact place in the research report which belongs to the Discussion sub-genre.

Literature Review

In a corpus-based study, (Atai & Falah, 2005) investigated the use of evaluated articles and ascribed values in discussion section of applied linguistics articles using (Thetela, 1997) model. Chen & Kuo (2012) modified (Yang & Allison's, 2003) model and designed a new framework for the discussion and results chapters of M.A. theses in applied linguistics. In another appropriate study, Nguyen & Pramoolsook (2015) analysed the move structure of 'Results and Discussion sections' of TESOL Master theses written by Vietnamese students, based on (Chen & Kuo, 2012) framework and a discourse-based interview with writers and their supervisors. Their analysis indicated that only 'Reporting major findings' is obligatory and the first four moves, which demonstrate the rhetorical functions of summarizing, evaluating, and deducing from the reported study of the Ph.D. thesis 'Discussion sections', occurred more frequently. In a study like the present research, Nadoushan (2012) investigated the move structure of 'Discussion sections' of MA theses written in English by Iranian EFL students and compared its results with a study by (Rasmeenin, 2006) on the 'Discussion sections of theses written by non-Iranian EFL students. He also specified optional and obligatory moves and the frequency of each. According to his study, it was revealed that Move 2 (Reporting results) was the most frequent move and Move 5 (Summarizing the study) and Move 6 (Evaluating the study) were the least frequent moves. However, in (Yang & Allison's, 2003) study, Move 4 was the most frequently used and was considered an obligatory move. Among a body of research that employed (Yang & Allison's, 2003) move analysis model for investigation, Amnuai & Wannaruk (2013) studied the move structure of English in applied linguistics article 'Discussion sections' published in international journals and they found that there was no linear sequencing of the moves in any 'Discussion section' of the corpora. The most frequent move in both data was Move 4 (Commenting on results) followed by Move 2 (Reporting results). Move 4 was the obligatory move in two sets of the corpora and the other five moves were less frequent and were optional in the two corpora.

Objectives

Considering the challenges mentioned above, there is a need of research on the nature of written text from a move analytic perspective. The current study tries to understand the certain move structure of Ph.D. theses 'Discussion sections' and provide academic implications for EFL students. This study also aims to learn, explain, and evaluate the 'Obligatory', 'Conventional', and 'Optional' moves in the Discussion sections of a set of Ph.D. theses written by Myanmar EFL learners.

Research Questions

In line with the aim of study as stated, the present research expects to address the following questions.

RQ 1: What is the move and step structure of the 'Discussion sections' of Ph.D. theses in applied linguistics?

RQ 2: What is the move and step structure of 'Discussion sections' of Ph.D. theses in English literature?

RQ 3: Are the move and step structure differences between 'Discussion sections' of Ph.D. theses in applied linguistics and English literature statistically found?

RQ 4: What are the 'Obligatory', 'Conventional', and 'Optional' moves in the Discussion sessions of a set of Ph.D. theses written by EFL learners?

RQ 5: Are the 'Obligatory', 'Conventional', and 'Optional' moves in the 'Discussion sections' of Ph.D. theses in applied linguistics and English literature domains different statistically?

Hypotheses

Accordingly, the following hypotheses can be presented in this study.

HO1: There is no statistically significant difference between move and step structure of the 'Discussion sections' of Ph.D. theses in applied linguistics and English literature.

HO2: There is no statistically significant difference between 'Obligatory', 'Conventional', and 'Optional' moves in the 'Discussion sections' of Ph.D. theses in applied linguistics and English literature discussions.

Methodology

The researcher randomly selected 31 Ph.D. theses of applied linguistics and 17 in English literature. These theses were written and defended from 2007 to 2019 at the University of Mandalay.

Data Collection and Data Analysis

Data were collected from the 48 'Discussion sections' extracted from Ph.D. theses in applied linguistics and English literature domains written by Myanmar EFL students. The researcher asked students in person and their supervisors to send the PDF version of the theses through Gmail. The data were analysed qualitatively by the researcher. In phase 1 each 'Discussion section' of the theses was read and analysed by the researcher, using (Yang & Allison's, 2003) analytic model designed for the move analysis of research articles. This model includes some specific moves and steps defined in instrumentation. In phase 2, each 'Discussion section' was given a specific code (e.g., Dap1-Dap 31 for applied linguistics theses and Delit 1-Delit 17 for English literature theses) after corpus collection. Then, the data were also analysed to find,

describe and evaluate the ‘Obligatory’, ‘Conventional’, and ‘Optional’ moves in the ‘Discussion sections’ of two set of theses. Accordingly, this research followed (Amnui & Wannaruk, 2013) criteria for justifying and classifying each move in genre analysis of articles or dissertations as ‘Obligatory’, ‘Conventional’, and ‘Optional’. Therefore, the frequencies and percentages for each move in each ‘Discussion section’ was investigated and the results were used as the data. To find any significant difference in the move frequency of the ‘Discussion sections’ of Ph.D. theses written by Myanmar EFL students, the move and step frequencies in the current study were compared. SPSS version 20 was run to make the calculation possible.

Instrumentation

The instrument selected for phase 1 of this study was (Yang & Allison’s, 2003) analytic model of the ‘Discussion section’ which consists of seven rhetorical moves including some steps:

Move 1: Background information.

Move 2: Reporting results.

Move 3: Summarizing results.

Move 4: Commenting on results.

Step 1: Interpreting results

Step 2: Comparing results with literature.

Step 3: Accounting for results

Step 4: Evaluating results.

Move 5: Summarizing the study.

Move 6: Evaluating the study.

Step 1: Indicating limitations

Step 2: Indicating significance/advantage

Step 3: Evaluating methodology

Move 7: Deductions from the research

Step 1: Making suggestions

Step 2: Recommending further research

Step 3: Drawing pedagogic implication

Accordingly, phase 2 of this research followed (Amnui & Wannaruk, 2013) criteria for justifying and classifying each move and step in genre analysis of articles or dissertations as ‘Obligatory’, ‘Conventional’, and ‘Optional’. According to them, if the degree of occurrence of a move in each piece of research work is 100%, it is classified as ‘Obligatory’. If a degree of occurrence of a move is below 60%, it is considered as ‘Optional’ and if it ranges from 60-99%, it can be regarded as ‘Conventional’.

Results

In phase 1 of this study, Move 2 was classified as ‘Obligatory’ in both domains. Based on the results of this study it was revealed that Move 2 (100% in Reporting the results) was the most frequent Move in applied linguistics while Move 1 (100% in Background information) as well as Move 2 (100% in Reporting the results) in English literature theses. The least frequent Moves was Move 5 (64% in summarizing the study of applied linguistics theses and that of 63% in English literature theses). Results indicated that there is a difference between theses of applied linguistics writers

and English literature thesis counterparts regarding the frequency with which they use Moves 1, 3, 4, 5, 6 and 7. There was no difference between the two domains in Move 2 (Reporting results). According to the obtained data, it was revealed in phase 2 that Move 2 and 4 were 'Obligatory' in all articles written by authors. Moves 1, 3, 5, 6 and 7 were considered as conventional.

Phase 1: Structures of 'Discussion Sections' according to the Basic Moves and Steps

There are three research questions in phase 1 in order to explore the structures of 'Discussion Sections' according to the basic moves and steps.

RQ 1: What is the move and step structure of the 'Discussion sections' of Ph.D. theses in applied linguistics?

The first question in this research investigated the genre of 'Discussion sections' in Myanmar EFL Ph.D. theses. There were 7 moves in the model, some followed by certain steps, the distribution of which is summarized in Table 1.

Table 1

Distribution of 'Discussion' Moves and Steps of Ph.D. Theses in Applied Linguistics (N=31)

Sr No	Move	Step	Frequency (%)		Calculation		Interpretation
			Not Found	Found	Mean	SD	
1	Move1 (Background information)	-	21%	79%	1.79	0.41	Present
2	Move 2 (Reporting results)	-	0%	100%	2.00	0.00	Present
3	Move 3 (Summarizing results)	-	32%	68%	1.68	0.47	Present
4	Move 4 (Commenting on results)	Step 4.1 (Interpreting results)	0%	100%	2.00	0.00	Present
		Step 4.2 (Comparing results with literature)	7%	93%	1.93	0.26	Present
		Step 4.3 (Accounting for results)	12%	88%	1.88	0.32	Present
		Step 4.4 (Evaluating results)	14%	86%	1.86	0.35	Present
Move 4 Average			12.29%	87.71%	1.88	0.33	Present
5	Move 5 (Summarizing the study)	-	36%	64%	1.64	0.48	Present
6	Move 6 (Evaluating the study)	Step 6.1 (Indicating limitations)	1%	99%	1.99	0.10	Present
		Step 6.2 (Indicating significance/advantage)	7%	93%	1.93	0.26	Present
		Step 6.3 (Evaluating methodology)	37%	63%	1.63	0.48	Present
Move 6 Average			20.25%	79.75%	1.80	0.40	Present
7	Move 7 (Deductions from the research)	Step 7.1 (Making suggestions)	11%	89%	1.89	0.31	Present
		Step 7.2 (Recommending further research)	10%	90%	1.90	0.30	Present
		Step 7.3 (Drawing pedagogic implication)	28%	72%	1.72	0.45	Present
Move 7 Average			16.33%	83.67%	1.84	0.37	Present
Average			15.43%	84.57%	1.85	0.36	Present

Note:

1.00-1.50=Absent

1.51-2.00=Present

As it can be observed in the Table above, the most frequent Moves followed in the theses was Move 2 (Reporting the results) while the least frequent Move was Move 5 (Summarizing the study). The rest fall somewhere in between these minimum and maximum frequencies of range. Among all steps, the most frequent step was Step 4.1 (Interpreting results). The distribution of moves is also summarized in Figure 1 which helps to compare the occurrence of moves within the domain.

RQ 2: What is the move and step structure of ‘Discussion sections’ of Ph.D. theses in English literature?

The second research question in the present study explored the ‘Discussion sections’ of Ph.D. theses in English literature. Table 2 summarizes the distribution of moves and steps in the ‘Discussion sections’.

Table 2

Distribution of Discussion Moves and Steps of the Ph.D. Theses in English Literature (N=17)

Sr No	Move	Step	Frequency (%)		Calculation		Interpretation
			Absent	Present	Mean	SD	
1	Move 1 (Background information)	-	0%	100%	2.00	0.00	Present
2	Move 2 (Reporting results)	-	0%	100%	2.00	0.00	Present
3	Move 3 (Summarizing results)	-	10%	90%	1.90	0.30	Present
4	Move 4 (Commenting on results)	Step 4.1 (Interpreting results)	19%	81%	1.81	0.39	Present
		Step 4.2 (Comparing results with literature)	9%	91%	1.91	0.29	Present
		Step 4.3 (Accounting for results)	33%	67%	1.67	0.47	Present
		Step 4.4 (Evaluating results)	34%	66%	1.66	0.47	Present
		Move 4 Average	15.00%	85.00%	1.85	0.36	Present
5	Move 5 (Summarizing the study)	-	37%	63%	1.63	0.48	Present
6	Move 6 (Evaluating the study)	Step 6.1 (Indicating limitations)	22%	78%	1.78	0.41	Present
		Step 6.2 (Indicating significance/advantage)	23%	77%	1.77	0.42	Present
		Step 6.3 (Evaluating methodology)	42%	58%	1.58	0.49	Present
		Move 6 Average	31.00%	69.00%	1.69	0.46	Present
7	Move 7 (Deductions from the research)	Step 7.1 (Making suggestions)	19%	81%	1.81	0.39	Present
		Step 7.2 (Recommending further research)	17%	83%	1.83	0.38	Present
		Step 7.3 (Drawing pedagogic implication)	32%	68%	1.68	0.47	Present
		Move 7 Average	22.67%	77.33%	1.77	0.42	Present
		Average	21.21%	78.79%	1.79	0.41	Present

Note:

1.00-1.50=Absent

1.51-2.00=Present

As it can be observed in the Table above, the most frequent moves followed in the English literature theses were Moves 1 and 2 (Background information and Reporting results) (100% respectively). Yet, the least frequent was Move 5 (Summarizing the study) with the lowest percentage (63%). Among all steps, the most frequent step was 4.2 (91%). This stood for ‘Comparing results with literature’. The

least frequent step was 6.3 which represented 'Evaluating methodology'. The percentage of occurrence was 58%.

RQ 3: Are the move and step structure differences between 'Discussion sections' of Ph.D. theses in applied linguistics and English literature statistically found?

The first two research questions explored the move and step structures of 'Discussion sections' in applied linguistics and English literature Ph.D. theses written in English. A null hypothesis was presented for this which stated there is no statistically difference between the two sets of domains in terms of the moves and steps followed in 'Discussion section'. In order to know these differences, the results are compared as below. Certain differences emerged in Table 3.

Table 3

Comparison of the Moves in the Myanmar Ph.D. Theses of Applied Linguistics and English Literature (Total N=48)

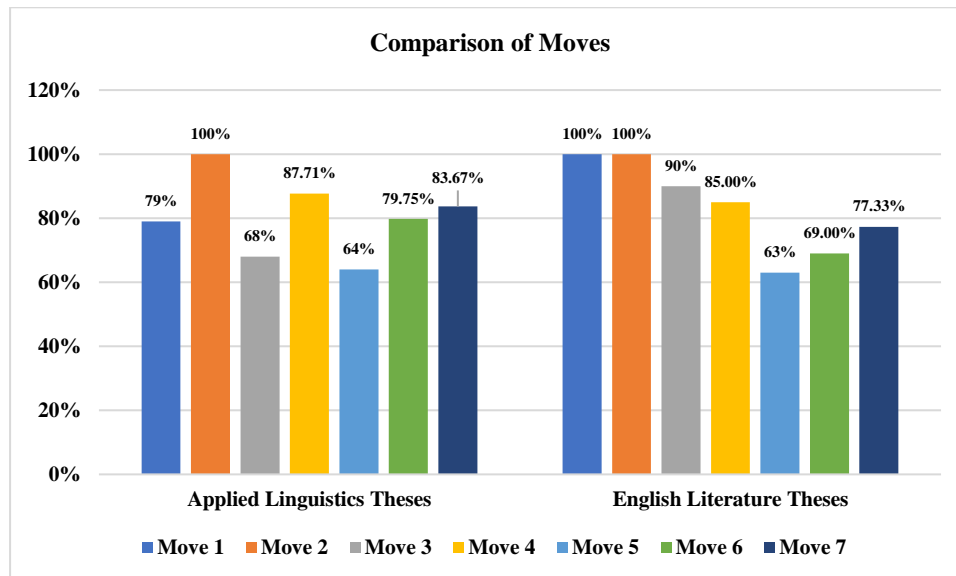
Sr No	Move	Finding	Applied Linguistics Theses (n=31)	English Literature Theses (n=17)
1	Move 1	Absent	21.00%	0.00%
		Present	79.00%	100%
2	Move 2	Absent	0.00%	0.00%
		Present	100%	100%
3	Move 3	Absent	32.00%	10.00%
		Present	68.00%	90.00%
4	Move 4	Absent	12.29%	15.00%
		Present	87.71%	85.00%
5	Move 5	Absent	36.00%	37.00%
		Present	64.00%	63.00%
6	Move 6	Absent	20.25%	31.00%
		Present	79.75%	69.00%
7	Move 7	Absent	16.33%	22.67%
		Present	83.67%	77.33%

The points of divergence seem to lie in all Moves (except for Move 2) as most of them are statistically different. As for Move 1 (Background information), English literature theses seem to contain this move (100%) more than that of the applied linguistics theses (79%). Exactly the opposite case is true about Move 2 (Reporting results). As for Move 3 (Summarizing results), the two domains appear to the different degree (68% and 90%). In Move 4 (Commenting on results) and Move 5 (Summarizing the study), more or less the same degrees have been found. The two domains appear almost the same degree. Yet, the writers of applied linguistics seem to follow structures in Moves 6 (Evaluating the study) and 7 (Deductions from research) more than that of the literature writers. Therefore, statistically differences in terms of percentage between these two domains were found in the most of moves in this study. In other words, difference between the two domains is significant. Thus, the null hypothesis can be rejected.

Better comparison can be seen presented in Figure 3. Percentages can be cross compared.

Figure 3

Comparison of the Moves in the Ph.D. Theses of Applied Linguistics and English Literature (Total N=48)



Note. Number of applied linguistics theses=31, Number of English literature theses=17, Total N=48

As it can be observed, Move 1 contains the sharpest difference between the two corpuses whereas Move 2 shows no difference.

Besides the Moves, the frequency of steps was also compared between the domains to find statistically differences. Table 4 shows the results of the basic steps of Move 4. These steps include: Interpreting results (4.1), Comparing results with literature (4.2), Accounting for results (4.3) and Evaluating results (4.4).

Table 4

Results for the Steps of Move 4 in Two Different Domains (Total N=48)

Sr No	Move 4	Finding	Applied Linguistics Theses (N=31)	English Literature Theses (N=17)
1	Step 1	Absent	0.00%	19.00%
		Present	100.00%	81.00%
2	Step 2	Absent	7.00%	9.00%
		Present	93.00%	91.00%
3	Step 3	Absent	12.00%	33.00%
		Present	88.00%	67.00%
4	Step 4	Absent	14.00%	34.00%
		Present	86.00%	66.00%

As it can be observed in the Table above, there are statistically differences between the two in Steps 1, 3 and 4 of Move 4.

In Table 5 below, the two domains are compared in terms of all steps of Move 6. These steps include 'Indicating limitations' (6.1), 'Indicating advantage/significance' (6.2), 'Evaluating methodology' (6.3).

Table 5*Results for the Steps of Move 6 in Two Different Domains (Total N=48)*

Sr No	Move 6	Finding	Applied Linguistics Theses (N=31)	English Literature Theses (N=17)
1	Step 1	Absent	1%	22%
		Present	99%	78%
2	Step 2	Absent	7%	23%
		Present	93%	77%
3	Step 3	Absent	37%	42%
		Present	63%	58%

Except for Step 6.3 (Evaluating methodology), the other steps make statistically differences between the two domains.

Similarly, Table 6 below shows the steps of Move 7. These steps include: 'Making suggestions' (7.1), 'Recommending further research' (7.2), 'Drawing pedagogic implications' (7.3).

Table 6*Results for the Steps of Move 7 in Two Different Domains (Total N=48)*

Sr No	Move 7	Finding	Applied Linguistics Theses (N=31)	English Literature Theses (N=17)
1	Step 1	Absent	11%	19%
		Present	89%	81%
2	Step 2	Absent	10%	17%
		Present	90%	83%
3	Step 3	Absent	28%	32%
		Present	72%	68%

As it can be seen in the Table above, the differences between the two domains are not statistically different in any step of Move 7.

Phase 2: Distribution of 'Obligatory', 'Conventional', and 'Optional' Moves and Steps in the Theses

There are two research questions in phase 2 to explore the distribution of 'Obligatory', 'Conventional', and 'Optional' moves and steps in the theses.

RQ 4: What are the 'Obligatory', 'Conventional', and 'Optional' moves in the Discussion sessions of a set of Ph.D. theses written by EFL learners?

The fourth research question in the present study explored which moves in the 'Discussion sessions' of a set of Ph.D. theses written by Myanmar ELT learners were 'Obligatory', which were 'Conventional', and which were 'Optional'. This categorization was proposed by (Amnui & Wannaruk, 2013) according to whom, 'Obligatory' occurs when the move is observed in 100% of the Discussions, 'Conventional' occurs when the move is observed in 60%-99% of the Discussions and 'Optional' occurs when it is in less than 60% of the Discussions.

Table 7 indicates the relevant results with this respect in the Ph.D. theses of applied linguistics 'Discussion sections'.

Table 7

Distribution of 'Obligatory', 'Conventional', and 'Optional' Moves in the Ph.D. Theses in 'Discussion sections' of Applied Linguistics (N=31)

Sr No	Move	%	Obligatory Move	%	Conventional Move	%	Optional Move
1	Move 1	-	-	79.00%	✓	-	-
2	Move 2	100%	✓	-	-	-	-
3	Move 3	-	-	68.00%	✓	-	-
4	Move 4	-	-	87.71%	✓	-	-
5	Move 5	-	-	64.00%	✓	-	-
6	Move 6	-	-	79.75%	✓	-	-
7	Move 7	-	-	83.67%	✓	-	-

Note:

Below 60% =Optional

From 60-99% =Conventional

100% =Obligatory

The information summarized in the Table above shows that in the applied linguistics, the highest frequency is that of the 'Conventional' moves. 'Obligatory' moves were observed to be only in Move 2. 'Conventional' moves were mostly observable those in moves 1,3, 4, 5, 6 and 7.

A similar analysis could be done for the steps of the target moves in the Ph.D. theses of applied linguistics and English literature 'Discussion sections'. Therefore, the categories of steps for all moves are reported as below.

Table 8

Distribution of 'Obligatory', 'Conventional', and 'Optional' Moves in the Ph.D. Theses in English Literature 'Discussion Sections' (N=17)

Sr No	Move	%	Obligatory Move	%	Conventional Move	%	Optional Move
1	Move 1	100%	✓	-	-	-	-
2	Move 2	100%	✓	-	-	-	-
3	Move 3	-	-	90.00%	✓	-	-
4	Move 4	-	-	85.00%	✓	-	-
5	Move 5	-	-	63.00%	✓	-	-
6	Move 6	-	-	69.00%	✓	-	-
7	Move 7	-	-	77.33%	✓	-	-

Note:

Below 60% =Optional

From 60-99% =Conventional

100% =Obligatory

As indicated in Table 8, Move 1 (Background information) and Move 2 (Reporting results) were found in the whole corpus. As their occurrences were 100% each, they were categorized as 'Obligatory'. As for Move 3 to Move 7, they could be categorized as 'Conventional' as they occurred in 60%-99% of the corpus.

The distribution of ‘Obligatory’, ‘Conventional’, and ‘Optional’ moves can be better compared in the following table.

Table 9

Comparison of ‘Obligatory’, ‘Conventional’, and ‘Optional’ Moves in the Ph.D. Theses in Applied Linguistics and English Literature ‘Discussion Sections’ (Total N=48)

Sr No	Move	Applied linguistics (N=31)						English literature (N=17)					
		%	Obligatory Move	%	Convention al Move	%	Optional Move	%	Obligatory Move	%	Convention al Move	%	Optional Move
1	Move 1			79.00%	J			100%	J				
2	Move 2	100%	J					100%	J				
3	Move 3			68.00%	J					90.00%	J		
4	Move 4			87.71%	J					85.00%	J		
5	Move 5			64.00%	J					63.00%	J		
6	Move 6			79.75%	J					69.00%	J		
7	Move 7			83.67%	J					77.33%	J		

Note:

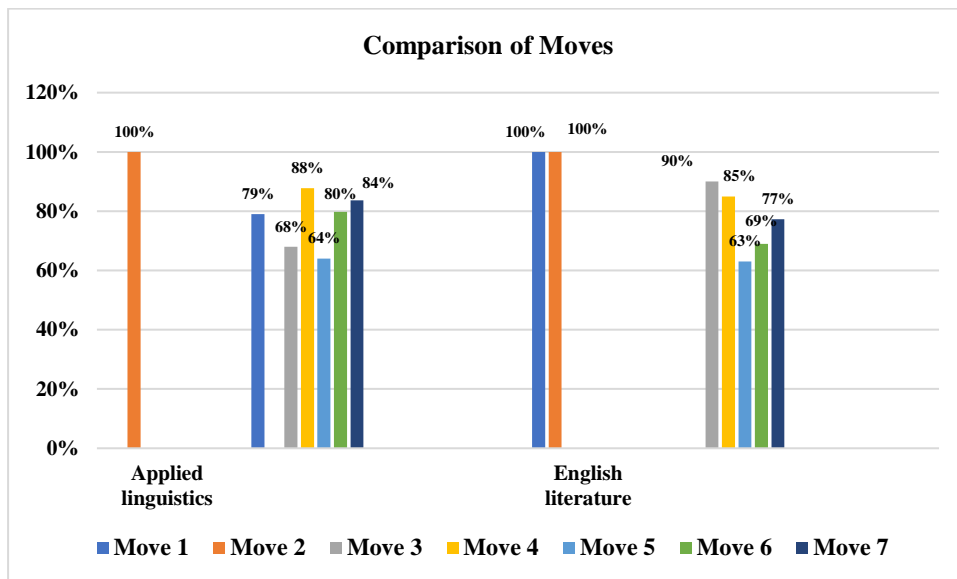
Below 60% =Optional

From 60-99% =Conventional

100% =Obligatory

Figure 4

Comparison of ‘Obligatory’, ‘Conventional’, and ‘Optional’ Moves in the Ph.D. Theses in ‘Discussion sections’ of Applied Linguistics and English Literature (Total N=48)



Among the comparison of ‘Obligatory’, ‘Conventional’, and ‘Optional’ moves in the Ph.D. theses in applied linguistics and English literature ‘Discussion sections’, Move 1 and 2 were found to be obligatory as it existed in all ‘Discussion sections’ of both domains. The rest all moves were found to be conventional.

Table 10

Distribution of 'Obligatory', 'Conventional', and 'Optional' Steps in the in the Ph.D. Theses of Applied Linguistics Discussion Sections (N=31)

Sr No	Move	%	Obligatory Move	%	Conventional Move	%	Optional Move
1	Step 4.1	100%	√	-	-	-	-
2	Step 4.2	-	-	93%	√	-	-
3	Step 4.3	-	-	88%	√	-	-
4	Step 4.4	-	-	86%	√	-	-
5	Step 6.1	-	-	99%	√	-	-
6	Step 6.2	-	-	93%	√	-	-
7	Step 6.3	-	-	63%	√	-	-
8	Step 7.1	-	-	89%	√	-	-
9	Step 7.2	-	-	90%	√	-	-
10	Step 7.3	-	-	72%	√	-	-

Note:

Below 60% =Optional

From 60-99% =Conventional

100% =Obligatory

As for steps and their categorization as 'Obligatory', 'Conventional', and 'Optional', the results in applied linguistics Discussion sections were mentioned in Table 10.

Steps and their categorization as 'Obligatory', 'Conventional', and 'Optional', the results in English literature 'Discussion sections' were also investigated and mentioned in Table 11.

Table 11

Distribution of 'Obligatory', 'Conventional', and 'Optional' Steps in the Ph.D. Theses of English Literature Discussion Sections(N=17)

Sr No	Move	%	Obligatory Move	%	Conventional Move	%	Optional Move
1	Step 4.1	-	-	81%	√	-	-
2	Step 4.2	-	-	83%	√	-	-
3	Step 4.3	-	-	68%	√	-	-
4	Step 4.4	-	-	81%	√	-	-
5	Step 6.1	-	-	99%	√	-	-
6	Step 6.2	-	-	93%	√	-	-
7	Step 6.3	-	-	63%	√	-	-
8	Step 7.1	-	-	81%	√	-	-
9	Step 7.2	-	-	83%	√	-	-
10	Step 7.3	-	-	68%	√	-	-

Note:

Below 60% =Optional

From 60-99% =Conventional

100% =Obligatory

For steps and their categorization in both domains as 'Obligatory', 'Conventional', and 'Optional', all the results on English literature 'Discussion sections' were found as 'Conventional' in Table 11.

Thus, categorization as 'Obligatory', 'Conventional', and 'Optional', were compared in Table 12.

Table 12

Comparison of the Steps in the Ph.D. Theses of Applied Linguistics and English Literature (Total N=48)

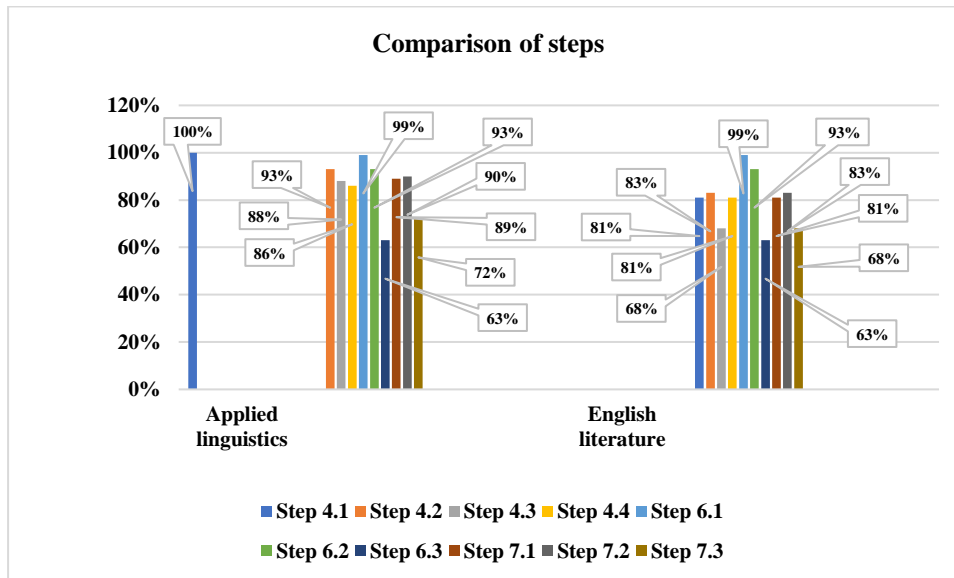
Sr No	Steps	Applied linguistics				English literature							
		%	Obligatory steps	%	Conventional steps	%	Optional steps	%	Obligatory steps	%	Conventional steps	%	Optional steps
1	Step 4.1	100%	✓	-	-	-	-	81%	✓	-	-	-	-
2	Step 4.2	-	-	93%	✓	-	-	83%	✓	-	-	-	-
3	Step 4.3	-	-	88%	✓	-	-	68%	✓	-	-	-	-
4	Step 4.4	-	-	86%	✓	-	-	81%	✓	-	-	-	-
5	Step 6.1	-	-	99%	✓	-	-	99%	✓	-	-	-	-
6	Step 6.2	-	-	93%	✓	-	-	93%	✓	-	-	-	-
7	Step 6.3	-	-	63%	✓	-	-	63%	✓	-	-	-	-
8	Step 7.1	-	-	89%	✓	-	-	81%	✓	-	-	-	-
9	Step 7.2	-	-	90%	✓	-	-	83%	✓	-	-	-	-
10	Step 7.3	-	-	72%	✓	-	-	68%	✓	-	-	-	-

Note

- Below 60% =Optional
- From 60-99% =Conventional
- 100% =Obligatory

Figure 5

Comparison of the Steps in the Ph.D. Theses of Applied Linguistics and English Literature (Total N=48)



Among the basic steps, only Step 4.1 (Interpreting results) in applied linguistics was found to be obligatory as it existed in all ‘Discussion sections’ of the applied linguistics. The rest all steps were found to be conventional.

RQ 5: Are the ‘Obligatory’, ‘Conventional’, and ‘Optional’ moves in the ‘Discussion sections’ of Ph.D. theses in applied linguistics and English literature domains different statistically?

The fifth question aimed to compare the two domains in terms of the distribution of ‘Obligatory’, ‘Conventional’, and ‘Optional’ moves. The second null hypothesis of the present study stated that there is no statistically difference between the two domains of selected theses. As the results showed, certain differences were observable. Yet, to know whether they were statistically different or not, the results are presented once for moves and once again for steps below. As it can be observed in Table 9 & 12 and Figure 4 & 5 above, the two corpora only diverge significantly in terms of moves and steps between the two domains. Thus, statistically differences were found between the two domains. The null hypothesis 2 could be, thus, rejected.

Discussion

What we found in the present study could be linked to the findings of several research. As an example, Posteguillo (1999) analysed ‘Discussion and Conclusion sections’ of computer science articles. He found the move ‘Statement of Results’ as a key obligatory element. Swales (1990) considered ‘Statement of results’ as a quasi-obligatory Move and Posteguillo found it as an Obligatory Move. Similarly, here in this study, ‘Reporting results’ was found as an obligatory move. In the English literature theses, ‘Commenting on results’ was found as an obligatory move. Atai & Fallah (2005) compared the genre of ‘Discussion sections’ in academic articles written by English speaking researchers and Iranians. They found that ‘Statement of Results’ was the most frequent in both corpora. In the current research Move 2 and 4, ‘Reporting results’ and ‘Commenting on results’ were found as ‘Conventional’. This is not in line with the research of the Iranian corpus in which ‘Reporting results’ and ‘Commenting on results’ were found as the most frequent. Nadoushan (2012) also investigated the Move structure of the ‘Discussion sections’ of Ph.D. theses written in English by EFL students and compared its results with a study by (Rasmeenin, 2006) on the ‘Discussion sections’ of theses written by non-Iranian EFL students. He also indicated optional and obligatory moves and the frequency of each. Nguyen & Pramoolsook (2015) analyzed the Move structure of Results and Discussion in a sample of TESOL Master’s theses written by Vietnamese students. Their analysis indicated that only ‘Reporting major findings’ is obligatory and the first four moves which showed the rhetorical functions of summarizing, evaluating, and deducing from the reported study of M.A. thesis ‘Discussion section’ occurred frequently. Contrary to the present research, this study lacked a comparative approach between corpora. It only included a national corpus which we can now compare to the national corpus of ours (Myanmar corpus). The similar finding is that ‘Reporting results’ was found as an Obligatory Move. According to his study, it was shown that Move 2 (Reporting results) was the most frequent. Move 5 (Summarizing the study) and move 6 (Evaluating the study) were the least frequent. In the present study, in the applied linguistics theses, the most frequent Moves turned out to be ‘Reporting results’ and ‘Summarizing results’ while the least frequent was ‘Summarizing the study’. These are very similar and show commonalities traced in the context. Zekrati (2015) also analysed the genre of ‘Discussion sections’ of Medical Articles. Based on the results of this study it was revealed that ‘Reporting the results’ was the most frequent move, and the least frequent move was ‘Summarizing the study’.

This is also confirmed by the present research though the corpuses are different, one being research articles and the other being M.A. and Ph.D theses. The overall findings show that the distribution of moves and steps in the 'Discussion sections' varies between the domains. EFL Ph.D. thesis writers tend more to report the results and background information in the 'Discussion sections' than any other things. Moreover, English literature Ph.D. thesis writers tend most to provide background information and comment on the results in the 'Discussion sections' and pay the least attention to summarizing the results. They tend least to summarize the study. The distribution of 'Obligatory', 'Conventional', and 'Optional' moves and steps varies between applied linguistics and English literature theses. In applied linguistics Ph.D. theses, reporting the results is obligatory moves while in the English literature Discussions, the first two moves are obligatory. Applied linguistics Ph.D. thesis writers tend to indicate limitations in the 'Discussion section' significantly more than English literature writers. This shows English literature writers are more reserved to discuss limitations. The present findings show EFL students at Ph.D. level tend to evaluate the methodology to the minimum in their 'Discussion section' of thesis. They should be made aware of the significance of this Move. They are good at reporting the results, but not that proficient in summarizing the study, at least not as proficient as their English peers. They should be also encouraged to express the summary of their study more openly.

Recommendations

Move analysis has been predominant in research articles. Dissertations and theses have been less the target of move analysis, especially in the applied linguistics or English literature domain, and yet more specifically in the context of Myanmar. Moreover, different models of move analysis are adopted in different works of research with little adaptation or innovation. In large corpuses, sometimes, there might be a need to adapt the model or offer a new model if the research followed a grounded theory which is conspicuously absent in the body of related literature to genre analysis. The great variety of genres especially for writing research proposals, theses or dissertations across universities in Myanmar provides an interesting context for comparative studies of genre analysis too. The results can provide hints for research methodology and seminar courses at Myanmar universities.

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Author

Professor Ni Ni Hlaing is a Retired Professor of English Department at MUDE, Myanmar. She taught English courses in Higher education for over 38 years. Professor Ni Ni Hlaing has been engaged in the research on English Literature, Applied Linguistics and English Language Teaching since 1993. Her ideas have been published with more than 30 academic papers nationally and over 50 internationally. She is also a member of the Myanmar Academy of Arts and Science (MAAS) which is one and only national level research organization in Myanmar and also an Education Expert of British Education Training and Technology, UK.

A Qualitative Case Study of EFL Student Teachers' Teaching Practice during Practicum

Morshed Salim Al-Jaro¹

¹Department of English, College of Women, Seiyun University, Yemen
E-mail: maljaro@seiyunu.edu.ye

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Abstract

This study explores the teaching practice of English as Foreign Language (EFL) student teachers during a practicum course. It examines the student teachers' pedagogical practices, received supervisory support, and their reflective practice experience when they were first placed at local public schools to practice teaching English. The qualitative research design using a multiple case study approach was adopted. The data were collected through documents, classroom observations and semi-structured interviews with four purposively selected EFL tertiary student teachers and their supervisors during their teaching practice in Yemen. A computer-aided qualitative data analysis software, Atlas ti, was used to organize and manage the analysis process. The findings reveal some pedagogical practice issues particularly in three areas: lesson planning, teaching strategies and classroom management. The results show that the student teachers' insufficient pedagogical knowledge negatively influenced their pedagogical practices. Furthermore, the findings of study unveil a limited supervisory support and guidance received by the student teachers which consequently decreased their opportunities to interact with supervisors and get feedback on their teaching practices. Additionally, the findings indicated that the student teachers attempted to experience reflective practice through following some steps to increase self-awareness of their pedagogical practices and enhance their professional development. Thus, it can be concluded that the EFL professional teaching practice should entail the integration of three elements: pedagogical knowledge, supervisory support and reflective practice. Some practical and pedagogical implications for better teaching practice are drawn and directed to the EFL teacher education programme administrators and developers. The study also offers some suggestions which might benefit ESL/EFL researchers.

Keywords: pedagogical practices, practicum, reflection, supervision

Introduction

Teaching practicum is a duration when student teachers go to schools to teach and gain experience during their training under the guidance and supervision of practicing teachers (Mukeredzi & Mandrona, 2013). It is an important standard in professional teaching courses and central to all education programs (Murphy, 2003). Teaching practicum is a necessary part of any teacher preparation program and is considered an essential learning experience for beginning teachers (Canh, 2014; Darling-Hammond, 2000; Richards & Crookes, 1988). Darling-Hammond (2000) regard preparation stage crucial and it is more likely to create a difference in the student teachers' practice and "fully prepared and certified teachers are generally better rated and more successful with students than teachers without this preparation" (p. 167).

It is clear that the intended purpose of teaching practicum is to provide student teachers with opportunities "to acquire practical skills and knowledge needed

to function as an effective language teacher” (Richards & Crookes, 1988, p. 9). Moody (2009) asserted three professional standards for graduating teachers. The first is the professional knowledge which includes standards such as knowledge of current learning theories and effective pedagogical approaches. The second is the professional practice which deals with issues such as lesson planning, using “a range of teaching approaches to cater for different learning needs. The third is professional engagement which includes ‘a strong emphasis on regular reflection and self-evaluation” (p. 157). However, there are some challenges faced that hinder that achievement. Russell-Chapin et al. (2016) consider the programme itself as one of the most challenging course for student teachers. The difficulty is not only in the student teachers’ ability to transition theory into practice, but in the fear faced, and the risks they take. In the same line, Gay (2010) argues that there is a big gap between English as a second language teacher preparation programmes and intensive English programmes. Gay added that much focus is paid to the theoretical side than on practice in the EFL teacher preparation programs. Another difficulty, as deduced by Farrell (2006), is that they may not be aware of the influence of their experience on their teaching during practicum. During practicum, student teachers are given the chance to experiment their knowledge and skills in an authentic setting (Goh & Matthews, 2011). They can also practice real reflection of their academic learning to practice planned activities inside a school for the purpose of improving their professional performance which carries out their profession competently in the future. They should be encouraged to use new methods and need to contend with their own ideas associated with becoming a teacher (Goh & Matthews, 2011).

Literature Review

Literature stresses the importance of Pedagogical Content Knowledge (PCK) and its role in transforming the subject matter into a more comprehensible and accessible forms (Shulman 1989, Richards, 2001, Munby et al. 2001). Shulman (1986), who first used the term, describes PCK as "the particular form of content knowledge that embodies the aspects of content most germane to its teachability" (p. 9). In a similar vein, Richards (2001) defines PCK as "the core set of theories, concepts and practices regarding the second language learning and teaching which form the content of second language teacher education" (p. 76). The concept of PCK “was originally construed as a form of content knowledge composed of subject matter transformed for the purpose of teaching” (Munby et al., 2001, p. 881). It refers, therefore, the integration of understanding the subject matter concepts and strategies for teaching certain content in a way to enable learners to construct their knowledge effectively in a given context (Cochran et al., 1993). In other words, teachers should find different ways to demonstrate and explain knowledge to make it teachable and understandable by students. PCK refers to knowledge that allows the content of subject matter to be taught. Previous studies have looked at how the student teachers’ content knowledge, pedagogical knowledge and skills are contextualized (Feiman-Nemser, 2001). Choy, (2012) reported that student teachers perceived significantly increased knowledge and skills in some areas; “accommodation of diversity and classroom management, and they also perceived significant increase while they practice teaching during the first year in the skill of planning lessons” (p. 594). Further, Choy et al. (2013) examined the perceptions of the teachers’ pedagogical knowledge and skills during their initial stage

of their teaching practice. They recorded potential changes in the teachers' perceptions within the beginning three years of their teaching practice. They found that the pedagogical knowledge and skills of the student teachers "continued to develop and increase significantly in the first three years after they completed their education program" (pp. 76-77).

Another important element in the student teachers' teaching practice journey is supervisory support. Many scholars asserted the importance of supervisory support in assisting student teachers to translate what they have learned in their theory classes into practice for the purpose of improving their professional performance (Farrell, 2007; Richards & Crookes, 1988; Wallace, 1991). Wallace (1991) stressed the vital role of the practicum supervision in teacher preparation programmes. The supervisor's role is not only to become a subject matter expert and to focus only on pedagogical strategies for teaching a particular discipline, but also to be a leading subject matter for student teachers. Wallace added that the student teachers and cooperating teachers need to participate in content-area seminars, and the student teachers need to attend departmental meetings and in-service activities at school. It is better for them to work with a number of experienced teachers and have access to all teachers in the department rather than being isolated with only one teacher.

For a successful English teaching practicum programme, there must be cooperation among all members who are concerned with it. The university/college/institute has a fundamental role in preparing student teachers to deal with the classroom needs and realities and to know teaching methods and the subject matter (Tuli, 2009). Besides, there should be relationships between the supervisors and the cooperating teachers which are the success of the teaching practice experience (Richards & Crookes, 1988). Establishing such relationships will "afford guidance to the cooperating teachers as they serve as models for the student teachers" (Canh, 2014, p. 219).

A third importance element during the student teachers' teaching practice is reflection. Researchers (e.g., Al-issa & Al-bulushi, 2010; Akbari, 2007; Killen, 2007; Taole, 2012) have shown the significance of reflective teaching in student teachers' practice. For example, Akbari (2007) indicates that through reflective teaching, student teachers can recall their gained knowledge and, based on different practised situations, could make informed choices. Another significance, as illustrated by Killen (2007), is that reflection helps student teachers to be contributors to educational knowledge in which they can "develop insight that will help them and their colleagues to better understand teaching and learning" (p. 2). Similarly, Taole (2012) points out that the student teachers can contribute to the body of knowledge as they reflect on their teaching practice, assist one another through collaboration among them, and enable them to participate in their own teaching development.

Basically, student teachers should be trained how to effectively reflect on their teaching practice (Wong et al., 2015; Yaacob et al., 2014). Thus, they can then integrate their performance with decision-making, understand and adapt to change in unexpected circumstances (Killen, 2007). However, if they fail to reflect upon their practices, they will not teach effectively since they do not relate on what they have already known and learned to their practical experiences (Braun & Crumpler, 2004). The findings of these studies have common conclusion that pedagogical knowledge, supervisory support and reflection would help the teachers in general and the student

teachers in particular to develop their teaching practice. However, these studies do not sufficiently inform the interest of this study.

In the context of the present study, almost hundreds of Yemeni EFL student teachers annually graduate from Faculties of Education to be teachers at primary/secondary schools. However, studies reported that in-service teachers lack the competence in the use of teaching methods and techniques (Zuheer, 2013), and experience theory-practice challenges during their classroom practices (Al-Musalami, 2011; Bataineh, Bataineh, & Thabet, 2011). Although these studies admitted and provided evidence of some of the Yemeni EFL teachers' weaknesses and recommended improvement in the strategies to develop their teaching performance, no study has investigated the initial preparation of those teachers. Teaching practicum is a very important component in any teacher education programme (Farrell, 2007; Farrell, 2008; Canh, 2014) and is a substantial stage in reconstructing the teaching identity of student teachers (Gebhard, 2009). As a crucial part of the teacher education programme, it is the student teachers' opportunity to gain practical experience and implement theory through the guidance of experienced supervisors. In addition, it offers an opportunity to develop student teachers' capabilities as well as teaching strategies and bridge the gap between theory and practice (Endeley, 2014). Therefore, this study looks for a deep investigation of the EFL student teachers' teaching practice during practicum.

Research Objectives

This study aims to study the EFL student teachers' teaching practice during practicum. It is intended to achieve the following objectives:

1. To explore the way that EFL student teachers transform their pedagogical knowledge into pedagogical practices in during practicum.
2. To examine the supervisory support in assisting the EFL student teachers practice teaching during practicum.
3. To investigate the EFL student teachers' reflective experiences during practicum.

The following questions are sought to be answered:

1. How do the Yemeni EFL student teachers transform their pedagogical knowledge into pedagogical practices during practicum?
2. How does the supervisory support assist the Yemeni EFL student teachers to practice teaching during practicum?
3. What are the Yemeni EFL student teachers' reflective experiences during practicum

Methodology

1. Study design

This study adopted a qualitative research design using a multiple case study approach. Within this qualitative approach, the case study design was used to provide an in-depth description of a group of the EFL student teachers' teaching practices during the practicum. A case study is more suitable when the researchers focus on a programme, event, or activity involving individuals and "they may be more interested in describing activities of the group instead of identifying shared patterns of behavior exhibited by the group" (Creswell, 2005, p. 439). It is also beneficial especially in the

first stages as it presents a thorough description of the experience of the participants to identify categories and themes to describe the case and introduce contemporary issues for future studies (Gravetter & Forzano, 2018). Therefore, a qualitative case study design is suitable to be employed in this study because it comes up with a rich description and explanation of the EFL teaching practicum.

More specifically, the present study focuses on the teaching practices of four EFL student teachers, so the multiple case study design or, as named by Stake (1995), ‘the collective case’ is used here in which “the analytical benefits from involving more cases are substantial and produce an even stronger effect than in a single case” (Yin, 2009, pp. 53-54). Hence, the multiple cases enabled the researcher to make a comparison between the cases to provide an insight into an issue and to see processes and outcomes across all cases and enabled a deeper understanding through more powerful descriptions and explanation (Creswell, 2012).

2. Selection of the participants

Purposive sampling was used to select the participants of the study because it helps the researcher to intentionally select the individuals and sites, and best understand the phenomenon (Creswell, 2012). For the purpose of this study, four student teachers as multiple cases were selected to participate in this study which might be a preferred method over a single participant as a case (Yin, 2009). Additionally, it was not sensible to choose more cases because the researcher might need longer time to spend on exploring the depths of each individual case (Creswell, 2012) which was not suitable at the time of the study.

In particular, this study explored the teaching practices of the four individuals to obtain a deep understanding of their pedagogical practices, provide a rich description of the received supervisory support and discover their initial attempts in reflective practice experience. Therefore, only four student teachers and their supervisors were the selected participants in the study. Every student teacher was guided by four supervisors. Two of them were university supervisors. The other two supervisors were the cooperating teacher and the school headmaster.

3. Data collection techniques

To achieve the objectives of this qualitative case study, three data collection techniques were utilized to generate information, namely document collection, classroom observations, and interviews. These are the primary three methods of gathering data in a qualitative case study (Leavy, 2014) to enhance the data credibility (Yin, 2009). The study sought data triangulation by involving three data collection techniques, i.e. documents, classroom observation, and semi-structured interviews of four participants and their supervisors at four sites. The following table presents an overview of research questions along with data collection techniques used to answer them.

Table 1

An Overview of Research Questions along with Data Collection Techniques

Research questions	Data Collection Techniques
1. How do the Yemeni EFL student teachers transform their pedagogical knowledge into pedagogical practices during practicum?	1) Document 2) Classroom observation 3) Interviews
2. How does the supervisory support assist the Yemeni EFL student teachers to practice teaching during practicum?	Interviews: a) supervisors b) student teachers
3. What are the Yemeni EFL student teachers' reflective experiences during practicum?	Interviews: a) student teachers b) supervisors

4. Data analysis

Qualitative data analysis is the classification and interpretation of data applied to discover issues in the field to arrive at “statements by comparing various materials or various texts or several cases” (Flick, 2013, p. 5). Data analysis, as in any qualitative research, should occur simultaneously with the data collection (Baxter & Jack, 2008) in which data are reduced but without losing their meanings. Mackey and Gass (2015) claim that cyclical data is employed by qualitative researchers when analyzing qualitative data. Therefore, for the purpose of data analysis of this study, Braun and Clarke’s (2006) six phases thematic analysis was chosen: 1) familiarizing with data, 2) generating initial codes, 3) searching for themes, 4) reviewing themes, 5) defining and naming themes, and 6) producing the report. These phases were used as a guide to provide a straightforward step-by-step way to conducting the thematic analysis. The following table shows the six phases thematic analysis

Table 2

Phases of Thematic Analysis

Phase	Description of the process
1. Familiarizing with data	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.
2. Generating initial codes	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3. Searching for themes:	Collating codes into potential themes, gathering all data relevant to each potential theme.

Table 2 (Continued)

Phase	Description of the process
4. Reviewing themes	Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic ‘map’ of the analysis.
5. Defining and naming Themes	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.
6. Producing the report	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

Adopted from Braun and Clarke’s (2006)

The findings of this study are firstly presented within case analysis by describing each individual case, then another analysis is carried out which is the cross-case analysis by which the four cases are compared to arrive at the research insights of the EFL student teachers’ teaching practice during practicum. In the first stage; within-case analysis three categories, i.e. pedagogical practices, supervisory support, and the reflective practice experience are developed from the data analysis and their emerged themes and sub-themes. The second stage which is the cross-case analysis builds a more sophisticated description, develops abstraction among cases and more powerful explanation on the EFL teaching practicum in Yemen.

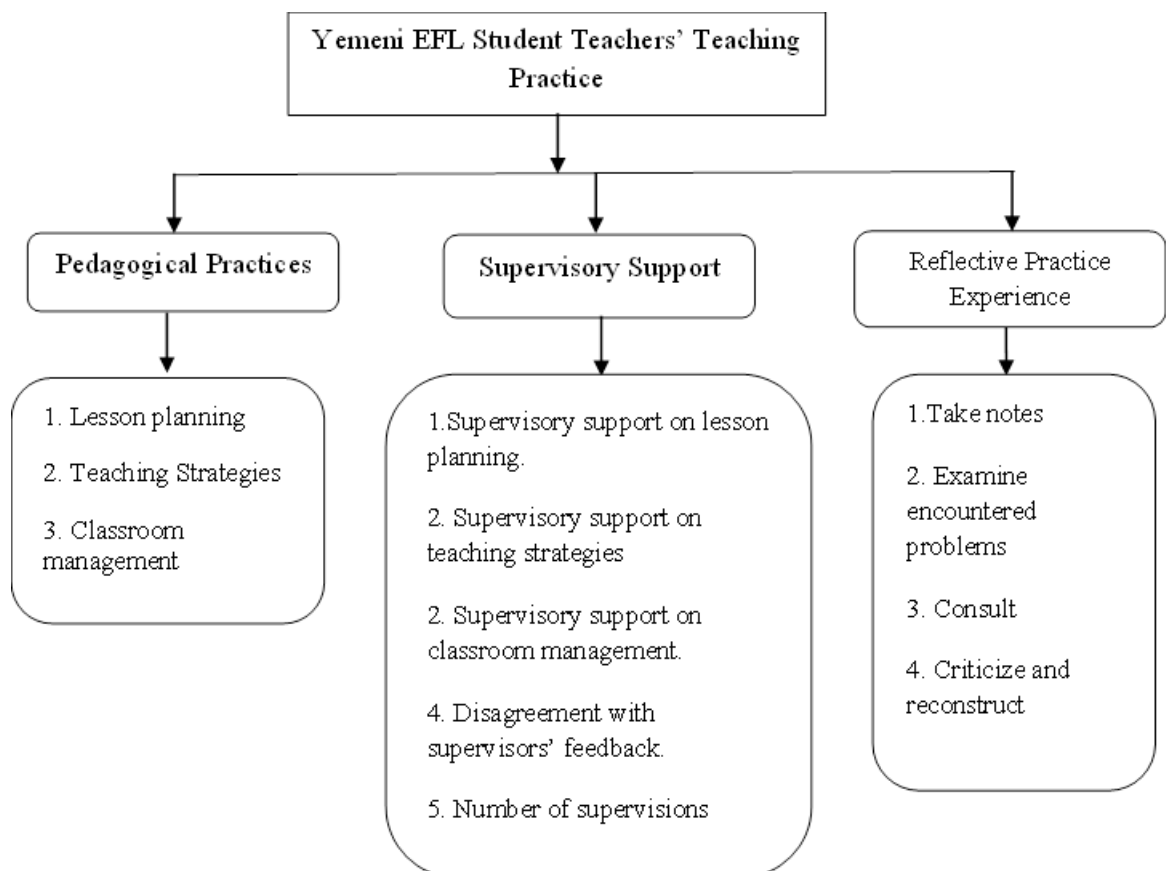
In this study, an electronic coding using a Computer-Aided Qualitative Data Analysis Software (CAQDAS) program, Atlas ti 0.7 programme was implemented to organize and manage the process of coding. Saldana (2015) argues that using such programmes becomes vital and essential when the study includes multiple participant interviews or extended fieldwork. Atlas ti 0.7 programme allowed the researcher to systematically analyze the data in order to interpret the phenomenon hidden in the unstructured data. It facilitated analyzing qualitative data and multiple types of research data collected through multiple methods (Friese, 2012).

For carrying out coding, 13 rich text format and pdf files for each of the four cases were imported to the *Atlas ti* program. Then the researcher started reading and scrutinizing each file carefully to identify codes. ‘Descriptive coding’ (Saldana, 2013) was used as it provided an inventory of topics to categorize, and it was useful when used on a wide variety of data (Miles, et al. 2014). Generating new codes was the first step, and this was done by reading and highlighting text segments (quotations) and labelling them. The process of coding passed through two rounds. The first round started with coding the data of each of the four cases. In this phase, the generated codes in the previous phase were analyzed further. This was done by grouping, categorizing and clustering these codes based on the reflected commonalities (Marshall & Rossman, 2011). Saldana (2015) argues that a “theme is an outcome of coding, categorization, or analytic reflection, not something that is, in itself, coded” (p. 14). However,

it is different from a code in that it could be a phrase or sentence and describes more indirect and implied processes. Therefore, similar codes and relevant coded excerpts were combined to form overarching themes. This was done by grouping these codes into families in which each family represented a category. Three main categories were initially created: pedagogical practices, supervisory support and reflective practice. Each one included some themes and/or sub-themes. the initial themes which emerged in the previous phase were further refined. These themes with their codes and the gathered quotations were checked to form coherent patterns (Braun & Clarke, 2006). The result was the emergence of three predetermined themes for the first category, pedagogical practice. They are: lesson planning, teaching strategies and classroom management in which each theme includes a set of sub-themes. The other two categories included only various themes that represent numerous relevant issues. The developed themes in the previous phase were refined and defined by refining the specifics of each theme and generating clear definitions and names for each theme (Braun & Clarke, 2006). Identifying each theme made it easier to capture related aspects. Thus, the researcher referred to the gathered data excerpts for each theme and organized them into a coherent and detailed analysis. The following figure shows a visual representation of the thematic map:

Figure 1

Thematic Map: Emerging themes



Findings and Discussion

1. The student teachers' pedagogical practices

The findings of the study revealed three issues in the EFL student teachers' pedagogical practices. These findings provided information to better understand the EFL student teachers' pedagogical practices in terms of lesson planning, teaching strategies and classroom management. They revealed that the student teachers' accumulated knowledge of planning lesson was mostly similar. Therefore, they were alike in many steps and procedures of the planning process. Similarly, all the student teachers included the 'teaching aids/materials' section in their plans and listed varied materials and resources such as visual reading and listening materials but they did not demonstrate how they are planning to use them throughout the delivery of the lesson. With regard to the student teachers' pedagogical practices of lesson planning, similar results were found in a study by Al-Khawaldeh (2006) who investigated the EFL teachers' lesson plan in Amman Second Directorate of Education. She indicated that stating instructional objectives and evaluation methods were among the problems that faced them when planning for their lessons, and they included insufficient and unclear methods of assessing students. The stated evaluation methods also were not also aligned with the lesson objectives. Similarly, Li and Zou (2017) recognized the difficulty of EFL trainees to directly copy the working procedures of a perfect lesson plan, and they needed to notice, experiment with and explore ways to focus on areas where experts put their most emphasis on in the lesson planning process.

The findings of the present study also revealed that the unavailability of proper teaching aids and the absence of technological devices were among the challenges of the student teachers' pedagogical practices.

However, they tried to develop and employ alternative visual aids associated with teaching performance. This finding is in line with those findings of Mudra (2018) who asserted that the lack of appropriate teaching aids was a serious problem for many of EFL pre-service teachers in rural schools in Indonesia which might affect the students' comprehension of the lesson. It is also congruent with Mudra's (2018) results which indicated that some EFL pre-service teachers chose to prepare their teaching aids as a result of the unavailability of proper teaching aids in their schools.

With regard to the student teachers' pedagogical practices of classroom management, the findings of the study show that the student-teacher participants admitted the difficulty of managing classrooms at the beginning of teaching practice. The findings also reveal that the student-teacher participants faced a number of problematic situations such as crowded classes, noises inside the class, dealing with naughty students, sleeping, talking without permission, students' carelessness and disobedience, and lack of participation. Thus, they attempted to apply different strategies to enhance the students' involvement and establish productive learning environments. These findings confirm the results of some previous studies (e.g. Habibi et al., 2018; Quintero & Ramirez, 2011; Yazdanmehr & Akbari, 2015) that reported similar challenges and coping strategies applied by EFL student teachers in different teaching and learning contexts.

2. Student teachers' received supervisory support

Added to that, the findings have revealed some issues related to the EFL student teachers' received limited support and guidance from the panel supervisors. There was a limited number of supervisory visits to observe and provide student-teacher

participants with feedback on their teaching practices. Most of the supervisors, especially the university supervisors and the school headmaster visited their supervisees only once during the whole duration of teaching practice at schools which was not satisfactory for the student teachers to receive necessary feedback on their practices. Besides, there were fewer opportunities for the student-teacher participants to interact with their supervisors. That was because of their full engagement of teaching and study. They had full-time teaching for four days at schools and had to go to the university to study and attend classes for one day. As a result, there was no real improvement in their pedagogical practices.

These findings are aligned with a number of previous studies (e.g., Cahn, 2014; Chien, 2013) that limited interaction influences the student teachers' teaching experience, leads to limited engagement of teaching style and hinders a deep learning to take place. Thus, one significant way to enhance the student teachers' pedagogical practices is to provide them with supervisory productive learning conversations through which they can develop their teaching experience.

1. Student teachers' reflective practice experience

The findings reveal that the participants were able to independently reflect on their teaching practices by following some steps. They started to identify the problems and their teaching dilemmas that hinder their professional experience. They tended to keep brief notes to record these problems, describe them and identify the causes behind their occurrence to be further examined. In the second step, they aimed to find solutions for these problems. Thus, they applied different strategies to find solutions, reform these situations and solve the encountered problems. These findings are congruent with the results of previous studies (e.g. Al-issa & Al-bulushi, 2010; Taole, 2012) that self-reflection is a good strategy to enhance beginning teachers' reflective practices, and allied to Yang (2009) who argued that the student teachers tended to be more descriptive than critical while reflecting on their teaching practice. This also indicated that they need more time to explore, examine the different choices they made about their teaching practice and reflect on their theories.

Implications

The study reveals the importance of the integration of three components: pedagogical knowledge, reflective and supervisory support to lead to successful teaching practice. It suggests some important practical implications for EFL teacher education programmes:

First, there is a dire need to consider the sources of their pedagogical knowledge. As the curriculum courses are considered the primary source for their pedagogical knowledge, it is important for the EFL teacher education programme administrators and developers to reform the programme curriculum and include more pedagogical knowledge related courses to enhance the student teachers' pedagogical knowledge.

Second, with regard to the student teachers' experience as the second source of their pedagogical knowledge, they need to be provided with more opportunities during preparation to visit and observe EFL classrooms in real school settings where they might practice teaching later during practicum. These observations would start to take place earlier on the study plan to assist them to better assimilate the transformation between the pedagogical knowledge and the pedagogical practices in schools.

Third, there is a need to put more emphasis on developing the supervisory skills among the practicum supervisors. This is because the availability of effective guidance and support is one essential condition for student teachers to learn and benefit from teaching practice in schools. As such, a great demand is placed on the professionalism of supervisors to encourage and support student teachers to learn from their practical experiences (Crasborn et al., 2008). They should be assigned in practicum based on their areas of expertise instead of their availability.

Fourth, the present study implies the importance of reflective practice experience to enhance the student teachers' pedagogical practices. Thus, it is important for EFL teacher education administrators and developers to promote reflective practice by engaging student teachers in reflective practice sessions during their preparation at the university. It could be employed in some courses through including some strategies such as reflective journals, diaries and portfolios to promote the student teachers' reflective thinking. These would provide them with essential background knowledge of reflective practice and eventually, they could tap into for future pedagogical practices.

Finally, for the supervisors, they should be involved in specific training courses to enable them how to properly scaffold student teachers to reach a higher level of reflection. Additionally, it is essential to include reflective practice during student teachers' teaching practice, and it should be considered from the final evaluation of their teaching practicum course.

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Author

Morshed AL-Jaro obtained his PhD in Teaching English as a Second Language (TESL) from the Department of Language and Literacy Education, Faculty of Education, Universiti Malaya (UM), Malaysia in 2019. He currently works as an Assistant Professor at the Department of English Language, Seiyun University, Yemen. He is the Deputy Dean of Academic Affairs, College of Women, Seiyun University. Furthermore, he is the Head of the Department of Quality Assurance and Academic Accreditation at the Academic Development and Quality Assurance Center. His research interests include TEFL/TESL, Teacher Training, Professional Development, Reflective Practice, Curriculum Design and Teaching Methods.

An Analysis of Website Design and Localization in Saudi Arabia: The Case of Apple and Huawei

Anwar Salah Alharbi¹ / Tariq Elyas² / Talal Musaed Alghizzi³

¹Princess Nourah bint Abdulrahman University, Saudi Arabia.

E-mail: AnwarAlharbi.sa@gmail.com

²King Abdulaziz University, Jeddah, Saudi Arabia.

E-mail: telyas@kau.edu.sa

³Imam Mohammad Ibn Saud Islamic University, Saudi Arabia.

E-mail: Tmalghizzi@imamu.edu.sa

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Abstract

To date, studies that investigate and analyze the localization of tech companies' websites are still scant. Therefore, this study aims at investigating the levels of localization in Apple's and Huawei's websites on the basis of the five levels of localization proposed by Singh & Pereira (2005). In order to carry out such investigation, three external raters were asked to assess the localization of the designated websites using the said model. All of these raters have at least 12 years of experience in translation. The findings shows that Apple's Saudi website is in the highly localized level whereas Huawei's website is in the semi-localized level. It is evident from the results of this study that localization is necessary and it is locally-targeted, and thus it emphasizes the importance of creating culturally suitable websites that attract and appeal to target users' needs and expectations.

Keywords: localization, Apple, Huawei, translation, internationalization, globalization

Introduction

In today's world, technological advancement paved the way for intercultural communication. However, there are cultural and linguistic barriers that stand as an obstacle to communication. These barriers are only blurred away through translation. As means of communication, companies use translation to connect to their potential customers (Gonzales, 2019). However, in some cases, translation alone is not sufficient. In order to affect and attract customers, companies need localization of which translation is only a part of it. Localization as The Localization Industry Standards Association (LISA) defines it "involves taking a product and making it linguistically and culturally appropriate to the target locale (country/ region and language) where it will be used and sold". Targeting different customers from various cultures and languages is a complicated process that demands a great deal of effort. If a product is intended to enter a foreign market, it should be tailored to the target users' needs and expectations. This involves localizing the product in a way it seems made originally for the target users. Localization in contrast to translation is a process that goes in parallel with product development. This is because it produces approximately a new product that suits the target locale linguistically and culturally. There has been a number of literatures in marketing science has investigated whether websites aimed at different target countries differ from one another and what such impact has on the consumer (see

e.g., Becker and Eastman 2002; Gonzales, 2018; Jiménez-Crespo, 2020; Okazaki & Rivas 2002; Robbins & Stylianos, 2003; Sun, 2020; Singh & Matuso 2004). Many companies attribute their success to the right application of localization strategy. For instance, in marketing, in order to create a successful advertisement, one should use the target language and even dialects and takes inspiration from the target culture. As a result, potential customers will find it attractive and feel at ease using it. Big companies especially those in the technology sector, must pay attention to the localization of their products and websites in order to appeal to target customers' expectations. In fact, localization is still underestimated by many companies and with no doubt, this has negative consequences. Therefore, the aim of this paper is to investigate the website localization of two of the world's biggest tech companies, Apple and Huawei in Saudi Arabia.

Statement of the Problem

Website localization poses new challenges to translators. As Esselink (2000) puts it, translation involves a limited number of steps such as terminology research, editing, proofreading, and page layout. On the other hand, localization involves different steps such as multilingual project management, software, and online help engineering, testing, conversion of translated documents to other formats, translation memory alignment management, and multilingual product support. Therefore, translators should develop skills other than linguistics ones in order to be successful localizers for products in the market.

Objectives of the Study

This study attempts to investigate the levels of localization in Apple's and Huawei's websites on the basis of the five levels of localization proposed by Singh & Pereira (2005).

Research Questions

This study aims at answering the following question:

What are the levels of localization in Huawei's and Apple's Arabic-English websites?

Research Hypothesis

In this research, it's hypothesized that the Saudi website of Huawei is only translated in contrast to Apple's website which involves a high degree of localization.

Significance of the Study

Cultural diversity makes it difficult for website developers to depend on their own instinctive knowledge or personal experiences to design usable websites between cultures (Alexander, 2019). The significance of this study is derived from two reasons. First, it attempts to analyze, and describe accordingly in an emerging field that is still in need of further investigation which is localization. Second, it provides an exciting opportunity to advance our knowledge of the importance of the use of different degrees of localization in websites.

Limitations of the Study

Like any other research, this study suffers from two main limitations. First, the fact that it examines only two websites: Apple and Huawei. Second, the fact that it incorporated in the analyses a single translation model which is the Skopos Theory. Other translation models and theories such as Action and Functional theory might have been used by researchers when investigating this topic.

Literature Review

Localization

Localization is a broad term that encompasses many factors. According to Hsieh and Hong (2013) “true localization not only considers graphics, colors, symbols, terminology, date/time/currency formats and many other technical aspects of a product, but also takes into account language, customs, culture and other characteristics of the target culture market” (p. 405). Some researchers differ in defining localization yet agree upon the notion being described. For instance, Pym (2011) defines localization as “adapting features to suit a particular ‘locale’, which is in turn understood as a market segment defined by criteria including language, currency, and perhaps educational level or income bracket, depending on the nature of the communication.” (p. 3). Jiménez-Crespo, (2013) states that “web localization is a cognitive, textual, communicative and technological process by which interactive web texts are modified to be used by audiences in different sociolinguistic contexts” (p.1). Folaron (2019) stresses the fact that technical translation and localization place high priority on crystalizing the information to the customers and users in the market world. Hence, various challenges imposed by the source text and the localization process itself (De la Cova,2016).

Vyncke and Brengman (2010) study investigated the impact of the cultural congruency of websites on measures of website effectiveness. Their results indicate that website localization cannot be seen as an isolated process but the type of products sold is an important factor to include in the decision process for localization to the customers cultural and linguistic repertoire.

Moreover, localization, as stated by Sun (2001) is carried out on two levels:

- 1) The surface level includes “adjusting the features of the product including translation, punctuation, dates, weights, measurements, addresses, currency, and so on to mirror the conventions and needs of the target audience. 2) The cultural level includes “adjusting the aesthetic appeal, images, colors, logic, functionality and communication patterns to conform to the target audience” (p. 95).

Internationalization and Globalization

Closely associated with localization are the two terms Internationalization and Globalization. The Localization Industry Standards Association (LISA) defines Internationalization as "the process of generalizing a product so that it can handle multiple languages and cultural conventions without the need for re-design. Internationalization takes place at the level of program design and document development.". Additionally, Marcus and Baumgartner (2004) define globalization as “an umbrella term that refers to all the issues involved in designing or modifying

products for audiences worldwide...we can also say that globalization combines all aspects of internationalization and localization.” (256). This is in line with Sun (2012) claims that “the demand and opportunity for cross-cultural technology design is rapidly rising due to globalization” (p.22).

Apple

Apple Inc. is an American multinational technology company specializing in consumer electronics, software, and online services. Its headquarters are located in Cupertino, California, United States. It was founded on April 1, 1976, by college dropouts Steve Jobs and Steve Wozniak, who brought to the new company a vision of changing the way people viewed computers. Jobs and Wozniak wanted to make computers small enough for people to have them in their homes or offices. Simply put, they wanted a user-friendly computer. (Terrell, 2021). In today's world, Apple is the largest technology company by revenue (totaling US\$365.8 billion in 2021) and, is the world's biggest company by market capitalization, the fourth-largest personal computer vendor by unit sales, and the second-largest mobile phone manufacturer. It is one of the Big Five American information technology companies, alongside Alphabet, Amazon, Meta, and Microsoft.

Huawei

Huawei is a leading global provider of information and communications technology (ICT) infrastructure and smart devices. It was founded by Ren Zhengfei in 1987 with a registered capital of 21,000 yuan. Its first office was a modest apartment in Shenzhen, China. At the start, Huawei was a sales agent for Private Branch Exchange (PBX) systems (Rohankumaruk, 2020). Today, Huawei has approximately 195,000 employees and operates in over 170 countries and regions, serving more than three billion people around the world. In the first half of 2022, Huawei generated CNY301.6 billion in revenue, with a net profit margin of 5.0%. The Carrier BG contributed CNY142.7 billion, the Enterprise BG CNY54.7 billion, and the Device BG CNY101.3 billion. (Huawei, 2022)

Related Studies

Sun (2001) conducted a study entitled ‘Building A Culturally-Competent Corporate Web Site: An Exploratory Study of Cultural Markers in Multilingual Web Design’. The main aim of this study was to learn how cultural markers affect Web usability and identify which kinds of cultural markers are more notable to a specific group of users. The study interviewed target users and asked them about their experiences using localized Web pages on two multilingual websites: Lotus and Adobe. The findings show that culture is an important design element in multilingual Web page design. It was also found that cultural markers are noticeable in multilingual Web design, and they can increase the usability of multilingual Web pages. The study also found that users from different cultures prefer different modes of cultural markers and that the current use of cultural markers in multilingual websites is not very effective.

Mountassir (2012) carried out a study entitled ‘Localization of design: the effects of country-specific graphical web design elements on the evaluation of homepages’. The study aimed at investigating the effect of country-specific graphical web design elements on the user’s evaluation of homepages. In order to answer the

research question, two methods were conducted to see whether the local design had an influence on the evaluation of home pages. First, a content analysis of in total of 90 websites, from three countries (South Korea, The Netherlands, and The United States) and within three domains (news, education, and government), was conducted to explore differences in the use of graphical web design elements. Second, a user experiment was conducted to explore the effects of the country-specific graphical web design elements found in the content analysis. The findings show that twelve out of the twenty-two graphical design elements were statistically different. This indicates there are differences in the design of websites between the three countries. It was also found that country-specific graphical web design elements have an influence on the evaluation of home pages. The study also found that less interesting homepages with fewer images were appreciated less, and also that color vibrancy plays an important role in the appreciation of a website.

Alexander (2019) study investigated usability themes in high and low context cultures such as Australian, Chinese, and Saudi Arabian. He found out that cultural diversity makes it difficult for website developers to depend on their own instinctive knowledge or personal experiences to design usable websites between cultures, yet studies on cross-cultural website usability are limited and stressed the need for a cultural local adaptation. He claims that the proposed cultural adaptation closes the knowledge gap, the “divergence”, regarding the relationship between culture, HCI, and website design. Broeder and Gkogka’s (2020) recent study on the cultural impact of navigation design in global e-commerce shed some light on the importance of culture and localization of e-commerce design. The analysis of the results showed that the navigation design preferences are culturally affected and influence the consumers’ attitudes and behavioral intentions. Furthermore, Broeder (2021) stresses the effective impact some facets of culture-specific communication styles have in consumers’ attitude in high context and low context cultures where the effect of cultural hugely customers’ attitude on the impact photos represented online for their marketing campaign (Broeder, 2021).

Methodology

Research Design

Because of the nature of this research, a qualitative research approach (Creswell, 2012) was deemed relevant in helping answer the research questions especially targeted at social sciences (Thomas, 2022) research projects. We have adopted Creswell and Poth (2016) use of case study for our research focusing on two localization websites. The models followed in this research are the Skopos theory and Singh & Pereira’s (2005) model of localization levels. In this model, there are five degrees of localization. First, standardized which means a single website for all countries. Second, semi-localized which refers to one site that gives information on many countries. Third, ‘localized’ which is a whole translated site for each country. Fourth, ‘highly localized’ which involves translations plus country-specific adaptations. Fifth, ‘culturally customized’ which is a new site completely immersed in the target culture. On the other hand, Skopos theory has been adopted as well. Skopos is a Greek word for purpose, which states that translation is not simply an act of linguistic transference, but rather an application of purpose. The process and approaches of

translation are determined by the purpose it fulfills which is fit our aim in investigating the websites in-focus.

Sample

We have used targeted sampling for our selection of the websites (Creswell & Poth, 2016). The two websites chosen for this research were the Saudi website of Huawei (available at <https://consumer.huawei.com/sa/>) and the Saudi website of apple (available at <https://www.apple.com/sa-ar/>). In one of these two websites, the company didn't rely on a word-for-word or literal translation of the features, characteristics, prices, etc., but rather applied some form of localization.

Data Collection Procedure

The data collection procedure in this study comprised two phases. The first phase was choosing two websites of tech companies. The selected websites were the Saudi websites of apple and Huawei. In the second phase, five different pages of the websites including the homepage, computers, smartphones, watches, and tablets were examined based on the levels of localization proposed by Singh & Pereira (2005).

Data Analysis

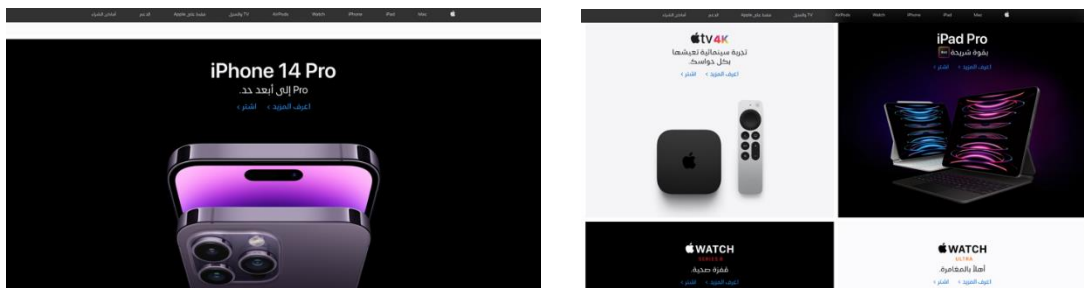
In an attempt to answer the research question and produce an accurate and unbiased analysis, three external raters were asked to assess the localization of the designated websites using the mentioned model. The three raters are all experts and specialized in translation and linguistics. One of whom has a Ph.D. in Applied Linguistics and Translation, while the other two have a Ph.D. in Translation. All of these raters have at least 12 years of experience in translation.

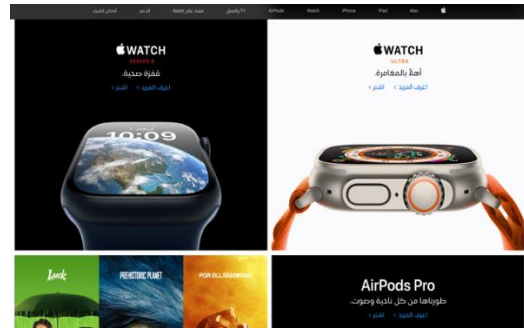
Results

In this section, examples of all five sections examined are provided in an attempt to illustrate the accuracy of the assessment.

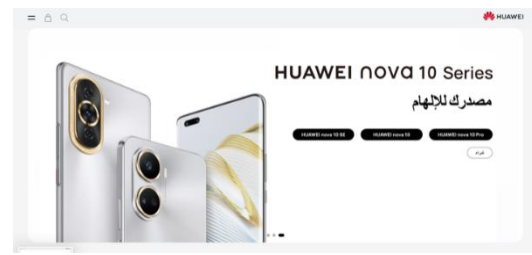
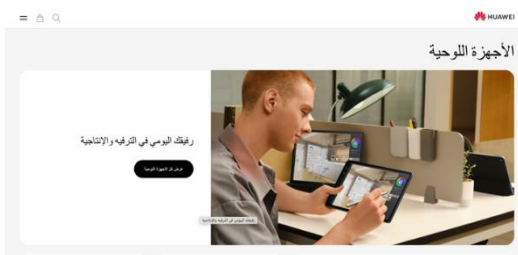
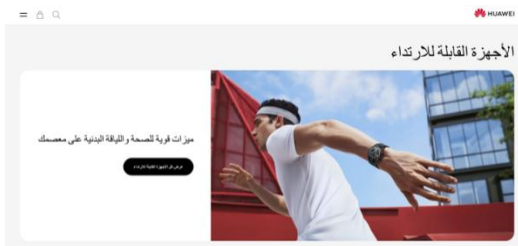
1- Home page

Apple:





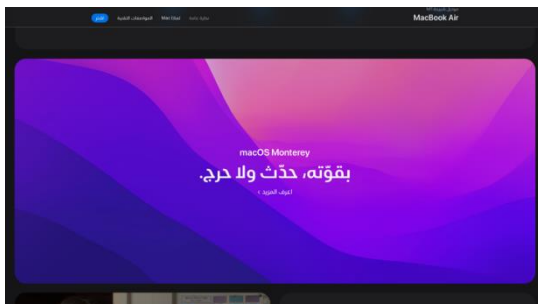
Huawei



2- Computers:

Apple

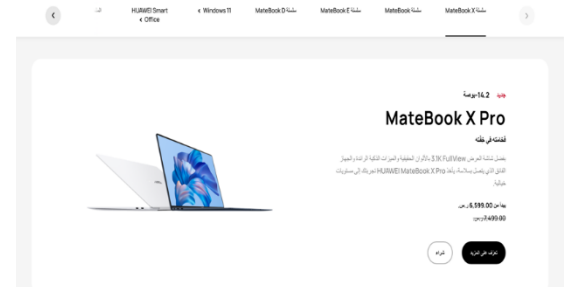
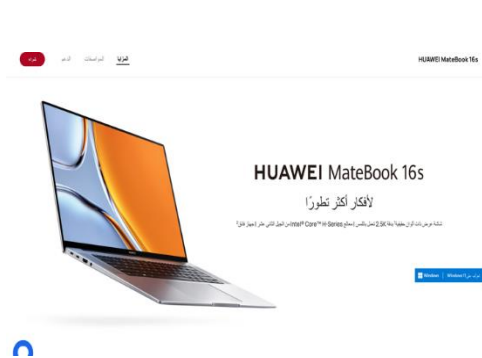
- Power. It's in the Air.
- Magic Keyboard
Let your fingers fly.





Huawei

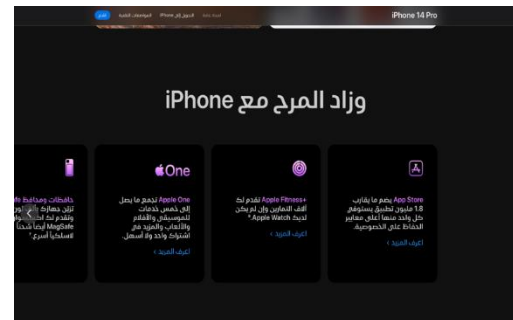
- **MateBook 16s To Bigger Ideas**
- **See Greatness in Lightness**



3- Smartphones:

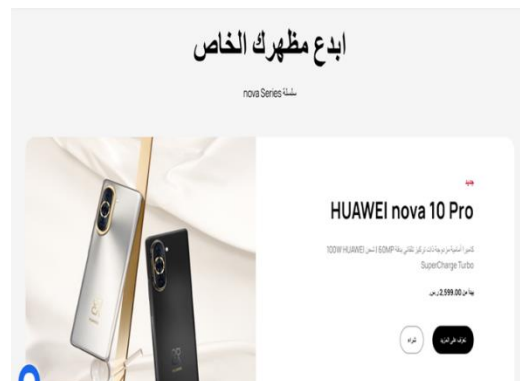
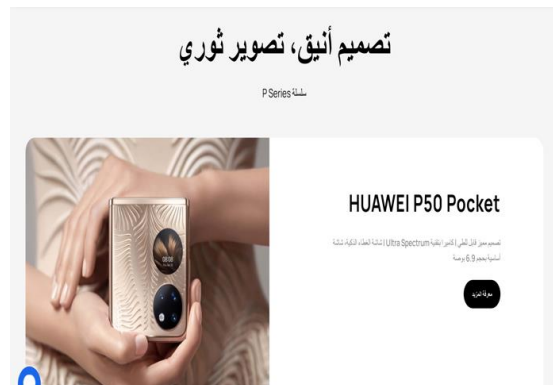
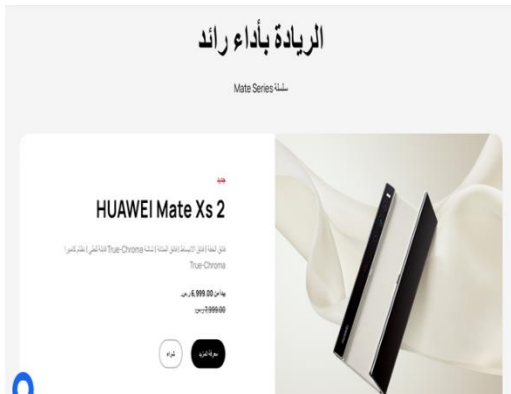
Apple

- **Upto4x the resolution. For jaw-dropping cropping.**
- **The Home button you know and love.**



Huawei

- Be inspired, Be nova
- Edgy Design, Revolutionary Photography



4- Watches

Apple

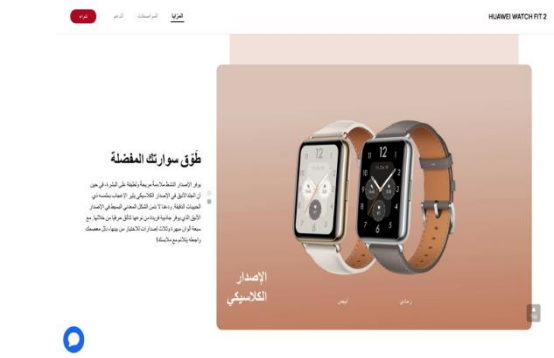
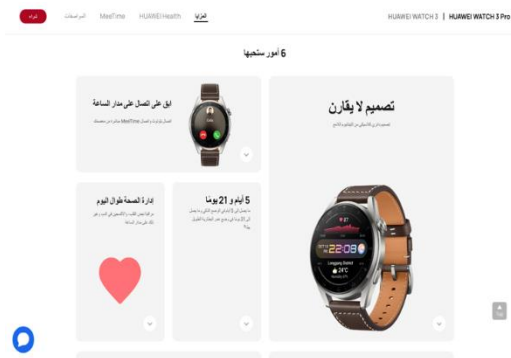
- Here's to a healthier you.
- Dream machine.

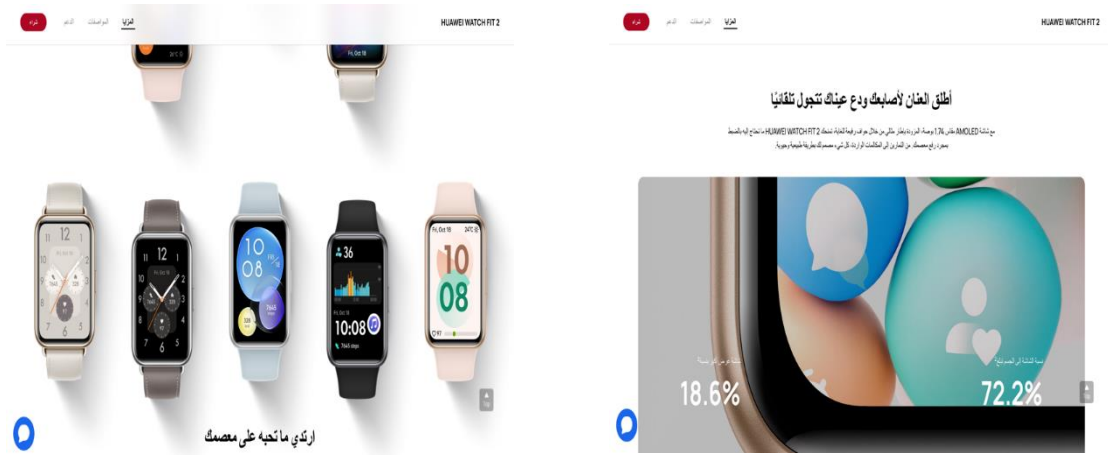


Huawei

• Wearable

Powerful Health and Fitness Features on Your Wrist

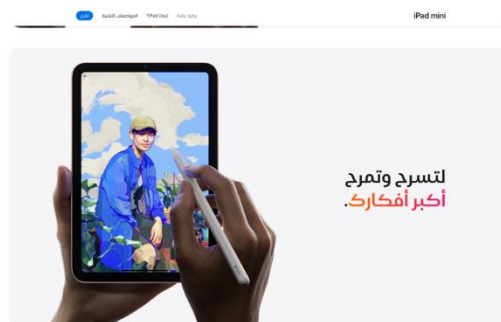
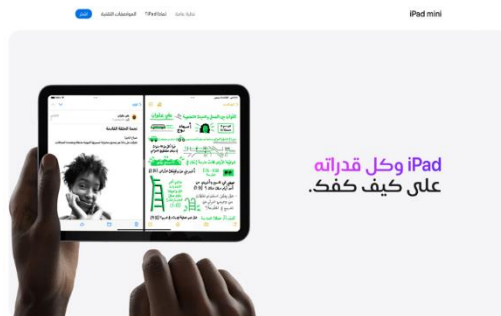




5- Tablets

Apple

- Apple Pencil. Smart Folio. Everyday essentials.
- The magic of iPad.
- In the palm of your hand.



Huawei

- Sophisticated Design, Classy Style
- Premium Design, Ultimate Performance

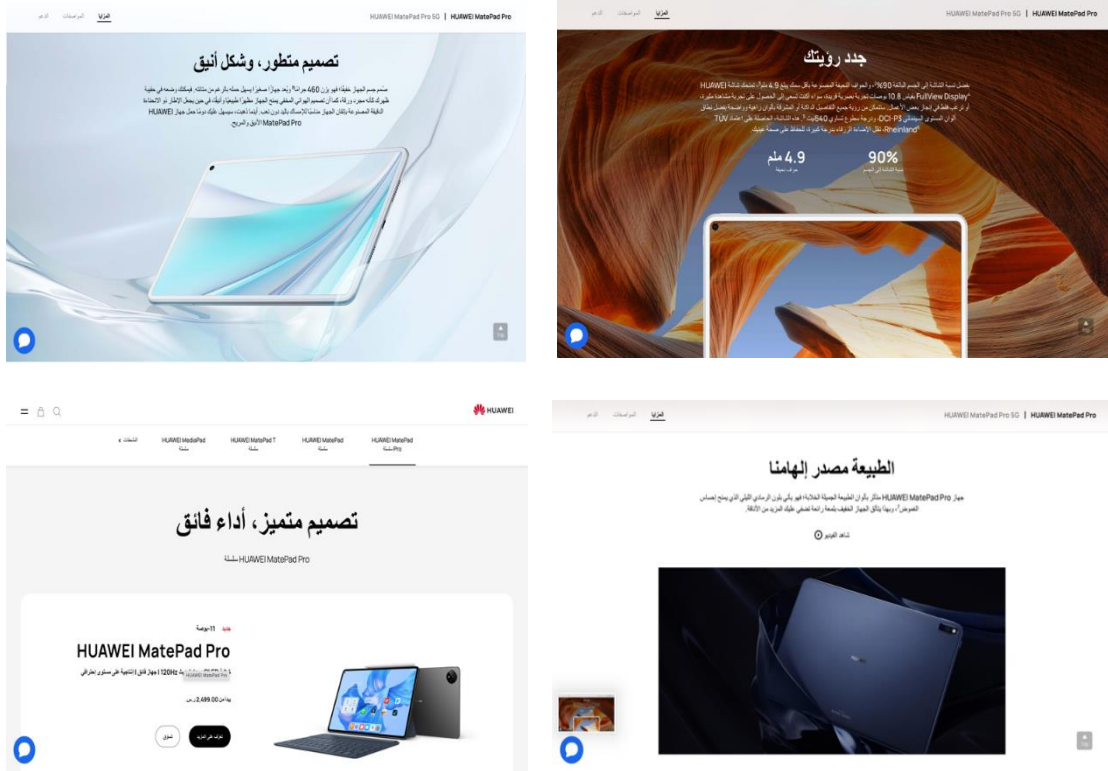


Table 1
Represents the Assessment of the First Rater

		Assessment out of 20
Home page	Apple	10
	Huawei	5
Computers	Apple	15
	Huawei	8
Smart phones	Apple	18
	Huawei	6

Table 1 (Continued)

		Assessment out of 20
Watches	Apple	17
	Huawei	5
Tablets	Apple	19
	Huawei	7

Table 2*Represents the Assessment of the Second Rater*

		Assessment out of 20
Home page	Apple	9
	Huawei	6
Computers	Apple	16
	Huawei	7
Smartphones	Apple	17
	Huawei	8
Watches	Apple	15
	Huawei	6
Tablets	Apple	20
	Huawei	7

Table 3

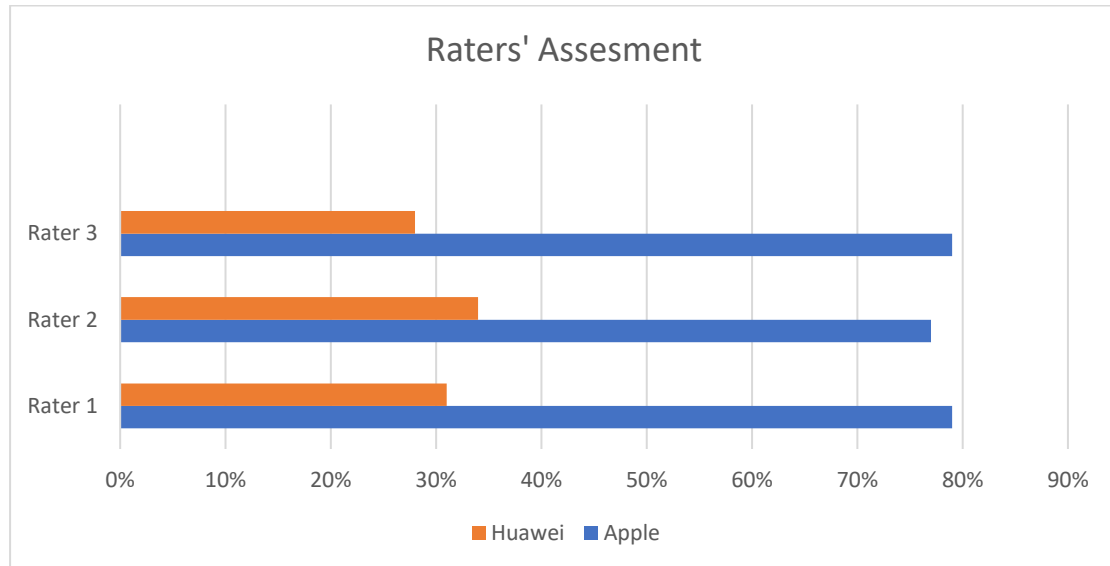
Represents the Assessment of the Third Rater

		Assessment out of 20
Home page	Apple	13
	Huawei	7
Computers	Apple	16
	Huawei	4
Smart phones	Apple	16
	Huawei	6
Watches	Apple	14
	Huawei	4
Tablets	Apple	20
	Huawei	7

Table 4

Represents the Criteria of the Rating Scale

Rating Scale 100%				
Standardized 1-20%	Semi-localized 20-40%	Localized 40-60%	Highly localized 60-80%	Culturally customized 80-100%

Figure 1*Represents a Summary of the Raters' Assessment*

Results and Discussion

The main research question in this study aimed to determine which of the five levels of localization proposed by Singh & Pereira (2005) are there in the Saudi websites of Apple and Huawei. The investigation was carried out on five main pages including the homepage, computers, smartphones, watches, and tablets. Regarding Apple's website, the assessment of three raters was in the range of 75%-80% which indicates a highly localized level. This can be attributed to the fact that the user volume of Apple's products in Saudi Arabia is larger than that of Huawei's products. As stated in (Statista, 2022), in August 2022, the monthly share of Huawei in the Saudi Arabian mobile market reached around 11.3 percent. Apple dominated the mobile market in the kingdom with a market share of around 49.7 percent. The successful implementation of the localization strategy by Apple has affected Saudi consumers in a way that ranked Apple's smartphones as the best seller in the Saudi market.

Even though some description paragraphs are written in standard Arabic, using the Saudi dialect in the others proved to be very attractive. Additionally, the localization of Apple's website included many modifications such as changing the currencies, measurements, punctuations, names, and weights. For instance, in describing the note app in iPad mini, they wrote "وكل قدراته على كيف كفاك". This is a creative translation that uses a mix of the Saudi dialect and some sort of pun which aligns with "cultural adaptation" (Sinkovics et al., 2007) and "cultural similarity" (Dou et al., 2003). This proficiency of adopting such localization level gives the user the impression of feeling at ease in which it seems that the website is originally made in this language. The reason behind localizing the website was mainly to attract, impress and encourage Saudi consumers to buy the products. This supports and follows what Skopos theory states in that the aim of the translation determines which approach will be followed. As explained by Vermeer (1989), "the core meaning of Skopos theory is to (translate, interpret, speak, or write in a way that enables your text or translation to function in the situation in which it is used and with the people who want to use it and

precisely in the way they want it to function” (p. 20). On the other hand, the assessment of the Saudi Huawei website by the three raters was in the range of 25% -35% which indicates a semi-localized level which correlates to the second level in the model of Singh and Pereira (2005). This level indicates that the Huawei website is not directed only to Saudi consumers but rather gives information to many users in different countries. This website functions in all Arab countries, as it's written in standard Arabic and involves no use of Saudi-specific dialect or country-specific features. Furthermore, some basic elements were not translated as seen in watches pages, measurements units, names, and even numbers were written in English. No doubt that this has been very influential in Huawei's presence in the Saudi market as mentioned earlier concerning statistics released by Statista, (2022). This drives us to the fact that localization is closely associated with marketing (Broeder, 2021; Jiménez-Crespo, 2020). As stated by Sun (2001) “a culturally-competent multilingual website can help corporations lower the cost of entry to international trade, increase sales, create global demands, and establish a reliable, professional and international image online” (p. 95).

Conclusion and Recommendations

After analyzing the data and discussing the findings, we can conclude that the question of this research has been answered successfully based on the data analysis and discussion provided above. The findings show that Apple's website is in the highly localized level, while Huawei's website is in the semi-localized level. The findings also supported the hypothesis of this study. It is evident from the results of this study that localization is necessary for a successful product marketing, and thus it emphasizes the importance of creating culturally suitable websites that attract and appeal to target customers' needs and expectations. The findings of this study go in line with those of Hsieh and Hong (2013). They both stress that “different kinds of culturally preferred attributes should be applied on websites to target different context cultures” (p.412). For better awareness of localization importance, it is recommended for future research to investigate other world-largest companies' websites such as Amazon, Microsoft, Samsung in Saudi context. It is also recommended to investigate the impact of localization and non-localization of websites on the user decision and from the perspective of marketing. One can conclude that the digital revolution has had a profound impact on translation practices and studies (Jiménez-Crespo, 2018). As Kassawat, (2020) echoes there is a need to analyze how and to what extent transcreation is used in localization as a type of target-culture-focused translation especially in the context of Arabic in Saudi Arabia. Hence, cultural localization of websites has a potential to increase the commercial use of the websites of companies that operate or want to operate in multiple countries or regions and cultural impact on marketing (Broeder & Gkogka, 2020; Cermak & Smutny, 2018), for a better understanding of the nature of localization in the Arab market (Alotaibi & Tuhaitah, 2021)

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Authors

Anwar Salah Alharbi is an English-Arabic Translator and Researcher. She has obtained her BA in English Language and Translation from Qassim University, Buraydah, Saudi Arabia. Currently, Mrs. Alhabri is studying MA in Specialized Translation at Princess Nourah bint Abdulrahman University, Riyadh, Saudi Arabia. Her research interests focus on translation and interpretation pedagogy, localization, translation technologies, EFL students' perceptions, subtitling, and corpus linguistics.

Tariq Elyas is a full-tenured Professor of Applied Linguistics at King Abdulaziz University, KAU (Saudi Arabia). He holds an MA in English Literature (USA) and a PhD in Applied Linguistics (Australia), an LLM in International Law and Human Rights (UK). Prof. Elyas's areas of interest include global English, teacher identity, policy reform, the media, and female studies in the Middle East. Currently, Prof. Elyas has been assigned as an Associate Editor for the Wiley Encyclopedia of World Englishes-MENA Region, as well as the Tourism Section Editor for Routledge Resources Online-English in the Real World.

Talal Musaed Alghizzi is an Associate Professor in Applied Linguistics at the Department of English Language and Literature, Imam Mohammad Ibn Saud Islamic University (IMSIU), Riyadh, Saudi Arabia. He has obtained his BA in English Language and Literature and an MA in Translation from IMSIU. Also, Dr. Alghizzi has obtained a second MA as well as a PhD in Applied Linguistics from University College Cork, Cork, Ireland. Dr. Alghizzi's research interests are: translation, language skills, and technology integration.

Positive Politeness Strategies in the 2020 US Candidate Presidential Debate: Factors Influencing Their Use

Candik Ayunikmah¹ / Laily Rahmatika² / Agus Budi Wahyudi³ /
Mohammed Shamsul Hoque⁴

¹Master of Linguistics, Faculty of Cultural Science, Universitas Sebelas Maret

²⁻³ Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta

⁴Department of English, Daffodil International University

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Abstract

The United States presidential debate has gained global attention as a critical moment for both candidates to gain support from their electorates. One effective way candidates follow to attract voters is to use positive politeness strategies, which help create a positive impression. Drawing on Brown and Levinson's theory, this study examines the positive politeness strategies used by presidential candidates Donald Trump and Joe Biden during the final presidential debate at Belmont University in 2020. The data for this study were extracted from a video of the debate that was uploaded on YouTube by 'USA Today.' The results of this study indicate that both candidates employed positive politeness strategies to varying degrees. These strategies included increasing the interlocutor's interest, using identity markers to establish a sense of belonging, seeking agreement, offering eager audience promises, being optimistic, involving both speakers and the pro-active audience in an interactive discourse, providing or asking for reasons, and giving a positive vibe to the audience. The study revealed that the use of these strategies was influenced by various factors such as the relative power of the interlocutors, social distance, and the level of imposition.

Keywords: politeness, strategies, factors influence, presidential debate

Introduction

The 2020 US presidential election received a significant amount of global attention due to the country's influential role in politics, economics, and military affairs globally (Al Syahrin, 2108; Djuyuandi et al., 2021; Hussein, 2013; Sahide, 2019). This election has far-reaching implications for international relations and global policies. The debates between presidential candidates were a pivotal moment during the campaign, where they needed to communicate their vision, plans, and political promises to the people and a worldwide audience through various media outlets. However, the debates were notorious for the use of harsh language, insults, and frequent interruptions, earning it the moniker of "the nastiest presidential campaign" (Bond et al., 2022). To win public support and create a positive impression, candidates had to employ courteous language tactfully and efficiently. In a heated and pressure-filled discussion, positive politeness is a crucial communication technique, and the candidates use courteous, kind, and helpful language as a critical strategy to project a favorable image and win popular support (Achmad et al., 2020). Additionally, the ability to use positive means to persuade the audience played a crucial role in winning the debate and improving the candidates' public image (Dalimunte & Wen, 2022).

In presidential debates, candidates often use positive politeness strategies, which stress the significance of speaking politely and showing respect for opponents, even when there are serious disagreements. During the debate at Belmont University, both candidates exhibited positive politeness, acknowledging each other's viewpoints and concentrating on the country's policy issues. The presidential debate was not only notable for its high tension but also for the elucidation and argumentation that could shape political outcomes (Felmlee et al., 2023). This event was crucial, as it served as a focal point for both candidates' campaigns, making it highly significant. The presidential election debate ultimately became a determining factor for predicting an election's outcome. Consequently, understanding the effective communication strategies employed by presidential candidates in important public situations such as the 2020 United States presidential debates was crucial. Previous studies have examined the politeness strategies used in debates (Abudayeh & Dubbati, 2020; Ayuningrum et al., 2018; Azizi, 2023; Batubara et al., 2022; Candra et al., 2022; Dalimunte & Wen, 2022; Fracchiolla, 2011; Gustiani et al., 2022; Hinck & Hinck, 2002; Sibrani & Marlina, 2018; Sihite et al., 2021; Kwak & Lee, 2020), but only a limited number have explored the factors influencing the use of these strategies. To address this gap, this study examines the positive politeness strategies and factors influenced by presidential candidates Donald Trump and Joe Biden during the final presidential debate at Belmont University.

This study has significant implications for future political campaigns and public debates as it aims to identify specific communication strategies and factors that influence their use. The insights gained from this study can be applied to other contexts, including business or interpersonal relationships, to improve communication and persuasion strategies. Additionally, understanding the importance of positive politeness in public debates contributes to a more civil and respectful political culture, ultimately improving the political discourse.

Research on Politeness Strategies in Debate

The study of politeness strategies in debates has been the subject of significant attention over time. Prior research has explored the use of politeness strategies in various settings including political campaigns, speeches, and debates. For example, Ayuningrum et al. (2018) found that positive politeness strategies were most commonly used in debates where participants had close relationships with each other. Similarly, Sibarani & Marlina (2018) investigated Donald Trump's use of politeness in the Republican debate and found that positive politeness strategies were the most frequently employed. Nurramah et al. (2020) discovered that most student and academic debaters utilized positive politeness strategies to present their arguments effectively, employing four types of politeness strategies. Indonesian debaters frequently use sub-strategies of positive politeness to maintain positive relationships with their hearers, express their opinions clearly, and persuade opposition and proposition teams to agree with their perspectives.

Positive politeness was the dominant strategy used by both deliverers and participants. Kwak et al. (2020) found that Clinton overwhelmingly used positive politeness strategies, while Trump used a small margin less and preferred bald on record as the second most commonly used strategy. Both candidates utilized questions and hedges as negative strategies, whereas overstates were frequently used in off-record

strategies. As politically damaging information was revealed before the debate, both candidates resorted to face-threatening acts to attack their opponents' public image. Sihite et al. (2021) examined the politeness strategies used by Indonesian presidential candidates in the 2019 presidential debates and found that positive politeness was the dominant strategy used by the candidates to convey their campaign messages and choose their words carefully. Similarly, Dalimunte & Wen (2022) found that offers and promises, including both speaker and hearer in the activity, and hedges were the most commonly used positive politeness strategies in shaping political image in presidential debates.

On the other hand, Batubara et al. (2022) studied the politeness strategies used by Donald Trump and Hillary Clinton in the 2016 presidential debate and found that 34% of their utterances were negative politeness. Meanwhile, Al-Haboobi & Al-Rikabi showed that politicians are conscious of their audience's positive and negative faces when committing fallacies, and that they use different linguistic means of positive and negative politeness to prevent imposing on their audience and reduce distance. These studies demonstrate that both positive and negative politeness strategies are essential to political discourse. Moreover, politicians strategically choose their words and utilize different politeness techniques to foster positive relationships with their audience and effectively convey their messages to wider public and worldwide viewers of the debate.

Research Objectives

Based on the research gap, this research examines the positive politeness strategy and its influence during the US presidential election. The objective of this study is specifically elaborated below:

1. To investigate the positive politeness strategies Donald Trump and Joe Biden used during the US presidential debate at Belmont University.
2. To determine the factors influenced the use of positive politeness strategies by Donald Trump and Joe Biden during the US presidential debate at Belmont University.

Thus, the research questions (RQs) this study aims to answer are:

1. What strategies did Donald Trump and Joe Biden use to display positive politeness during the 2020 US presidential debate at Belmont University?
2. What factors did coerce Donald Trump and Joe Biden to use positive and negative politeness strategies during the 2020 US presidential debate at Belmont University?

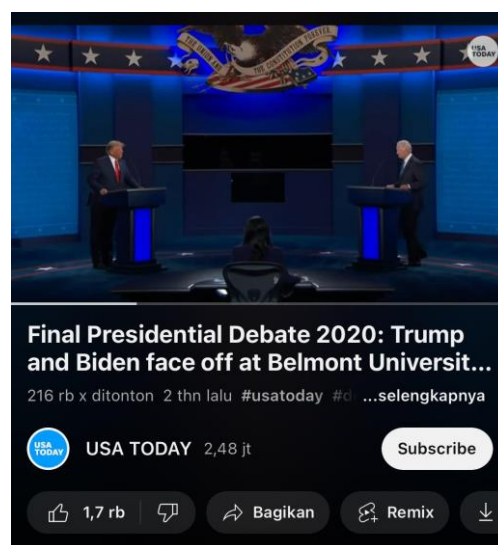
Method

The present study focused on analyzing positive politeness strategies in the final presidential debate held in the United States of America in 2020. The debate featured two of the most prominent candidates, Donald Trump and Joe Biden, who contested for the presidency. The video of the debate was extracted from the widely used video sharing platform, YouTube, which was uploaded by USA Today. The

researchers used the data extracted from the video to identify positive politeness strategies used by the participants during the debate. The main reason for selecting this particular data source was due to the nature of political debates, which often feature the use of harsh language and criticism that can be threatening to the opponent's face. The main data of this study were utterances containing politeness from three participants of the event, they are Donald Trump, Joe Biden and the moderator, Kristen Welker.

Figure 1

Presidential Debate of Donald Trump and Joe Biden



This study employed positive politeness strategy proposed by Brown & Levinson (1978). Using this approach, the study aimed to identify positive politeness strategies and their influence on presidential debate. The analysis consisted of four steps. First, the researchers watched the debate video on YouTube and took note of the transcript. Second, the researchers identified politeness utterances found in the debate. Next, we categorized the utterances into 14 politeness strategies. Finally, the researchers coded, categorized, and analyzed the utterances to investigate the factors of political politeness on the stage of a formal political debate.

Results

The results of this study emphasize that the positive politeness strategies used by both Trump and Biden during the presidential debate were positive but at times of some heated arguments the candidates, specially Donald Trump, took resort to negative and, some time, direct attack form of negative strategies. These strategies are identified as showing interest in the interlocutor, using identity markers within a group, seeking agreement, offering and promising, being optimistic, including both speaker and interlocutor in an activity, giving or asking for a reason, and rewarding

interlocutors. Additionally, study identifies four factors that influence the use of these strategies, including payoff and relevant situations such as social distance, relative power, and absolute ranking of imposition.

Positive Politeness Strategies Used by Donald Trump and Joe Biden during the USA Presidential Debate

During the 2020 United States presidential debate, candidates used various positive politeness strategies to convey their visions and missions to the whole of America and the wider world. These included increasing the interest of the interlocutor, using identity markers within the group, seeking agreement, offering promises, being optimistic, and involving both the speaker and the audience in the very important political discourse concerning not only the future of the US but also the future of world politics. The discourse, or debate, provided audience opportunities to ask questions, comment, or pass an opinion, and the presidential candidates a fair chance to put forward their arguments, missions, and visions to lead the US into a better situation nationally and globally in the next four years. The table below provides further explanation of the positive politeness strategies used in famous presidential debates.

Table 1

Positive Politeness Strategies

Positive Politeness Strategies	Donald Trump	Joe Biden
S1 Attention	-	-
S2 Exaggeration	-	-
S3 Increasing the interest toward the interlocutor	21	4
S4 Using identity markers within the group	19	3
S5 Seeking agreement	1	-
S6 Avoiding Disagreement	-	-
S7 Implying/ highlighting /asserting similarity	-	-
S8 Joking	-	-
S9 Asserting or implying the speaker knowledge	-	-
S10 Offering, promising	17	33
S11 Being optimistic	15	3
S12 Including the speaker and hearer in an activity	16	7
S13 Giving or asking reasons	1	1

Table 1 (Continued)

Positive Politeness Strategies	Donald Trump	Joe Biden
S14 Assuming or Implying Reciprocity	-	-
S15 Giving gifts to the hearer	1	1
Total	91	55

Based on Table 1 above, it can be seen that the United States presidential candidates, namely Donald Trump and Joe Biden, used almost similar strategies but with different proportions. It was found that the total speech in positive politeness strategies used by Donald Trump was 91 data, while the total strategies used by Joe Biden were 55 data. In other words, Donald Trump used more positive politeness strategies than Joe Biden. Additionally, it was found that in this data analysis, strategies 3 (increasing the interest of the interlocutor), 4 (using identity markers within the group), 5 (seeking agreement), 10 (offering promises), 11 (being optimistic), 12 (involving both the speaker and hearer in an activity), 13 (providing or asking for reasons), and 15 (giving gifts to the hearer) were used by both presidential candidates.

Although both candidates used almost similar strategies, there were several strategies that were different and not used by both of them. Donald Trump used more of strategies 5 and 15. The positive politeness strategies used by Donald Trump consisted of strategy 3 with 21 data, strategy 4 with 19 data, strategy 10 with 17 data, strategy 12 with 16 data, strategy 11 with 15 data, strategy 5 with 1 data, and strategy 15 with 1 data. Meanwhile, Joe Biden used positive politeness strategy number 10 with 33 data, strategy 3 with 8 data, strategy 12 with 7 data, strategy 4 with 3 data, strategy 11 with 3 data, and strategy 13 with 1 data. Thus, Donald Trump used 8 positive politeness strategies, while Joe Biden used 3.

In Table 1 above, the pattern of the order of positive politeness strategies used by Donald Trump and Joe Biden can be seen. The most commonly used strategy is strategy 10 with 50 data, followed by strategy 3 with 29 data, strategy 12 with 23 data, strategy 4 with 22 data, strategy 11 with 18 data, strategy 13 with 2 data, strategy 5 with 1 data, and strategy 15 with 1 data. When viewed based on the number of uses per speaker, Donald Trump used strategies in 91 data, while Joe Biden used 55 data. Therefore, it can be concluded that Donald Trump used more positive politeness strategies than Joe Biden.

The Influenced Factors of Positive Politeness Strategies Used by Donald Trump and Joe Biden during the USA Presidential Debate

The use of politeness strategies by the US Presidential candidates is influenced by several factors, including, payoff, social distance, relative power, absolute ranking of imposition. The following are example of each factor found in the US candidate presidential debate.

Payoff

“Payoff” to the benefits or gains expected or obtained by a speaker in a particular communication situation. In the context of positive politeness strategies, speakers use language or actions that aim to maintain social relationships with the interlocutor, avoid conflict, and uphold a positive self-image.

Context: The debate between Joe Biden and Donald Trump related to health insurance and providing affordable options for people.

Joe Biden: “[...] We have to provide health insurance for people at an affordable rate, and that's what I do.”

Donald Trump: “[...] And by the way, so far, I respect very much the way you're handling this, I have to say.”

In the speeches above, Both Joe Biden and Donald Trump were motivated to achieve a specific outcome during their debate speeches, which influenced their level of politeness. They aim to enhance their image and gain electoral support by utilizing effective strategies while maintaining a polite demeanor. Positive politeness strategies were evident in their speeches. First, they strive to save face by conveying their opinions politely and showing their awareness of public welfare. Secondly, Biden's use of hedges clarify in the phrase 'that's what I do' indicate politeness and avoidance of directly claiming superiority. This shows a sensitivity towards maintaining a balanced interaction with his opponent. Third, Trump acknowledges Biden's efforts in handling public health issues, showing respect and appreciation for his opponent, which is considered a polite gesture in debate interactions. Lastly, Trump's use of phrases such as 'by the way' and 'I have to say' may indicate an attempt to ease the tension and stiffness in his interaction with his opponent while enhancing the level of politeness.

Social Distance

“Social Distance” refers to the difference in status or relationship between speakers in an interaction. In interactions involving three individuals with different social distances, speakers usually employ positive politeness strategies to maintain or enhance good relationships with other speakers. Here is an example of social distancing in a presidential debate.

Context: The debate between Joe Biden and Donald Trump related to tax policy and transparency in financial disclosures.

Biden: “Why do he — He's been saying this for four years. Show us. Just show us. Stop playing around. You've been saying for four years you're going to release your taxes. Nobody knows, Mr. President, they do know is you're not paying your taxes or you're paying taxes that are so low. When last time he said what he paid, he said, 'I only pay that little because I'm smart. I know how to game the system.' Come on, come on, folks.”

Trump: “I guarantee you, if I spent 1 million on you Joe, I could find plenty wrong, because the kind of things that you've done and the kind of monies that your family has taken — I mean, your brother made money in Iraq, millions of dollars. Your other brother made a fortune, and it's all through you, Joe. And they say you get some of it. And you do live very well. You have houses all over the place. You live very well.”

During the debate, both candidates maintained social distancing as a factor of positive politeness. Biden used polite and formal language when commenting on Trump's tax policy, and requested financial transparency. He addresses Trump as "Mr. President" to show respect during the conversation. Conversely, Trump attacked the Biden family and directly mentioned their wealth. Despite this, he referred to his opponent as "Joe", indicating that he was still maintaining social distancing. This positive politeness allowed candidates to display effective public-speaking skills and uphold ethical standards during the debate. The social distance between candidates in the debate was primarily due to their political positions and debate etiquette rather than their past personal relationships. Although Trump and Biden were former US leaders, they were competing with political opponents during the debate. Therefore, their polite discourse was an attempt to maintain ethical standards during the debate and to create a positive impression on the audience. Additional examples of social distancing include the following:

Context: The final presidential debate between Donald Trump and Joe Biden about immigration policy and the separation of families at the border.

Trump: You don't know the law, Joe.

Welker: Vice President Biden, your response.

Biden: I know the law. What he's telling you is simply not true.

Trump: They don't come back.

Biden: Check it out.

There was distinct refusal act from Trump toward Biden through his statement "You don't know the law, Joe". This refusal act showed that Trump had a higher relative social distance than Biden, because he refused the claim or opinion stated by Biden. The first statement from Trump showed degradation toward Biden, and he stated that he knew better than Biden. However, Biden used a positive politeness strategy by giving a polite response and did not offend, but rather he clarified Trump's statement by saying "What he's telling you is simply not true" and invited Trump to check the truth of his claim by saying "Check it out". The positive politeness strategy used by Biden can reduce social distance and intensify the audience's positive impressions.

Relative Power

"Relative power" refers to the level of power or authority held by each speaker in an interaction. In this context, relative power influence how speakers employ politeness strategies in communication.

Context: the presidential debate between Donald Trump and Joe Biden about North Korea.

Welker: All right, let's talk about North Korea.

Trump: Excuse me, no, I have to respond to this.

Welker: OK, very quickly and then we're gonna have [...].

In the above utterance, Trump uses relative power to refuse to follow the topic proposed by the moderator of North Korea. He insisted himself to give respond toward the claim or opinion stated by his opponent, so that he asked permission to give respond by stating "Excuse me, no, I have to respond to this." This act showed that Trump positioned himself as stronger or having greater power than the moderator and showed that he would not give up on the questionable claim without responding to it. However, the moderator maintains control of the debate by giving a limited time for Trump to give a response. In this case, the positive politeness strategy was not clear because Trump used relative power to push his position in the debate.

Context: The 2020 United States presidential debate between Joe Biden and Donald Trump about the country out of the ongoing COVID-19 pandemic crisis.

Welker: "OK, former Vice President Biden, to you, how would you lead the country out of this crisis? You have two minutes uninterrupted."

Biden: "I would make sure that we set up national standards as to how to open up schools and open up businesses so they can be safe, and give them the wherewithal and financial resources to be able to do that."

There was a factor of relative power that influenced the politeness strategy used by welkers when asking a response from Biden. As a moderator, Welker might not have equal power with Biden as president candidate, so she used a positive politeness strategy by using more formal sentences and honorific "former Vice President Biden." The welker used high respect toward Biden because of politeness norms in the context of the conversation. The moderator of presidential debate should maintain neutrality and provide equal respect to both presidential candidates. Furthermore, Welker also used an interrogative mark in her question, which showed respect for Biden's expertise and authority in handling the coronavirus crisis. The politeness strategy used by welkers can help maintain a good relationship with Biden and strengthen the positive impressions of audiences. Moreover, Biden used a positive politeness strategy by giving a concrete solution and the impression that he had the ability to cope with cirii. This positive politeness strategy could increase voters' trust in Biden and showed that he had the leadership quality needed to overcome the current crisis.

Context: The presidential debate between Donald Trump and Joe Biden on race.

Welker President Trump, I want to stay on the issue of race. We're talking about the issue-

Trump: It's the laptop from hell. The laptop from hell.

Welker: President Trump, we're talking about race right now and I do want to speak on the issue of race. President Trump---

Biden: Nobody-- Kristen, I have to respond to that.

WELKER: Please, very quickly.

In the above utterances, there was a relative power factor that influences the positive politeness strategy used by the welker as a moderator. The welker, as a

moderator, had the power to control the process of debate and ensured the topics discussed. However, President Trump at that time seemed to be more interested in discussing laptop issues rather than racial topics. This showed that Trump tended to ignore the relative power of the welker as a moderator. However, welker still used a positive politeness strategy by asking President Trump to go back to the race topic by saying "President Trump, we are talking about race right now and I do want to speak on the issue of race". After that, when Joe Biden wanted to respond to Trump's statement about the laptop, Welker politely asked Biden to give a response slightly by the sentence "Please, very quickly." Therefore, the positive politeness strategy used by Welker was an effort to protect her relative power as a moderator and to rectify the conversation so that it remained on topic. Although Trump made efforts to change the conversation, Welker still used a positive politeness strategy to bring the conversation back to the current topic discussed.

Context: The conversation is a dereference to previous moment in the debate where Trump claimed he had done more for the Black community.

Trump: He made a reference to Abraham Lincoln. Where did that come in? I mean—

Biden: You said you were Abraham Lincoln.

Trump: No, no. I said not since Abraham Lincoln has anybody done what I've done for the Black community. I didn't say 'I'm Abraham Lincoln'. I said, 'Not since Abraham Lincoln has anybody done but what I've done for the Black community'. Now you have done nothing other than the crime bill, which put—

Biden: Oh, God.

Biden: I have never said I oppose fracking.

Trump: You said it on tape.

Biden: I did? Show the tape. Put it on your website.

In the above utterance context, the relative power factor seemed to influence the use of the positive politeness strategy by both candidates. Trump, as president at the time, held a stronger political position than Biden, who was the president candidate. Hence, Trump tends to use rhetorical tactics by asserting his power as the leader and attempts to show Biden's weakness using the proposed policies. On the other hand, Biden who was president candidate who has weaker relative power, tend to use positive politeness strategy by responding with uttering "Oh, God" and against Trump to show his claim proof about himself who against fracking with polite method and avoid direct confrontation.

Absolute Ranking of Imposition

The absolute ranking of imposition refers to the importance of avoiding direct confrontation or showing respect for the interlocutor in certain communication situations. This factor can be influenced by various factors, such as the position of the speaker, theme, topic of conversation, and the cultural or social context of the communication situation.

Context: The presidential debate between Donald Trump and Joe Biden about Plans for the environment and energy.

Trump: Would you close down the-- Would you close down the oil industry?

Bliden: I would transition from the oil industry. Yes.

Trump: Oh, transition.

The factor of absolute ranking of imposition influenced the use of a positive politeness strategy. Trump used rhetorical tactics by mocking or laughing at Biden's statement in the words "Oh, transition". However, Biden still used a positive politeness strategy by expressing his opinion about the oil industry politely and avoiding direct confrontation. In this context, the absolute ranking of imposition seemed to be more influenced by the use of a positive politeness strategy than by a factor of relative power. The absolute ranking of imposition in this context refers to the recognized position or social role in the conversation and is the president candidate. Biden, as president candidate, had a higher absolute ranking of imposition in giving respect and maintaining politeness in the conversation. Even though Trump, as his political opponent, tried to mock and laugh at Biden's opinion, Biden still tried to use a positive politeness strategy to answer questions using polite and wise words. In this case, the higher absolute ranking of imposition had by Biden influenced his strategy to maintain politeness and avoid direct confrontation.

Discussion

The use of politeness strategies in political debates has become an increasingly important area of research in various languages and countries. However, this study seeks to specifically examine the use of positive politeness strategies during the 2020 United States presidential debate. Based on Brown and Levinson's (1987) theory, the study identified eight different positive politeness strategies employed in the debate and explored the factors that influenced their use. The identified positive politeness strategies included increasing the interlocutor's interest, using identity markers, seeking agreement, offering promises, being optimistic, involving both the speaker and hearer in an activity, providing or asking for reasons, and giving gifts to the hearer. The findings of this study were consistent with Oktaviani (2022) found that the most commonly used positive politeness strategies in classroom interactions were those involving both the speaker and hearer in an activity and offering promises. Similarly, Yoseka and Ambalegin (2021) identified the use of identity markers and the avoidance of disagreement as the most dominant positive politeness strategies in films.

Recent research has revealed how political candidates utilize positive and negative politeness strategies during debates, which can significantly impact their relationship with each other and the audience's perception. Oktaviani's study (2022), both Donald Trump and Joe Biden frequently utilized the positive politeness strategy of making promises during the presidential debate. Constructive politeness strategies like showing interest, seeking agreement, and making promises can enhance the audience's perception of the participants and foster a more cordial relationship between them. Conversely, negative politeness strategies like showing disapproval or disrespect can increase tension and create social distance among participants. In contrast, Batubara et al. (2022) revealed the negative politeness strategies used in the 2016 presidential

debate between Donald Trump and Hillary Clinton. Negative politeness strategies aim to minimize harm to the interlocutor's self-esteem or autonomy through techniques like using indirect language, asking questions, and hedging.

In addition to personal preferences, research shows that external factors can affect the use of politeness strategies by US Presidential candidates. These factors include payoff, social distance between participants, relative power, and the absolute ranking of imposition. Susana et al. (2022). found that two key factors affecting positive and negative politeness strategies in films were payoff and situation, which encompassed relative power and the ranking of imposition. It is worth noting that these factors are not exclusive to debate situations. Noor & Prayitno (2016) found that factors that influenced the shift of positive politeness among secondary school students were social distance, context, the desire to excessively flatter, intentionally asking for reasons, unwillingness to be disadvantaged, and rejection of something. Overall, the use and influence of politeness strategies are shaped by various factors, including culture, context, interpersonal relationships, and communication objectives.

Conclusion

While examining the presidential debate between Donald Trump and Joe Biden in the United States, the current study identified eight effective strategies, which include: a) showing interest in the interlocutor, b) using identity markers within a group, c) seeking agreement, d) offering and promising, f) being optimistic, including both speaker and interlocutor in an activity, e) giving or asking for a reason, and g) rewarding interlocutors. Additionally, the study highlights four factors that influence the use of these strategies, such as payoff and relevant situations like social distance, relative power, and the absolute ranking of imposition. The results of this study have important implications for communicators and politicians. Based on the identified factors that influence the use of positive politeness strategies, it is recommended that they adjust their communication styles accordingly to achieve their desired outcomes. Moreover, individuals in positions of power can benefit from communication skills training to ensure that they effectively employ positive politeness strategies in their communication. However, this limitation of this study that it only analyzes the debate between Donald Trump and Joe Biden, without comparing it to previous debates from the same election. To address this limitation, future research should expand the sample of public debates analyzed to obtain more generalizable results that can be applied to other public communication situations. Additionally, future studies can explore how the identified factors interact with one another to affect the use of positive politeness strategies in public communication.

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Authors

Candik Ayunikmah is currently a Master of Linguistics student in Universitas Sebelas Maret, Surakarta. Her research interests are in translation, systemic linguistic function, discourse analysis, pragmatics and sociolinguistics.

Laily Rahmatika obtained a master degree in Indonesian Language Education from Universitas Muhammadiyah Surakarta. Her main research interest is in several areas of linguistics, including discourse analysis, systemic functional linguistics, pragmatics, and BIPA (Bahasa Indonesia bagi Penutur Ading or Indonesian Language for Foreign Speakers).
Orcid: 0000-0002-4294-5315.

Agus Budi Wahyudi is currently the Head of Development for General Courses at the Language and Genetal Knowledge Department of Universitas Muhammadiyah Surakarta. His expertise lies in general linguistics, phonology, creative writing, and school magazine management.

Mohammed Shamsul Hoque, PhD is currently Professor of English at Daffodil International University, Bangladesh. With a Cambridge CELTA from the Cambridge University, UK; an M.Ed TEFL from the University of Wales and a Ph.D.in TESL from the University Sains Islam Malaysia, he has specialized in Curriculum Development, TESOL and TEFL methodologies. He has taught English language and literature for over four decades and a half in Bangladesh, Turkey, Malaysia and the UK.

Designing a Contextual Learning Plan to Improve Adolescent Literacy Skills

Pragasit Sitthitikul¹

¹Language Institute, Thammasat University, Thailand
E-mail: pragasit@gmail.com

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Abstract

The purpose of this paper is to design appropriate lessons for adolescent students after the analysis of the roles of literacies in their lives in order to help their continued development as readers and writers in a broader context. The information used to design the lessons here is mainly based on the analysis of the two adolescent participants' literacy practices, which are appropriate for sixth graders to develop the reading comprehension and writing skills. The materials are deliberately selected from various sources based on the students' needs and interests such as newspapers articles, magazines, etc. to reinforce their motivation.

Keywords: adolescent literacy, instructional design, literacy skills and practices, reading and writing skills

Introduction

From the interview that I conducted to investigate the two adolescent students' literacy practices in their everyday lives, this paper is the follow-up task to make use of what I have learned from the students' interests, motivation, and their literacy practices to develop them into a curriculum. I propose and provide teaching procedures and activities, which can be used to teach adolescents in the future. According to the analysis of the two participants' literacy practices, their main interests are concerned with dancing, drama, fashions, cooking, sports, comedy, music, and general information in the internet. The important feature of the instructional plan is to engage students actively to respond to text materials and to encourage them to read and write with enjoyment. And at the same time, it will help to develop their reading comprehension and writing skills.

The Profiles of the Participants

Joe and Jane (pseudonyms), were the key informants in this study. They were 16 and 17 years old at the time of data collection. They were both from a family with a middle socio-economic status and lived in Bangkok. In selecting the informants, I considered the ones whose backgrounds, interests, and literacy practices would provide a rich understanding of their experiences. Other practical considerations such as the interest in participating as well as the possibility that the informant would provide insightful information were also taken into account.

Joe

Joe was seventeen years old and in his first year at the university. He had one sister. He lived with his family. Joe was taking 6 subjects in the engineering program. He was a nice and friendly guy. From my observation, Joe seemed to be busy with his study, and did not return home until six to seven p.m. It was quite difficult to

contact him at home when I wanted to ask additional questions from him on the phone. He liked to spend time in the university library searching for information for his school work. When he was home, he usually did his assignments. To me, he was an attentive student, and studied quite hard. He did not participate often in the extra-curricular activities due to his study. But he seemed to enjoy spending his free time on the computer by his own.

Jane

Jane was sixteen years of age, and in grade 12 at a public secondary school. Jane was interesting, articulate, and active in the life in and out of the school. Unlike Joe, she was actively involved in the school activities such as the dancing and sport clubs. Jane was very talkative and cooperative, and enjoyed attending social functions with her mother. She seemed to be a lively and cheerful person. She was a typical girl who liked pretty and fashionable things. Academically, she was an attentive student. Thus, she could be well-served as a student who was academically successful.

Proposed Instructional Approaches

As the main objectives of the curriculum are to develop students' reading and writing skills, a variety of effective instructional strategies are introduced depending on the materials used in each lesson. Teachers should use their own judgement which strategies are most effective to their students by considering their age, needs, interests, and other factors. I will describe the brief concepts of the useful strategies that can be used to serve the purposes of the curriculum and will demonstrate how to implement them into a real learning process. However, the teaching strategy presented in each lesson is only the guideline and can be adjusted or substituted with other strategies that the teachers think are more suitable for their students. In this paper, I select the strategies that I think best suit Joe's and Jane's cases as follows:

Context-Structure-Sound-Reference (CSSR)

Ruddell and Ruddell (1995) advocated the CSSR System for developing independent word learning strategies. This technique is used because Jane likes to read books at a higher level to increase vocabulary. The CRRS System is a sequential approach for students to follow when they encounter an unknown word. The sequence first directs students to search for meaning clues in the contexts of sentences and paragraphs surrounding the word. If the context is not helpful, then students should examine word parts and pronunciation. As a last resort, students explore references such as margin notes, glossaries, and dictionaries. Ruddell and Ruddell stressed expediency in finding a strategy that will enable students to construct a sensible word meaning in the most efficient manner possible. The goal is to move on quickly as long as the constructed meaning makes sense. Each step is supported by a variety of instructional activities to practice these strategies.

Problem-Solving Techniques

Blachowicz and Fisher (1996) encouraged teachers to help students use problem-solving techniques as they examine context. Students learn different types of context clues such as synonyms, purpose of the word, and general ideas about the word to help them figure out a sensible meaning for an unknown word. Blachowicz and

Fisher also advocated metacognitive context instruction where students are directed to examine the word and its location, make a connection between their background knowledge and what the author says, predict a meaning, and then accept or reject the newly constructed meaning.

Think-Alouds

To capture students' interactions with self-selected unknown words in personally chosen texts, teachers may conduct think-aloud sessions (Harmon, 1998) and have students read until they found an unfamiliar word to discuss. At this point, they talked about what they were doing to help themselves construct plausible meanings for their self-selected terms.

Read-Aloud

Atwell (1998) referred to reading aloud to students as “a bride for kids, taking them into territories they might never have explored”. During read-aloud time, teachers read to students using expression and volume, or what Atwell referred to as “going for it”, to make the text come alive for them. Reading aloud benefits reluctant adolescent readers in that it helps students feel a sense of belonging to a community of readers. Teachers may model their thinking while reading aloud to students.

Minilesson

Minilessons lend themselves nicely to the “direct and explicit instruction shown to improve reading comprehension” (Dole, 2000). Minilessons work well if they are planned ahead of time and include the following components:

- Focus statement-remarks at the very beginning of the lesson that explain what the strategy is and how and why it is being learned.
- Modeling-examples of the skill or strategy being learned, usually provided by the teacher.
- Practice-opportunities for students to practice the skill with independent or instructional level materials as a group or in partners.
- Reminder-directions to the students to continue practicing the skill or strategy during their silent reading time.

Journal Writing

Students keep a response journal. Responding to reading through writing helps students develop their writing and reading skills. Teachers may use read-aloud to demonstrate making connections, noticing characters and setting, and asking questions that occur as they read. Students may use a spiral notebook to record their responses. In the journal students respond to a prompt or a question. For example, teachers ask students to draw and label a picture of the different settings in their book or ask them to tell about a favorite character in the story they are reading and use examples from the text to support their observations.

Instructional Materials

Instructional materials should be authentic and from different sources such as popular novels, newspaper articles, magazine articles, sport columns, e-mails, etc.

Assessments

The following types of assessment are proposed to assess the students' learning performance.

- Reading aloud daily.
- Peer tutoring, paired reading, and reciprocal teaching activities.
- Daily monitoring of reading through the use of observation during silent reading time and a reading log.
- Discussing reading strengths and weaknesses honestly with students.
- In-class activities and reports.
- Quizzes and final exams.

Teaching procedures

Basically, I will select a variety of authentic texts that capture the students' interests, and have them read aloud. After that, I will assign appropriate follow-up activities for them such as asking them to write the reflective responses after the reading. This activity will help the improve both reading and writing skills.

Samples of Instruction plans

Example 1

Topic: Titanic

Goal: To improve writing skill

Objectives:

- 1) Students will be able to analyze the plot, the arrangement of events to the end, the main characters, and the setting of the film.
- 2) Students will be able to write the most impressive part of the film.

Procedures:

- 1) Teachers show the film "Titanic" to the class.
- 2) Teachers ask students to take notes while seeing the film the important events, the main characters, and the setting of the film.
- 3) After showing the film, teachers ask the class what they think about the film. Have students comment on any part they like.
- 4) Have students write the important events of the film, the main characters, the setting, and their most impressive part as individual work.

Assessment:

- 1) I will know that the students can do the critical analysis if they are able to write the plot, the character, and the setting after seeing the film.

Example 2

Topic: E-mails

Goal: To increase reading and writing skills and vocabulary

Objectives:

- 1) To encourage students to do as much extensive reading outside of class as possible.
- 2) To encourage students to have the discussion take place outside of class via e-mails.

Procedures:

- 1) Teachers divide the class into small e-groups of four or five students each. Then the students are given a reading {e.g., a magazine or newspaper article, a poem, or a short book}.
- 2) After they have completed the reading, they can e-mail their reaction to it to the other members of their e-group.

Assessment

- 1) I will know that students are able to understand the reading selection if they can write their reactions to what they read.

Example 3

Topic: News stories

Goal: To improve reading and writing skills

Objectives:

- 1) To encourage to read and write news articles, and relate the stories to their experiences.
- 2) To have students write a summary of the news stories.

Procedures:

- 1) Have students read news stories and take important notes of the news they read.
- 2) Students share their opinions on the issues raised in the stories and relate these issues to their own experiences and/or to society in general.
- 3) Have students submit weekly summaries of news stories with their reactions.

Assessment

- 1) I will know that students can comprehend the news stories and can summarize the main point of what they read from the summaries that they weekly submit to me.

Example 4

Topic: Sports

Goal: To improve reading and writing skills.

Objective:

To encourage students to read more of the external materials other than the ones used in the classroom and to practice them to find the important ideas of what they read.

Procedures:

- 1) Have students read the sport sections of newspapers, analyze them into different categories, and make a report who the winners were of each match.

Assessment:

- 1) I will know students will understand how to find the main ideas of the sport news they read if they can tell who the winners were in the report.

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Author

Pragasit Sitthitikul is an associate professor of the Language Institute, Thammasat University, Thailand. He earned a doctorate in Language and Literacy Studies, with a concentration in second-language reading processes, at the University of Illinois at Urbana-Champaign, USA. He has extensive experience in teacher training throughout Thailand. His areas of interest include Second Language Literacy, Cognitive and Sociocultural Factors in Second Language Learning, and Intercultural Issues in Second Language Learning.

Understanding Political Debates from the Perspective of Appraisal Theory of China's Belt and Road Initiative: A Corpus-based Critical Discourse Analysis

GU Guodong¹ / Muhammad Afzaal²

¹School of Economics and Finance, Shanghai International Studies University

E-mail: 13003231653@163.com

²Institute of Corpus Studies and Applications Shanghai International Studies University, China

E-mail: Afzaal@shisu.edu.cn

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Abstract

This paper examines political speeches of President Xi's Work Together to Build the Silk Road Economic Belt and The 21st Century Maritime Silk Road using corpus based critical discourse analysis. The corpus of the study comprises political debates of President Xi on the Belt and Road Initiative. The study employs appraisal theory and corpus based CDA to reveal the perception of China's mega project. The study reveals that the use of attitude and graduation resources, where the former seems mostly positive and the latter are abundant in force with enough focus. The study also highlights the significance of Belt and Road Initiative. Finally, it is highlighted that the Belt and Road Initiative will have a significant impact on the development of future international community. However, the Initiative faces many obstacles, including a lack of central cooperation, political regime and belief conflicts, and international feasibility issues.

Keywords: BRI, CDA, appraisal theory, appraisal resources, political discourse, cooperation

Introduction

In 2013, Chinese President Xi Jinping announced the Silk Road Economic Belt and 21st-Century Maritime Silk Road, first called One Belt One Road (OBOR) and later renamed Belt and Road Initiative. (BRI). Since then, it has become Xi's signature foreign policy project. However, the recent decade has witnessed the contingent amendment and rationalization of the "Belt and Road Initiative" experiencing steady and fast progress, Afzaal, 2021; 2022). China, presented with arduous tasks of both tackling supplementary economic anti-globalization of those developed stakeholders and liberalizing foreign and even multinational trade, is no exception, either. However, under the heavy pressure of western cultural monopoly and political discourse hegemony, the communities involved become evidently more inclined to learn about China from a few scattered words or fake information from the Western media rather than the first-hand Chinese material, resulting in construction and presentation of biased, incomplete, distorted or totally reversed knowledge or impression of China, (Afzaal 2023; 2019; Afzaal et al, 2022).

The study focuses on the discourses of the Belt and Road Initiative (BRI) with four main themes. First, China's Belt & Road Initiative is crucial to its economic growth by exploring new kinds of international economic cooperation with new

partners, image of China's growing economy, China's global or shared community, and perception of the BRI.

Words and deeds of national leaders in grand events not only represent their own claims, but also transmit the attitude and position of the whole country, and to some degree reflects the image of the country. Multiple versions may be provided to deepen the international community to acquaint itself with China more directly, timely and realistically so that President Xi Jinping's authentic stance would be prominently manifested, incorrect deviation and non-objective appraisal resources caused by translation could be effectively avoided, and the application and allocation of many appraisal resources might be truthfully presented. It is therefore particularly urgent to enhance China's voice, prestige, and comprehensive competency in alien arenas. International forums and conferences often serve as accessible channels for countries to exhibit national competitiveness and sustain good relations with friends or opponents, corroborating the necessity to practise common development and exerting efficient power on the national image dissemination.

Furthermore, China International Import Expo (hereafter CIIE) is genuinely the world-class event (though each year a significant speech delivered before opening of the fair) announced by President Xi at the "Belt and Road" Forum for International Cooperation, so the typical large-scale exposition signifies Xi's (exactly China's) initial vital and useful document in May, 2017 for partnership among pertinent nations and regions.

The study focuses on the application of the appraisal theory (AT). AT is the development and improvement of interpersonal meaning in systemic functional linguistics, focusing mainly on various discourse-oriented components like attitudes that are able to be negotiated in discourse, and further attaining a sound linguistic system expressing interpersonal meaning from the level of discourse semantics (Martin & Rose, 2003). Renowned experts represented by Martin (2000), have already started to study appraisal system to explore the meaning of texts and utterances, and the process has lasted for many years. Martin and White (2005) have published the first monograph of further standardized AT later, which is also regarded as the milestone theory.

Previously many studies have been conducted to analyse the political debates using theoretical insights of critical discourse analysis(Wu & Cheng, 2023; Afzaal et al., 2022; Taylor 2022; and Wu, 2023). In addition, other studies, for instance, White (1998) uses AT to conduct a systematic study of news discourse, focusing on how readers have made sense of social evaluations news reports conveyed to the public. Although the theory is employed at both home and abroad, analyzed texts and discourse of distinct topics, genres, and themes turn out relatively rare, coming later (including textbook, literary, news, speech, advertising discourse; film and television lines, broadening the micro range) in the traditional Chinese settings. Some scholars in recent years tend to survey and advance China's national image from the perspective of AT, paying more attention to the soft power construction hidden behind news or speech discourse.

In China, the theoretical research of AT can be dated back to work of Zhang (1998) with his *Discussing Domain and Incarnation of Discourse Tone*. Nevertheless, numerous scholars have really been fascinated just after Wang's (2001) introduction of the background and framework of appraisal system in detail. Li (2004) shows interest in reviewing the application of discourse analysis (DA) theory, adumbrating that the

interpersonal attitudes and the important role of context in the process of identifying appraisal meaning should be further recognized. In terms of traditional approaches, celebrities in the academia center on sociocultural contexts, especially DA, which studies topics in a wide stretch of fields (Huang & Zhang, 2020; Zhang, 2018) such as politics, economy, culture and society. Pang (2013) utilizes an analytical corpus-based approach to compare the speeches addressed by former U.S. President George W. Bush ahead of and following the Iraq War and argues how the American government usually reconstructs the legitimacy of the Iraq War. Zhao, Guo and Che (2016) dig deep into three mainstream media in the UK, namely the *New Statesman*, the *Daily Telegraph* and the *Economist*, and wield a large number of words that fall under the category of affect resources indicating support for the “Belt and Road”, rendering readers emotionally charged; the belief that joining the initiative will do more good than harm in boosting the UK economy is confirmed to a large extent. Dong (2019) chooses several pieces of news reports from the mainstream Italian about China’s opening ceremony of the 19th National Congress as research materials to examine the natural attitudes of Italian media toward the event in China predicated on the attitude system where lexical words normally hint and carry resources of positive judgement and appreciation.

Application of AT in Chinese DA is comparatively insufficient. Liu (2008) elaborates straight on the attitude resources in news comments, asserting the presentation of hidden ideology, another fashion to manipulate and locate readers. AT is faithfully probed into speaking of discursive construction in the national image, which effectively makes up the deficiency in that it effectively points out the feasible and practical media strategies for major powers’ relations (Pan & Dong, 2017).

Valuable enlightenment furnished, political speeches are somehow analytical or rallying reports delivered by national leaders on the current situation of the country in a certain manner, which fully clarifies the nation’s stance and viewpoints towards relevant issues. Besides, Yang (2013) excavates the double angles of the attitude resources in political speeches, often opposite regardless of neutrality: positive or negative; and explicit or implicit.

Three interrelated subsystems within AT can thus be introduced by Martin and Rose (2003) into Xi’s organized speech at the opening ceremony of the forum, being fairly representative among a great deal of political discourse; and the actual application of these appraisal resources in Chinese discourse resonating with the audience as well as winning people’s recognition is of profound significance, revealing the approaches to realizing interpersonal meaning in authentic political discourse. Because appraisal resources in such discourse can serve to inquire into the apparent relationship between language and power, receivers can usually directly or obliquely obtain some of the orator’s attitudes and positions from the news reports. It is therefore viable to analyze the major political text in China from the perspective of AT, and capture and visualize the distribution characteristics and reasons of the difference(s) in international business communication.

Appraisal Theory

Evaluation of language was generalized as an appraisal system. Predicated on Martin’s AT (2005), the article discusses the distributive features and distinctions of appraisal resources in Xi’s speech and clarifies what implied meanings like national

image is constructed behind political discourse. Tailored to the research objectives proposed, appraisal theory refers to three-dimensional framework (setting criteria with several subcategories) for Chinese-context appraisal resources.

The attitude system can explain the speaker's ability to convey positive or negative senses to the audience through language, but also express the evaluation directly or euphemistically, in which the mental state of the discourse subject can be developed intuitively by psychological affect resources. The four specific items, namely: (a) un/happiness (individuals' mood), (b) in/security (social surroundings), (c) dis/satisfaction (goal accomplishment), and (d) dis/inclination (human desire) are listed in Table 3. Social esteem and social sanction are two subsystems of judgement system.

The former has nothing to do with ethics or laws and regulations, and it is generally utilized to make appreciative or critical assessment on people's behavior, phenomena, etc., by virtue of normality (how unusual), capacity (how capable) and tenacity (how dependable); the latter one has legal implications, primarily used to glorify or condemn people's behaviors or actions, judge whether it is legal and moral, and veracity and propriety are the two main sorts, shown in Table 4. Appreciation resources are mainly used to evaluate the attributes, composition and value of phenomena and behaviors. Table 5 is the picture of reaction (attraction impact plus emotional influence quality), composition (balance plus complexity) and valuation, comprising the three subcategories of appreciation system (e.g., reaction composition, valuation). The polarity of institutionalized appreciation resources stems from their influence on the discourse subject. If positive feelings are triggered or emphasized, positive appreciation meaning ought to be conveyed, and vice versa.

Engagement resources refer to the source of discourse attitude (how borrowed), playing a crucial role in constructing the intrinsic subject image with discussion and interpretation. In our research scope, they merely involve hetero-gloss internalized resources and otherwise the mono-gloss, the straightforward ones, with the former containing two subsystems: dialogic contraction and dialogic expansion (disparity co-existence). In view of formation regarding the engagement system, conversational contraction refers to narrowing / closing the space with other sounds, and specifically includes two kinds: disclaim (rejection of the designated; the keystone half here) and proclaim.

Graduation is used to adjust the intensity or degree of discourse attitude and participation. Force and focus are the branches. Served as intervention, the former is achieved through quantification (presented by various quantifiers) and intensification (expressed through degree adverbs) resources, while the latter, based on norms or prototypes, divides meaning from the core to the edge; both effectively adjust the narration of attitude and engagement. Dichotomy from the experiential meaning and mode of lexical expression about force denotes that quality and process are under intensification, and evaluation of the number, mass and extent of entities is the so-called quantification (extent involves proximity and distribution in time and space).

Data and Method

The study uses mixed method approach, both quantitative research with qualitative analysis to analyse the corpus. Moreover, the UAM Corpus (linguistics software) is used for minor part of speech tagging, sentence marking and general statistics. At present, the theory is concerned with the analysis of particular discourse

or category of it subject to size restriction. A corpus can help identify, retrieve and quantify appraisal resources quickly.

The research can be roughly divided into three steps: First, the speech text was inputted into the linguistic tool with the format of the source unchanged; secondly, the political discourse was marked according to the linguistic model with some details slightly altered; and third, after prospective manual identification and annotation, data were collected (orderly samples shown) and analyzed qualitatively as well. This study is then validated through concrete examples to explore what kind of China's national image is constructed by these diverse appraisal resources. The corpus of the study comprises 6,257 Chinese characters.

The research materials of the study are directly obtained from the official news report website. Document and segment coding for texts are given by UAM. With the help of the corpus tool, an effective computer-based annotation workbench for the research material is provided, and thus coding and processing the text becomes more convenient and efficient, which makes data analysis and results more pronounced and convincing. For example, segment coding is performed by self-selecting the excerpts in the texts and assigning them attributes respectively to plainly annotate and present the appraisal resources discussed in Xi's keynote speech.

Results and Discussion

The total Chinese characters of the original text are 6,257, including the opening remark and peroration. References entailing in-depth analysis about CIIE (exceeding 20,000 characters) long after the forum are unfortunately not taken into account in the political discourse. Detailed and specific illustrations are unfolded in the tables below.

Table 1

Distribution of Appraisal Resources in the Speech

Type	Percentage
Attitude	76.9%
Engagement	6.0%
Graduation	17.1%

As shown by the data in Table 1, attitude resources are used most frequently in this speech text (abundant as identified, around 80%), followed by graduation and engagement resources (the latter with the smallest proportion: 6% in fact, meaning imbalanced use of appraisal resources in Xi's public speech). Lack of engagement resources symbolizes China's preparation stage of the unforeseen trade (peculiarly import facet). Implicit and explicit words and expressions of emotions are heavily applied to clarify firm position and strength on Chinese international trade plan and economic cooperation outline. Keywords excluding function words and proper names: "cooperation (合作)", "civilization (文明)", "common (共同)" and "world (世界)" are technically referred to 47, 13, 12, 11 times respectively, and none of them has the

exclusive meaning of single independence. The cooperative elements together with widening access to foreign markets are illuminated, so as to better usher in unique coalitions with the right audience and roundly accelerate the progress of economic globalization under the linking bridge of the “Belt and Road” Initiative.

Attitude Appraisal Resources

Table 2

Distribution of Positive and Negative Appraisal Resources in the Speech

Type	Percentage
Positive	95.8%
Negative	4.2%

As displayed in Table 2, almost all of the speech texts (over 95%) belong to positive appraisal resources, and when it comes to the negative ones, only domestic and international situations are talked about due to the changeable and unpredictable outside world where China, the top-notch example in developing economies, is supposed to constantly grasp golden opportunities, embrace subsequent challenges, and even face potential threats with dynamic policies and prompt adjustments made.

Table 3

Distribution of Affect Resources in the Speech

Affect Resources	Un/ happiness	In/ security	Dis/ satisfaction	Dis/ inclination	Total	Percentage
Positive	28	10	13	4	55	94.8%
Negative	3	0	0	0	3	5.2%
Total	31	10	13	4	58	100%
Proportion	53.5%	17.2%	22.4%	6.9%		100%

The number of affect resources amounts to 58 in which there are far more positive affect resources than negative counterparts; resources featuring un/happiness weigh more than those characterized as dis/satisfaction and in/security successively. But as regards polarity, albeit compatible with security, satisfaction resources are found to take up a slightly higher proportion (about one-fourth positive). Furthermore, happiness resources (attributed as positive), over one half of the whole, outnumber the few negative ones. This shows China’s positive attitude and strong desire to value and propel economic globalization and opening up policy with market circulation and expansion. Satisfaction resources rank second with 13, further demonstrating that China has effectively implemented and fulfilled previous objectives and commitments since

2013, which indeed sounds indicative of its promising future on the right track. Within the un/happiness subdivision beyond statement, three bare appraisal units display the unhappiness state and the rest keep all positive, chiefly because of traces of the undesirable circumstance around such as the adverse impact of unilateralism on China's economy brought by the possible hegemony and presumable unilateralism (anti-globalization). Inclination resources are concentrated in describing the wishes or expectations to coexist and coordinate in transnational affairs when it comes to China putting forward new initiatives on world economic development or making its will clear to settle wicked troubles in global governance.

Table 4

Distribution of Judgement Resources in the Speech

Judgement Resources	Normality	Capacity	Tenacity	Veracity	Propriety	Total	Percentage
Positive	12	31	16	5	2	66	100%
Negative	0	0	0	0	0	0	0
Total	12	31	16	5	2	66	100%
Proportion	18.2%	47%	24.2%	7.6%	3%		100%

In the judgement section, what occurs most is capacity. It is essential to note that in political discourse, the use of resources is drastically positive. The total number of judgement resources hits 66, and the proportion of social esteem resources (including normality, capacity and tenacity) is considerably higher than that of social sanction resources (including veracity and propriety), reaching approximately 9:1, and the truth is uncovered: Instead of applying ample social sanction discourse, Xi favors social esteem resources to exhibit achievements and its positive effects, China's economic potential in addition to capacity and resilience of China among the international community members. Also, this is coherent with the fact that China seldom evaluates people's trustworthy behaviour or honesty deeds based on legislation, notably in establishing harmonious relationships with others unless the absolute measures are boasted about; meanwhile, China is modestly and unswervingly practising the concept of "a community with a shared future for mankind". Hence, the suitable target to be accomplished is, to a certain extent, to attract foreign businesses to enter China's market, rendering economic exchanges smooth as planned.

These resources alike stay astoundingly positive throughout the judgement system. Capacity resources account for the largest, followed by tenacity, normality, veracity and propriety resources respectively. Plentiful capacity and tenacity resources suggest that China, as an increasingly dependable country (and has proved rather outward), is willing to stand with and capable of working for the benefit of the international community through thick and thin, further signifying China's reliability, and consequently the public will be more aware of, empathetic with and probably support China's claims to seek the optimal decision apart from sharing common interests and dividends.

Table 5*Distribution of Appreciation Resources in the Speech*

Appreciation Resources	Reaction	Composition	Valuation	Total	Percentage
Positive	0	3	33	36	85.7%
Negative	3	3	0	6	14.3%
Total	3	6	33	42	100%
Proportion	7.1%	14.3%	78.6%		100%

Under appreciation system, valuation as well as composition constitutes a larger proportion of the resources relative to the reaction part. There exist 42 appreciation resources in total, with valuation ranking first, exceeding the majority of the rest; and negative sides upon reaction and composition tie. Among the components, positive appreciation resources tremendously outnumber their negative equivalents. It further indicates that Xi tends to objectively evaluate the current social cross-border issues from a global perspective. Consequently, the overall international economic situation can be clearly demonstrated, and the public will have a clear idea on what they should pursue and what measures they should take to realize and preserve a harmonious and prosperous society in the future. Thirty-three valuation resources are all positive and designed to appreciate and extrude the indispensable role of China, and to highlight how critical the “Belt and Road” Initiative hosting related activities may be. Using these valuation resources will help China win advocacy and obtain close attention of the international communities, possibly laying a solid foundation for realization of economic globalization. Reaction resources, however, are negative because emerging nations like China (more precisely 5 years ago) have been encountering and weathering external risks in order to make achievements, persistently or permanently constrained, strictly controlled or even severely sanctioned by politically as well as economically dominant and powerful steerers or rulers.

Engagement Appraisal Resources

Triple occurrence of “say (说)” and conditional “can (能)” confirm the optimistic ambition to develop the “Belt and Road”, graphically portraying China’s path guide image. The relevant resources appear many times, altogether three in the sequentially first (“I”; “China/we”) and third (“Arabic saying”) person, where the essence remains constant: outward cooperation, and the holistic structure of persuasion is gradual penetration; proofs are the ancient Arabic quotation of the latter section combined with subjective first-person narrations in both single and plural forms, rationally and effectively demonstrating relatively complete involvement when negotiating with business partners along the way.

From the speech, contraction resources reach 9 times, principally “deny” without other engagement resources. Deny resources are mainly executed to negate those discourse positions that are not recognized by China. Rich dialogic contraction resources are utilized to deliberately marginalize the discourse space to increase the

persuasiveness and credibility of China's proposals and attitudes, thus making the international community far more compliant with trust and support China in place of acknowledging the existence of multifaceted opinions, inviting pleased audience to participate in the realistic discourse communication nowadays to improve the acceptability of political discourse content and demonstrate China's inclusiveness and tolerance to sentiments of other countries, regions and areas. While China is now stepping into a stage where local complexities and global fights persist, and holding meetings that every potential participant round the globe turns eager to attend, fixed usage epitomizes China's solidarity and determination to meet the demands of the "Belt and Road" Initiative. If China realizes deep-rooted and sustainable economic growth, stability and steadiness normalcy, then more expansion resources may stand out conspicuously.

Graduation Appraisal Resources

Force appears 32 times in the political discourse, whereas focus counts solely 5 in graduation resources, which are principally used to amplify (or shrink) sentiments discourse contents convey without generating novel connotations. Repetitive "*four years (4 年)*" emphasized, Xi underscores solid bases like physical entities and virtual capital, inevitably adhering to the spirit of hard work. What is represented vividly is that Xi prefers to intensify the degree of meaning and quantify the number more than sharpening or softening categories to certain heated debates: connectivity building as a result of diligence. Massive and striking quantification resources imply the exact status quo of economic society as well as the influence and achievement of the "Belt and Road" Initiative since its implementation. The employment of force and focus resources aims to showcase the intensity and reliability of the speech, enhance Xi's persuasion on business communication and cooperation for development, and reach a consensus with the putative readers as factually the diligent alternative is shaped.

From above-mentioned thorough distribution of the appraisal systems and their corresponding subcategories, we can easily discover that compared with engagement and graduation ones, positive attitude resources are the chief appraisal resources, also diverse in subsystems: happiness in affect resources, capacity in judgement resources, and valuation in appreciation resources. In terms of polarity, positive judgement resources accounted for 100% of the total. Accordingly, the massive employment of positive judgement resources can further highlight the reliability, confidence and capability of China in broadening its market, and demonstrate the inseparable role of the international community in multilateral trade. Simply, judgement resources in the attitude system, on one hand, occupy an overwhelming proportion. On the other, deny resources rank first in engagement resources. Force resources with quantification and intensification functions, the most abundant in graduation resources, are unearthed. Such keywords as "*common*" and "*cooperation*" are of high frequency. These provide sufficient data support in the next step of qualitative analysis.

Qualitative Investigation: Appraisal Meaning Test

Sometimes, China's national image regarding mutual benefits and development of the world economy is not explicitly showcased in political speech discourse owing to the national nature: the golden mean / middle course.

5.2.1 Analysis of Attitude Resources

(1) “孟夏之日，万物并秀。”(Appreciation: +valuation)在这美好时节(Affect: +happiness)，来自 100 多(Force: +quantification)个国家的各界嘉宾齐聚北京，共商(Affect: +happiness)“一带一路”建设合作大计，具有十分重要的意义(Appreciation: +valuation)。今天，群贤毕至，少长咸集，我期待(Affect: +inclination)着大家集思广益、畅所欲言，为推动(Judgement:

+capacity)“一带一路”建设献计献策，让这一世纪工程造福各国人民(Affect: +satisfaction)。

[Translation] *In this lovely season of early Summer when every living thing is full of energy, I wish to welcome all of you, distinguished guests representing over 100 countries, to attend this important forum on the “Belt and Road” Initiative held in Beijing. This is indeed a gathering of great minds. In the coming two days, I hope that by engaging in full exchanges of views, we will contribute to pursuing the “Belt and Road” Initiative, the project of the 21st century, so that it will benefit people across the world.*

The opening chapter mainly draws on (a) affect resources: happiness, and (b) appreciation resources: valuation to describe the lively and refreshing season: the very traditional height of summer. People may feel elated thanks to affections to express China's willingness to work with the rest of the world in order to promote the “Belt and Road” Initiative; affect resources of satisfaction is finally applied to explain the impact of the “Belt and Road” project of the century. These appraisal pavements reflect and consolidate the importance of the “Belt and Road” Initiative and China's definite determination and jubilant enthusiasm to advance its unwavering construction step by step. The extensive use of emotionally charged lexemes is intended to identify with the audience: Hopefully we are to embrace diversity and prepare the common ground for subsequent expression of participants 'cooperative standpoints.

(2) 2000 多年前，我们的先辈筚路蓝缕，穿越草原沙漠(Judgement: +tenacity)，开辟出联通亚欧非的陆上丝绸之路(Judgement: +capacity)；我们的先辈扬帆远航，穿越惊涛骇浪(Judgement: +tenacity)，闯荡出连接东西方的海上丝绸之路(Judgement: +capacity)。

[Translation] *Over 2,000 years ago, our ancestors, trekking across vast steppes and deserts, opened the transcontinental passage connecting Asia, Europe and Africa, known today as the Silk Road. Our ancestors, navigating rough seas, created sea routes linking the East with the West, namely, the maritime Silk Road.*

Example (2) uses a wealth of judgement resources, with more appraisal materials upon capacity and tenacity, primarily to promote to the whole world that China, as the trustworthy practitioner, owns a long historical origin in open communication and free exchanges along the “Belt and Road”, to celebrate the outstanding contribution of China's forefathers to the construction of the path, and to praise the courageous and pioneering spirit of the ancestors, which fits in with our resolve to perfect the “Belt and Road”. In the meantime, conventional habits are regularly mentioned though contrary to British press coverage, yet positive attitudinal terms: capability resources seem available upon assessment (Zhao, Guo & Che, 2016). In other words, the same focus on the initiative indicates optimism about economic strengths of China, who is believed to build the “Belt and Road” and lead the partner countries to achieve global success soon.

(3) 从现实维度看，我们正处在一个挑战频发的世界(Appreciation: -reaction)。世界经济增长需要新动力，发展需要更加普惠平衡，贫富差距鸿沟有待弥合(Appreciation: -composition)。地区热点持续动荡，恐怖主义蔓延肆虐(Appreciation: -reaction)。和平赤字、发展赤字、治理赤字，是摆在全人类面前的严峻挑战(Appreciation: -reaction)。这是我一直思考的问题。

[Translation] *In terms of reality, we find ourselves in a world fraught with challenges. Global growth requires new drivers, development needs to be more inclusive and balanced, and the gap between the rich and the poor needs to be narrowed. Hotspots in some regions are causing instability and terrorism is rampant. Deficit in peace, development and governance poses a daunting challenge to mankind. This is the issue that has always been on my mind.*

Indeed, never can the onlookers or bystanders inspect complicated matter in a one-sided way alone, for “challenges” linger. And in the full text of this political speech, while most of the resources used are positive, Xi notes the urgency of the contemporary domestic and international situation here such as wealth gap, regional turbulence and terrorism, leading to humans’ collective dilemmas unsettled like peace deprivation, governance absence as seized human resources get pretty scarce, which is unluckily, extremely detrimental to the advancement of the “Belt and Road” Initiative. Negative reaction and composition resources constitute these appraisal resources, verifying China’s necessary responses to the outside disasters. Facing up to the challenges and threats, China and its partners are suggested to work together to address the risks, and thus chances are that they will make new progress as an impregnable team in the lengthy road to the construction of the “Belt and Road”. Prospective narration embody China’s visions of overcoming tough periods when performance is to be managed hand-in-hand as per the “Belt and Road” Initiative.

5.2.2 Analysis of Engagement Resources

(4) “一带一路”建设离不开(Disclaim: deny)和平安宁的环境(Appreciation: +valuation)。我们要构建以合作共赢为核心的新型国际关系(Appreciation: +valuation)，打造对话不(Disclaim: deny)对抗、结伴不(Disclaim: deny)结盟的伙伴关系(Appreciation: +valuation)。

[Translation] *The pursuit of the “Belt and Road” Initiative requires a peaceful and stable environment. We should foster a new type of international relations featuring win-win cooperation; and we should forge partnerships of dialogue with no confrontation and of friendship rather than alliance. [*Negation does not accompany the prerequisite.]*

……这种状况不能再持续下去(Disclaim: deny)。

[Translation] *... Such state of affairs should not be allowed to continue.*

中国愿(Affect: +inclination)同世界各国分享发展经验，但不会(Disclaim: deny)干涉他国内政，不会(Disclaim: deny)输出社会制度和发展模式，更不会(Disclaim: deny)强加于人。我们推进“一带一路”建设不会(Disclaim: deny)重复地缘博弈的老套路，而将开创合作共赢的新模式。

[Translation] *We are ready to share practices of development with other countries, but we have no intention to interfere in other countries’ internal affairs, export our own social system and model of development, or impose our own will on others. In pursuing the “Belt and Road” Initiative, we will not resort to outdated geopolitical maneuvering. What we hope to achieve is a new model of win-win cooperation. [*Conciseness is highlighted.]*

Example (4) takes advantage of the engagement system in which the majority of the resources used are contracted and mostly manifest deny property. This key characteristic demonstrates China’s struggle or firm stance in building brand-new types of international relations for win-win cooperation and its innovative spirit in promoting the “Belt and Road” construction. The proficient persuasive techniques are evidently luring the anticipated members to believe in the appropriateness of the

initiative that force is forbidden, and zero games of cultural erosion are not permitted whereas conflict free mode is advocated to the utmost. The initial brave step out, meeting and getting to know each other, mutual development and movement towards happiness, peace and harmony are not regarded absolute bold measures. Humility is the heart because only when people are convinced with reason can risky concerns and doubts arising from ideological differences vanish.

5.2.3 Analysis of Graduation Resources

(5) 来自 100 多(Force: +quantification)个国家的各界嘉宾齐聚北京。

[Translation] *I wish to welcome all of you, distinguished guests representing over 100 countries, to attend this important forum on the “Belt and Road” Initiative held in Beijing.*

4 年来, 全球 100 多(Force: +quantification)个国家和国际组织积极支持和参与(Affect: +happiness)“一带一路”建设。

[Translation] *Four years on, over 100 countries and international organizations have supported and got involved in this initiative.*

这是政策沟通不断深化的 4 年 (Force: +intensification)。/ 中国同 40 多 (Force: +quantification)个国家和国际组织签署了合作协议, 同 30 多(Force: +quantification)个国家开展机制化产能合作(Judgement: +propriety)。本次论坛期间, 我们还将签署一批对接合作协议和行动计划, 同 60 多(Force: +quantification)个国家和国际组织共同发出推进“一带一路”贸易畅通合作倡议。//这是设施联通不断加强的 4 年(Force: +intensification)。/规划实施 (Judgement: +propriety)一大批(Force: +quantification)互联互通项目。//这是贸易畅通不断提升的 4 年(Force: +intensification)。//这是资金融通不断扩大的 4 年(Force: +intensification)。//这是民心相通不断促进的 4 年(Force: +intensification)。

[Translation] *These four years have seen deepened policy connectivity. / China has signed cooperation agreements with over 40 countries and international organizations and carried out framework cooperation on production capacity with more than 30 countries. During the forum, a number of cooperation agreements on policy connectivity and action plans will be signed. We will also launch “Belt and Road” cooperation initiative on trade connectivity together with some 60 countries and international organizations. // These four years have seen enhanced infrastructure connectivity. / A large number of connectivity projects are also in the pipeline. // These four years have seen increased trade connectivity. // These four years have seen expanded financial connectivity. // These four years have seen strengthened people-to-people connectivity.*

我们要建立多层次(Force: +quantification)人文合作机制, 搭建更多(Force: +quantification)合作平台, 开辟更多(Force: +quantification)合作渠道。

[Translation] *We should establish a multi-tiered mechanism for cultural and people-to-people exchanges, build more cooperation platforms and open more cooperation channels.*

A series of paralleling structures are enumerated here and multiplying effects can never be neglected. In graduation resources, the overwhelming use of force is stressed, and several cases are filled with focus. Quantification as well as intensification is the nucleus, yet the former is strongly mirrored in the obvious context (number or quantity) and the latter seems invisible, transmitting hidden meanings. The flexible and neatly aligned intensification is a reflection of the increasing capacity of China and other countries around the world in promoting the “Belt and Road” Initiative with multidimensional policies scrutinized. Quantification, on the complementary side, represented by repetitive modifiers “*more* (更多)”, is the sheer manifestation of strong commitment, vigorous efforts and extensive participation of China with friends in both open and free economy construction following the initiative. Moreover, these

graduation resources are depicting the ambitious blueprint resulting from China's advantages about strengthening China's inexorable position in the "Belt and Road" Initiative and pertinent construction programs.

Conclusions and Implications

Political speeches have long been the focus of linguistic research. The purpose of the study is to analyze and interpret the distribution features of appraisal resources in President Xi's keynote speech at the opening ceremony of the "Belt and Road" Forum for International Cooperation one year before the CIIE with Chinese characteristics with the help of UAM in the light of the latest appraisal theory (namely three meta-functions of language), and to investigate into the building blocks in the speech such as cooperation and common development (preliminary focus), openness and inclusiveness etc. Economic issues are eventually attributed to political problems resonating with the audience. From the theoretical level, this study further validates the feasibility of AT in the analysis of discursive construction of national image.

Besides, the Chinese political speech is carefully taken rather than the English one especially the translated reports randomly chosen by other researchers, as the first-hand research material to further enrich and expand the research fields of applying AT to the Chinese discourse. The research also augments practicality when it comes to the realization of various appraisal meanings, bestowing the insights upon recipients to understand the interpersonal intents conveyed by Xi.

It can be concluded that China possesses an adequately optimistic attitude toward world economic development and cooperation (connectivity), effectively displaying its open, friendly, grateful, capable, responsible and cooperative national image. More positive appraisal resources are perceived and articulated in Xi's speech, with still more "attitude" in the three subsystems, and likewise, ample judgement and affect resources in the core attitudinal system are utilized in such manifesto. Exhaustive political discourse analysis provides an appropriate understanding of China's attitude and position with the subtle aid of the "Belt and Road" Initiative; compliments upon previous performance are stressed.

The tactful application of engagement resources can ensure the transmission of deepened alliance with China that the plurality longs for. Refinement through graduation resources is an unquestionable interpretation of a higher demand for China to survive and persevere in the global context, overcoming the seemingly insurmountable barriers either economically or with elevated: political ones mastered. That is to say, economic affairs are soon transformed into upgraded discourse with political functions, gaining more public support and recognition, especially in rapport with involved parties. As long as the overall environment is stable, the communities will be more likely to trust China's propositions. After all, economic integration and willingness to work with the rest of the world to promote the project of the century are reliant on mutual assistance, solidarity, collaboration and win-win cooperation under cautious approval. In brief, the speech gist of opening up, cooperation and common development cannot be unreservedly ignored.

Implications of Research

The themes of discourse analysis in China are sometimes closely related to such heated political topics as the Sino–US trade war and the Chinese Dream of national rejuvenation. Two major aspects are mentioned in terms of moulding the political landscape. Over the years, the “Belt and Road” Initiative has been firmly supporting the multilateral trading system, promoting free trade and investment, and offering a strong impetus to the recovery and development of the global economy.

The initiative has made several new contributions to improving the global governance system, too. It appears the rightful meaning of multilateralism and free trade. Practice has fully proved that the initiative responds to the interior requirements of the change in the global governance system, demonstrating the concept of helping each other in the same boat, making Chinese ideas and solutions heard. Even in the context of the pandemic or dual circulation, the BRI upholds the principle of co-business, co-construction and sharing, not closed, but open and inclusive state; not a solo of China, but a chorus of countries along the route. Since the initiative was proposed, the outreach and connotation have been continually expanding, and the “circle of friends” is getting bigger and bigger, transforming from concept to action, from vision to reality, and eventually to a globally popular public product. Similarly, imports can drive internal demand and industrial escalation with CIIE background.

Therefore, dynamic observations to be supplemented mean change in discourse expression and resource distribution prospectively with the national influence altered. Distinctions remain to be discovered and elucidated while assertions with publicized English versions using quantitative categorization and further analysis of motivations are to be well defined and expounded since keywords in appraisal resources should be impartially selected and synthesized.

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Authors

Gu Guodong is currently studying in Shanghai International Studies University. His main area of research includes international relations, global image, and business studies.

Dr. Muhammad Afzaal (Associate Professor) joined the institute of Corpus Studies and Applications, Shanghai International Studies University, China after gaining his PhD at the Shanghai Jiao Tong University, China and extensive research fellow experience at the Hong Kong Polytechnic University, Hong Kong, and seven years teaching experience at Foundation University Islamabad, Pakistan. Afzaal's research interests include topics in the areas of corpus linguistics, discourse analysis, critical discourse analysis, translation studies, and, more particularly the integration of language sciences with NLP and big data. He has published extensively in SSCI and Scopus indexed journals such as International Journal of applied Linguistics, Discourse Studies, Critical Discourse Studies, Discourse & Processes, Chinese Journal of Communications, Asian Journal of Communications, Journal of Language and Politics, Frontiers in Psychology, and so on. He is author of a book "A Corpus-Based Analysis of Discourses on the Belt and Road Initiative: Corpora and the Belt and Road Initiative, Springer Nature published in 2023. ORCID: 0000-0003-4649-781X,

English Teacher Recruiting Assumptions in Thai Secondary Education: Is the Extralocal Teacher of English Designation the Answer?

David D. Perrodin¹ / Orawan Perrodin² / Amnart Painuchit³

¹Institute for Population and Social Research, Mahidol University, Nakhon Pathom, Thailand

E-mail: daviddperrodin@gmail.com

²Human Capital Excellence Center, Potisarn Pittayakorn School, Bangkok, Thailand

E-mail: orawanperrodin@gmail.com

³Human Capital Excellence Center, Potisarn Pittayakorn School, Bangkok, Thailand

E-mail: painuchit2512@gmail.com

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Abstract

Whether to hire native English (NES) or non-native English speakers (NNES) as English teachers is a highly contested topic; based on this debate, this paper seeks to corroborate the recruitment criteria for English teachers in Thailand's secondary education system. Through random sampling, 100 of the most notable public and private secondary institutions that offer general English education were chosen. Of them, 87 published official recruiting documents. Rank order was used to distinguish the perceived importance of each recruitment criterion. The criterion that was most frequently and prominently stated was Nationality. As this criterion is considered the most significant when hiring English instructors, most English teacher hiring procedures in Thailand lack inclusivity and diversity because they prioritize nationality over important factors like language ability, educational background, and experience. To overcome this frame of mind, an all-inclusive designation that includes all non-local NES and NNES instructors should be implemented. It is therefore suggested that, seeing as English is a universal language and that many qualified English instructors come from various linguistic and cultural backgrounds, secondary education organizations should be encouraged to implement the uniform "extralocal teacher of English" (ETE) designation in place of the NES and the seemingly derogatory NNES teacher labels.

Keywords: extralocal teacher of English, NES, NNES, Thai secondary education

Introduction

The deliberation over whom is the "best" secondary English teacher, either the native English speaking (NES) teacher or the non-native English speaking (NNES) teacher, is a complex issue continually debated in global English language teaching circles (Hayes, 2009; Holliday, 2015; Isaacs & Rose, 2021; Kiczkowiak, 2020; Leonard, 2019). One of the main arguments favoring recruiting NES teachers is that they provide a model of authentic, natural English language use that secondary students can emulate (Derwing & Munro, 2015; Tosuncuoglu, 2017). In contrast, proponents of recruiting NNES teachers argue that they can bring unique skills and experiences in learning English as a foreign or second language into the classroom (Hayes, 2009; Kamhi-Stein, 2016). Despite this ongoing debate, there seems to be a common assumption that NES teachers are, by default, the most appropriate secondary-level

English teachers, even though not always accurate, as many NNES teachers are highly qualified and effective English language teachers.

Inquiries into this matter have shown that the most important criteria to consider when recruiting English teachers for secondary education should be their language proficiency, teaching experience, education and training, teaching approach, cultural knowledge, and ability to connect with students (Floris & Renandya, 2020; Medgyes, 1992). Of course, language proficiency is fundamental, as the English teacher, regardless of if they are NES or NNES, must have a strong command of English to teach the language effectively (Bai & Yuan, 2019; Hyltenstam et al., 2018; Saito et al., 2019). Teaching experience, education, and training in English language teaching methods and techniques are also significant, as they equip the English teacher with the necessary tools to teach the language effectively (Derwing & Munro, 2015). Additionally, cultural knowledge and the ability to connect with students from different cultural backgrounds are important factors to consider. An English teacher who profoundly understands the cultural contexts of their secondary students can tailor their teaching approach to meet the needs of their students and create a more inclusive and effective learning environment.

Recruiting English teachers for secondary education institutions within Thailand has sparked a similar debate among various education stakeholders (e.g., school administrators, teachers, parents, and students) over who is the "best" secondary English teacher (Boonsuk et al., 2023; Hayes, 2009). Although it would be unjust to generalize the positions of all Thai secondary education stakeholders concerning the above dispute, similar conflicting conjectures have been observed regarding recruiting English teachers in Thailand (Kaur et al., 2016; Sanguanngarm, 2020). However, to better understand this debate, exploring the advantages and disadvantages of recruiting both NES teachers and non-local NNES teachers in Thai secondary education is essential.

The Advantages of Recruiting the NES Teacher

Studies show that Thai education stakeholders generally favor recruiting NES teachers within secondary classrooms based on the belief that NES teachers can better provide a high-quality English language education to Thai students (Boonsuk et al., 2023; Comprendio & Savski, 2019; Methanonpphakhun & Deocampo, 2016). One reason for this preference is the assumption that NES teachers from norm-providing or 'inner circle' Western countries (e.g., Australia, Canada, Ireland, New Zealand, the United Kingdom, and the United States) can provide insights into the nuances of English that non-local NNES teachers may not possess (Li & Jin, 2020). This factor lends to having more credibility and authority in teaching English, especially when teaching advanced language skills such as pronunciation, grammar, and vocabulary, and being more familiar with the nuances, idioms, and subtleties of using English (Walkinshaw & Oanh, 2014). They can better explain and contextualize English language concepts for Thai students with insights into the cultural contexts in which English is used (Matsuda, 2017). This knowledge is valuable as it can help Thai secondary students better understand the language and prepare them for international communication and cultural exchanges.

The Thai stakeholders also feel that NES teachers who are young, attractive, and have a Western appearance (i.e., Caucasian) are better able to motivate students

and make English language learning more enjoyable and engaging (Kiczkowiak, 2020; Methitham, 2012; Ruecker & Ives, 2015). This belief is based on the assumption that students are more likely to be interested in learning from teachers who are closer to their age and who fit their perceived societal beauty standards, which is often associated with cultural and linguistic competence. Having NES teachers in English classrooms can give Thai students diverse perspectives and exposure to different cultures. This exposure can help promote cultural understanding and awareness, which is vital for building a more inclusive and equitable English learning environment (Fry & Bi, 2013).

Finally, there is also a belief among Thai education stakeholders that simply being a native English speaker is enough to qualify someone to teach English, regardless of their qualifications, experience, or educational background. This belief is often based on the assumption that NES teachers are inherently better equipped to teach English because of their native language proficiency (Holliday, 2015).

The Disadvantages of Recruiting the NES Teacher

Research has consistently shown that teaching competence is based on more than just language proficiency (Bowen et al., 2021). Effective teaching requires a combination of language proficiency, teaching skills, and knowledge of pedagogy. Accordingly, being a native speaker of English does not automatically qualify someone to teach English (Cheng et al., 2021; Dewaele & Saito, 2022). To be an effective English teacher, one must have a solid understanding of the language's structure, grammar, and vocabulary and a good grasp of language acquisition theories and teaching methodologies (Matsuda, 2017).

English teachers should also possess strong communication skills, patience, and the ability to engage students in learning. The preference for young, attractive, and Western-looking NES teachers can have negative consequences (Kiczkowiak, 2020; Ruecker & Ives, 2015). For example, it can lead to discrimination against NES teachers who do not fit this archetype, including those who are people of color or from non-Anglophone countries. Ultimately, this partiality can also perpetuate stereotypes about the Western world and create unrealistic expectations of what an English teacher should look like (Methitham, 2012).

The Advantages of Recruiting the Non-Local NNES Teacher

Research has shown that factors such as teacher experience, training, and pedagogical skills are much more significant predictors of successful English language education than the physical characteristics of the teacher (Aneja, 2016; Bowen et al., 2021; Comprendio & Savski, 2019). Research has also shown that non-local NNES teachers may better understand the challenges Thai students face when learning English as a second language as they have gone through the process of learning it themselves (Floris & Renandya, 2020). Therefore, non-local NNES teachers may be more familiar with the difficulties that Thai secondary students face when learning English, including the differences in pronunciation, grammar, and vocabulary, and non-local NNES teachers may be better able to explain grammar rules and pronunciation in ways that are more accessible to Thai secondary students (Bai & Yuan, 2019; Matsuda, 2017; Walkinshaw & Oanh, 2014).

Similarly, non-local NNES teachers may better understand the nuances of learning English (Hayes, 2009). They may be able to explain them more easily to Thai

students. This ability can be vital for Thai students struggling to understand English grammar and pronunciation (Derwing & Munro, 2015). Therefore, having a non-local NNES teacher who can provide such clear explanations can significantly affect their language acquisition (Kamhi-Stein, 2016).

Moreover, non-local NNES teachers, particularly those from neighboring South and Southeast Asian nations such as India, Indonesia, Malaysia, Nepal, and the Philippines, may be more attuned to Thai students' cultural backgrounds and learning styles (Floris & Renandya, 2020). These non-local NNES teachers may share similar cultural values, traditions, and norms with Thai students, making it easier for non-local NNES teachers to relate to and understand Thai students' perspectives (Perez-Amurao & Sunanta, 2020). Moreover, non-local NNES teachers from neighboring countries may better understand the cultural and linguistic nuances of the Thai language, which can be helpful when teaching English to Thai students.

The Disadvantages of Recruiting the Non-Local NNES Teacher

Despite the previously mentioned advantages of the non-local NNES teachers in the secondary English language classroom in Thailand, non-local NNES teachers have some perceived disadvantages in teaching English as a second language (Methanonpphakhun & Deocampo, 2016). Studies show that non-local NNES teachers may have difficulty with English pronunciation and accent, affecting their students' ability to effectively model correct English pronunciation and intonation (Bai & Yuan, 2019; Derwing & Munro, 2015; Matsuda, 2017; Tan et al., 2021). Furthermore, non-local NNES teachers may have a limited English vocabulary, making it difficult to explain more complex concepts or engage in sophisticated discussions with more advanced students. Likewise, non-local NNES teachers may not have a deep understanding of the cultural nuances of English-speaking countries, which can affect their ability to teach certain cultural aspects of the language. Moreover, some Thai education stakeholders may be biased against non-local NNES teachers, assuming they are not as qualified or proficient in English as NES teachers (Perez-Amurao & Sunanta, 2020).

Exploring the Recruiting Criteria of English Teachers

Considering the above dichotomy, diverse classrooms comprising English teaching staff of NES and non-local NNES teachers would best provide necessary role models for Thai students. They can improve learning outcomes (Methanonpphakhun & Deocampo, 2016). Exposure to different cultures and perspectives can broaden Thai students' horizons and promote cultural understanding (Sergeant & Swann, 2013). Therefore, based on these presumptions, this paper aims to corroborate the existence of inclusivity and diversity in English teacher recruitment in the secondary English education system.

Methodology

As stated, this study aimed to corroborate the existence of value, respect, and being treated fairly for all NES and NNES teachers within the criteria for recruiting English teachers in Thai secondary schools.

Data Set

Random sampling was utilized in selecting 100 of the most notable government and non-affiliated private secondary schools which provide general English education at the secondary levels listed by the Office of the Basic Education Commission (OBEC). The Office of the Basic Education Commission, an extension of the Thai Ministry of Education, is a Thai governmental agency whose mission is to organize and promote basic education from primary school to high school. Random sampling is a standard research method used in various fields, including social sciences, marketing, and information technology (Singh & Mangat, 1996). Random sampling aims to ensure that the sample is representative of the population and that any data collected from the selection can be generalized to the larger population.

The website of each one of the top 100 government and non-affiliated private secondary schools was perused for official government documentation about English teacher recruiting. Of the 100 websites visited, official English teacher recruiting documents were published by 87 secondary schools. According to the reviewed literature, age, language proficiency, and nationality were the most prominently mentioned criteria for NES and non-local NNES teachers. Therefore, this study desired to explore the cited standards of age, language proficiency, nationality, and other degree and experience criteria generally associated with recruiting English teachers (Mahboob & Golden, 2013).

Statistical Analysis

Rank order, a statistical method of arranging variables based on their relative values or attributes, was used to distinguish the perceived value of the above hiring criterion (Holmes, 2022; Spohn, 2012). In rank order, each item is assigned a rank or position based on its value or attribute. The highest-ranked, or first and most mentioned, criterion is understood to have the most significant value or attribute. The lowest, or last and least mentioned, the criterion has the least significant value or attribute.

Rank order is often used in general recruiting and decision-making. It can provide a clear hierarchy of hiring factors based on their importance or preference, allowing for easier comparison and identification of the most essential or adequate options between candidates. In this analysis, rank order was applied to English teacher recruiting criteria by prioritizing the most important criteria and assigning them a higher ranking than the less important criteria.

Findings

If implemented objectively, rank order can be valuable in evaluating teacher recruiting criteria. It helps prioritize the most critical factors and ensure that the best English teacher candidates are selected based on their qualifications and experience. As such, the first step in identifying the most important criteria for hiring English language teachers was scrutinizing each of the 87 official recruitment documents.

Upon perusal, each of the five criteria (e.g., age, language proficiency, nationality, degree, experience) was pinpointed and categorized from most to least and first to last mentioned. Each criterion was ranked in order of priority based on the frequency and percentage of each based on the number of citations. As a result, this still helped to establish a clear criteria hierarchy and prioritize its importance, as the highest-

ranked criteria would be given priority during the English teacher selection and recruiting process.

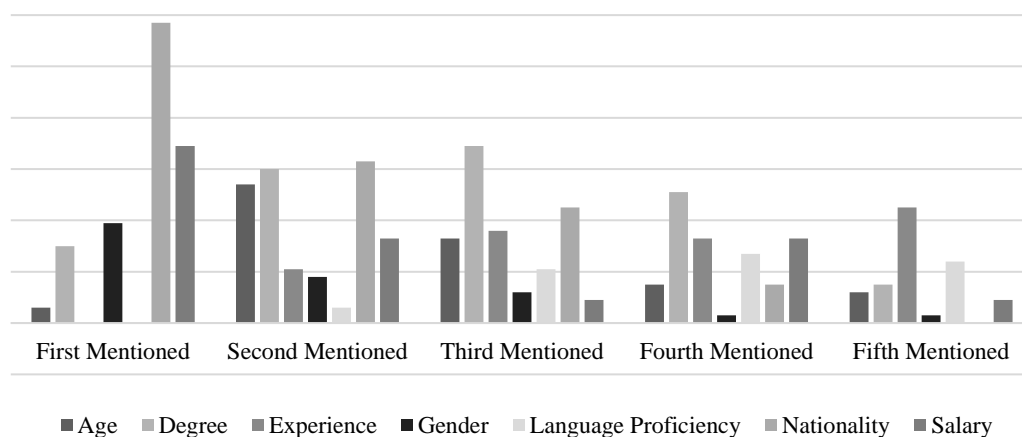
Table 1
Number of Recruitment Criteria Mentions (n = 87)

Recruiting Criterion	Government Schools (n = 68)		Private Schools (n = 19)		Totals	
	f	%	f	%	f	%
Age	35	51	10	53	45	52%
Degree	59	87	16	84	75	86%
Experience	36	53	4	21	40	46%
Language Proficiency	22	32	4	21	26	30%
Nationality	62	91	18	95	80	92%

Note: f = frequency; % = percentage

As seen in Table 1, Nationality, specifically those of NES teachers, was the most prominently mentioned criterion (92%). In contrast, just under a third (30%) of the documents cited English Language Proficiency, an essential precursor for teaching English. Similarly, Experience was casually mentioned in less than half (46%) of the official recruiting documents. Incidentally, possessing a university Degree was also mentioned in most documents (86%), but only as a general condition of securing a work permit for legal employment, not as specific support of subject area knowledge.

Figure 1
Rank Order of Recruiting Criteria (n = 87)



As shown in Figure 1, since Nationality (e.g., American, Australian, British, Canadian, Irish, New Zealander) is not only the most predominantly mentioned criterion but was also the most substantially first mentioned, it would be reasonable to presume that this criterion must be the most significant factor when hiring English teachers.

Discussion

This analysis shows that there is a lack of inclusivity and diversity in English teacher recruitment in the secondary English education system, seeing as Thai education stakeholders favor recruiting NES teachers from Australia, Canada, Ireland, the United Kingdom, the United States, and New Zealand within secondary classrooms due to their more assumed innate understanding of the English language and culture (Mahboob & Golden, 2013). However, the classification of an NES teacher's nationality is not always clear-cut. To further investigate this phenomenon, the 87 formal recruiting documents were further scrutinized to determine what nationalities were officially considered NES teachers. However, the search revealed inconclusive information. To rectify this situation, the Ministry of Labour (Thailand), Ministry of Education Thailand, Office of Basic Education Commission, and the Teachers Council of Thailand were contacted for assistance in procuring such information. After an exhaustive search, it was determined that no official declaration from the above government agencies of what nationalities constitute NES teachers.

While it is generally understood that NES teachers learned English as their first language, there may be variations in proficiency, dialect, and cultural background that make it difficult to define what it means to be an NES teacher (Isaacs & Rose, 2021). For example, someone born and raised in the United States and speaks English fluently may have a different accent or vocabulary from someone who grew up in the United Kingdom or Australia. Secondly, the concept of an NES teacher is tied to ideas about language proficiency and cultural competence, which are not always straightforward. Thai education stakeholders may have different opinions about what level of language proficiency and cultural understanding is necessary to be considered a native speaker, which can create confusion and inconsistency in how the term is used. Thirdly, the importance placed on having an NES teacher in the classroom may vary depending on the context and goals of the language program.

Sometimes, having an NES teacher may be essential for providing students with an authentic and immersive language experience (Tosuncuoglu, 2017). In other cases, the focus may be more on language instruction and teaching skills, in which case the teacher's nationality may be less critical. The lack of clarity around what nationality constitutes an NES teacher reflects the complex and nuanced nature of language and cultural identity and the diversity of perspectives and priorities among Thai education stakeholders.

This analysis further shows that English language proficiency, teaching experience, and a subject-specific university degree fall near the lower end of the rank order. Research shows that successful English language education depends on the teacher's language proficiency, pedagogical skills, and ability to connect with students (Bowen et al., 2021). Regardless of nationality, teaching English as a foreign or second language is a specialized field that requires specific training and education. Teachers who have received training in English language teaching are better equipped to provide students with a comprehensive understanding of the language and to teach the skills needed to communicate effectively in English.

While there seems to be a preference for NES teachers in secondary classrooms in Thailand, it is vital to consider the strengths and weaknesses of all teachers, regardless of their nationality, ethnicity, or cultural background. Moreover, a collaboration between NES and NNES teachers can help to provide a well-rounded

English language education that benefits Thai students. Therefore, Thai education stakeholders must adopt a more inclusive and diverse approach to English teacher recruitment, considering various qualifications, experiences, and backgrounds (Sanguanngarm, 2020).

Lack of Inclusivity and Diversity in Secondary English Education

The apparent lack of inclusivity and diversity in English teacher recruitment in the secondary English education system can present significant challenges to developing Thai students (Fry & Bi, 2013). It is important to note that there is considerable variation in the recruitment process across schools and regions in Thailand. However, the abovementioned criteria are widely acknowledged factors that Thai education stakeholders consider when hiring English teachers in Thailand.

Focusing primarily on nationality rather than pertinent criteria such as language proficiency, experience, and subject knowledge may lead to a lack of qualified English teachers (Kamhi-Stein, 2016). Many Thai students may need qualified teachers to have access to quality English language instruction, limiting their ability to acquire the English skills required for educational, economic, and social advancement. Likewise, a lack of qualified English language teachers can result in unequal distribution of teachers across regions, with rural and remote areas often facing more significant shortages than urban areas. A lack of qualified English language teachers can also lead to high turnover rates as teachers move from one school to another or leave the profession altogether. This phenomenon can result in instability and inconsistency in language instruction, negatively impacting student learning outcomes. In some cases, a lack of qualified English language teachers may also mean a limited capacity for English teacher training and professional development, further exacerbating the shortage of qualified teachers. Overall, a lack of qualified English language teachers can hinder the growth of Thailand's national English education programs and limit opportunities for Thai students to acquire the language skills needed for success in a globalized world (Kaur et al., 2016).

Unfortunately, biases and stereotypes around nationality persist in Thai secondary educational settings, leading to discrimination against NNES teachers. This mindset can manifest in hiring practices, promotions, and other aspects of professional development. Research has shown that such biases can have a negative impact on both NNES teachers and their students (Aneja, 2016). As such, NNES teachers may face additional challenges in building rapport with Thai education stakeholders. In contrast, Thai students may miss out on valuable opportunities to learn from a diverse range of role models and perspectives. Therefore, it is crucial for educational institutions within Thailand to actively work to address bias and discrimination in their hiring practices and support the professional development and advancement of all qualified and talented teachers, regardless of their nationality, race, or ethnicity (Kaur et al., 2016). Promoting diversity and inclusivity in the teaching profession can benefit NES and NNES teachers and students and help create a more equitable secondary educational system (Sanguanngarm, 2020).

Contesting the NES / NNES Designations

As mentioned earlier, Thai education stakeholders focus on nationality as the primary criterion for recruiting English teachers. As a result, concentrating on nationality rather than pertinent criteria such as language proficiency, educational qualifications, and experience, most English teacher recruitment practices in Thailand lack inclusivity and diversity (Isaacs & Rose, 2021). Such as with this analysis and other research overwhelmingly illustrates that this mindset has created a dichotomy between NES and NNES teacher groups and the bias and discrimination that stems from such a practice (Aneja, 2016). In order to overcome this state of mind, an all-inclusive designation should be developed and implemented that is inclusive of all non-local NES and NNES teachers.

Implementing the homogeneous "extralocal teacher of English" (ETE) designation to abolish the NES and the often pejorative NNES teacher labels is being proposed to promote inclusivity and diversity in English language education. The term 'extralocal' denotes being from outside or beyond a local area, community, or region, not having any association with a particular local ethnicity, nationality, or geographic location (Fought, 2006); therefore, the ETE designation would refer to a teacher of English from a country or region outside the local area where they teach. For example, both an American teacher and a Filipino teacher who teach English in Thailand would be considered ETEs in Thailand; but a local Thai teacher of English, even though they were educated outside of Thailand, would not be considered an ETE. Furthermore, ETEs can bring unique perspectives and teaching methods to the classroom, which can benefit students learning English as a second language.

However, some may argue that incorporating the ETE designation may oversimplify the complexity of English language teaching and learning and the ongoing discussion concerning the NES and NNES designations. While it is true that English is a global language, and there are many qualified English teachers from different linguistic and cultural backgrounds, and that this linguistic and cultural diversity is essential in the classroom, there are still differences in terms of language skills, cultural knowledge, and teaching approaches that different ETEs bring to the table. Nevertheless, acknowledging and valuing these differences can help to promote a more inclusive and effective learning environment (Medgyes, 1992).

Moreover, promoting inclusivity and diversity in English language teacher recruiting is essential for the development and success of an English language program (Perez-Amurao & Sunanta, 2020). Although implementing a homogeneous ETE designation may not be the most effective or appropriate way to achieve this goal, it is vital to recognize and value the diversity of English teachers and their unique contributions to the classroom without erasing their differences. In order to fully encapsulate the all-encompassing ETE designation, education stakeholders must be made aware of the negative connotations associated with the terms NES and NNES teachers, as well as the previously discussed benefits of using the ETE designation. The stakeholders should encourage diversity in English teacher hiring practices by actively seeking qualified ETEs from various linguistic and cultural backgrounds. Finally, advocating for using the ETE designation among educational institutions, policymakers, and other stakeholders to promote a more inclusive and equitable approach to English language teaching should become a global priority.

The Answer to English Teacher Recruitment Within Thailand

Different criteria must become the focal point when recruiting ETEs to develop inclusivity and diversity in secondary English education within Thailand (Medgyes, 1992; Seargeant & Swann, 2013). First, the ETE should have a high level of proficiency in English, including strong speaking, listening, reading, and writing skills. The ETE should have a recognized teaching qualification, such as a bachelor's degree in education or a TEFL/TESOL certification, demonstrating their understanding of English teaching methodologies and language acquisition theories. The ETE should have relevant teaching experience, preferably in a similar context to the position they are applying for. This teaching experience should demonstrate their ability to plan and deliver practical English lessons, assess student learning, and manage classroom dynamics. The teacher should be culturally aware and sensitive and have experience working with Thai students or students from diverse backgrounds. This criterion includes understanding different learning styles, beliefs, and values and adapting teaching methods accordingly. The ETE should demonstrate high professionalism and commitment to their role, including a strong work ethic, punctuality, and reliability. They should also be able to work collaboratively with colleagues and communicate effectively with students and parents. Finally, the ETE should have a genuine passion for teaching and a desire to help students succeed. They should be enthusiastic, engaging, and able to motivate students to learn. Therefore, by considering these criteria, Thai education stakeholders can ensure that they hire qualified, effective ETEs, regardless of nationality, who can support Thai secondary students in their language-learning journey (Sanguanngarm, 2020).

Conclusion

While the sample size for this study was relatively small, it provided insight into the general attitudes and perspectives of education stakeholders responsible for recruiting English teachers in Thailand's secondary education system. As shown, the perceived importance of each recruitment criterion was ranked to determine which factors were given priority. Surprisingly, nationality was the most frequently and prominently cited criterion within the recruiting documents. Unfortunately, prioritizing nationality over relevant standards for extralocal teachers of English (ETE), such as language ability, educational background, and experience, leads to an English program that lacks inclusivity and diversity. Essentially, the most important criteria when hiring English teachers should be their language proficiency, teaching experience, education and training, teaching approach, cultural knowledge, and ability to connect with students rather than the teacher's nationality.

For these reasons, ETE should be implemented as an alternative term to NES and NNES teachers, often seen as problematic and misleading categories. The term ETE highlights that language teachers come from various linguistic and cultural backgrounds and that these differences can be valuable resources in language teaching and learning. By using this term, educators can move away from the limitations of traditional categories that perpetuate harmful stereotypes and assumptions about language and identity and embrace a more inclusive and dynamic approach to language education. Ultimately, an ETE's effectiveness depends on many factors, including their teaching style, experience, and ability to connect with their students. Instead of focusing solely on nationality, it is essential to consider their overall qualifications and suitability

for the role. In consideration, Thai education stakeholders should create an inclusive and diverse learning environment that celebrates different perspectives and backgrounds. Fundamentally, by embracing the strengths of the ETE designation, students can be provided with a well-rounded and enriching educational experience.

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Authors

David D. Perrodin is an English Language Specialist with the Institute for Population and Social Research, Mahidol University in Bangkok, Thailand. In addition to receiving several prestigious international teaching awards for his contributions to global education, he has acquired exemplary teaching qualifications and certifications along with a Bachelor in Secondary Education with honors and a Master of Arts in Teaching with honors, both with concentrations in English. He is currently a doctoral candidate pursuing a Ph.D. in Applied Linguistics for English Language Teaching at King Mongkut's University of Technology Thonburi, Thailand.

Orawan Perrodin has been a professionally licensed secondary mathematics teacher for nearly two decades. She holds a Bachelor of Education major in Mathematics and a Master of Education major in Research and Statistics, both from Thailand's leading teacher training university. During her illustrious career, in addition to becoming one of the youngest Senior Professional Level Teachers, she has been awarded the most prestigious Educator of the Year in Mathematics and the Top 100 Great Educators by the Teachers' Council of Thailand.

Amnart Painuchit holds the position of Head of Human Capital Excellence Center (HCEC) centered at Potisarn Pittayakorn School, Bangkok, Thailand. In addition to his numerous career accomplishments, he holds a doctorate in Research and Development on Human Potentials Program, Faculty of Education, Srinakharinwirot University.

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