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Assessment Strategies in Online Learning

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Abstract

The global rise in popularity of online education coursework and programs has far outpaced research concerning best teaching and assessment practices. Student outcomes such as persistence, retention, connectedness, satisfaction, learning, and academic performance have all been previously linked to both summative and formative assessment strategies. While summative assessment has been traditionally used, formative assessment is necessary to improve these outcomes and better inform teaching. Online educators should share learning intentions and criteria for success, promote effective classroom discussions and student participation, provide effective feedback, and empower students as self-learners and resources for one another.

Keywords: Assessment strategies; Academic performance; Online learning; Effective feedback

1. Introduction

Student outcomes such as connectedness, satisfaction, learning and academic performance are directly affected by the type of assessment methods deployed by online educators (Carrillo-de-la-Pena et al., 2009). Research has demonstrated students report being less connected to course content, educators and their peers when the primary assessment methods used are summative in nature (Drouin & Vartanian 2008). It has also shown that student learning and retention of information presented by educators is considerably diminished when assessment methods used are principally summative. Online educators who deemphasize the use of summative assessments and increase the use of formative assessment will find students more likely to internalize delivered feedback, improving future performance (Weurlander, Soderberg, Scheja, Hult, & Wernerson, 2012).

As the demand for online learning continues to grow, institutions often struggle with the balance of meeting student demands while managing appropriate class sizes and faculty workload. Although research suggests formative assessment may lead to better outcomes, it is not the most commonly used form of assessment and may be minimized by students who do not perceive the value when not directly linked to a heavily-weighted grade (Wu & Jessop, 2018). Several researchers have identified increased time requirements as a barrier to authentic formative assessment, especially for educators who have traditionally only provided feedback to summative grading with an occasional justification upon student request (Hattie & Timperley, 2007; Li & De Luca, 2014; McKeachie & Svinicki, 2013). Assignments summative in nature such as multiple-choice examinations require less time to create and grade (Shute & Kim, 2014). Conversely, formative focused assignments seek to gain a greater depth into the current understanding that students possess, and when done regularly and effectively can assist in clarifying intentions and informing and improving future assessments.

This paper seeks to explain the differences between formative and summative assessment while identifying best online evaluation strategies.

2.Literature Review

The most common approach used to assess student learning in education is through the use of quantitative summative assessment (Black & Wiliam, 2009). This traditional method, however, relies heavily on the reliability and validity of the assessment itself and may impact student performance without giving the feedback needed to make necessary improvements. Formative assessment, alternatively, is a progressive form of evaluation for both students and educators which can be referred to as “assessment *for* learning”, focusing on frequent feedback and empowerment of the student (Stiggins, 2005).

2.1 Summative assessment

Summative assessment is characterized by the cumulative scoring of student progress, traditionally after a section of a course is taught and a culminating examination is given (Dennen, 2008). Summative assessment is frequently viewed as evaluating a student’s ability to understand the presented course materials (Yin et al., 2008). The results of such assessments are therefore rarely used to identify specific knowledge gaps present within individual students or potential improvements that should be made in order to effectively deliver course content (Popham, 2009). The purported benefits of summative assessment are in its ability to rank participants against fellow students and identify learning objective deficits (Shute & Kim, 2014). A major constraint to this type of assessment, however, is its lack of connection to improving teaching practices in the future (Wiliam, 2010).

Educators can further find their teaching efforts undermined by awarding summative measures, as the psychological response of receiving an unanticipated high or low grade can lessen a student's desire to self-reflect upon feedback provided regardless of grade achieved (Li & De Luca, 2014). Summative assessment feedback provided to students, especially on standardized exams such as those used for professional credentialing, is routinely delivered in the form of a sum total score (Havnes, Smith, Dysthe & Ludvigsen, 2012). It then falls upon the student to identify where knowledge deficiencies lie. Low performing students and students with exceedingly high academic expectations can have significant demotivational associations when an unexpectedly low summative grade is earned (Black, Harrison, Lee, Marshall, & Wiliam, 2003). Students develop anxiety in association with poor summative assessment performance, which has the potential to create a chain reaction of subpar performances on subsequent assessments (Hwang & Chang, 2011). Furthermore, summative assessment is primarily teacher-driven, demotivating students and subduing autonomy and independence in learning (Wu & Jessop, 2018). Increased student anxiety, in addition to decreased motivation, creates an environment in which maximal student learning cannot be achieved and poor student outcomes can be anticipated.

2.2 Formative assessment

Formative assessment is utilized to not only support student learning but also to provide real-time feedback for instructors to make changes to instruction based upon assessment findings, ensuring teaching strategies are congruent with student needs (Dennen, 2008). According to Black & Wiliam (2009),

Practice in a classroom is formative to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence that was elicited. (p.6)

Unlike summative assessments, students play a prominent role in providing insights into how instruction can be adjusted to narrow knowledge deficits (Havnes et al., 2012). The processes by which formative assessment evidence (i.e. clinical observations, homework, testing) is gathered are less relevant in comparison to

ensuring that results be “used as feedback by teachers and students to improve teaching and learning, respectively” (Shute & Kim, 2014, p. 313).

Research has demonstrated that the effective use of formative assessment strategies by educators has the potential to double the speed at which students learn course material while increasing student’s motivation to learn and ability to become a self-regulated learner (Shute & Kim, 2014). It can be used as a learning tool, positively impacting student engagement, intrinsic motivation, peer interaction, and an increased depth of subject knowledge with higher academic performance (Carrillo-de-la-Pena et al., 2009; Elezi & Bamber, 2017; Haugen, Lysebo, & Lauvas, 2017; Petrovic, Pale, & Jeren, 2017; Weurlander et al., 2012). Student satisfaction has been frequently shown to be directly related to instructor feedback, a major component of formative assessment, and such feedback can be a strong predictor of student satisfaction and achievement of course learning outcomes (Eom & Ashill, 2016).

3.Recommendations

The characteristics of effective formative assessment include four main components: the role of assessment, frequency of assessment, format of the assessment, and feedback (Shute, 2008). Wiliam (2010) further advanced the operationalization of formative assessment for educators through the creation of a five-point working definition:

1. Clarifying and sharing learning intentions and criteria for success.
2. Engineering effective classroom discussions, questions, and learning tasks.
3. Providing feedback that moves learners forward.
4. Activating students as the owners of their own learning.
5. Activating students as instructional resources for one another.

3.1 Clarifying intentions

The expected level of performance indicated by instructors should be congruent with goals set forth within the course of study. Performance expectations should neither be over or understated as both of these actions can lead to decreased motivation, increased frustration and lower student performance (Black & Wiliam, 2009). Feedback should be provided specific to the stated intention of an assignment, avoiding extraneous content which is unrelated (Lopez-Pastor & Sicilia-Camacho, 2017; Shute, 2008). An example of this misalignment would be a writing assessment with the stated outcome to “create community” amongst students and the accompanying feedback primarily focusing on grammar/punctuation.

Online educators can further clarify learning intentions through the delivery of student learning objectives (SLOs) that are clearly linked to specific assignments. Assessment thresholds can then be established to help identify whether assignments are successfully introducing, developing or mastering SLOs and if adjustments need to be made. Assignment rubrics should be created and linked to assessments as a way to clarify not only learning intentions but to also provide transparency in the grading process. Additionally, educators can further help students understand assessment intentions by providing example assignments while clearly identifying specific areas that were excellent or needed further refinement.

3.2 Engineering affective assessments

Assessments should be structured in a way that promotes the learning process while providing quality control of learning outcomes (Haugen et al., 2017). The frequency by which assessments are provided should be reasonably commonplace as this helps educators to refocus educational materials delivered throughout the course. Multiple assessment sources should be evaluated to authentically assess student knowledge while clearly

identifying learning gaps (Black et al., 2003). Formative feedback from instructor to students is only effective to the extent it identifies and bridges student knowledge deficiencies.

Student to instructor formative feedback should help educators develop teaching strategies that meet the needs for each individual student. Educators can gain student trust by demonstrating and articulating changes that are being made in real-time to student feedback (Rushton, 2005). Another option, especially early in an academic course of study, is to provide a pathway for students to provide formative feedback anonymously. Anonymity allows students who are less likely to naturally come forward with suggestions to have a greater sense of power to do so, without facing potential repercussions from instructors and/or judgment from fellow students (McKeachie & Svinicki, 2013). Further, as providing formative feedback to instructors could be a foreign concept for many students, providing a structured guide or past examples can help to expand effective dialog (Black & Wiliam, 2009; Havnes et al., 2012).

3.3 Providing feedback

The most important component of formative assessment is feedback, from student to student, instructor to student and student to instructor (Hattie & Timperley, 2007; Haugen et al., 2017; Lopez-Pastor & Sicilia-Camacho, 2017). Feedback should be provided as a helpful constructive guide to advance student learning and instructional practices without the pretense of being “judgmental”. Feedback is more effective when in the context of correct answers provided by a student rather than incorrect, as it helps build upon foundational knowledge instead of what is currently unknown (Shute, 2008). Students most value detailed, specific feedback related to what needs to be improved within their work or learning strategies (Dawson et al., 2019).

The timing of when formative feedback is provided contributes to the effectiveness of feedback (Hattie & Timperley, 2007; Mislevy et al., 2017; Rushton, 2005). Promptly delivered formative feedback can be immediately used by students to backfill identified knowledge gaps which serves to scaffold the creation of new knowledge (Hattie & Timperley, 2007). Although this is generally preferred by students, providing delayed feedback allows the student additional time to process information, encouraging the practice of internal dialog and reinforcing self-regulatory development (Hattie & Timperley, 2007; Li & De Luca, 2014). Authors have further postulated that the degree of difficulty associated with an assignment should dictate the timing of feedback (Clariana, Wagner, & Murphy, 2000). Assignments requiring more intellectual effort should be provided with delayed feedback as they require more time for students to fully process, and those requiring less intellectual effort should be provided with immediate feedback as extra processing time is unwarranted (Clariana et al., 2000; Hattie & Timperley, 2007). Regardless, the timeliness of the feedback should ensure availability prior to subsequent work (Dawson et al., 2019).

3.4 Empowering the learner

Feedback provided based upon previous knowledge allows a student to develop the skills needed to self-identify errors in thinking patterns, which directly supports the development of self-regulated learning. Self-regulated feedback is provided in relation to a student’s internal dialog in determining how much effort should be put forth, willingness to seek out instructor feedback, and the overall managing of personal behaviors (Nicol & Macfarlane-Dick, 2006). Students can also serve as the owners of their learning by performing “self-assessments” to identify gaps in knowledge (Lopez-Pastor & Sicilia-Camacho, 2017). Educators can facilitate self-assessments by creating assignments which require students to first grade their own submissions based upon previously generated assignment instructions, rubrics, and examples provided.

Activating students as a resource for one another through the use of assessments which encourage peer-to-peer learning helps to further empower learners (Haugan et al., 2017). Discussion boards facilitate this practice when instructor generated questions direct online discussions, encouraging students to interact with one another while furthering their understanding of assigned course content.

4. Conclusion

Online education provides a platform for continued learning opportunities to reach an expansive portion of the population and best practices in online learning continue to be explored and expanded. Engaging online learners and gathering informative feedback requires interaction beyond cumulative scores and marking of right and wrong answers. Formative assessment opens the avenues of feedback from teacher to student, student to teacher, student to student, and even within an individual. Such interaction leads to faster learning and higher student satisfaction, improving academic performance and student connectedness. Online learning benefits from the clarification of shared learning intentions and criteria, effective discussions and learning tasks, timely and constructive feedback, and activation of students as owners of their learning and resources for each other.

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Biography

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The Effect of Primary School Teachers' Experiences on the Signification of Their Pedagogical Work as a Result of the Consequences of the Economic Crisis in Their Everyday Reality

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Abstract

The aim of this paper is to investigate, using concepts from the theory of Alfred Schutz, the lived experiences of teachers in Greek primary education in terms of the consequences of the economic crisis on their everyday reality, and the meaning they attach to their educational-pedagogical work in comparison with the pre-crisis period. The research was carried out during the 2016-2017 school year using semi-structured interviews. The sample was made up of 20 teachers from public primary schools in Patras. The most significant findings of the research revealed that the teachers' lived experiences of the consequences of the economic crisis in their everyday reality were defined by the cut in their salary, the reduction in their buying power and the creation of economic and social problems and difficulties within their families. Moreover, it emerged that the economic crisis did not affect their educational-pedagogical work in comparison with the pre-crisis period.

Keywords: Classroom space; Kindergartens; Teachers; Pupils; Corners; Instructional rules; Regulative rules

1. Introduction

The economic crisis which began with the bankruptcy of the Lehman Brothers bank in 2007 caused a global financial crisis. Since 2008 this crisis has created many problems in the everyday reality of European citizens (Ötker-Robe & Podpiera, 2013). The countries of Southern Europe (Portugal, Greece, Spain, Cyprus, Italy) were hit harder by the global economic crisis resulting in the increase in poverty and social inequality, as well as the reduction of public funding for education and health (Poeschl, Valentim, & da Silva, 2015).

At the start of the 2nd decade of the 21st century Greece went through the most painful economic crisis in its recent history. So, facing the threat of financial collapse, it accepted financial aid from the European Commission, the European Bank and the International Monetary Fund. The results of economic austerity become evident to the Greek population with the increase in poverty, the rise in unemployment, the reductions and cuts in wages and pensions, as well as the rapid increase in taxes (Matsaganis & Leventi, 2014; Vasilopoulou, Halikiopoulou, & Exadaktylos, 2014). Meanwhile, austerity contributed to the increase in suicides and mental illness (Zavras, Tsiantou, Pavi, Mylona, & Kyriopoulos, 2013).

The institution of education in Greece during the economic crisis is influenced significantly by the shrinking of public spending (Chalari, 2016a.). So, educational reality is characterised by mergers and closures of school units, while at the same time shortages of equipment and in the material infrastructure of the schools grow (Hatziparadeisi, 2017).

The economic recession affects the daily life of the pupils since, due to the economic difficulties their families face, they are unable to participate in the school's educational activities (educational excursions and visits) while there are a good number of cases where children display a reduced school performance (Kakana, Garagouni-Araiou, Theodosiou, Manoli, Mavidou, Rousi-Vergou, Chatzopoulou, Androusou, Avgitidou, & Tsafos, 2016). In addition, the residues of austerity are evident as much in the mental as in the emotional health of the pupils (Magaliou & Haniotakis, 2014). Research findings show that the material deprivation index is especially high in Greece and as a result the pupils' families are unable to meet their basic life needs (Akrivou, Bonoti, & Dermitzaki, 2016; Papatheodorou & Papanastasiou, 2017).

Research findings on the impact of the economic crisis on greek primary school teachers revealed salary cuts, the reduction in their spending power, the increasing economic difficulties that affect their family life as well as the restriction of social activities with friends (Chalari, 2016b). In addition, research studies depict the professional burnout and anxiety teachers experience, as well as the impact that the reductions and cuts in their salary have on their teaching work (Botou, Mylonakou-Keke, Kalouri, & Tsergas, 2017; Kalyva, 2013; Kamtsios & Lolis, 2016; Mouza & Souchamvali, 2016; Tsakiridou, Kakalopoulou, Karamanidou, Papadopolou, & Tziouvara, 2014; Ziontaki & Vissariou, 2014; Ziontaki, 2016). The same findings are laid out in research studies that focused on Spain and Portugal which were affected by the economic crisis as Greece was (Flores, 2013; Flores & Ferreira, 2016; Lukaś & Samardzic, 2014).

The aim of this study is, on the one hand, the investigation of the lived experiences of Greek primary school teachers as they are affected by the economic crisis in their everyday reality. In addition, an attempt is made at the investigation of the signification of the effect of the economic crisis on the educational and pedagogical work of these particular teachers.

This paper begins with the theoretical framework which is followed by the section containing the research questions and the methodology. Then the research findings are presented and analyzed and the section containing the discussion and conclusions completes the paper.

2. Theoretical Framework

This paper makes use of the theoretical framework of phenomenological sociology and in particular of Alfred Schutz's concepts. Phenomenology places emphasis on the individual and his social experiences as well as on the tangible social world of his daily life within which social actors co-exist and interact (Mann, 1983, p. 342). As Douglas (1980, as cited in Petmezidou, 1996, p. 281) characteristically states, phenomenological sociology is integrated in the category of theories of the "sociology of daily life".

The concepts of "lifeworld", "signification" and "intersubjectivity" from Schutz's theoretical framework are utilized in this paper.

The everyday world constitutes the fundamental, main and most powerful social reality for all social actors (Williams, 2001). It is understood as a socio-cultural world that is characterised by the intersubjectivity within which as much the daily actions of the individuals, as the forms of contact, communication and interaction that develop during their interaction with other social actors, co-exist (Santiago-Delefosse & Carral, 2015, p. 1267; Schutz, Wagner, Psathas, & Kersten, 1996, p. 26). The structure of the everyday world is characterised by structures which are seen as universal for all the social subjects and as having an unchanging organization and similar content (Eberle, 2015, p. 566). More precisely, as far as teachers are concerned, the everyday world is made up of two interconnected parts: their everyday and their professional reality. Their everyday reality amounts

to their directly lived daily life, which at this particular time in Greece is being shaped in the context of the current recession. This reality is composed as much of the bonds of communication and interaction that they develop with their family, as it is of the activities they take part in together (trips, visits to the theatre and the cinema). It is also made up of the bonds and interactions that they develop with their wider social environment. The teachers' professional reality within the school environment, in the context of which they create bonds of communication, interaction and collaboration with their colleagues, their pupils as well as their pupils' parents, is also an integral part of their everyday world. According to the phenomenological approach, the world of everyday life, while it might appear to be a given, is, in reality, composed of the individuals' social action, as well as the social relationships they develop with other actors (Michalakopoulos, 1997, pp. 51-52). According to Schutz (1962, p. 208, 209, as cited in Ritzer & Stepnisky, 2011, pp. 494, 495) the everyday world is constantly being modified, through the action of the social subjects, as well as the interaction they develop with the other social actors and in this way it can be reconstructed. Consequently, through their action as well as their lived experience, the teachers are in a position to reconstruct their daily and professional reality, as this is shaped by the economic crisis, with the main axis being the signification they assign to it.

The process of signification is a structural element in the formation and interpretation of the social action of the actors (Natanson, 1970, p. 105). Signification refers to the way in which the social actors assign meaning to, analyse, interpret and understand the experiences they have in the context of their everyday social and educational reality (Dale, 1974, p. 54). In other words, signification is a process that provides the social subjects with the opportunity to analyse and subsequently interpret their lived social experiences, to assign meaning to them and then rank and categorize them. Hence, through signification, the teachers assign meaning to and interpret their lived experiences, based on the realities of the economic crisis in their daily and professional life. In this way a deeper understanding of the processes that are used for the organization of their social action, as well as for the formation of the social relationships and interactions that they develop with the other social actors in the social world of their everyday life is sought (Michalakopoulos, 1997, p. 53). The analysis and interpretation of the meaning that the teachers assign to their subjective experiences, together with their social actions and practices, form the context for the shaping and reconstruction of their social and educational reality (Schutz, 1962, p. 230, as cited in McLain, 1981, p. 113). Schutz (1964, p. 275) points out that the process of signification is subject to two distinctions. On the one hand, there is "subjective" signification which goes hand in hand with a personal manner of assigning meaning to everyday situations in one's social experience, highlighting the prominent position of the individual, as one with insider knowledge of the social experiences (Embree, 1991, p. 209). On the other hand "objective" signification appertains to the meaning that the same social experiences, actions and relationships have for the other people in one's everyday and professional reality beyond the individual who experiences them (Schutz, 1964, p. 275).

The concept of intersubjectivity is another concept from Schutz's theory that is of central importance. It concerns the common knowledge that unites the social actors, since through it they take on social reality through a set of characteristics and properties that are widely accepted by society at large (Dale, 1974, p. 57; Michalakopoulos, 1997, p. 54). So, the social world is characterised by an intersubjectivity which means it does not constitute a private environment for each individual, but rather a universal world that the social actors share (Schutz, 1987, p. 21, as cited in Van Haecht, 1998, p. 84; Miranda & Saunders, 2003, p. 88). The everyday world links the individuals through common means of contact and communication, thought and understanding of social situations, as well as through common experiences and practices (Schutz, 1973, as cited in Ajiboye, 2012, p. 18). The existence of two or more individuals who live and carry out their daily social activities in a living and commonly experienced present is an essential prerequisite of intersubjectivity (Schutz, 1967, p. 104; Hall, 1977, p. 273). From this point of view, teachers constitute part of an intersubjective everyday and professional reality, within which they are connected to the other social actors (family, social milieu, colleagues, headteacher, pupils)

through shared means of contact and communication, thought, and perception of social situations and experiences. Hence, through intersubjectivity, the teachers can construct as much their knowledge of the social world that surrounds them, which in this case is shaped in relation to the economic recession, as the entire Greek society (Mann, 1983, p. 342). Intersubjectivity in other words, is „eavesdropping“ on the social experiences of the teachers and is used as a guiding axis in the signification of the similarities and differentiations that exist in their sphere of consciousness, depending on the extent to which they are affected by the economic crisis (Drew, 2008, p. 76).

3. Research Questions - Methodology

In this paper we will be concerned with answering the following research questions:

- 1) What experiences do primary school teachers in Greece have regarding the consequences of the crisis for their everyday reality?
- 2) How do these teachers bestow meaning on their educational – pedagogical work as this is influenced by their lived experiences of the current economic crisis, in comparison with the pre-crisis period?

The research was carried out during the 2016-2017 school year in the city of Patras since, as research findings reveal, the area of Western Greece presents increased levels of poverty, unemployment and economic destitution as a result of the austerity measures that are in place (Ballas, Dorling, & Henning, 2017).

“Convenience” sampling was used to carry out the research (Babbie, 2011, p. 290). Based on its principles, 20 primary schools to which we had easy access were selected from the total number of public primary schools in the area of Patras. The research sample was made up of 20 teachers (10 women, 10 men) who worked in these particular schools. They had an average of 18.6 years of teaching experience (the smallest number of years” experience was 10, and the greatest was 26).

The research tool used was the semi-structured interview as through this the research subjects could express their thoughts and opinions on the effect of the economic recession on their daily and professional life freely (Robson, 1993, p. 237). The interviews were conducted using a digital tape recorder, after the consent of the teachers in the sample had been obtained.

Then, qualitative content analysis was performed on the transcribed research material, with the theme as unit of analysis, aimed at the systematic processing, study and presentation of the research findings (Cohen, Manion, & Morrison, 2005, p. 102). Based on the theoretical framework, the aim of the research and the research questions, we formed the following analysis categories:

- A. The lived experiences of primary school teachers regarding the consequences of the economic crisis for their daily reality.
- B. The significations of the primary school teachers regarding their educational – pedagogical work as it is influenced by their lived experiences, in comparison with the pre-crisis period.
 - B.1. The meaning the teachers assign to the approach to and support of pupils as a result of their lived experiences of the economic crisis.

4. Presentation and Analysis of the Research results

Next the findings of the qualitative content analysis are presented.

A. The lived experiences of primary school teachers regarding the consequences of the economic crisis for their daily reality

For Schutz (1962, pp. 229-234, as cited in Lengermann & Niebrugge, 1995, p. 26), the everyday world sets out the teachers” direct and daily bio-environment. The approach to, examination and analysis of the social world of daily life is attempted through the experiences of the social actors. In this context and guided by the phenomenological perspective, we do not seek a superficial examination and analysis of the everyday practices

and activities of the acting subjects but rather an in-depth analysis of the significations that they themselves assign to their social experiences, actions and behaviours (Dale, 1974, p. 54). So, as it is highlighted in the teachers' lived experiences, the consequences of the economic crisis are especially apparent in their everyday reality. More specifically, they themselves have suffered large reductions and cuts in their salary, which in some cases approach 45%. A direct result of this situation is the fact that their buying power has decreased noticeably as they have limited their family expenses, such as: supermarket shopping, trips, eating out, as well as the purchase of clothing and footwear. In contrast, they concentrate solely on the purchase of the essential goods, necessary for their survival, as emerges from the following representative excerpts:

"My salary has been cut by between 350 and 400 euros a month. So your income is affected and if you have children and family you just try to meet basic needs and you leave shopping, travels and trips that you might have enjoyed before, to one side" (Interview – I.10.m – man).

"When our salary was higher, since my husband is a teacher too, we would eat out or we'd go shopping more easily. Now, we no longer do these things at all. We were even forced to sell one of our two cars just to make ends meet" (I.2.w – woman).

Everyday reality is the intersubjective environment of existence for the teachers, within which they engage in their daily activities. Within the social framework the teachers develop relationships and bonds of contact, communication and interaction with the other social actors (Berger & Luckmann, 1966, pp. 65-66; Ritzer, 2012, p. 121). *"The we-relationship"* according to Schutz's terminology, develops between the teachers, their family, and the individuals in their social environment. These relationships materialise in the directly experienced, living present, as this is formed under the influence of the economic crisis, a fact which has created other important difficulties in the family life of Greek teachers. So, they appear to have limited or given up their visits to the theatre or the cinema and have concentrated on the acquisition of their essential daily goods and the effort to ensure their children's well-being:

"With the cut in my salary, clothes, travels, holidays, trips are very limited. We have restricted ourselves to the essentials and given priority to the children" (I.1.w).

"I have three children and my husband and I have put aside our personal pleasures. We no longer go to the cinema so often and we give priority to the children" (I.4.w).

"We haven't been to the cinema for I don't know how many years, the same with the theatre...in other words we have cut back a lot on our spending. That is our daily life" (I.2.w).

From the analysis of the interview data it appeared that the relationships that the teachers develop with their social circle have not eroded due to the economic crisis. On the contrary, the teachers stated that the economic crisis has had a positive impact on the relationships they develop with their social circle and friends. This is because due to their reduced income, they have limited their nights out for food and entertainment and instead visit the homes of friends and relatives more frequently. As a result, the social bonds with their immediate family and friends are strengthened, as emerges from the following statements made by the teachers:

"We no longer go out any more and we meet instead at each other's houses. We are now closer to our family friends and when we meet up, each of us brings whatever he can. For example, we all take something to parties, a plate of food....so I would say that the crisis has had a positive effect on relationships with our friends" (I.2.w).

"I'd say that the economic crisis has had a positive effect on people's relationships. In other words, we are closer to the other people and especially our friends" (I.1.w).

B. The primary school teachers' significations regarding their educational – pedagogical work as these are influenced by their lived experiences, in comparison with the pre-crisis period

The educational reality constitutes the everyday environment of the school and as such is made up of the acts of the social actors that are integrated in it and comprise an integral part of it. As a result of this it emerges that the structures of the educational reality are reconstructed, led as much by the acts and actions of the actors, as by their

past lived experiences (Schutz, as cited in Lamnias, 2001, p. 191). The teachers' significations regarding their experiences are being developed within the everyday educational reality (Dale, 1974, p. 63). The subjective signification of experiences leads the teachers to understand the role their lived social experiences play in the world of their professional life (Schutz, 1962, p. 230, as cited in McLain, 1981, p. 113; Schutz, 2013, p. 48). The teachers' lived experiences, as these emerge from the effect of the economic recession on their everyday and professional reality, do not seem to have influenced the meaning the teachers assign to their educational and pedagogical role. Hence, the teachers assign weighty significance to the vocation they carry out and to their educational – pedagogical work, which does not appear to have altered in relation to the significance and meaning they assigned it during the pre-crisis period. This particular signification of their work stems from two factors. Firstly, from the prominent position the teachers assign to the institution of education, which they see as that institution which can shape able citizens capable of meeting the challenges of the economic crisis through the acquisition of the necessary knowledges and skills. And secondly, from the perception of their educational role as shapers of the pupils' personality. The following excerpts are representative of these findings:

"I believe that my educational work is just as important now as it was before the crisis because education is above everything else. It plays a very great role and is the means through which the economic crisis can be overcome" (I.3.w).

"It doesn't mean that because we have an economic crisis we are going to change anything educationally or pedagogically...we are still doing the same job. We are responsible for the children receiving the essential education. That is the least we can offer in this period of crisis" (I.2.w).

Consequently, based on the research findings, the teachers' lived experiences, driven by the realities of the economic crisis, have not influenced the meaning that they assign to their motivation and attitude towards the execution of their educational – pedagogical work, since they remain as strong as they were in comparison with the pre-crisis period. This is because the teachers place their pupils and their vocation to ensure their all-round cultivation and growth as their main motivation. Hence, the teachers "put to one side" the problems and difficulties that they experience in their everyday reality, as a direct outcome of the shrinking of their salary, and try to remain in possession of the same motives and the same powerful energetic attitudes towards the performance of their work, in comparison with the pre-crisis period:

"I still have the same attitude to work. I believe that I still have something to give and I enjoy what I do. I may see problems, mainly economic ones due to the reduction in my salary, but despite that I continue to work in the same way" (I.3.w).

"I can say that I haven't cut any corners in the work I do as a teacher...none...perhaps because I never linked my salary with my profession" (I.2.w).

Moreover, as emerges from the analysis of the research, the experiences of the economic crisis that the teachers live through, have not influenced the time they devote to preparing the lessons they are to teach. The teachers' greatest priority is the importance and value of their pedagogical role, as well as the responsibility that comes with imparting the necessary knowledges, values and skills to the pupils. Hence, it appears that the reductions and cuts in their salary do not constitute an obstacle for the teachers, and they continue to spend the same amount of time on the preparation of their lessons:

"For the preparation of my pedagogical work, the time I spend on lesson preparation remains the same, despite the economic crisis. That's because the conditions of the crisis have added other goals to my work, such as helping the children handle the difficult situations they experience due to the crisis" (I.6.w).

B.1. The meaning that the teachers assign to the approach to and support of the pupils, as a result of their lived experiences of the economic crisis.

The research findings show that the experiences of the economic crisis that the teachers live through have strengthened the value they assign to their educational work during the approach to and the treatment of their

pupils, as well as the relationships that they develop with them. The current economic recession and the strict austerity measures have created a number of problems and difficulties for Greek families and in this case the inability to obtain the essential daily goods as well as school supplies for their children, and the inability to find work in Greece. These difficulties inevitably influence the pupils' behaviour within everyday school life. So, two different views in terms of the opinions of the teachers on the approach to their pupils emerge. More precisely, it appears that many teachers approach and treat their pupils with greater compassion, sensitivity and understanding owing to the problems that they experience in their family environment. For that reason they devote more time to the children, discussing things with them and trying to support them, as emerges from the representative excerpts below:

"The time I devote to the children is greater than in the pre-crisis period. I need to support them because the crisis has affected them. They bring many of their family problems to school with them. Many of the children's parents are unemployed, looking for work and they can't feed their children and there are a lot of difficulties" (I.2.w.).

"I devote more time to the children because we are more sensitive when we know what is going on at home. When we know that there are economic problems, that the parents are out of work, and they are not able to buy the school supplies their children need. In such cases, we treat the pupils with greater sensitivity and we support them" (I.2.w.).

In addition, our research revealed that due to the difficulties that some pupils experience in their families, they display more aggression, creating tension in the space of the school. This creates a distance between some pupils and the teachers, influencing the relationships they develop with their teachers. In this case, the relationships that many teachers develop with their pupils are more distant in relation to the pre-crisis period:

"Unfortunately my relationships with my pupils have changed because a lot of children bring with them problems from home, which influence their behaviour in school. Chiefly it is the parents' economic problems that make the children more aggressive, more insecure....all these things come out in the children's behaviour here at school, and as a result our relationships are more distant" (I.4.w.).

"The crisis has affected all the population so there is tension among the parents who are obviously facing economic problems. These tensions are brought into school by the children themselves who are a lot more aggressive and in certain cases more distant. I wouldn't say that our relationships with the pupils are as close as they were before the crisis" (I.1.w.).

5. Discussion and Conclusions

In this paper an examination of both the lived experiences of primary education teachers regarding the consequences of the economic crisis for their everyday reality, and of the way in which they signify their educational-pedagogical role under the influence of their lived experiences in comparison with the pre-crisis period, is attempted. From the study and analysis of the research results the following conclusions can be drawn:

Regarding the first research question, the primary school teachers' lived experiences reveal the consequences of the economic crisis in their everyday reality. Schutz points out that the social world of everyday life is composed of human actions and practices, and in this case, of the actions of teachers, as well as of the social relationships, actions and interactions that they develop with the other social actors (Jesus, Capalbo, Merighi, Oliveira, Tocantins, Rodrigues, & Ciuffo, 2013, pp. 729-730). The research results showed that the teachers have suffered great reductions in their salary which in some cases reach 45%. So, their buying power is noticeably reduced and they have limited their spending on clothing and footwear, travels, eating out and entertainment and they have concentrated on obtaining the basic goods that they require for day-to-day living. The findings of this research are in line with the results of Ziontaki's work (2016) where it became clear that the teachers' earnings were reduced drastically, negatively affecting their standard of living. From an inter subjective perspective, the teachers' comments reveal that the economic crisis has created a number of difficulties in their families. So, they

have limited their spending on travel and entertainment as they have made their children's well-being their top priority. At the same time, the teachers have drastically reduced the events and activities they took part in in the past with their families, such as excursions, and visits to the theatre and cinema. Indeed it appears that the interaction that develops between the social actors is a structural element in the creation of an intersubjective world in which the actors interact with and understand the position of the others in the present and in a commonly experienced place and time (Petmezidou, 1996, p. 16). The findings of Chalari's research (2016b) are in line with the findings of this paper since they highlight the fact that the economic crisis has greatly affected the daily life of Greek primary school teachers and has reshaped their way of life. In addition this research showed that the economic crisis has a positive impact on the teachers' communication and interaction with individuals in their social circle.

This is because their reduced income leads the teachers to meet up in the homes of relatives and friends, something that strengthens the social relationships between them. As far as the second research question is concerned, the research findings underlined the meaning that primary school teachers attach to their educational – pedagogical work due to the effect of their lived experiences, in comparison with the pre-crisis period. In the context of the educational reality, the importance of signification is revealed, as it focuses on the action and behaviour of the teachers, as well as on the way they assign meaning to their social and professional experiences and actions (Schutz, 1964, p. 274). More specifically, the experiences that the teachers in the sample have lived through in their everyday and professional reality as a consequence of the economic crisis, do not appear to have affected the vocation they follow. This is because the lived experiences of the teachers during the period of the economic crisis do not seem to have changed the meaning that they attach to the importance of their educational – pedagogical work in comparison with the way in which they worked in the pre-crisis period. So the interpretation and meaning that the teachers assign to their educational work is founded on the weighty importance that they attach to the institution of education, which constitutes the means for the formation as much of the pupils' personality, as of their own role. Consequently, through the teachers' subjective significations, the powerful motives that they continue to possess for the implementation of their work are highlighted. These particular research findings are confirmed by the corresponding research result of Tsakiridou et al. (2014) where it appeared that the teachers' salary cuts have not affected their productiveness and their effort to maintain their teaching work at a satisfactory level. In contrast, in Kossyva's research (2017) it appears that the consequences of the economic crisis for the teachers' everyday reality reduced their interest in performing their educational work.

At the heart of phenomenological – sociological interest is the meaning that the actors assign to their social experiences and to their action, which is formed through these significations (Ritzer, 1975, as cited in Petmezidou, 1996, p. 282). The research results showed that the teachers' lived experiences of economic crisis increased the amount of time they devoted to helping and supporting their pupils. This is because the economic crisis has created serious problems and difficulties in the pupils' families, affecting their behaviour in school. What's more, the teachers spend the same amount of time on preparing their lessons in comparison with the pre-crisis period as they believe that their profession is significant for the shaping of their pupils. So, the meaning that the teachers assign to their lived experiences does not appear to influence the way they think and act or the way they assign meaning to their professional position and daily life (Schutz, 1962, p. 2, as cited in Embree, 1991, p. 208). The problems that occur in the pupils' families affect their behaviour at school, and as a consequence in certain cases, the teachers' approach to and treatment of the pupils is based more on compassion, sensitivity, understanding and the provision of help and support in comparison with the pre-crisis period. However, there were cases of teachers in the sample who stated that their pedagogical relationship with their pupils was negatively affected due to the latter's bad behaviour as a result of the transfer of family problems to the microcosm of the school.

Although the results of this research cannot be generalized, they are still useful since they highlight the effect of the teachers' lived experiences on the meaning that they themselves attach to their educational role in relation

to the pre-crisis period. As an extension of this paper it would be useful to investigate the meaning that teachers in compulsory education in Greece attach to their educational work as a consequence of the economic crisis. This is because a comparative examination of the results would be interesting in order to depict the level of education most affected by the economic crisis.

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Teaching of English Communication Skills to Arab University Students: Challenges and Antidotes

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Abstract

Students studying English communication skills in Arab universities constitute a significant proportion of the university population. This population is rapidly growing and making teaching of English in Arab universities significant, rewarding yet challenging. Challenging in a way that teachers of English communication skills to Arab students continue to experience unique challenges. This study investigated these challenges and the possible solutions. Quantitative data was collected from 30 English teachers teaching Arab students in Arab countries within the Levantine and the Gulf using survey questionnaire and analyzed descriptively using Microsoft Excel Data Analysis tool. Results revealed that common challenges experienced by English teachers teaching Arab students in Arab countries include; large classes, which makes it difficult for teachers to implement communication skills in the university; inadequate resources needed to teach communication skills; communicative incompetence of students; learning being teacher-centered rather than learner-centered; the rare use of English by students in their conversations. Others included rote learning and unauthentic exam system; difficulty in motivating and encouraging students to orally participate in class discussions; difficulty in assessing students' ability to communicate in English; and low communicative abilities. Results also revealed challenges unique to specific universities included insufficient knowledge of English among students; the tendency of students to switch to Arabic; vocabulary insufficiency; lack of seriousness by students; students not finding English to be useful; lack of motivation for students; insufficient student interaction; poor oral skills; and shyness. Participants identified the following as possible solutions: offering more English classes and extracurricular activities; making passing exam more difficult; giving more vocabulary; demonstrating the value and importance of English; motivating students; teaching real-life situation while they communicate using proper English orally and in written form; and exposing them to different situations by sending them on trips to English speaking countries.

Keywords: Oral communication; Motivation; Oral language acquisition; English foreign language Classroom; English foreign language teaching; Assessment; Self-esteem

1. Introduction

Students studying English as a foreign or second language in Arab universities constitute a significant proportion of the university population. This population is rapidly growing and making teaching of English in Arab universities significant, rewarding yet challenging. Indeed, researchers have acknowledged the complexity of teaching English as an International Language (EIL) in countries where English is the second language, as well as the challenges experienced by Arab students in learning English. However, the emphasis has been placed on challenges experienced by learners of English in Arab schools and colleges. These challenges have been identified

and broadly categorized as: cognitive load; language load; learning load; cultural load; lack of authentic text; positive and negative transfers; mother tongue influence/effect; and language match (Al-Khresheh, 2010; Abdo & Breen, 2010; Ahmad, 2011; Egbert et al., 2007; Brisk, 2010; Wingfield, 2006; Aburumuh, Smith & Ratcliffe, 2009). A few studies have examined challenges experienced by teachers of English communication skills in Arab universities (Lakshmi, 2013). Informed by this gap in research, the present study examines the challenges and antidotes of teaching English communication skills to Arab university students.

2.Literature Review

As indicated herein, Studies have overwhelmingly focused on the challenges experienced by teachers of English in general within the Arab context and other contexts. In other contexts (i.e., China, Japan and others) challenges experienced by teachers of English have been identified as class size; inadequate preparation of teachers; low qualifications among teachers; students lacking motivation to learn English; inadequate teaching methodology (Cheng, 2004; Gross, 1999; Gandara, 2003; Darling-Hammond & Youngs, 2002). On the other hand, within the Arab contexts, challenges experienced by teachers of English have been identified as class size; inadequate preparation of teachers; low qualifications among teachers; students lacking motivation to learn English; inadequate teaching methodology; lack of motivation among students/learners of English; students not receiving enough exposure to English; poorly designed curriculum; accent and pronunciation, and English syntax notably long sentence/chunk (Rahman & Alhaisoni, 2013; Lakshmi, 2013; Ansari, 2012).

For example, Lakshmi (2013) examined challenges experienced by teachers teaching English as a second language to Arab students in Arab universities and noted that in most of these universities, the non-Arabic teachers are outnumbered by the faculty with Arabic as their first language. According to Lakshmi (2013), this impacts the teaching-learning process in EFL classes in Arab universities as these teachers, especially the non-native English teachers tend to use Arabic as their medium of instructions. Lakshmi (2013) further argued that this is an impediment to Arab students learning of English. According to Lakshmi (2013), this explains why most students in learning English as second language in Arab universities graduate with good grades but with considerable limitation when it comes to communicating in English either in written or spoken form. Lakshmi (2013) also held the view that the English course syllabus used by teachers at undergraduate level deviated from the Western standards and that this mismatch results in the mismatch between students' standards and syllabus standard and that this reinforces the challenges experienced by teachers of English in Arab universities, demanding greater perseverance and patience. Lakshmi (2013) further noted that challenges are related to the students' educational, personal, political, cultural, and linguistic background. Congruous to these observations, Lakshmi (2013) further held that Arabic students encounter challenges in pronouncing certain English sounds. For example, they pronounce "pray" as "bray" and "park" as "bark". This is blamed on the impact of Arabic on their acquisition of English language as Arabic lacks the sound /p/. These pronunciation problems have been identified as a problem facing teachers of English in Arab universities. Similarly, Akasha (2013) explored challenges experienced by Arabic-speaking teachers and ESL students. Participants included 8 teachers and 2 Arabic-speaking ESL students. The study focused on factors influencing the learning of Arabic-speaking ESL students; their need and challenges experienced by teachers teaching these students. Data was collected using classroom observations; student interviews and parental survey. Teachers identified the following challenges: lack of professional development that focuses on Arab students' linguistic and cultural differences; and lack of effective communication between teachers and parents that support ESL learners academically; culturally and socially.

In another similar study, Ansari (2012) noted that problems faced by teachers of English in Arab universities are stemmed from the reasons that students lack information regarding the college or university they enroll in; poor teaching methodology; deficiency in the English language curricula; lack of personal impetus from the students; and unsupportive environment for language learning.

Evidently, these studies only made an attempt to link the challenges experienced by teachers of English in Arab colleges to specific issues. To the best of the researcher's knowledge, none examined specific challenges of these studies experienced by teachers of English communication skills within Arab universities.

3.Methodology

In the present descriptive study, quantitative data was collected using a survey questionnaire. These questionnaires were mailed to English teachers in various Arab universities notably universities in UAE, Palestine, Oman, Jordan, Saudi Arabia, Kuwait and others. The questionnaire consisted of three parts: an informed consent sheet; a short demographic survey section; and the section containing questions on participant's reaction towards challenges and solutions. The questionnaire consisted of both closed-ended and open-ended questions, which were derived based on the literature review. It contained questions requiring participants to respond to statements allowing them to choose responses ranging from strongly agree to strongly disagree (strongly agree, agree, neutral, disagree or strongly disagree).

The open-ended questions were aimed at clarification on the statements responded to in the closed-ended part and to probe participants to provide what they considered were challenges unique to their specific universities and the specific responses. The rationale for choosing the survey questionnaire was that it was deemed the most appropriate method for collecting data aimed at giving in-depth interpretation and description of challenges experienced by teachers of English communication skills. The survey questionnaire also allowed the researcher to design statements identified in the literature and seek approval or disapproval from participants. Participants were guaranteed anonymity and confidentiality

4.Sample Size

A total of 40 questionnaires were distributed via email. Out of this, 30 participants filled the questionnaires and emailed back to the researcher. This sample size is large enough to justify the conclusion reached and to allow for the generalization of findings of this study.

5.Sampling technique

Participants were selected using a convenient sampling technique from a population of teachers teaching in various universities in Arab countries. The rationale for choosing teachers from these universities was to fit into the study context considering the focus of the study was on teachers teaching English communication skills to Arab university students.

6.Data Analysis

The quantitative data collected using survey questionnaire was analyzed using Microsoft Excel software data analysis. Participants' responses were converted into percentage and data represented pictorially in form of bar graphs as demonstrated in the result section.

7.Results

Results revealed that teachers often experience several challenges while teaching English communication skills to Arab university students in Arab universities. Common challenges identified and approved by participants include: large size classes; inadequate resources; infrequent use of English by students; communication incompetence among students; learning style being teacher-centered rather than learner-centered; passive participation by students in conversations; learning focusing on rote learning; an authentic exam system; low-esteem issues affecting students towards English; difficulty in motivating and encouraging students to orally participate in class discussions; and difficulty in assessing students' ability to communicate.

Majority of participants either strongly agreed (42.90%) or agreed (57.10%) that large classes was a challenge as it makes it difficult for teachers to implement communication skills in the university. Moreover, more than 50% of participants identified inadequate resources needed to teach communication skills as one of the key problems facing teachers teaching communication skills in Arab universities with majority either strongly agreeing (42.90%) or agreeing (28.10%) to the statement that "There are inadequate resources needed in my university to teach communication skill". Participants also overwhelmingly (i.e., strongly agreed-71.10%) supported the view that communicative incompetence of students was one of the greatest challenge. Perhaps, this is explained by two reasons: learning being teacher-centered rather than learner-centered and the rare use of English by students in their conversations. This was confirmed by participants given that more than 50 percent of participants (strongly agreed-42.90%) and agreed (28.10%) that students in their universities rarely used English and over 50 percent of participants (strongly agreeing-42.90%) and agreeing-28.10%) that learning in their universities is teacher-centered rather than learner-centered (Figure 1)

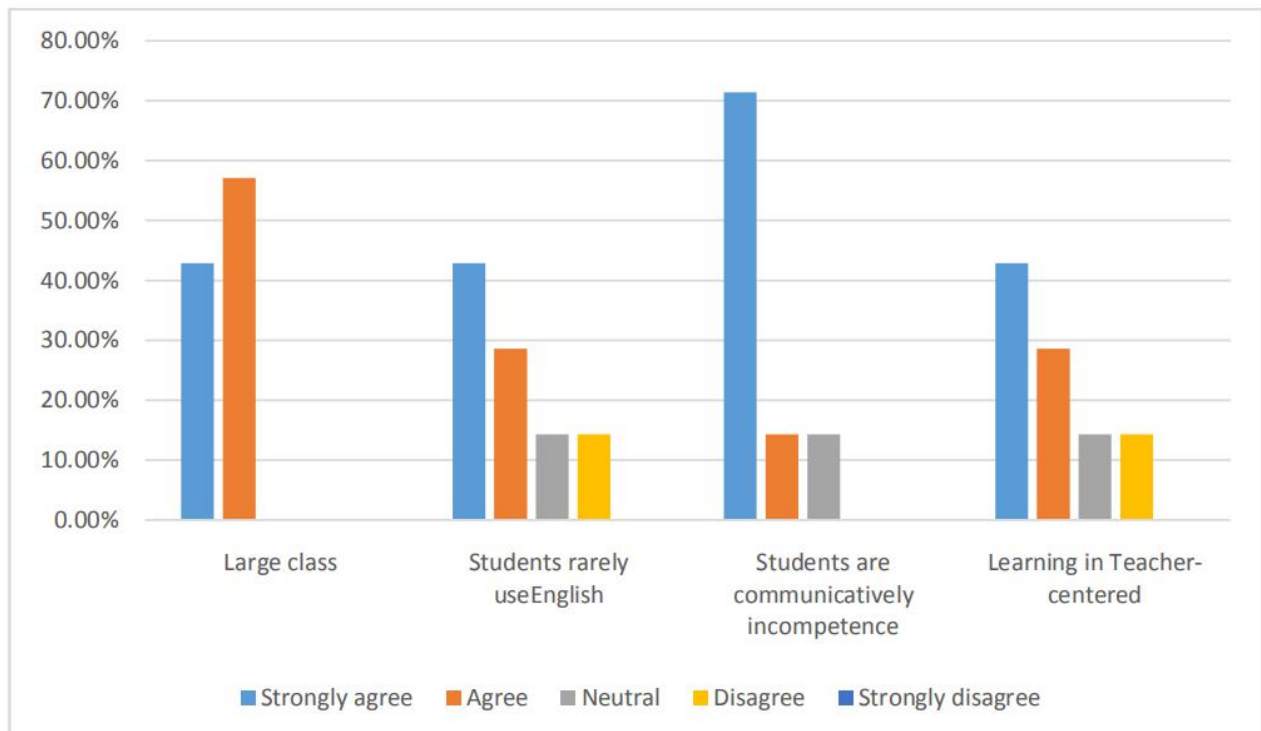


Figure 1: Challenges experienced by teachers of English communication skills

Participants overwhelmingly identified rote-learning and unauthentic exam system as two key problems facing teachers teaching communication skills to Arab students in Arab universities. Surprisingly, all participants (87.60% strongly agreed and 12.40% agreed) that Arab universities expose students to rote-learning with 42.90% strongly agreeing and 42.90% agreeing that exam system was not authentic to test effectively communication skills among students (figure 2).

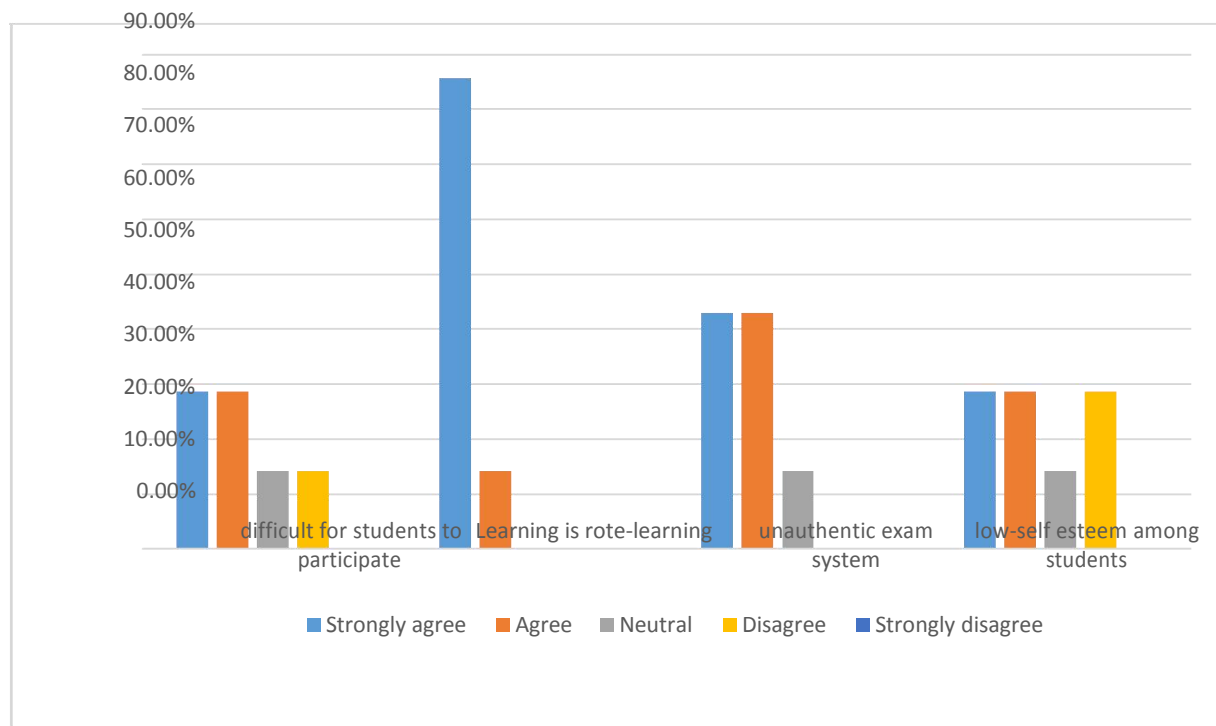


Figure 2: Challenges experienced by teachers of English communication skills

Lastly, participants identified difficulty in motivating and encouraging students to orally participate in class discussions; difficulty in assessing students' ability to communicate in English; and low communicative abilities as other challenges they experience while teaching communication skills Arab students.

Majority of the participants strongly agreed (71.40%) and agreed (28.10%) that students in English classrooms in their university had low communicative abilities. Majority of participants also strongly agreed (28.10%) and agreed (71.40%) that it is a great challenge for an English teacher in my university to motivate and encourage all students to orally participate actively in the English communication skills classroom. Similarly, majority of students strongly agreed (28.10%) and agreed (57.10%) that it was hard for the English teacher in their university to assess the students' ability to communicate orally in English because the students' oral activity was linked to their emotions (Figure 3). Other challenges of teaching communication skills to Arab students in Arab universities are unique to specific universities were revealed in participants' responses to an interview question that sought to provoke them to reveal challenges they faced while teaching communication skills to their students in class. Responses varied and included insufficiency knowledge of English among students; the tendency of students to switch to Arabic; vocabulary insufficient; lack of seriousness by students; students not finding English to be useful;

lack of motivation for students; insufficient student interaction; poor oral skills; and shyness. Worth noting is that lack of understanding vocabulary featured in majority of participants' responses as a challenge to teaching vocabulary to Arab students.

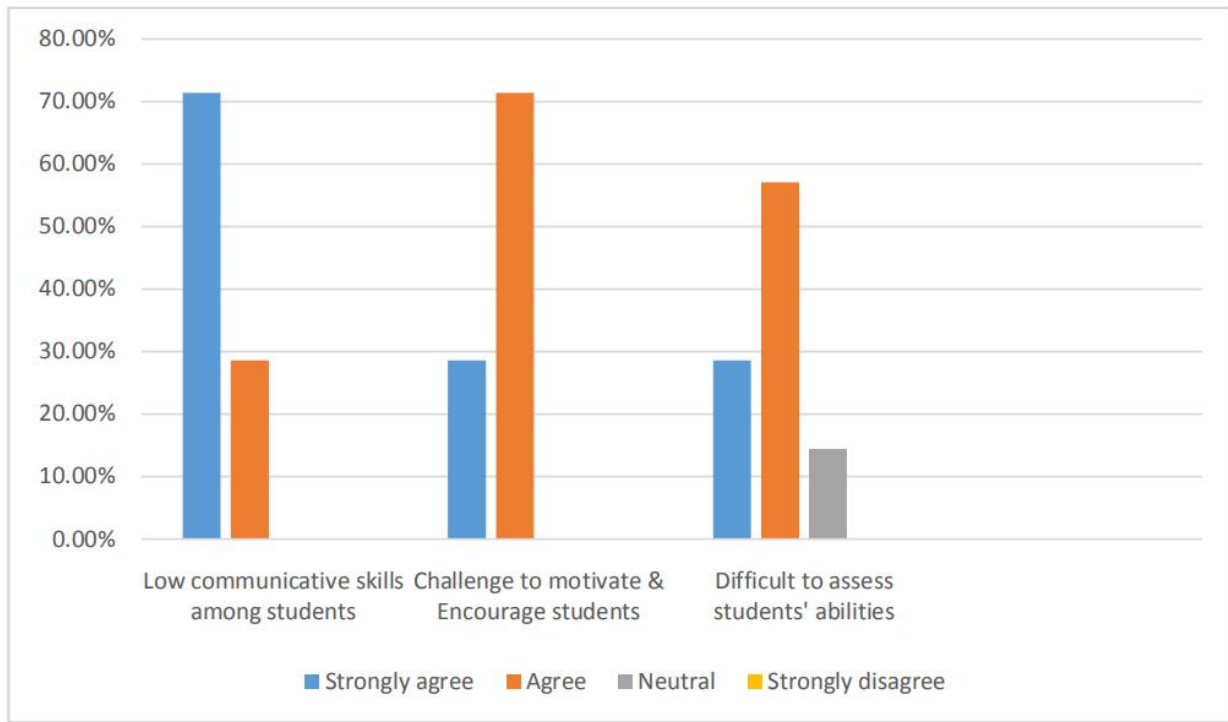


Figure 3: Challenges experienced by teachers of English communication skills

The researcher further probed participants regarding the specific area(s) of English language that made English communication skills difficult for Arab students. Majority of participants identified the following: pronunciation and accent; unknown vocabulary, keeping pace while listening to speakers, audio, or recording in English; English syntax such as long chunk/sentence; and contracted form of spoken English.

Participants were presented with a list of what had been identified in the literature review as possible solutions to challenges being experienced by teachers of communication skills in Arab universities. Possible solutions included: extensive reading and listening might improve speaking quickly; ; reading whatever is at hand, watching BBC, CNN and other English TV channels; using a good monolingual dictionary and consultation with someone who knows better English, may be useful; teaching small group (25-30 students) based on needs based syllabus, will be effective for learning; occasionally, they should be made aware of common mistakes, unusual collocation; translated version of Arabic phrases, idioms and inappropriate questions; students should be frequently engaged in debate, set and extempore speech making, presenting seminar, story-telling situations so that they can individually expose themselves to speaking as well as reduce their shyness and nervousness; more listening practice with different accents can improve students' exposure to varieties of English; graded English courses with integrated skills development should be offered rather than separate spoken English classes; occasional discussions on notional difference between Arabic and English culture and language is important for raising cross-cultural understanding; there should be a special emphasis on increasing useful vocabulary; Frequent practice in spoken English with good friends will be very useful; offering at least six months intensive English language training at the beginning of

undergraduate program; they should be encouraged to speak more in variety of situations uninterruptedly; they have to be familiar with different syntactic forms of English sentences; and student should be taught different stress patterns and intonation of English speech. Unsurprisingly, despite the uniqueness of their universities, participants approved almost all the options given.

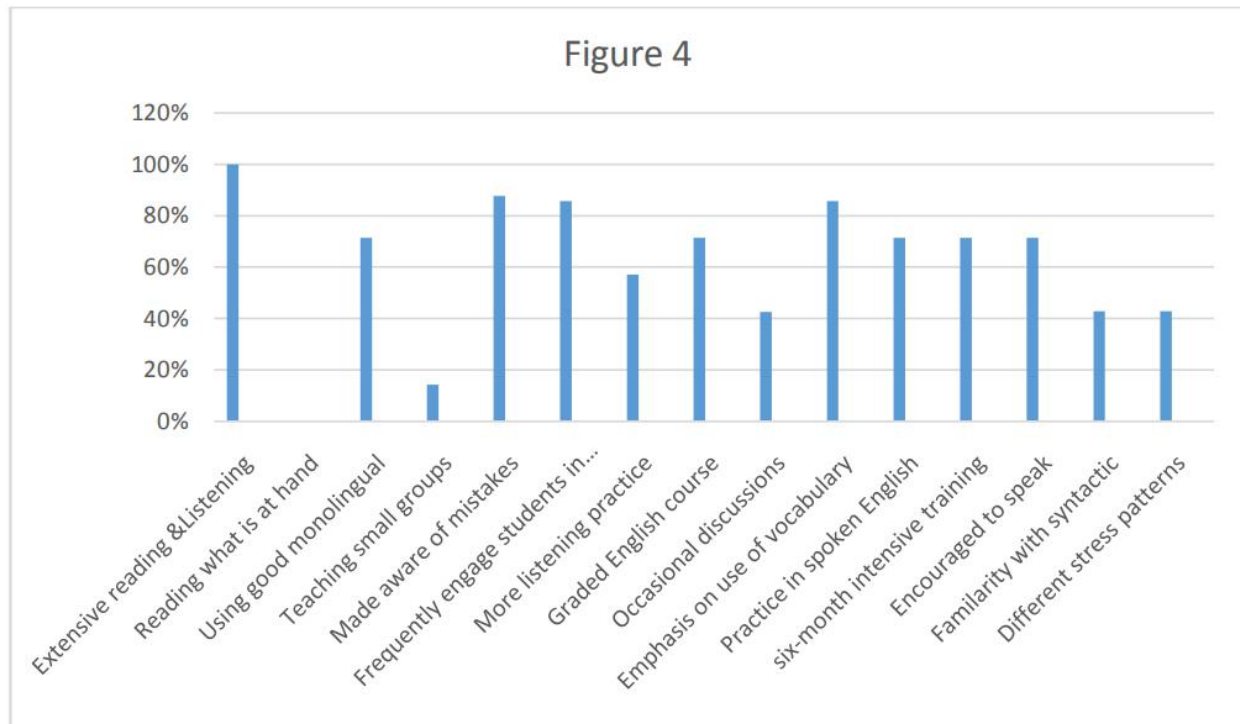


Figure 4: possible solutions to challenges experienced by teachers of English communication

All participants (100%) identified extensive reading and listening as an amicable solution to the challenges identified herein (figure 4). An overwhelming majority (87.70%) of participants believe that the solution lies in the students reading whatever is at hand, watching BBC, CNN and other English TV channels; occasionally making students aware of common mistakes, unusual collocation, translated version of Arabic phrases, idioms and inappropriate questions; friendly engaging students in debate, setting and exploring speech making, presenting seminar, story-telling situations to allow students to individually expose themselves to speaking as well as reduce their shyness and nervousness; and putting emphasis on increasing useful vocabulary. Moreover, (71.40%) of participants held the view that the solution lies in using a good monolingual dictionary and consulting someone who knows better English, may be useful; offering graded English courses with integrated skill rather than separate spoken English classes; offering students frequent practice in spoken English with good friends; offering at least six months intensive English language training at the beginning of undergraduate program; encouraging students to speak more in variety of situations uninterruptedly; and offering students more listening practice with different accents to help improve their exposure to varieties of English (57.10%). Solutions such as teaching small group (25-30 students) based on needs based syllabus (14.30%); occasional discussions on notional difference between Arabic

and English culture and language to raise cross-cultural (42.60%); ensuring students are familiar with different syntactic forms of English sentences; and teaching students different intonation of English and stress patterns (42.90%) were not well supported by participants (see figure 4). On the other hand, unique solutions to challenges raised by participants through the interview varied depending on the specific challenge identified by participants. They included: offering more English classes and extracurricular activities; making passing exam more difficult; giving more vocabulary; demonstrating the value and importance of English; motivating students; teaching real-life situation while they communicate using proper English orally and in the written form; and exposing them to different situations by sending them on trips to English speaking countries.

Discussion

The present study examined the challenges and antinodes of teaching communication skills to Arab university students. Several common challenges were identified by teachers teaching communication skills in Arab universities. They include: large classes, which makes it difficult for teachers to implement communication skills in the university; inadequate resource resources needed to teach communication skills; communicative incompetence of students; learning being teacher-centered rather than learner-centered; the rare use of English by students in their conversations. Others included rote-learning and unauthentic exam system; difficulty in motivating and encouraging students to orally participate in class discussions; difficulty in assessing students' ability to communicate in English; and low communicative abilities.

Challenges unique to specific universities included insufficient knowledge of English among students; the tendency of students to switch to Arabic; vocabulary insufficiency; lack of seriousness by students; students not finding English to be useful; lack of motivation for students; insufficient student interaction; poor oral skills; and shyness.

Results by Abdelgadir and Ramana (2016) were in conformity with this study finding that students lack interest and motivation in learning English and that students do not practice English communication skills. Abdelgadir and Ramana (2016) also revealed that emphasis is often placed on role learning rather than on skill development. Other challenges identified by Abdelgadir and Ramana (2016) but not captured in the present study were absenteeism among students; appointment of inexperienced and unqualified teachers to teach English; and students not embracing the use of dictionary. The finding of this study also corroborated those found by Fareh (2010). Fareh (2010) identified challenges experienced teachers teaching EFL in Arab institutions as learners lacking motivation to learn; and the use of teacher-centered methods rather than learner-centered methods. Other challenges identified by Fareh (2010) but not confirmed in the present study included: inadequate assessment techniques; inadequate preparation of teachers; inadequate teaching methodology; improperly trained teachers; inadequate pedagogical preparation by teachers; compartmentalization vs. whole language approach; teaching materials and textbooks; low student exposure to English.

Regarding students' lacking motivation towards foreign language; other studies (e.g., Ericsson, 1993; Ur, 2005) confirmed the value and importance of motivation in learning foreign language and lack of it can make it challenging for teachers to impact on students. Ericsson (1993) acknowledged that the learning process must be

active and that when acquiring new language, motivation influences the outcome. Ericsson (1993) further opined that one of the most challenging tasks for teachers of foreign language is to ensure learners are motivated to actively engage freely in conversations. In view of Ericsson (1993), what makes this difficult is that student's lack the reason to converse with each other and that many times, they find language classroom to be artificial. Ericsson (1993) further claimed that language should never be treated as an isolated phenomenon rather be practiced and taught in a context. Ur (2005) believes that to get students to communicate and express themselves freely in the foreign language, teachers should use interesting topics, and ensure the discourse have a meaningful aim/purpose. Distinguishing meaningful learning and rote learning, Brown (2000) argued that learners should not learn different items of the target language separately and that learners should acquire language in a meaningful way. Similarly, Brown (2000) further suggested that educators should not make foreign language classrooms the local of rote activity; role drills; role recitation; pattern practice without context; and other activities that do not promote meaningful communication. Granath and Estling (2008) proposed that language teachers should ensure meaningful communication occurs in foreign language classrooms by using the internet. According to Granath and Estling (2008) by using the internet, language teachers can allow students to authentically practice communication. They can use the internet and the computer during teaching of language mostly for information search and word-processing and authentic communication. They should allow students in language classrooms to communicate with others across the globe via chats, e-mail and communicate orally through Skype or Windows Live Messenger. Students can also be allowed to participate in authentic discussions such as BBC or Le Monde via the internet. These discussions are useful because they can help students to develop and exercise their communication skills. Emphasizing the importance of students practicing language, Tornberg (1997) hinted that it is important for students to understand that what is learned and practiced in foreign language classrooms should be used in reality outside the classroom. In view of Tornberg (1997), students tend to limit and associate foreign language with what is learned and acquired while in the classrooms.

Ur (2005) also emphasized the importance of letting students to practice oral communication via role-play. According to Ur (2005) role-play is a genuine discourse, which allows learners to practice their skills outside the classroom. Other researchers (e.g., Shehdeh 2010) support the view that students should actively participate and practice oral communication while in foreign language classrooms. According to Shehdeh (2010) through practicing oral communication, students get used to foreign language and this enables them to improve their communication skills and express themselves orally and freely in a foreign language.

Results by Rahman and Alhaisoni (2013) are also congruent to what was revealed in this study. Rahman and Alhaisoni (2013) identified difficulty in implementing an authentic curriculum; and the exam system failing to effectively test communication skills. From the students' perspective, challenges were identified as shyness, vocabulary problems; and the challenge in capturing the pronunciation of native speakers. Students also reported that the experienced difficulties with contracted forms of spoken English; accent and pronunciation, and English syntax notably long sentence/chunk.

Similarly, findings by Rahman and Alhaisoni (2013) corroborate those found in the present study. Challenges identified by Rahman and Alhaisoni (2013) are lack of motivation among students learners of English; and students

not receiving enough exposure to English. Others included poorly designed curriculum (i.e., one developed without a Needs Analysis and without clear-cut objectives and aims); teaching materials and textbooks not meeting the needs of learners; poorly trained and unqualified teachers; and teachers uninformed of new methodologies of teaching English language.

On the overall, all participants recognized the importance of communication skills. Indeed, in the increasingly globalized world where international exchanges take place, the value and importance of written and oral communication skills cannot be underestimated. As observed by Al-Shumaimeri (2003) communication makes critical ideas and thoughts available and enables individuals to reflect and think critically when making decisions. Al-Shumaimeri (2003) further recognized that critical thought is an important part of any form of expression, whether oral, visual, or written communication. Al-Shumaimeri (2003) added that written communication enables students to express, extend and organize their thoughts. Agreeing with Al-Shumaimeri (2003). Ellis (2008) believes that educated individuals with excellent communication skills can help organizations communicate more effectively, responsibly and ethically. Similarly, all language methods, including Grammar-Translation Method, Direct Method, Communicative Language Teaching Method, Audio-lingualism, and Cognitive Method recognize the importance of communication skills in Second Language Classrooms. For example, Direct Method identified oral and written communication skills as a primary skill in the study and acquisition of a new language. Similarly, Audio-lingualism recognized the importance of oral and written communication in learning new language. Cognitive Method also attaches great importance on communication skills. Considering the importance of communication skills to Arab students and the gap in research as demonstrated above, this study examined challenges faced by teachers in teaching of English communication skills to Arab university students and the possible solutions.

Conclusion

As demonstrated in this study, teachers of English communication skills teaching Arab students experience common problems that affect them all. However, there are challenges unique to their specific universities. As revealed in this study, teachers of English communication skills in various Arab universities can overcome these challenges by implementing the following recommendations:

- Offering more English classes and extracurricular activities to their students
- Making passing exam more difficult
- Providing more vocabulary and demonstrating the value and importance of English
- Motivating students to practice English communication outside the classroom situation
- Teaching real-life situation to students using proper English orally and in written form
- Exposing students to different situations by sending them on trips to English speaking countries
- Exposing students to extensive reading and listening practice
- Encouraging students to read whatever is at hand, watch BBC, CNN and other English TV channels
- Using a good monolingual dictionary and consultation with someone who knows better English.
- Teaching small group (25-30 students) based on needs-based syllabus

- Occasionally making students aware of common mistakes
- Frequently engaging students in debates and setting and extempore speech making
- Presenting seminar; story-telling situations to individually expose themselves to speaking as well as reduce their shyness and nervousness.
- Exposing students to more listening practice with different accents to help them improve students' exposure to varieties of English
- Offering students graded English courses with integrated.
- Providing occasional discussions on notional difference between Arabic and English culture and language to help raise cross-cultural understanding
- Emphasizing on increasing useful vocabulary
- Encouraging frequent practice in spoken English with good friends
- Offering at least six months intensive English language training at the beginning of undergraduate program
- Encouraging students to speak more in variety of situations uninterruptedly
- Ensuring students become familiar with different syntactic forms of English sentences
- Teaching students different stress patterns and intonation of English language.

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Research and Exploration of Ideological and Political Education in Online Course of College English for Art and Design Students in the Situation of COVID-19

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Abstract

In the face of special circumstances, the teachers and students need to take courses at home. Such great changes have brought us new challenges and opportunities to rethink about our curriculum objectives, teacher role positioning, the importance of ideological and political education in college English course teaching and future research and development trend. It is significant how to improve students' interest and motivation in learning English, how to adapt to the characteristics of students' major, how to integrate ideological and political education naturally into the teaching so as to realize diversified teaching goals and educate the students in view of the difficulty in English teaching for students in art and design, according to the characteristics of students and through the accumulation of various materials and supplement, and the use of various tools of online courses. By combining our knowledge and information with our own teaching practice, the authors have made a research and exploration on ideological and political education in College English Course for art and design students and put forward some ideas and suggestions.

Keyword: Art and Design Major; College English; Teaching; Ideological and political education in course

1. Educational Changes in the Epidemic Situation

1.1 The current situation

Due to the outbreak of COVID-19, the students could not return to the university in the spring semester of 2020, and offline teaching could not be carried out. Both the teachers and students faced great changes from lifestyles to teaching and learning methods.

During the learning, the teachers faced new topics proposed by online teaching, while the students might not adapt to online teaching. Some problems appeared in learning performance or mental health. We encountered difficulties and inconvenience in life. The epidemic caused the changes in the international political pattern. All of these impact our outlook on the world, life and values.

In the new situation, education practitioners should constantly reflect on: how we should do education and how to be teachers; what students need and what they should learn; how to cultivate students' national feelings and patriotic enthusiasm in teaching; how to help students become the people with faith, enthusiasm, methods, mental health and frustration tolerance; how to help students plan their life and get happiness. This is a big life topic that we want to study and research with the students.

In response to the General Secretary Xi's call to construct the ideological and political education pattern of the course and in line with the new situation, we college English teachers actively responded to the national education ideas in the online course teaching of this semester, deeply excavated the course content, and naturally integrated the ideological and political elements into the teaching process.

1.2 Teaching situation

This semester's online teaching practice has brought us changes in teaching ideas and explored the redefinition of curriculum, learning and teaching. Among them, the curriculum tends to inquiry into the practice. With the support of network resources and intelligent environment, more attention is paid to communication and reflection in learning. Communication in class is necessary and irreplaceable. Teaching tends to be more collaborative learning, and information technology is not only the students' media, but also the teachers' bridges.

1.3 The development trend of college English teaching in the future

After the restoration of offline teaching, the advantages of online courses can not be lost and mixed teaching can be implemented. Thus, the advantages of online teaching can be retained, such as: full option under the unified standard (course option and content option); the diversity and autonomy of learning styles (self paced, time and place); personalized problem-based learning assistance (timely and transparent learning interaction); complete evaluation of learning track and performance (formative and summative evaluation). For those students who have strong autonomy and good learning habits, online teaching gives them a broader learning space. For some students with poor self-discipline and poor learning effect, the combination of online and offline teaching is better. The mixed teaching is conducive to avoid the polarization of learning effect.

2.The Practice of Ideological and Political Education in College English Course for Art and Design Students

2.1 The English learning characteristics of art and design students

The students majoring in art and design have a relatively weak English foundation and a lack of motivation to learn English. But the English textbooks are synchronized with other university majors, and not suitable for the art and design students in terms of content and difficulty.

The professional education of art and design emphasizes originality, verbal and emotional expression. The performance of students' personality and characteristics is relatively stronger, more self-reliant and emotional.

In view of this, it is particularly important to help students have a correct outlook on life, world and values. In the course, the teachers should guide the students to cherish themselves, maintain mental health, firm their ideals, set goals and be loyal to their beliefs. We should also pay more attention to the establishment of students' cultural confidence and patriotic feelings through the teaching of language and culture.

2.2 The application of ideological and political education in college English teaching practice

Online teaching under the epidemic situation has brought great challenges to both the teachers and students. Great changes often contain great opportunities. We can jump out of the too many limitations of teaching materials and make more extension and expansion from the teaching content. We can choose more art and design related language supplementary materials, which are more suitable for the professional content, and open up students' international vision so as to enhance their motivation to learn language.

Different difficulty gradients are set in teaching design to adapt to different levels of the students. With the diversified input and output modes, we add the various forms of audio-visual materials to increase fun and improve students' interest in learning English. More importantly, we can integrate the ideological and political elements naturally into the teaching process to achieve diversified teaching objectives.

In the course practice, we started from the following aspects: the first step was to preview before class. The task was issued before class to guide the students to read the content of the article carefully, find out the unfamiliar words and establish their own English vocabulary manual. The task increased the students' learning autonomy and helped the teachers to understand the key words and language points suitable for the students' level, which made the teaching more focused. The relevant vocabulary and original reading audio related to the text were issued in advance as the preview content. The students were required to listen to the words and record them as audio files, which were submitted as preview assignments. After independent preview, the students have greatly improved their class efficiency and mastered the correct learning methods and strategies.

In the aspect of ideological and political education, the teachers provided the students with relevant news and current political content in combination with their background and vocabulary of the text to arouse students' thinking. For example, in the development stage of the epidemic, General Secretary Xi Jinping delivered an important speech "We never say success without winning completely". The English version of China Daily published six of the inspiring words. The teachers sent Chinese and English text to the students, recorded audio reading, analyzed the ways of translation and explained their connotation so as to make the students full of strength and confidence in heart. Here is another example. Combined with the content of Unit 2 of the textbook "What college brings us?", the teachers assigned the students thinking questions in advance. The question "What is your term plan?" was split into "What do you need to do and how do you do it if you want to achieve your semester plan and goals?". The students were required to establish their own detailed semester plan. At the end of the semester, the teachers returned the plans to the students, and the students made a comparison and summary according to the completion in the semester. This kind of teaching design extended teaching to extracurricular, not only imparting knowledge, but also becoming an exploration journey to make the students know themselves better and find the ways, goals and strategies of life progress. The topic "The students' dilemmas" of Unit 5 is about the discussion of college students' consumption view. The teachers chose the famous aphorisms of "People worship thrift and diligence" in the Chinese excellent traditional culture, including the contents of the Analects of Confucius and the Commandments, so that students could understand the differences between Chinese and English expressions, cultures and way of thinking, and the beauty of Chinese refinement in Chinese English contrast and aloud reading. Such teaching design has not only enhanced the students' national pride and self-confidence, but also increased their exchange and understanding of the two cultures.

The second step was learning in the course. As the tasks of pre-class learning were very clear, the students gave full play to their autonomy. Therefore, the explanation in the course was more targeted. At the same time it strengthened the current political and ideological nature and emphasized education. In the introduction phase, the teachers collected TED speech materials, the English edition of China Daily, CNN news and other current political news materials, and encouraged the students to dig the materials independently and conduct output training by means of group discussion, report, real-time comments and etc., which improved their learning efficiency and expanded their thinking.

For example, in learning Unit 2 "What college brings us?", the teachers added three passages- "the Harvard commencement speech by Bill Gates, the secrets of learning a new language and why we should read more?" in three fine lectures of the texts. These materials helped the students understand the successful

people's perception of college life, learn how multilingual learners master a new language and share the importance of reading. Thus, the students have enhanced their learning interest, and have been imperceptibly inspired in reading.

The third step is the summary after class. In the form of composition, translation, sorting out the unit theme, making videos or creating mini class, we could reflect or sublimate the learning of the course. For example, in teaching the unit 6 "when enough is enough(the theme about choice and contentment)", we guided the students to establish a correct outlook on life, world and values. The teaching was divided into four times of classes. Questionnaires were arranged before class to allow the students to sort out what important, successful, difficult or regretful decisions they have made in their life and reflect on why.

Two TED speeches- "how to make hard choices" and "how to make a choice easily?" were added to the class, which were shared with the students to help them how to make scientific choices. After class, the students were organized to translate the moving poem "*Shanchuan Yiyu, Fengyue Tongtian*" as "Mountains and rivers are exotic, wind and moon romantic on the same day" in the anti epidemic aid at that time. When the students finished the training, they had the same feeling and empathy with the country. The content of "Adversity or Opportunity" in the happiness lesson of Harvard University was shared after class, so that the students could understand the mentality and coping methods of encountering adversity. In addition, the students were organized to create poems with the theme of dream, imagination and fighting against the epidemic. They recited, matched pictures and background music for their poems and finally formed finished products in the form of video, showing the professional advantages and excellent qualities of art and design students.

To sum up, all the stages of teaching formed a closed-loop of output and input, while giving consideration to teaching and education and guiding the students to establish a correct outlook on life, values and world, breathe with our motherland, share a common destiny and have their own life goals, plans and beliefs.

3.Conclusion

After summing up the teaching experience, we come up with some methods and suggestions to realize the ideological and political education of college English course.

First of all, from our teaching objectives we should realize the transformation from China to the world to the world to China. China is in the stage of demonstrating the strength of a great country and her excellent cultural tradition. We should do our best to attract the attention of the world and change our position in the world. In teaching, we should lead the students to enhance their national awareness, national consciousness, national pride and the spirit of self-improvement and independence.

Secondly, from the perspective of teaching philosophy we should lead the students to knowledge, that is, to cultivate students' practical spirit and acquire knowledge in the way of practice. Learning by doing is a very effective learning method.

Thirdly, we should highlight the professional characteristics and teachers' personal expertise in teaching. The students we teach major in art and design. So we should pay attention to combining the professional knowledge of art and design to stimulate students' interest. We should also attach importance to strengthening the course features and integrate translation, writing and phonetic practice into the teaching according to the students' interests and needs, so that they can feel the charm of Chinese and Western culture. From the perspective of teachers' personal expertise, the teachers of this course are good at psychology, and they also have experience in teaching methods. If they make good use of it, it will produce

positive benefits for teaching.

Only when there is a country can there be a home, and only when there is a life can there be a vitality. According to the needs of the country, the cultivation of talents varies from student to student and changes according to the situation. Only by seriously practicing and thinking about the goal of ideological and political construction of foreign language curriculum can we cultivate talents with both political integrity and ability. This goal needs the joint efforts of all our teachers.

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Technology Acceptance in an Online Practicum Course

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Abstract

Online instruction is increasing in colleges and universities across the United States of America. Healthcare Management programs are also exploring the usefulness and acceptance of technology or learning management systems by their students. The healthcare practicum – which features community based and campus instruction provides a unique opportunity to examine both the usefulness and acceptance of a learning management system – Brightspace D2L.

Keywords: Technology acceptance; Online instruction; Management programs; Healthcare practicums

I. History of the Internet / Overview of Healthcare Management

In 1969, interface processors were being connected to computers at various locations in California – namely at the University of California, Los Angeles and at the Stanford Research Institute. This stated that some researchers as the beginnings of modern computing (Haigh, Russell and Dutton, 2005). Then came the Internet, a vast electronic communication network that connects routers and reaches around with world. The Internet provided a bridge between networks. It included a set of protocols and technologies for the interconnection of computers (Haigh, Russell, and Dutton (2015). The Internet has continued to grow and develop. By 2012, social media sites were selling more than \$8 billion in ads (Hand, 2016). Since the development of the Internet or World Wide Web in the early 1990s, online instruction has also increased in educational institutions. New technology based approaches to education can be used to encourage active (participatory) learning. The Internet also supports asynchronous online learning which allows coursework to be assessed at the time and place that the student chooses (Lucas, 2018). There has been a shift from the traditional lecture format. Frequently, students access asynchronous material like readings, videos simulations, and games through learning management systems like Blackboard or Canvas (Lucas, 2018).

With increased frequency, healthcare and management programs are requiring students to complete some type of experiential learning experience prior to the completion of their training. The experiential learning often mirrors a practicum or internship. Such experiences often require students to complete their training in a community based setting – meanwhile completing course work.

The extent to which student accept the use of technology via a learning management system to support their training experience is needs continual examination. However, learning management systems such as Brightspace D2L have been to be useful in providing a centralized location to access education material; collaborate with students and engage educators (Marketwire, 2014). Thus, this article aims to review the Technology Acceptance Model in relation to GA View Brightspace D2L's impact or relevance in the education of online healthcare management practicum students.

Healthcare management programs train students to become entry-level managers in a healthcare setting or agency. The healthcare practicum which is often required as a capstone course for students nearing the end of their

course requirements; allows students to gain normative and cognitive skills in an actual health care setting. Each student has an onsite preceptor. Practicum agencies include a wide range of health care organizations including hospitals, governmental agencies, long term care facilities, rehabilitation centers, community health centers, preferred provider organizations, health insurance firms, medical practices, dental practices, public health agencies and more.

II. Implementation of GA View (Brightspace) D2L

Glenn (2003) stated that the design of an online course requires a very different approach from that of a traditional course. He stated that an interactive component would be needed to introduce the content, engage students and provide assessments. During its initial implementation phase, the GA View D2L learning management system was used by more than 310,000 students (Marketwire, 2014). The system was developed by the University System of Georgia as one of several alternative pathways for students to achieve degree completion (Marketwire, 2013). In 2013, The University System of Georgia hosted more the 6,000 courses in D2L – now GaView D2L (Marketwire, 2013). Some key features of a GaView D2L practicum course are as follows:

Student registration for the practicum course, automatically places the student in the GaView D2L course interface. Student must take the GaView D2L orientation quiz to become familiar with the online format – before active participation in the course is allowed. Once the student enters the practicum course, a syllabus quiz is required to acquaint the student with the onsite and online practicum requirements – including course goals: the application of theoretical knowledge; the attainment of professional development; the incorporation of technology; and development of effective written and oral communication skills.

III. Theoretical Framework

The Technology Acceptance Model (TAM) was developed by Davis, Bagozzi, and Warshaw (1989). The model assumes that once an individual is introduced to a new technology, he or she will make a decision whether to use it. The individual's decision will be included by four factors:

Perceived Ease of Use (PEOU) – refers to the extent to which the individual believes that the technology would not require extensive cognitive effort.

Perceived Usefulness (PU) – relates to improved performance that is achieved by the individual as a result of technology use.

Behavioral Intention (BI) – relates to whether the individual's behavior supports an intention to use the technology.

Actual Use (AU) - relates to whether the individual actually uses the technology. Actual use is influenced by behavioral intention.

The Technology Acceptance Model also includes eight usability attributes – namely, content quality, learning support, visual design, and system navigation, ease of use, system interactivity, instructional assessment and system learnability (Davis, Bagozzi, and Warshaw, 1989).

Content Quality- The practicum course includes structured online learning activities such as online discussion forums, videos reviews, communication and personality assessment tools. The course also includes onsite activities and assignments that can be shared and posted in the online GaView D2L system. The course has sufficient materials to meet the course objectives.

Learning Support – The practicum course is enhanced by online learning support through SMART Online

Tutoring Service and an Online Writing Center. Writing Guides and reference tools are also available through links on the GaView D2L homepage.

Visual Design: The practicum course is designed using the standard GaView D2L system template – commonly referred to as a shell. The shell allows for instructor administration to post course content in a manner that is visually appealing and appropriate. The course material is placed in modules – with standard components (objectives, activities, discussion forum, quizzes, evaluation).

System Navigation- System navigation through the practicum course occurs with the use of “bread crumbs” – content, assessments, communication, and administration. All of the courses that a student is enrolled in for the term can be accessed through a “waffle” – grid at the top of the GaView D2L system.

Ease of Use – Ease of use relates to the students’ ability to use the system without difficulty (Nielsen, 1993). The GaView D2L system is easy to use. System requirements and features are presented on the home page and in the system orientation. The system can also be viewed from computers and mobile devices (Marketwire, 2013). Students are encouraged to use a computer with Microsoft operating systems to submit coursework.

System Interactivity – The online practicum course allows students to engage and interact with their peers and course instructor. There are several features that support communication such as discussion forums, chat features, and email.

Instructional Assessment – The online practicum course includes areas for quizzes and other forms of assessment. Feedback can be provided immediately – upon completion of a quiz. The system also records statistics on students’ performance on various assessment activities. The statistics can be represented in numerical or tabular form. Results of preceptor evaluations can also be reported by the course instructor in the GaView D2L system.

System Learnability - The learning curve for the online GaView D2L practicum course is minimal. This feature supports the PEOU factor.

IV. Assessment of Online/ Practicum Course

Freeman, Shrimsher, Kendrach (2006) reported that 59% of students who participated in an online course, stated that they would take future courses. They also reported that online technology was easy to use. Schimming (2008) conducted a study of 455 first year medical students enrolled in an online tutorial course. Students who took the online tutorial course were equally or more satisfied with the online tutorial as the in-class students.

Schofield and Davidson (2002) reported that the driving forces for internet integration was to increase teachers’ and students’ use of up to date and extensive materials and provide opportunities to learn in the context of meaningful experiences in a real world framework.

Some of the skills that the practicum students may develop include how to:

- Develop a departmental budget (annual and projected).
- Develop employee work schedules.
- Maintain and administer central inventory.
- Conduct interviews and screen personnel.
- Assess employee performance and customer satisfaction levels.
- Process insurance claims and other forms of billing.
- Prepare department progress and statistical reports.
- Market and promote department functions.
- Exercise ethical and legal practices in the healthcare setting.

While students enrolled in online practicum courses produced projects comparable to those enrolled in the in-class setting, convenience was the overwhelming reason cited by students for enrolling in online classes (Guenrsey, 1998). Flexibility has also been supported as a reason to take an online course. At the end of each online practicum course, student have been able to provide feedback. Overall, students enrolled in the online practicum course provided positive feedback. The students appreciated the flexibility that the online course allowed – especially since some students were even able to secure a placement in their hometowns and submit assignments electronically. The overall grades in the online course were comparable to those of practicum students enrolled in the traditional in-class setting.

V. Conclusion

Online courses, while innovative, have both benefits and limitations. Some of the benefits are as follows:

- Students can apply their individual student experiences using the web-based curriculum, projects, and virtual field trips that provide opportunities for critical and creativethinking through student support activities (Keating, Wiles, Piazza, 2002).
- Teamwork can be fostered via e-mail, virtual meeting rooms and discussions (Fann and Lewis, 2001).
- Online learning encourages communication with peers (Morrow, Phillips and Bethune, 2007).
- Web courses allow for real world application and sharing knowledge (Schofeld, 2005). This concept is especially useful in a practicum course.
- In Bloom's Taxonomy of Learning, deep learning (application, analysis, synthesis, and evaluation) can be supported by web-instruction (Bloom, Englehart, Furst, Hill and Krathwohl, 1956) to synthesize and evaluate knowledge, multimedia creation (such as Practicum PowerPoint Managerial Projects) can be created by students.

While online instruction has many positive benefits, some limitations do exist as follows:

- Computer maintenance may be required and loss of connectivity may occur (Morrow, Phillips, and Bethune, 2007).
- Online courses may require more time and planning than a traditional course
- Web-instruction may benefit visual learners primarily and may be a disadvantage to those with poor reading skills.
- Also, it may be difficult to develop meaningful student – teacher interaction with online instruction (Corona, 2008).

Despite the aforementioned limitations relative to online course delivery, the benefits still appear to be far-reaching. Healthcare management students who receive instruction via GaView D2L will gain additional technological knowledge that can be useful in many health care settings.

Additionally, online instruction allows students to view up to date scenarios and videos online and practically apply knowledge gained in the healthcare setting. The GaView D2L format also affords students a great deal of flexibility and diminishes the need to regularly return to the main campus for course instruction and progress checks during the practicum period. Online practicum training seems to be an ideal for colleges - and if embraced and fine tuned by healthcare management instructors, could prove to be a most valuable tool for the development of high quality healthcare managers.

Endnote

This article updates and extends previous study published in the Academic Exchange Quarterly (Fall 2009, Using WebCT-Vista for a Capstone Practicum Course, Sherryl W. Johnson).

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A Reflective Report on the Study of Intercultural Communication in Language Teaching

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Abstract

Language and culture depend on each other. This article reports a cross-cultural study journey and reflects its importance to language teaching from three aspects: belief, attitudes and skills. It also helps the author predict the communicative behavior with people from different cultural backgrounds, and offers some reference for the problems in intercultural communication.

Key Words: Reflective journal; Intercultural communication; Language teaching

1.Introduction

The author has been a second language teacher for about 20 years. In her teaching career, language teaching and application have been set as the first teaching aims when she planned the teaching objectives. As to cultural, cross-cultural and intercultural elements, she occasionally put them into her teaching plans unless the teaching contents includes some cultural contrast materials. For a long time, many Chinese language teachers also think that learning language is to learn language forms. Learning some grammar and vocabulary regulations means surely to be able to use this language for communication. However, in the actual cross-cultural communication activities, with a lot of vocabulary and grammar knowledge, the students still encounter a lot of difficulties and mistakes when they use it. This is mainly manifested in the inappropriate sentence words. And it is enough to show what learning a language requires is not only to master its linguistic form and rules, but also to learn its specific application in its cultural background, namely, learning a different culture. The author starts to realize the importance of cultural communication (both cross-cultural and intercultural) and language teaching, and gradually builds her own CSA (Cultural Self-awareness), although this kind of awareness is still on the way.

2.Intercultural Belief

Because of globalizing forces, internationalization, transportation and technological advances, changing demographics and conflict situations, ethical intercultural communication is now more important than at any other time in the history. "We need to learn how to adapt and thrive in unfamiliar environments, and contribute to our planet in a constructive, peaceful manner" (Jackson, 2014: 4). Language and culture depend on each other, and it is impossible to exist independently from the other. In this sense, to teach a language is to teach a culture, and language teaching and culture learning is inseparable. Without the soil of culture, it is almost impossible to grasp the language of a certain nation in a comprehensive and correct way. For example, Chinese and English are derived from different geographical, historical and social cultures. Chinese students, from a primary school to a university, have learned English for more than 10 years. Most time of their learning is spent on grammar and words. And they think that the rest part of language can be solved by common sense and habits as long as

they learn a foreign language knowledge. However, common sense is not universal. In the context of Chinese culture, this kind of common-sense behavior may become uncommon behavior in English speaking countries. It inevitably leads to communication failure.

Cultural traditions, social customs and habits vary from place to place. Each cultural or ethnic group has its own history, culture, values, life and moral standards, and these practice and behavior all suppressed by its unique traditional values of the society. People from diverse linguistic and cultural backgrounds might be reluctant to communicate when they feel uncomfortable with difference or under the threat. They might be reluctant to response when hard to decide what is right and wrong from the both sides, and they might be hesitant to communicate when they doubt the appropriateness of language use. As an international student, the author is also approved of above views and experience from Ayumi (a Japanese classmate). All of us should make a difference, but we do have potential to enrich ourselves and the world around us, and then to enhance cultural self-awareness, more understanding and acceptance of other cultural and linguistic practice.

Most of cultural and intercultural knowledge is acquired through school education, and some is naturally learned in the context of family and society. However, for the majority of human being, values, attitudes, beliefs, knowledge of worldviews, customs and behavior patterns are not conscious, or are taken for granted. Even members of different cultural groups who speak the same language may have different worldview and values. They may associate different meaning with the same verbal and nonverbal symbols and this, of course, affects the communication process. The barriers to communication between people from different cultures cannot be completely overcome. Because language is just one of many codes involved in daily lives and language code is only a part of the cultural symbol system, different cultural orientations, values, social norms, thinking modes still exist. Jackson (2014) examines and defines culture from seven dimensions (culture as learned; culture as shared, as in group membership; culture as relative; culture as dynamic and mediated; culture as individual, fragmentary and imaginary; culture as contested; and culture as communication). The author realizes that culture is impossible limited in one nation. It may become international and open to all human beings. With economic and cultural globalization, the blending of different cultures has become a necessary trend of the times. For example, a large number of people from different nations have been pouring into one nation, and at the same time people from this nation are also exposed to different foreign cultures when they go abroad. In this way, people from various nations in the world will be able to acquire better understanding of each other. Although many cross-cultural studies have used nations as the units of analysis, the concept of national culture has been challenged on various grounds. There may be significant diversity within some countries and similarities across national borders, compromising the concept of national culture.

3.Intercultural Attitudes

As a language teacher and learner, the chapters the author read in ICC area make her reflect on her attitude and then reconsider her teaching and learning practice. Combining the basic theories of intercultural competence with the skills of ICC provides a set of teaching objectives that can guide cooperation across the curriculum and particularly allow foreign language teachers to include in their teaching aims the encouragement of international political activity among their learners. With this guidance, the author learned the knowledge of intercultural communication and understood some differences between Chinese and other cultures in various fields. They helped the author compare and think about different cultures, improve her intercultural understanding and also make her re-examine her own culture. Consequently, it is recognized that Chinese culture is one of the four ancient civilizations in the world, and it has entered the full-blown civilization as early as 4200 years ago. From the author's point of view, the good things are unique in Chinese culture and full of popularity which lasted for

thousands of years. In summary, there are three courses:

1). gentleman personality patterns; 2). behavior patterns of etiquette; and 3). thinking modes of golden mean.

The first one is the personality model, the second one is the behavior pattern and the third is the thinking mode. These three models are closely linked with clear logic and formed a system, which has become a unique advantage of Chinese culture. Nevertheless, what we inherit from our culture are not always good. The shortcomings of Chinese culture are mainly three deficiencies: the lack of public awareness, the lack of legal awareness, and the lack of empirical awareness. Historically, Chinese culture is lack of research and thinking on public space. Ancestor worship is the main belief of Chinese people. Most of them do not understand the vast public space between the family and the society. This kind of nationalism often tends to cause the extreme corruption of legal consciousness. It is probably because of the long glorious history that we are always holding Sinology, or calling for ancient; strength moving forward and creative thinking lead to serious lack of empirical awareness, which to a certain extent makes Chinese culture in a quagmire of right or wrong, but not true or false. And it is also what calls for the need of our repentance.

Samovar (2001) notes that culture includes all the products of human society. It includes not only material things such as cities, organizations, schools, but also non-material things such as thoughts, habits, family patterns, languages and so on. In a word, culture refers to the whole way of life in a society, "the whole way of a nation" (Samovar, 2001). On the psychological side, learning the knowledge of intercultural communication is that the author can find new fun and feel a different sense of satisfaction with ICC (Intercultural Communication Competence). It also helps the author predict the communicative behavior with people from different cultural backgrounds, and solve the problems in communication. The author absolutely agrees with Frederico Fellini (1920–1993) that 'a different language is a different vision of life'. Learning a new language can be a powerful catalyst in creating a different perspective of life. To be fluent in another language would be helpful in second language learning and teaching context. Better understanding and appreciation would definitely lead to efficient communication and effective teaching result.

Recently when the author read newspapers, she saw such a statement: if words were invented to conceal the thoughts, newspapers are a great improvement on the bad invention. It is an interesting point of view, and the author suddenly associates with Wittgenstein (1889–1951, a British philosopher). When language is expressed, it is often very poor. But Wittgenstein, in his constant deconstruction of language, excavated and explored the new meaning of language itself. The "Language game" is one of the key concepts in Wittgenstein's later philosophy. Languages are not isolated and static descriptive symbols, and with their own expression, their various forms embody the subjective initiative forms of people's life. In human language games, there are a variety of life forms, body languages, language expressions and the subconscious languages. These forms of language communicate but exist independently. By observing the actual use of these languages, we can study the individual diversity of language, and find different forms of life. Language is not an edge topic in people's life, and it is also not a used "tool", but we understand this is the key to the world, Wittgenstein has given us a new perspective. The author likes the idea that "imagining a language means imagining a form of life" (Bang & Trampe, 2014: 81-93). It's fun to explore and understand different forms of language, to observe and feel the kinds of language games we can learn, and to understand the nature of human existence.

Second language teaching belongs to language education, and language education is cultural education to a great extent. Because language and culture are part of the relationship with the whole, language is a part of culture and plays an important role in culture. And language is influenced by culture and reflects culture. It can be said that language reflects the characteristics of a nation. It contains not only the historical and cultural background of the nation, but also the nation's view of life, life style and way of thinking. Language and culture

interact with each other. Understanding language must be associated with understanding culture, and vice versa. Byram (1997) emphasizes that knowing a language is knowing about a country and knowing how to interact with people with different ways of thinking, believing and behaving. Now the author realizes that there are at least two systemic rules in language: one is structural rules, that is, speech, vocabulary, grammar, etc. The other is to decide whether language is used properly or not. A completely grammatical language used in inappropriate occasions does not match the identity of speaker, or even violates the local social customs and habits in that context. So it cannot achieve the purpose of communication, and sometimes even cause unexpected consequences. Thus, Byram and Zarate (1997) suggest intercultural speakers should develop the critical cultural awareness so that they can judge the views and events of their own culture and other cultures or countries from a multicultural perspective. It also reminds the author, as a language teacher and learner, of the educational aims and objectives of language teaching and learning.

4. Intercultural Skills

According to Davis, Cho and Hagenon (2005), achieving IC through intercultural learning is a major goal that complements the development of students' language competence. Learning a foreign language is not only to master the pronunciation, grammar, vocabulary, and idioms, but also to learn how to communicate, how to observe the world, how to use this language to reflect our thoughts, habits and behavior, and to understand the social culture of target language. In this way, intercultural communication can be carried out smoothly. In language teaching, teachers should guide their students to learn with careful contrastive observation, and make them understand the interference of native culture on the target language in intercultural communication from different social customs, ways of thinking, attitudes, values and culture of non-verbal communication. The purpose of including ICC is to ensure that those teaching foreign languages can take it into consideration in a systematically planned approach to teaching and learning.

Studying IC (Intercultural Communication) skills is important in her present and future teaching context. Before coming to APU (Asuza Pacific University, the U.S.), the author had been teaching Chinese for international students from the southeast Asian countries, such as Vietnam, Thailand, Laos, Cambodia, Myanmar, and Sri Lanka. Usually, the most challenging part in the classroom was not about linguistic knowledge or problems on how to teach, but about those cross-cultural conflicts between multicultural connotations and multi-language forms. With the students from different cultures, it is inevitable to face these cultural barriers when teaching occurs. And with good ICC, these barriers and conflicts can be better avoided. In a word, teaching a second language is closely related to cross-cultural and intercultural communication.

ICC skills are a critical tool in a language teacher's repertoire to create a safe and welcoming environment in the classroom. When working in the international class with a mix of different languages and cultures, it is important to have an appreciation for how those cultures have interacted and influenced one another in the past, and how current political and social strains could penetrate the classroom naturally. Because the course the author teaches is, after all, a second language class, not a total cultural class. The author still needs to use language teaching methods, that is, the primary problem is to improve students' language competence, and to infiltrate some cultural knowledge on this basis, so as to improve students' cultural sensitivity and enhance their intercultural communication ability, rather than simply transplant other countries' cultures. Meanwhile, in-depth understanding and cognition is very important for the cultivation of students' ICC. Second language teachers usually tend to compare foreign cultures with their own cultures. Through comparative observation and intercultural critical thinking, both teachers and students can have a deeper understanding of their own culture, better appreciate the culture of other countries and ethnic groups, and at the same time, conversely promote their

teaching and learning of target language. Moreover, Jackson (2014) suggests effective language communicators should bear in mind that miscommunication may be due to language barriers rather than cultural difference and vice versa. This means that language teachers should plan their teaching to include objectives, materials, and methods that develop the specific elements of IC. Teachers of language need to become teachers of language and culture.

Therefore, only by grasping the necessary intercultural knowledge and ability can we eliminate the negative effect from mother tongue in second language acquisition, correct deviations and errors in language understanding, and then cultivate target language thinking and develop practical communicative competence. From this point of view, it can be said that intercultural communication education is the most important part of language teaching and learning. As a second language teacher, the author combines the training of intercultural communicative competence with language teaching. This kind of language teaching should be a two-way process of communication and acquisition of cross-cultural/intercultural knowledge. In the process of language teaching, teachers should cultivate students' awareness of intercultural communication and carry out intercultural communication teaching based on multi-level consideration to enhance students' sensitivity and tolerance to cultural differences, the flexibility and adaptability. The kind of critical awareness of intercultural communication is equal to the "knocking brick" and the "bond" to understand the own and other's cultures in a systematic way. We still face the same choices that will shape the selves that we become. So, we may choose when we set ourselves up against the world and recognize nothing outsider our horizons.

We can still find that there exist some intercultural conflicts between different cultures in global communication, but what behind these conflicts is a world-wide trend of cultural development – international communication and integration. Political and economic globalization intensifies the cultural globalization. International cultural relationships among different groups and countries become more complicated. The characteristic quality and frequency of national and regional communication are improved, and the global diversity has been expanded. It can be said that the future development of the intercultural environment will be harmonious and healthy. In the process of inter-communication between different cultures, it is necessary to abandon the narrow stereotyping, discrimination, prejudice resulted from ethnocentrism and hegemonism. Just as Peale (2007: 233) says “changing your thoughts and you change your world”. All of us can take steps towards a more ethno-relative perspective and reap the benefits with more positive intercultural interactions.

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Effects of Teacher-Student Relationships

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Abstract

Teacher-student relationships are important for understanding how students at all levels (i.e., secondary and post-secondary) can have a positive school experience. Teacher-student relationships are also an important aspect in how students gain knowledge through their education. When teachers support their students, they encourage motivation and engagement. Additionally, teachers can adjust the ways they interact in teacher-student relationships to effectively manage their class. Lastly, these relationships are either strengthened or weakened through diversity and parental involvement. Teachers can utilize this information to adjust their interactions with students, which is especially important during the current COVID-19 pandemic.

Keywords: Teacher-student relationships; Motivation ; Engagements; Interactions

1.Introduction

Students spend a significant amount of time around teachers, so their relationships with their teachers depend on numerous factors and influence their overall school experience. The section “Effects of Teachers’ Support on Students’ Motivation and Engagement” explains how students engage differently in classes depending on their interactions with teachers. Interactions with teachers also impact how much students learn from the class. Teachers should understand how to use their authority to manage their students, so the section “Effects of Classroom Management on Behavioral Performance” expands on how teacher-student relationships impact students’ behavior. In addition, teachers and students communicate with each other differently depending on parent involvement, which is detailed in the section “Effects of Parental Involvement.” The section “Effects of Diversity” explains how teachers may develop biases and interact with diverse groups of students differently. Lastly, the section “Effects of COVID-19” details how teachers changed their communication in response to COVID-19 school closures. To summarize, teachers need to understand the influences and result of different teacher-student relationships, so they can adjust their methods to better accommodate their students.

2.Effects of Teachers’ Support on Students’ Motivation and Engagement

Teachers can use positive teacher-student relationships to provide support and motivate their students. As found by Burton and Campbell’s (2019) study on ninth grade students, teachers can cultivate positive teacher student relationships by displaying passion. Students notice their teachers’ passion which helps them feel more supported and become involved in the class (Burton & Campbell, 2019) . According to Demir et al. (2019, p. 28), when students do not feel supported by their teachers, they are more likely to miss their classes. When

students have greater levels of teacher-student rapport, or trust with their teachers, students are more likely to attend their classes. Students have more time to build rapport with their teachers when they attend class regularly, so this may promote continual attendance. Cheung (2019, p. 356) states that positive teacher-student relationships help students transition to middle school. Students adjusted to middle school well if they were engaged in school, valued school, and believed in their abilities. Additionally, according to Liu and Chiang's (2019) Chinese study, students had higher levels of motivation when they interacted with their teachers more often.

Students are often more engaged with their education when their teachers show them support. Martin and Collie (2019) found that when students interacted negatively with their teachers, they engaged in school less. However, the number of negative interactions with teachers did not cause their school engagement to decrease exponentially. When students accumulated more positive interactions with their teachers, they engaged in school more. Then, students with higher engagement reported that they had learned more in class and that their teachers were more effective (Demir et al. 2019). Teachers can manage the time they spend with students to influence their students' academics. In Burton and Campbell's (2019) research, teachers spent more time developing teacher-student relationships because their math class sizes were small. As a result, the students exhibited an increase in their self-efficacy and became better at explaining and doing math. Nernere (2019) studied English classes in Indonesia and found that teachers created teacher-student interactions by sharing ideas with students. Teachers generally initiated interactions to meet lesson goals. The teachers in this study aimed for English language acquisition, so they used verbal instruction, a type of teacher talk, to motivate their students to focus. They expect their students to respond to their instruction in a specific way, so they provide feedback on their students' responses. In this study, the teachers spoke English to their students as teacher talk, and the students participated by responding in English. In contrast, teachers use student talk when sharing their personal ideas and discussing students' ideas. Teachers use this to support their students and increase classroom engagement.

3.Effects of Classroom Management on Behavioral Performance

Classroom management refers to maintaining students' behavior. Teachers can improve the ways they manage their classrooms through teacher-relationship training. Teachers can learn to establish, maintain, and restore relationships with their students through establish-maintain-restore (EMR) training. Teachers with EMR training developed more positive teacher-student relationships than those who did not receive the training (Cook et al., 2018, p. 227). According to Duong et al. (2019), when teachers participated in EMR training, their students were better engaged with school and exhibited less disruptive behavior. Additionally, Gonzales-Ball and Bratton (2019) found that preschool teachers can take child- teacher relationship training to better teach preschool students with behavioral problems. Toward the beginning of the study, the students were uncomfortable with the increased time they spent with their teachers. However, as the training continued, teachers felt more confident interacting with the students, and by the end of the training, the students had significantly less disruptive behavior than they displayed prior to their teachers' training.

Discipline is important for classroom management because teachers become increasingly authoritative in teacher-student relationships. According to McMahon et al. (2019, p. 6), teacher directives, discipline, and poor academics commonly lead to students' verbal aggression, such as name-calling, giving threats, or talking back. Students can be negatively affected by the way teachers manage misbehavior. When teachers behave negatively

causing students to show verbal aggression, teachers do not usually receive blame. Amemiya et al. (2019) found that students can be affected by minor infractions and suspensions in similar ways. Students do not stop engaging in misconduct after receiving a minor infraction, but instead, they misbehave more. Students especially increased their misconduct after a minor infraction if they had higher school engagement because they believed they had autonomy and deserved fair treatment. Teachers discipline students differently based on their emotional intelligence (EI) according to Valente et al.'s (2019, p. 747) study on Portuguese schools. Teachers disciplined better when they had more classroom experience but lower EI. Teachers struggled with discipline when they had higher EI and were favored by students. Lastly, teachers discipline their students differently based on race because black students were treated more poorly and seen as more disruptive than white students who behaved similarly (Scott et al., 2019, p. 28). Teachers judge black students' behavior more intensely and suspend them more than white students (Amemiya et al., 2019, p. 12; Scott et al., 2019, p. 28).

4.Effects of Parental Involvement

Students may engage in school and interact with their teachers differently because of their families' involvement with school (Cheung, 2019; Pratt et al., 2019). Smith et al.'s (2019, p.370) study found that elementary students receive higher levels of family-school engagement than middle school students. Students experience a lot of changes while transitioning to middle school, but as parents become more involved with students' school experience, students are more likely to have positive teacher-student relationships (Cheung, 2019). Parents can help cultivate positive teacher-student relationships by discussing proper school behavior and positive teacher-student relationships with their children. Teachers can use positive teacher-student relationships to encourage parent involvement and help students adjust to middle school.

Several factors in family-school engagement can lead to either positive or negative teacher-student relationships. According to Smith et al. (2019, p. 370), family-school engagement is higher in families who are white, have a higher socioeconomic status, and are less disruptive.

Pratt et al. (2019, p. 41) found that when kindergarten students had cumulative family stressors, the students had lower literacy, math skills, and classroom participation, and these skills worsened when they had negative teacher-student relationships. Kindergarten students liked school significantly less when they had both family stressors and negative teacher-student relationships (Pratt et al. 2019). According to Hourii et al. (2019, p. 425), teachers can increase parent involvement through parental wise feedback which means teachers inform parents about their high expectations and their belief that students can meet the expectations. Family-school engagement influences students to behave better in the classroom (Smith et al, 2019).

5.Effects of Diversity

Teacher-student relationships are impacted by diversity, which includes but is not limited to gender, racial, ethnic, political, and religious diversity (Parker & Trolan, 2019, p. 3). Students base their overall view of their campus' diversity on their teacher-student relationships, so students negatively viewed their campus diversity, if their teachers did not respond to diversity well. Students with a negative view of campus diversity had teacher-student relationships characterized by doing creative work, doing work beyond normal class work, conducting research, or discussing issues unrelated to the class with the teacher or asking a teacher for a letter

of recommendation (Parker & Trolan, 2019). Liang et al. (2019, p. 8-9) say boys of color from ages 12-19 need to give and receive respect in their teacher-student relationships. These students mistreated disrespectful teachers, leading to negative teacher-student relationships. When teachers nonverbally communicated in a domineering way, made unfavorable remarks, and treated them differently than other students, students of color engaged in their classes less and believed they lack support. Black students received more minor infractions than white students, showing negative teacher-student relationships (Amemiya et al., 2019).

Students had a positive view of the diversity climate on their campus if their teachers responded to diversity well (Parker & Trolan, 2019). Their teacher-student relationships were characterized by frequent email or in person communication, equal treatment, and availability to see the teacher outside the classroom. Male students of color need teachers who can relate to students' diverse backgrounds (Liang et al., 2019). Teachers improve their relationships with students of color by implementing psychological need satisfaction, meaning they need to recognize the autonomy of their students to encourage their students' happiness (Froiland et al., 2019). Teachers need to know strategies to help them teach diverse students and develop positive teacher-student relationships with them. This would improve students' academics and behavior (Liang et al., 2019).

6.Effects of COVID-19

Schools cancelled their in-person classes during March 2020 in response to the global COVID-19 pandemic, so teachers needed to maintain their teacher-student relationships online. According to Daniel (2020, p. 3), teachers needed to reassure students and parents about educational changes even if the school did not direct their teachers to communicate with parents. Teachers may have shifted to become more reassuring figures within teacher-student relationships than prior to COVID-19. Because of this, school counsellors played a larger role in teacher-student relationships. According to Minke (2020), school counsellors should have communicated with teachers, students, and parents to best manage issues that arose from COVID-19. Daniel (2020, p. 3) says teachers and school counsellors may have provided better support to some students than their parents who were especially stressed by the COVID-19 situation. According to Hamilton et al. (2020, p. 20), when K-12 school reopen, teachers intend to focus on their students' wellbeing more than they did prior to school closures.

Teachers communicated their instruction differently during distance learning. According to Oerther and Peters (2020, p. 303), college professors used videos to convey instruction and encourage students to think critically, and they used learning management students to move students through the instruction and activities. However, professors struggled to motivate students to care about the instruction, which would have created a more personable connection between the teacher, students, and instruction. This shows that professors struggled to communicate with their students. According to Fawns et al. (2020), college professors needed to communicate with their students about the effectiveness of their online teaching methods. Teachers and students should collaborate to create a productive distance learning environment. Furthermore, K-12 instruction was affected by distance learning too. Hamilton et al. (2020, p. 11) found that 88% of teachers did not teach all of the curriculum they expected to teach this school year, so many teachers did not expect students to complete as much work. Teachers struggled to communicate with their students through distance learning.

7. Conclusion

Teacher-student relationships significantly impact students' sense of belonging within the classroom and willingness to engage in a class. When teachers demonstrate their care for students, the students experience positive outcomes from their relationship with their teacher. However, teacher-student relationships can impact students negatively, such as when they are misjudged based on race or are disciplined for minor issues. Therefore, in the future, teachers can better adjust their interactions to accommodate their intentions as a teacher as well as their students' needs as individuals. When understanding the negative relationships that may develop from excessive discipline and racial misjudgments, teachers can acknowledge where they may need to change their own behavior. This creates a positive and engaging classroom environment through teacher-student relationships. Furthermore, disruptive events such as COVID-19 produce significant negative impacts on the classroom and teacher-student interaction.

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Dynamics of Online Learning System Reluctance: A Comparative Study of Selected Degree Level Students of Pakistan

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Abstract

The corona virus disaster is a profound and hasty shock & worldwide, 186 countries closed their schools & universities & this way 98.5% student are affected around the world. Teachers are the chief and spirit of the educational venture. Many developing countries have worked hard to put together a competent and aggravated teaching force. The corona virus may present overt risks to the teaching force. Government budgets will be stressed out. This paper is analyzing that how the covid-19 is affecting both sides of education process, the teachers & the learners, via adapting the online learning in various universities of Pakistan. A survey of sample of 115 respondents has conducted mostly the higher education students and teachers who are running their education via online classes across Pakistan. The results explored that the instead of ceasing the education process the nations' educators & learners are supposed to be adjusted with the system of online education on one hand but the difficulties are there especially in the area of quantitative subjects. If the economy further needs to extend this process then there is need to identify new techniques to explore all type of subjects effectively online.

Keywords: Covid-19; Higher education institutions; Online teaching; Academic challenges

I.Introduction

On 23 March, 2020, UNESCO suggested the exercise of distance education platforms for schools and teachers can bring into play to get in touch with learners tenuously and bound the distraction of education (Kakodkar, P., Kaka, N., & Baig, M. N. (2020). In connection with such situation, numerous institutions were not equipped with valuable online education. When there was no corona virus, the worldwide education before the corona virus pandemic, the global education technology in terms of online education, was mounting on 15.4% a year, by means of big name companies such as Google and Microsoft investing profoundly in the business.

The U.S. is paramount ready for the enormous move to online learning for the reason that they contain a great quantity of online degree and fortification programs. The change has been exigent even for Harvard Business School, which runs a customary online program. After a last-minute working out class, faculty are now trying their finest to run member class discussions on Zoom to carry on the school's well-known case study technique of learning. The pandemic is speedily screening the side effects of institutions and policymakers treating online education as a crisis-management too (Countries Face an Online Education Learning Curve, Sara Toth Stub, April 2, 2020, US NEWS & WORLD REPORT. Novel Corona virus affect on students & teachers around the world as they are feeling unusual undulation, as there is issue of probable short of students' reach to computers & internet at their home (ABC NEWS) The global impact of corona virus on education). In poorer countries, education investment depends greatly on households than it does in richer countries. Private spending accounts for 38 percent of expenditure on education in low- and middle-income countries against 19 percent in high-income countries. Poor families formulate astonishing hard work to hold up their children in school. If a corona virus-induced downturn leads to loss of jobs and earnings, kindness must be prearranged to caring poor

families—protecting them from the potentially terrible problem of choosing among school or employment, health care, and even food for children. Endearing the long game will entail defending—and even abiding to augment— education financing from domestic and global sources. The corona virus will blow budgets, but it will not alter this basic demographic fact: Education systems must carry on to nurture and get better in low- and middle-income countries, whose young people will intensely contour the world.

The progress has open to the elements the conspicuous digital divide that exists even inside the wealthiest countries. In California, home to Silicon Valley, merely 56 percent of low-income households have broadband subscriptions. Globally, with a small number of exceptions, African countries position in the bottom third of countries in terms of internet accessibility and affordability, making online teaching a far-away panorama for a large amount of people. In these situations, relying on a policy that moves education online risks exacerbating unfairness. Governments should not lose prospect of the long-game: ensuring that all children and young people in low- and middle-income countries are educated. To build a healthy, well-off, and safe and sound future, let's make sure school systems are sufficiently financed, make elegant use of technology, and look after teachers (Harapan, H., Itoh, N., Yufika, A., Winardi, W., Keam, S., Te, H., & Mudatsir, M. (2020).

II. Literature Review

A novel corona virus was exposed due to recognition of an unusual pneumonia in a faction of illness in people in December 2019 in Wuhan, China, at the start title as 2019 novel corona virus by the World Health Organization (WHO) on 7 January. Researchers lined-up the genome of novel germ and reported 86.9% of the genome is the similar as SARS-CoV genome. Countries with the uppermost death rates are Italy, Spain, Iran, France, and the USA.

Later, the title was altered to Severe Acute Respiratory Syndrome Corona Virus-2 (SARS-CoV-2). The United Nations lately reported that 166 countries stopped up schools and universities to bound the multiply of the corona virus. One and a half billion children and young people are exaggerated, affecting 87 percent of the enrolled people. Nearly all education systems in low- and middle-income countries were disgustingly underfinanced even prior to the corona virus crisis. The expenditure on education in low- and middle-income countries has got to more than twice between 2015 and 2030, from just about \$1.25 trillion per year to nearly \$3 trillion. UNESCO is operational with countries to make certain permanence of education for all. The agency is serving to put into practice large-scale distance learning programmes and strategy to assemble an urgent situation convention of education ministers next week (UN REPORT 2020).

166 countries had close up schools countrywide, impacting about 1,52 billion kids and youth who would usually attend pre-primary to upper-secondary classes almost 60.2 million teachers are no longer in the classroom (Audrey Azoulay, Director-General, UNESCO. At present mounting knowledge-based & globalized societies, where countries and firms compete on the base of the importance of their labor force, higher levels of thoughts are crucial in order to be well planned for a full-time employment (Bray, T. M. (1999). There are various terminologies for online tutoring. A number of them are: virtual learning, Internet based learning, web-based learning, and education via computer-mediated contact. The extrication of teachers and students which discriminates it from face-to-face learning • the control of an educational organization which discriminates it from self-study and private teaching • the use of a computer network to present or allocate a quantity of educational content • the specification of two-way get in touch with via a computer network so that students may put on from contact with each other, teachers, and staff E-learning is here defined as interactive education in which the education substance is presented online and facilitate perfunctory reaction to the learner's education proceedings (Paulsen, M. F. (2002).

More than 290 million students have been disrupted worldwide by COVID-19 (Kelly McCarthy 2020). The 2019–20 corona virus pandemic has exaggerated learning systems globally, leading to the near-total shutting of schools, universities and colleges.

At the middle April 2020, just about 1.723 billion learners have been exaggerated due to school closures in reaction to the pandemic. According to UNESCO observation, 191 countries have adopted countrywide shutting off and 5 have implemented local closures, affecting about 98.4 percent of the world's student population. Be short of right to exercise to technology or speedy, consistent internet way in can avert students in countryside areas and from deprived families. Be deficient in right to make use of to technology or high-quality internet connectivity is a hindrance to persistent learning, particularly for students from underprivileged families (Mustafa, N.2020)

III. Analysis

The agency warns that school closures are challenging for numerous reasons. They pessimistically impact education accomplishment; diminish economic yield, as parents fight to stabilize work commitments with childcare; and composite disparity, as deprived families be inclined to have lower levels of education, and smaller amount resources to fill education gaps. UNESCO is operational with countries to make certain permanence of education for all. The agency is serving to put into practice large-scale distance learning programmes and strategy to assemble an urgent situation convention of education ministers next week (UN REPORT 2020). Almost 166 countries had close up schools countrywide, impacting about 1,52 billion kids and youth who would usually attend pre-primary to upper-secondary classes almost 60.2 million teachers are no longer in the classroom (UNESCO, 2020). Keep away from excess numbers students and parents by asking them to download and experiment a lot of applications or platforms. Build up distance education system and supervise students' education process: Classify the regulations with parents and learners on distance learning. Plan decisive questions, tests, or exercises to observe strongly students' learning progression. Aim to make use of tools to hold up compliance of students' response and stay away from burdenizing parents by asking them to look into and propel students' response. Identify the extent of distance education units based on students' self-regulation skills: Maintain a consistent timing according to the level of the students' self-regulation and metacognitive capabilities particularly for live streaming classes. Rather, the unit for primary school students is supposed to not be more than 20 minutes and no longer than 40 minutes for secondary school students. Generate communities and augment association: Build communities of teachers, parents, and school managers to deal with wisdom of solitude or vulnerability, smooth the progress of giving out of understanding and dialogue on coping strategies when facing learning difficulties (Mustafa, 2019).

Degree Level * Content Delivery Crosstabulation

			Content Delivery					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
DegreeLevelUnder Graduate	Count		9	18	15	19	4	65
	% within Degree Level		13.8%	27.7%	23.1%	29.2%	6.2%	100.0%
	% within Content Delivery		60.0%	64.3%	53.6%	54.3%	50.0%	57.0%
Graduate	Count		5	7	12	6	0	30
	% within Degree Level		16.7%	23.3%	40.0%	20.0%	0.0%	100.0%
	% within Content Delivery		33.3%	25.0%	42.9%	17.1%	0.0%	26.3%
Post Graduate Doctorate	Count		1	3	1	10	4	19
	% within Degree Level		5.3%	15.8%	5.3%	52.6%	21.1%	100.0%
	% within Content Delivery		6.7%	10.7%	3.6%	28.6%	50.0%	16.7%
Total	Count		15	28	28	35	8	114
	% within Degree Level		13.2%	24.6%	24.6%	30.7%	7.0%	100.0%
	% within Content Delivery		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The research was conducted by taking a sample of 114 students who are taking online classes, consisting 65 Under-Grads, 30 Graduating and 19 Post Grad students.

When they were asked for the content delivery of the teachers that either its appropriate or not then more than 40% of the students studying Under-Grads, around 40% of the Grads and 20% of the Post Grads believed that it's not as efficient as physical lectures. While on the other hand, 35% of Under-Grads, 20% of Grads and 74% of the Post Grads are in the favor that it is as efficient as physical and they are not facing any difficulty. In a nutshell It is concluded that students thinking about the content delivery is influenced by the level of their degree level at which they are studying.

Degree Level * Quantitative Tasks Cross tabulation

			Quantitative Tasks					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Degree Level	Under Graduate	Count	2	4	7	32	20	65
		% within Degree Level	3.1%	6.2%	10.8%	49.2%	30.8%	100.0%
		% within Quantitative Tasks	100.0%	50.0%	50.0%	55.2%	62.5%	57.0%
Graduate	Count	0	1	4	17	8	30	
		% within Degree Level	0.0%	3.3%	13.3%	56.7%	26.7%	100.0%
		% within Quantitative Tasks	0.0%	12.5%	28.6%	29.3%	25.0%	26.3%
Post Graduate / Doctorate	Count	0	3	3	9	4	19	
		% within Degree Level	0.0%	15.8%	15.8%	47.4%	21.1%	100.0%
		% within Quantitative Tasks	0.0%	37.5%	21.4%	15.5%	12.5%	16.7%
Total	Count	2	8	14	58	32	114	
		% within Degree Level	1.8%	7.0%	12.3%	50.9%	28.1%	100.0%
		% within Quantitative Tasks	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

When the respondents were asked for the difficulty level in understanding and performing the quantitative tasks 79% of the Under-Grad Students facing problems, more than 80% of the respondents who are studying in graduate level are facing difficulties in solving these kinds of tasks and 69% of the Post Grads facing the same, so contrasting the fact that it is clearly evident and concluded that understanding and performing quantitative tasks via learning online is very difficult as around 80% of the total population feel the same.

Degree Level * Surroundings Affect Concentration Crosstabulation

			Surroundings Affect Concentration				
			Disagree	Neutral	Agree	Strongly Agree	Total
Degree Level	Under Graduate	Count	0	5	21	39	65
		% within Degree Level	0.0%	7.7%	32.3%	60.0%	100.0%
		% within Surroundings Affect Concentration	0.0%	45.5%	56.8%	61.9%	57.0%
Graduate	Count	1	3	9	17	30	
		% within Degree Level	3.3%	10.0%	30.0%	56.7%	100.0%
		% within Surroundings Affect Concentration	33.3%	27.3%	24.3%	27.0%	26.3%
Post Graduate / Doctorate	Count	2	3	7	7	19	
		% within Degree Level	10.5%	15.8%	36.8%	36.8%	100.0%
		% within Surroundings Affect Concentration	66.7%	27.3%	18.9%	11.1%	16.7%
Total	Count	3	11	37	63	114	
		% within Degree Level	2.6%	9.6%	32.5%	55.3%	100.0%
		% within Surroundings Affect Concentration	100.0%	100.0%	100.0%	100.0%	100.0%

When the respondents were asked about how much surroundings affect the overall concentration of the students, more than 90% of the Under Grad students believed that it affecting rigorously, more than 85% of the Graduating students felt the same and around 73% of the Post Grads believed that surrounding affect the level of concentration on a huge basis, therefore it is clearly evident that surrounding affect the level of concentration of the students while taking an online class irrespective of the degree level at which they are studying.

Degree Level * Computer Skills Cross tabulation

			Computer Skills					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Degree Level	Under Graduate	Count	4	13	14	22	12	65
		% within Degree Level	6.2%	20.0%	21.5%	33.8%	18.5%	100.0%
		% within Computer Skills	66.7%	54.2%	46.7%	66.7%	57.1%	57.0%
Graduate	Graduate	Count	1	10	11	6	2	30
		% within Degree Level	3.3%	33.3%	36.7%	20.0%	6.7%	100.0%
		% within Computer Skills	16.7%	41.7%	36.7%	18.2%	9.5%	26.3%
Post Graduate Doctorate	Post Graduate Doctorate	Count	1	1	5	5	7	19
		% within Degree Level	5.3%	5.3%	26.3%	26.3%	36.8%	100.0%
		% within Computer Skills	16.7%	4.2%	16.7%	15.2%	33.3%	16.7%
Total	Total	Count	6	24	30	33	21	114
		% within Degree Level	5.3%	21.1%	26.3%	28.9%	18.4%	100.0%
		% within Computer Skills	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

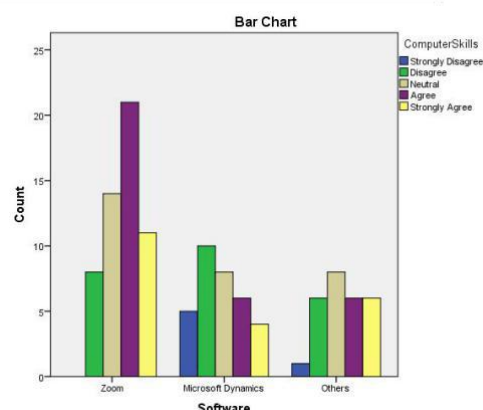
As far as the computer skills are concerned, around 50% of the Under-Grads thinks that taking an online class will enhance their computer skills, around 27% of the Graduating students felt the same while on the other hands more than 60% of the Post Grads felt the same. On the other hand, 27% of the Under-Grads felt against that taking online classes would not enhance their computer skills, 36% of the Grads believed the same, and 27% of the Post Grads felt it too. So in a nutshell we can conclude that online classes will enhance computer skills from basic to intermediate level, as those students who were not familiar with online lectures and computers will definitely got an edge on their skills while taking online classes.

Software * Computer Skills Cross tabulation

			Computer Skills					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Software	Zoom	Count	0	8	14	21	11	54
		% within Software	0.0%	14.8%	25.9%	38.9%	20.4%	100.0%
		% within Computer Skills	0.0%	33.3%	46.7%	63.6%	52.4%	47.4%
Microsoft Dynamics	Microsoft Dynamics	Count	5	10	8	6	4	33
		% within Software	15.2%	30.3%	24.2%	18.2%	12.1%	100.0%
		% within Computer Skills	83.3%	41.7%	26.7%	18.2%	19.0%	28.9%

	Others	Count	1	6	8	6	6	27
		% within Software	3.7%	22.2%	29.6%	22.2%	22.2%	100.0%
		% within Computer Skills	16.7%	25.0%	26.7%	18.2%	28.6%	23.7%
Total		Count	6	24	30	33	21	114
		% within Software	5.3%	21.1%	26.3%	28.9%	18.4%	100.0%
		% within Computer Skills	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The study concludes that the computer skills enhancement is related with the software used for an online classes, as more than 60% of the students who were using Zoom believed that online classes increases their skills and 25% of the users believed that using Zoom would enhance their skills to a somewhat extent so in anutshell it is evident that Zoom software is somewhat user-friendly and students can learn and enhance their skills while using Zoom for online classes.



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The Gritty Reality of Teaching and Learning

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Abstract

Educators cannot realistically know what, how, or when to teach until they understand both whom they are teaching and the turbulent cross-currents in the world in which students are being educated. Research suggests that the nation's schools are disproportionately not providing deeper learning opportunities for students in the core curriculum. Deeper learning evokes an emotional sense in students that they are self-educating to where their passions and interests lie. Inspiring and mentoring the world's future leaders in a school setting merits being an educator's highest priority and most lasting legacy.

Keywords: Learning opportunities; Core curriculum; Emotional sense; Reality

1. Introduction

In an age of viral epidemics, technological disruption, ubiquitous terrorist acts, large-scale ecological destruction, disquieting natural disasters, fractured global political consensus, asymmetric wealth, and deep social change, educators cannot realistically know what, how, or when to teach until they understand both whom they are teaching and the turbulent cross-currents in the world in which students are being educated. The idea that "the only constant is change" has been a truism of life since the Greek philosopher Heraclitus, circa 500 B.C. In speaking for a generation more than fifty years ago, Bob Dylan's lyrics foreshadowed what is perversely evident today, "The times they are a-changin'." Organizational thinker Margaret Wheatley (2017) argues that "this is the age of retreat, from one another, from values that held us together, from ideas and practices that encouraged inclusion, from faith in our leaders, from belief in basic human goodness" (37). In the gritty reality of teaching and learning, this is an age of relational blindness.

Selflessly, thoughtful teaching centers on creating opportunities for the students that one serves. Inspiring learners amid the gritty reality of teaching and learning to develop the courage and hone the skills necessary to confront the ambiguities, anxieties, and uncertainties that students face almost daily is a noble calling. Effective instructional goal setting in a volatile-uncertain-complex-ambiguous world requires reflectively confronting the contextual challenges to learners' cognitive well-being and life satisfaction. Without reflection, educators go blindly on their way, creating unintended consequences for learners and society. Do students, for example, experience a sense of connection and emotional intimacy with their classmates and the world around them, or a worrisome sense of detachment and despair? Do students' middle and high school experiences enlighten them about the pursuit, attainment, and maintenance of happiness in later life?

The National College Health Assessment recently revealed that over forty percent of college students reported "being too depressed to function well in the previous year." Another sixty percent "reported being lonely most of the time" (Santos 2019, 99). Strikingly, social science research suggests that there is a negative correlation between school grades and students' well-being. Yale University psychologist Laurie Santos (2019) contends that "the kids who get the best grades are the most miserable. They also have the lowest levels of self-esteem and the lowest levels of optimism" (101).

2.The Purposes of This Paper

The purposes of this paper are fourfold: To delineate the contextual challenges to learners' cognitive well-being in a volatile-uncertain-complex-ambiguous world. To describe the vital role of students' emotions in sustaining academic engagement. To define deeper learning as a complex portfolio of ever-evolving academic relationships in which mastery, identity, and creativity intersect. To illustrate the leadership opportunities and responsibilities of students in a globally interconnected, morally interdependent world.

3.Students' Emotions are a Critical Force in Learner Engagement

Multiple social science studies suggest that happiness is not about self-care. It is about being open to others and being other-oriented in one's personal and academic experiences. In instructional settings, do secondary students implicitly trust others, freely expressing positive or negative emotions which subjectively reveal how they feel in their lives, including smiling frequently, laughing spontaneously, or crying occasionally? When educators fail to appreciate the importance of students' emotions, they fail to recognize a critical force in student engagement. In a word, educators fail to appreciate the very reason that students learn at all (Immordino-Yang and Damasio 2016). In academic environments, deeper learning is synonymous with emotional engagement. Because deeper learning activates brain mechanisms that originally evolved to manage human beings' survival, sociality lies at the heart of deeper learning. Learners crave community and form learning communities naturally in a mind-set of discovery and shared meaning (Bowman 2019b).

4.Deeper Learning: The Place where Mastery, Identity, and Creativity Meet

Mehta and Fine (2019) recently embarked on a cross-country research tour to discover how progressive, well-funded, reform-minded schools in the United States exemplify what in practice is referred to as deeper learning. Deeper learning is defined as a set of competencies that include content mastery, critical thinking, collaboration, effective communication, and the ability to see connections across disciplines and time periods (Schoenberger 2019). For their part, the researchers defined deeper learning as the place where mastery, identity, and creativity meet. Students who engage in deeper learning, for example, are given regular opportunities to develop significant knowledge and skills, to connect their learning to who they are and who they seek to become, and to use their knowledge to produce something original. In academic environments, these qualities produce deep engagement when students perceive that they are part of a community that not only supports them but also holds them to high standards (Mehta and Fine 2019).

Counterintuitively, what Mehta and Fine (2019) encountered was an all-too-familiar gritty reality of teaching and learning in which disengagement is the norm: Students sitting in rows of desks, listening to teachers lecturing, students going to the board to solve problems, small groups meeting to complete worksheets, and intense preparation for high-stakes testing including memorization of facts and theorems (Schoenberger 2019). After sitting through hour after hour of interminable lecture classes, the researchers concluded that these ostensibly successful schools were disproportionately not providing deeper learning opportunities for students in the core curriculum. For well-meaning educators, change remains an elusively complex entity. Organizational change pioneer Richard Beckhard (1992), however, pinpoints a key variable in the lack of fundamental change in the nation's classrooms: Individuals do not resist change; they resist being changed.

In contrast, Mehta and Fine (2019) discovered that in elective classes, for older students who had completed a state-mandated curriculum, passionate educators and interested students often worked collaboratively on group projects and innovative lessons involving analytical, critical, and creative thinking. Research suggests that to sustain engagement in innovative lessons and group projects, learners require more

autonomy over tasks (what they do), time (when they do it), technique (how they do it), and team (whom they do it with) (Pink 2009). Not surprisingly, research also suggests that students are happiest and perform best when they are thinking about instructional activities in terms of maximizing their strengths (Santos 2019).

5. Getting Emotions Right: The Heart of Resilient Teaching and Deeper Learning

Mehta and Fine's (2019) analysis of what works and what does not in American high school education revealed that for many students the most memorable parts of the school experience were participating in all-consuming activities such as a drama production, debate, school newspaper, and school yearbook, all of which occur on the edges of the core curriculum. The implication for educators is that meaningful thinking and learning are inherently emotional, essentially because learners think deeply about things that they care about. Relatedly, students learn best when they are motivated by real-world activities that have a distinctive social purpose and allow learners to collaborate in teams and groups to achieve a shared goal. Deeper learning is not a solo act for either students or educators. It is a complex portfolio of ever-deepening relationships. The philosopher and Jewish theologian Martin Buber (1958) argues that in the ultimate sense "it is relationship which educates" (11). Ironically, the COVID-19 crisis has triggered an abrupt transition to emergency online teaching using videoconferencing programs like Zoom as the default mode of remote instruction. As a result, placing students in face-to-face small groups to complete projects involving collaborative learning has given way to large-group synchronous instructional lessons that tend to create teacher-centered learning emphasizing one-way communication.

Emotion scientists and pedagogical experts argue that engagement is a vital force in stimulating and sustaining deeper learning. Immordino-Yang and Damasio's (2016) neuroscientific findings suggest that in academic environments emotional engagement is a necessary first step in learning. Instructionally, engagement means setting up challenges for students, for example, that are meaningful beyond getting a good grade. Mehta and Fine's (2019) research findings suggest that both in life and in school deeper learning occurs when students embrace challenges by trying to produce something consequential, when they see purpose in what they are doing, when they have a choice involving what they are doing, when they have constructive feedback on their work, and when they are part of a community that not only supports them but also holds them to high standards.

6. Creating Safe Spaces for Deeper Learning

Harvard University professor Amy Edmondson (2019) coined the term psychological safety. The vital role of psychological safety in deeper learning was pinpointed in Google's now-famous Project Aristotle in which Google's researchers identified psychological safety as the key determinant of a team's performance (Edmondson). In a culture of psychological safety, teachers make it safe for students engaged in collaborative activities to speak freely, share information, contribute imaginative ideas, value diverse perspectives, take risks, and to recontextualize failure. This is precisely what scientists at 3M did with the Post-It Note: glue that initially failed to adhere became one of its greatest corporate successes.

Mitigating fear in instructional settings begins with modeling for students the importance of being open-minded, non-defensive, and intellectually curious in discussing potentially sensitive topics, including climate change, illegal immigration, gun control policies, and community-police relationships. In practice, however, students often sense that classroom conversations dealing with culturally sensitive topics are somewhat risky and scary, because it potentially exposes one to the threat of being converted to another's point of view. Recently, a change agent articulated that fear piercingly: "Most of us hate to hear new ideas."

Yet, unless educators create safe spaces for students to encounter new ideas, learners are denied important opportunities to experience significant intellectual and emotional growth.

Adaptive capacity is applied creativity. In instructional settings, “it is the ability to look at a problem or crisis and see an array of unconventional solutions” (Bennis and Thomas 2002, 101). The ability to recognize and understand context lies at the core of adaptive capacity. Across the educational landscape, the coronavirus pandemic currently tests the adaptation capacity of instructors and students alike. As many schools and universities shut down in-person instruction and transition to teaching remotely, there is an adaptive realization, for example, that some assignments are no longer possible, that some expectations are no longer reasonable, and that some instructional objectives are no longer attainable.

In traditional academic settings, the instructional challenge for educators remains one of highlighting the role of students’ adaptive skills in situation-sensing moments dealing with potentially divisive issues. Just as the chameleon adapts dramatically to its environment or context without ever ceasing to be a chameleon, it is essential that students develop their adaptive skills without ever losing their sense of self (Goffee and Jones 2006). To the extent that in life “any single quality defines success, that quality is adaptive capacity” (Bennis and Thomas, 91). Engagingly, for school-age youth adaptation capacity is a pivotal variable in the sustained enjoyment and mastery of video games (Bowman 1982).

In a culture of psychological safety, teachers reassuringly invite challenges to their own views and beliefs and acknowledge and affirm constructive feedback. In academic environments, educators create an aura of psychological safety through modeling the essential skill of active inquiry: “What leads you to think so?” “Can you give me an example?” “What might we be missing?” “Who has a different perspective?” (Edmondson) Such questions signal to students that their voice is desired and that it is psychologically safe to offer a thoughtful response in which participants seek greater understanding of each other and a deeper truth (Bowman 2019b). In instructional settings, teaching students how to know what is true is an interdisciplinary pursuit.

Wisdom is perspective taking. To enhance students’ and faculty members’ ability to engage in clear and focused interpersonal exchanges, educators might consider introducing the four-sentence rule. Each participant in a class discussion or faculty meeting is encouraged to speak in four sentences or fewer. Doing so encourages others to think clearly about what they want to say before they speak, thereby enhancing understanding of mutual needs, common interests, and holistic understanding. In dialogic academic settings, the discipline of the four-sentence rule highlights the need to know when to speak, when to be silent, and when to listen (Kohlrieser 2006).

7.The Role of Learners’ Values and Passions in Deeper Learning

Students pursue intrinsically-rewarding learning experiences that mirror their values and passions. Activities such as painting elaborate sets for a drama production, learning to hang stage lights, or taking charge as a stage manager encourage risk without unduly punishing missteps (Schoenberger 2019). As a first-year teacher, I was unexpectedly assigned the role of high school yearbook advisor. An initial audible gulp was emergently supplanted by the reassuring realization that committed learners pursue collaborative roles in how work gets accomplished through goal-directed adaptive behavior---the very core of intelligence. Decades later I recall resonantly the all-hours work with passionate, committed students that ignited a collegial sense of intense focus, excitement, stress, resiliency, and deeper learning. Remarkably, the small yearbook office became the place where mastery, identity, and creativity intersected: Students produced something academically consequential, saw instructional purpose in what they were doing, had choice in how they learned, received supportive feedback on their work, and felt that they were part of a school community that held them to high standards.

The congratulatory smiles that greeted the subsequently-published yearbook served as a refreshing reminder that students are wonderfully talented, are internally motivated when they believe in what they are doing, and are naturally creative when they wish to contribute (Wheatley 2017). Relatedly, for the yearbook students and their advisor the publication experience unmasked the face of collective leadership in life and in school: “Leaders need many others leading with them. Not under them. Not for them. Not following them. But leading with them” (Carucci 2006, 49).

8.The Gritty Reality of Teaching and Learning: A World of Raw Emotions

In print and social media, educators and students are being insistently exposed to a world of emotions in which visceral dislike borders on hatred, anger becomes narcissistic rage, opponents become enemies, and dismay teeters on despair. It is a world where individuals hear ideologically only what they want to hear always confirmed and never contradicted (Bowman 2019a; Wheatley 2013). In our media-drenched culture, the recent impeachment proceedings in the halls of Congress serve as a window into a world of raw emotions in which life is viewed through the prism of the present political moment. Still, political leaders tell us that all people want to belong and be part of a community that creates possibility and humanness in the midst of fear and turmoil (Wheatley 2017).

In a world that is confronting poverty, inequality, injustice, and viral epidemics, are today’s students experiencing values-driven learning bounded by the philosophical question: What does it mean to be truly human? (Handy 2019) For educators and students engaged in a shared struggle to confront COVID-19, Albert Camus’ *The Plague* serves as a profound meditation on life in the shadows of death. Seventy-three years after its initial publication, the French philosopher’s novel forces learners to ask: What matters? Why do we live? How serious are we about our values? What is decency? What do we owe one another?

While empathy is innate among humans, it often requires an immersive real-life experience to bring it to the surface. Are class discussions centered on a theoretical analysis of the multidimensional phenomena of poverty, homelessness, and infectiousness illnesses followed-up with opportunities, for example, for students to serve as volunteers in a food pantry or shelter for the intermittently homeless or to bring food and medicine to the socially-isolated elderly? Neuroscientist Donald Calne frames the instructional implications for educators compellingly: The difference between reason and emotion is that emotion leads to action, whereas reason leads to conclusions.

Students seek intrinsically rewarding experiences that also allow them to make a contribution to society that fits their values (Sethi and Stubbings 2019, 41). In daily instructional activities, are students’ direct experiences with adversity in the cauldron of everyday life tapped to inspire learners to think futuristically about not just how to make a living, but how to live life in a more equitable, sustainable world (Krishman 2019). Instructional activities focused on furthering humanity serve to awaken students’ recognition that at some moment in the near future each individual will be called upon to lead in some tangible way to truly care about what Pope Francis (2015), in his second Encyclical Letter *Laudato Si’*, eloquently calls “Our Common Home.”

9.In the Gritty Reality of Teaching and Learning, Leadership Is Everyone’s Responsibility

Today, spectacular leadership failures abound at the highest levels in public, private, military, and faith-based institutions (Chamorro-Premuzic 2019). The most powerful dimension of professional influence is inspiration. Inspiring and mentoring the world’s future leaders in a school setting merits being an educator’s highest priority and most lasting legacy (Bowman 2014). The primary ethical question in public life is: What’s

going on? The leadership challenge for aspiring student leaders in a connected world is arresting: “To see as clearly as possible what’s going on in the tumult around us” (Wheatley 2013, 48). The leadership lesson for middle and high school teachers and students is to seek to understand the globally destructive behaviors of self-interest, incivility, greed, coercive power, zealotry, and violent extremism exhibited so provocatively on the world stage (Bowman 2014). Perceptive educators sense that life’s most profound realities are often the most difficult for students to see and talk about. The role of educators as instructional leaders is to support students in interpreting uncertainty and managing meaning when others are unwilling or unable. In daily practice, teachers as leaders frame here-and-now global and societal challenges in ways that invite learners to connect with each other in the co-creation of meaning (Fairhurst 2011). In the co-creation of meaning, teaching and learning function as a network of relationships.

In a global culture which satisfies almost nobody, moving in a direction which confounds attempts to change it, leadership becomes everyone’s responsibility. No one has permission to stand aside. In his last speech, shortly before he died in February 2002, John W. Gardner delivered a thunderous exhortation to students, educators, and citizens who seemingly give only fractured thought to the well-being of their schools, their community, and their nation. Gardner exclaimed: “Who gave them permission to stand aside? I’m asking you to issue a wake-up call to those people---a bugle call in their ear. And I want you to tell them that this nation could die of comfortable indifference to the problems that only citizens can solve. Tell them that” (Hesselbein 2003, 4).

The implication of Gardner’s exhortation for today’s middle and high school students is that leadership responsibility in a globally interconnected, morally interdependent world must be shouldered by everyone, right now (Bowman 2014). Leadership is no longer just for heroic leaders. Because emerging leaders will face challenges increasingly more complex than in the recent past, the nation’s schools must find ways to cascade collaborative leadership opportunities across the campus which support students in experiencing leadership as a collective process, not a position.

10. Developing a Leadership Perspective on Campus

Leadership is learnable in school settings. Leadership is not a technical practice. Leadership is a calling to lead out of what is in one’s soul. In every stage of life, leadership is a social obligation (Gopalakrishnan 2019). Educational institutions have a social license to lead in the development of society. Because the exercise of leadership is contextual, the skill set for today’s students as emerging leaders is captured resonantly in President Theodore Roosevelt’s enjoinder: “Do what you can, with what you have, where you are.” As an initial step in assisting students to develop a leadership perspective, educators might well invite students to create journal entries related to self-reflective questions such as: Who is the individual who has most influenced my life in a positive direction? What are the events that have shaped my outlook on life in the deepest sense? What are the beliefs and convictions that I live by each day as I encounter events on the street and in social media? (Bowman 2014) Through the straightforward process of self-examination, students discover the awareness needed to lead.

Class discussions related to issues such as poverty, homelessness, climate change, and community-police relations invite students to calibrate their inner compass: What do I believe in? What principles do I stand for? What are the core values that have guided my daily life? Why would anyone in my school want to follow me? Why is it important for me to be viewed as an informal leader? (Bowman 2014) In a dialogic instructional setting, a shift in self-perception allows learners to see themselves in relation to others. To the degree that students hold values in common, they create an instinctive sense of community.

All-consuming extracurricular activities such as theater production, school newspaper, student year book, community-service activities, and athletics permit students to absorb the leadership skills and dispositions central to achieving success and significance in later life. Thoughtful educators sense that the greatest challenge for middle school and high school students as developing leaders is not “understanding the practice of leadership, it is practicing their understanding of leadership in the everydayness of campus life, one conversation, one selfless act, one instructional activity, and one community-service project at a time” (Bowman 2014, 63). In every opportunity that students are given to speak and to serve, they are auditioning for informal leadership.

11. Conclusion

For teachers and their students, nothing changes without a personal transformation. For many well-meaning educators, however, change remains an elusively complex entity. Neuropsychologists contend that “the key to learning is that it is a fundamentally emotional process” (Fabritius and Hagemann 2017, 186). Adaptive teaching demands “getting emotions right” student-by-student in a classroom of emotional diversity. Deeper learning evokes an emotional sense in students that they are self-educating to where their passions and interests lie. For educators, student engagement is a vital force in stimulating and sustaining deeper learning. In the everydayness of instructional activities, deeper learning involves students in their own learning through an alchemy of shared inquiry, meaningful challenges, applied curiosity, working memory, and passion.

Ironically, in the interest of efficiency and control, traditional one-size-fits-all classroom management practices tend to neutralize students’ emotions in a setting in which educators have traditionally functioned as managers: plan, organize, coordinate, command, and control. In contrast, deeper learning activities serve to enhance instructional effectiveness by evoking students’ emotional engagement in tasks in which they seek out others to get their work accomplished collaboratively. In instructional networks, learners do not need to be managed in the traditional hierarchical sense. Rather, they need guidance, essentially because they are already self-motivated.

12.A Last Word

Culture is an organization’s basic personality. It is a self-sustaining pattern of behavior that determines how things get done. The culture of a school characteristically reflects the tension between four competing values: collaborate, create, compete, and control (Ulrich et. al 2017). How that tension is managed defines the culture of a school, either enhancing or diminishing organizational effectiveness. Schools that provide promising opportunities for deeper learning in elective courses, for example, honor the values of collaborate and create. Core courses that emphasize preparation for high-stakes testing, frequently in response to parental pressure, mirror the gritty reality of compete and control. In academic environments, educators turn those values into learner behavior: Deeper learning that is inherently emotional versus sitting through lecture classes, memorizing dates and facts, and yielding the social control of the educational process to the teacher. Importantly, how schools manage the tension between the four competing values of collaborate, create, compete, and control determines whether or not the school serves as an influential institution in society. In influential institutions, educators create a climate that evokes a sense of common purpose, belonging, emotional engagement, and a shared vision in which learners’ best ideas and insights surface spontaneously in a self-renewing environment of ever-deepening relationships. In influential institutions, a vision is honored only through action.

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The Role of Family Outcomes, Perceived Academic Career Success and Psychological Well-Being on Re-Expatriation Intention

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Abstract

Expatriate literature has mainly focused on the organizational form of expatriates. However, few studies have been conducted on self-initiated academic expatriates (SIE). In addition, focus of expatriate literature has been on the first stage of expatriation whereas very limited studies have been done on the re-expatriation. Therefore, not enough is known about academic SIEs and what drives them towards moving abroad or what drives them for re-expatriation. The aim of this paper is to shed light on the re-expatriation intention among academic SIEs who have completed their assignments, repatriated home and then were influenced to re-expatriate. Family outcomes and perceived academic career success were found to be associated with the intention of academic SIEs to move abroad for the first time. Therefore, these mentioned factors are predicted to have a significant impact on the intention of academics to re-expatriate. Psychological factors such as psychological well-being appear to be associated with the intention of individuals to decide on accepting an international assignment. Hence, psychological well-being is predicted to mediate the relationship between the study variables and re-expatriation intention. The Push-Pull Theory was utilized in this paper to gain a better understanding of the impact of family outcomes, perceived academic career success, and psychological well-being on re-expatriation intention. Thus, this study contributes in filling the gap in expatriate literature by addressing the influence of the mentioned variables on re-expatriation intention among academic SIEs.

Keywords: Re-expatriation intention; Academic SIEs; Family outcomes; Perceived academic career success; Psychological well-being; Expatriation

I. Introduction

Globalization refers to the flow of technology, knowledge, values and people, and economy that has led organizations to place a greater importance on the dynamic role of an overseas assignment (Isakovic & Whitmann, 2013). Globalization is also considered as a central factor for the higher education in universities, colleges and other institutions (Altbach, 2007), which have dramatically opened their doors widely for expatriates to achieve strategic plans and tasks and to achieve competitive advantages (Selmer & Luring, 2010). In this regard, a massive number of educational systems around the world have expanded to benefit from global marketplace

changes (Austin, Chapman, Farah, Wilson, & Ridge, 2004) which, in turn, has increased the movements among these expatriates seeking jobs in these institutions (Kirk & Napier, 2009). Recently, Finaccord (2014) found that a growing trend of skilled expatriates abroad has been realized in which approximately 50.5 million of expatriates existed across the globe, with number expected to increase to around 56.8 million in 2017. This is a strong indicator that the number of skilled expatriates will be much higher in the coming years.

The bulk of expatriate literature thus far has mainly focused on those individuals who were sent by their organizations in their home countries to fill a position in host country organization subsidiaries. These are known as organisational expatriates (Colings, Scullion & Morley, 2007; Tahvanainen, Welch, & Worm, 2005) with less research being directed on those individuals who have decided to move abroad to live and work on their own initiatives without support from their home country organizations (Selmer & Luring, 2010; Tharenou & Caulfield, 2010). Though the expatriate literature has examined self-initiated expatriates (SIEs), very few research studies have focused on Academic SIEs despite the fast-rising trend of this group of individuals going abroad (Al Shammari, 2013; Trembath, 2016).

Academic SIEs have been recognized in the literature as seeking international experience and being increasingly employed abroad because of their unique skills and also as a result of the increased demands for skilled and talented individuals by universities and other educational institutions to fill the rapid growth in the established educational institutions around the world (Dessoff, 2011; Selmer & Luring, 2010; Trembath, 2016). The change and expansion in educational systems has increased the number of faculty members working globally (Cai & Hall, 2016). However, exploring and identifying the primary reasons and motivational factors that are associated with this fast-rising trend remains mostly uncovered particularly in developing countries (Al Shammari, 2013). This, in turn has led to a dearth of recognising the dynamic nature of their movements abroad (Selmer & Luring, 2009; Trembath, 2016).

Once an international assignment is completed, the repatriation of academic SIEs to the home country is the next phase. Repatriation is recognized to be a main difficulty and challenge that expatriates have faced after completing their overseas assignment abroad (Ernst & Young, 2009). Some of these difficulties and challenges are re-entry hardships and reverse culture shock (RCS), taking into consideration that these expatriates may have remained abroad for an extended period of time (Adler & Gundersen, 2007). As Hyder and Lovblad (2007) noted, repatriates may face readjustment difficulties once these people have returned their home countries because adjusting to the home country after staying abroad for awhile is considered much more difficult than adjusting outside their own country. These difficulties and obstacles may lead to a negative image of their own lives in the home country (Szkudlarek, 2010), which may as a result lead to re-expatriation when possible (Ho, Seet & Johns, 2015; Tharenou & Seet, 2014).

Re-expatriation intention refers to a second movement abroad after having, completing an international assignment and returned to their home country (Tharenou & Seet, 2014). However, insufficient and inadequate research attention has been directed to this issue, which has resulted a crucial gap in the literature and caused obstacles in understanding the primary reasons and motivational factors driving such individuals to re-expatriate (Ho et al., 2016). Therefore, the aim of this conceptual paper is to shed light on reasons such as family outcomes, perceived academic career success and psychological well-being that drive and encourage academic SIEs to re-expatriate after repatriating to their home country.

II. Theoretical Development

2.1 Re-expatriation Intention

The process of people applying again to move abroad after their departure to their own country is a new phenomenon called re-expatriation (Ho et al., 2016, Tharenou & Seet, 2014). The efforts of scholars and researchers have mainly focused and concentrated on expatriation and repatriation and the reasons driving individuals to move abroad or even the reasons that lead these individuals to repatriate to their home countries (Selmer & Luring, 2010; Suutari & Brewster, 2000; Sri Ramalu, 2010; Tharenou & Caufield, 2010). However, less efforts have appeared in the expatriate literature among scholars and researchers in recognizing the intention of individuals to re-expatriate, which makes understanding the dynamic nature of the desire of individuals for having another experience abroad very difficult (Ho et al., 2016). More efforts have been called for and needed by scholars and researchers to focus and concentrate on the primary reasons and motivational factors that are associated with the intention to re-expatriate as the reasons and motivational factors for initial expatriation may differ on those reasons and motivational factors among those who have already experienced a first expatriation and are willing to apply for another position abroad (Ho et al., 2016; Tharenou & Seet, 2014).

Accordingly, a massive number of research studies have focused on the reasons and motivational factors of individuals to expatriate for the first time (Dickmann, Doherty, Mills & Brewster, 2008; Doherty, Dickmann & Mills, 2011; Inkson, Pringle, Arthur, & Barry, 1997; Jackson et al, 2005; Suutari & Brewster, 2000; Thorn, 2009). For example, Jackson et al., (2005) found that family issues and lifestyle are factors encouraging individuals to expatriate. Howe-Walsh and Schyns (2010) conducted a study based on academic SIEs and revealed that the main motivational factors driving this group of individuals were personal issues, a different job in a different country, and desiring to migrate to a specific country. Similarly, Selmer & Luring (2010) revealed that financial issues, career development, and seeking a different level of career are considered among the main predictors for the motivation of academic SIEs to move abroad.

Expectedly, once the overseas assignment is completed, the next stage in the expatriation process is repatriation to the individuals' home countries (Bailey & Dragons, 2013) as it the last stage of the expatriation stages starting with filling a position, training, management of international career, international assignment completion and ends with repatriation stage (Solomon, 1995). Accordingly, repatriating to the home country may create several hardships and difficulties for repatriates such as re-entry hardships, reverse culture shock, readjustment, and re-joining family and relatives (Ho et al., 2016; Tharenou & Caufield, 2010).

Repatriates after completing an international assignment and returning to their home country somehow expect to gain several benefits such as a better environment and social ties (Tharenou & Caufield, 2010). Difficulties and hardships faced in doing so may lead to a negative image and attitudes about the life in the home country especially when expectations did not met their desires and may influence the decision to stay their home countries (Ligard, 2001). As a result, this may lead them to consider re-expatriation or to consider that re-expatriation as a plan in their future (Ho et al., 2016). This particularly so among academic SIEs as the opportunity for employment and financial incentives for them can be a bit higher compared to other groups of expatriates due to their specific skills (Al Shammari, 2013).

2.2 Family Outcomes

Family outcomes are considered as among the main motivational factors and are related to the benefits that individuals expect to obtain from their re-expatriation or even as a reason to expatriate (Carr, Inkson, & Thorn, 2005; Doherty et al., 2011; Ho et al., 2016; Jackson et al., 2005; Tharenou & Caufield, 2010). These outcomes could be better place and environment for children, a better place for children in terms of education (Tung, 2007) and a better place for children's future (Ho et al., 2016). Accordingly, if individuals believe that moving overseas

to work and living in a particular host country will bring a higher level of benefits and advantages to their families in terms of life and career, they would re-expatriate (Tharenou & Caufield, 2010).

In the expatriate literature, numerous research studies have studied and focused on the role of family outcomes in the lives of expatriates (Carr et al., 2005; Jackson et al., 2005; Tung, 2007). For example, in an earlier research study conducted, Tung (2007) pointed out that a better quality of life for a family is considered a main pull factor driving individuals toward living abroad. Jackson et al. (2005) found that family concerns, among other motivational factors, are pulling and attracting individuals to accept an international assignment. Carr et al. (2005) supported these findings, arguing that family issues are very important in deciding on accepting the international assignment.

Therefore, academic SIEs who have completed their international assignments and have repatriated to their home country may face negative expectations about their desires and their lives in their home countries such as re-joining and family readjustments (Tharenou & Caufield, 2010). Hence, academic SIEs who expecting to gain and obtain various kinds of benefits for their families abroad may potentially be more likely and more motivated to re-expatriate rather than staying in their home countries for an extended period of time (Ho et al., 2016).

2.3 Perceived Academic Career Success

Perceived academic career success refers to the benefits and professional opportunities that academics could potentially obtain from their work environment which, in turn, increases their level of work productivity through institutional support for research, instructional facilities and academic freedom, orientation, and opportunity for promotion (Lehn, 2016). The movement of academic SIEs to work abroad can be explained by various kinds of push and pull forces (Altbach, 2013; Selmer & Luring, 2010). Some of these push and pull forces include financial concerns, economic conditions, work productivity and unemployment, which, in turn, lead academic SIEs to start looking for alternative opportunities abroad (Lehn, 2016; Richardson, 2006; Richardson & McKenna 2006; Selmer & Luring, 2010). Other academics could be motivated to move abroad for issues such as conducting research overseas and overseas work experience and to explore other parts of the world (Lehn, 2016; Richardson, 2006; Trembath, 2016).

In addition, academic SIEs may move abroad due to the perception of higher job security or being dissatisfied with job market in their home country (Lehn, 2016; Kim, 2009).

In the expatriate literature, scholars have extensively reviewed an extensive number of factors motivating professional academics toward moving abroad (Kurka, 2007; Trembath, 2016). Accordingly, Kurka (2007) revealed that professionals are encouraged and motivated to work abroad due to financial considerations, quality of life and lifestyle, social networks and work environment, career development and institutional support, employment and international work experience, economic conditions and personal attitudes. Similarly, Altbach's (2004) study showed several obstacles faced by academics at home such as limited academic freedom, corruption in academic promotions, poor job security and instability, which are push forces that drive academics to leave their parent countries for positions abroad (Altbach, 2004).

In this regard, academic SIEs who have their expectations and desires met in terms of work productivity at home may potentially have better opportunities abroad such as academic freedom, communication and orientation, institutional and administrative support (Lehn, 2016). Therefore, as the professional opportunities of academic SIEs have positive impacts on their decisions to move abroad for the first time, professional opportunities for academic career successes have also a significant impact on their re-expatriation intention especially as they have already experienced the differences between home-host countries.

2.4 Psychological Well-being

The concept of psychological well-being is referred to as the positive psychological functioning of people or the state of people who can function psychologically well enough in terms of realizing the true potential (Badr & Schuster, 2015; Ryff, 1995; Wang & Nayir, 2006). Psychological well-being, particularly in the expatriate literature, has appeared to be critical factor as it reduces stress, complexity and uncertainty that expatriation causes (Tung, 1981; Wang & Kanungo, 2004). In contrast, poor psychological well-being leads expatriates to leave the host country after the international assignment completion as it associated with their psychological withdrawal (Badr & Schuster, 2015; Shaffer & Harrison, 1998; Wang, 2002). Psychological well-being is significantly related to expatriate outcomes during an international assignment (Wang & Kanungo, 2004; Wang, 2002). This conclusion is supported in numerous research studies in gaining a better understanding of the role of psychological well-being on expatriate outcomes (Badr & Schuster, 2015; Vohra & Bhatnagar, 2010; Wang & Nayir, 2006).

For example, a research study conducted by Wang and Nayir (2006) revealed that expatriates with a higher level of psychological well-being are positively associated with their social network interactions through various kinds of support resources such as emotional, appraisal, instrumental, and informational support resources. These may, in turn, help expatriates to get rid of all obstacles that expatriation causes. Similarly, Badr and Schuster (2015) found that all kinds of support resources increase the level of psychological well-being in the lives of expatriates during their international assignments, which, as a result, enhancing them in performing effectively, readjusting faster and reducing stress and complexity.

In line with this, the motivational factors that attract individuals and particularly academic SIEs to accept an international assignment such as family outcomes and academic career success will not be motivational factors if these individuals are adversely affected psychologically in the host country (Badr & Schuster, 2015). That is because the psychological factors related to the process of individuals in deciding for expatriation have significant impacts on their decisions and behaviours including personality traits, beliefs and intentions (Groenewold, Bruijn, & Bilsborrow, 2012).

Moreover, research studies have been done on the impact of psychological well-being as a mediator on expatriate outcomes (Groenewold et al., 2012; Wang; 2002). For example, Wang (2002) found that psychological well-being positively mediated the relationship between social network in the host country and expatriate performance and effectiveness during their stay in the host country. A large number of studies in the expatriate literature have focused on the relationship between the expatriate outcomes and psychological well-being during their initial time of expatriation (Badr & Schuster, 2015; Groenewold et al., 2012; Wang, 2002; Wank & Kanungo, 2004; Wang & Nayir, 2006).

However, very few studies have been found so far on re-expatriation (Ho et al., 2016), and motivational factors such as psychological well-being and family outcomes may significantly differ as reasons for their movements abroad for several times. Therefore, psychological well-being plays a significant role in the intentions of academic SIEs re-expatriate as the limited research studies on re-expatriation intention among this group of academic contributes to a misunderstanding of the different reasons attracting and encouraging them to apply again for living in a host country (Ho et al., 2016).

III. Propositions

Several research studies on the motivation of academic SIEs to move abroad has revealed that numerous factors influence their decisions to accept an international assignment for the initial time of expatriation, whereas very limited studies have recognized the re-expatriation intention of such individuals and the motivational factors

driving them towards moving abroad (Ho et al., 2016; Tharenou & Seet, 2014). Based on the suggestions of Abdel-Rahman, Ramalu and Subramaniam (2017) in focusing on family and career outcomes in terms of re-expatriation intention among academic SIEs and based on the discussion above, this study proposes several propositions on the relationship between family outcomes, perceived academic career success, psychological well-being, and the re-expatriation intention, which will be tested in later research study.

Proposition 1: Family outcomes are considered as motivational factors in terms of re-expatriation intention among academic SIEs.

Proposition 2: Perceived academic career success is considered as a motivational factor in terms of re-expatriation intention among academic SIEs.

Proposition 3: Family outcomes associated with psychological well-being among academic SIEs increase the level of re-expatriation intention.

Proposition 4: Perceived academic career success associated with psychological well-being among academic SIEs increase the level of re-expatriation intention.

Proposition 5: Psychological well-being is considered to mediate the relationship between family outcomes, perceived academic career success and re-expatriation intention among academic SIEs.

IV. Conceptual Framework

The illustrated conceptual framework shown in Figure 1 proposes that family outcomes and perceived academic career success have a positive relationship with the re-expatriation intention of academic SIEs. In addition, family outcomes and perceived academic career success have a positive relationship with the mediator effect of psychological well-being. Psychological well-being positively mediates the relationship between family outcomes and perceived academic career success. Based on the theory of Push-Pull forces (Toren, 1976) suggested that push factors are those factors that drive people to move outside of their home country to a specific host country due to reasons such as economic conditions or unemployment (Richardson, 2006; Selmer & Luring, 2010), whereas pull forces are those factors motivating and encouraging these people to moving abroad for several reasons such as lifestyle and family outcomes and career advancement and development (Ho et al., 2016; Tharenou & Caufield, 2010). Therefore, family outcomes and perceived academic career success are among the motivational factors pulling individuals towards moving abroad not only for the initial time, but also for re-expatriation too.

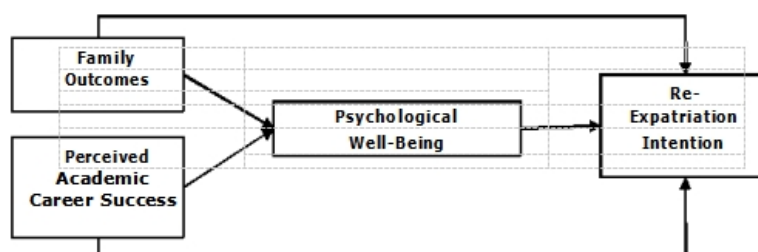


Figure 1. Conceptual Framework

V. Discussion

The main findings of the expatriate literature that focused on the reasons to expatriate have revealed that these reasons could be explained by push and pull factors (Selmer & Luring, 2010; Toren, 1976; Tharenou & Caufield, 2010), which is supported by the theory of Push-Pull Theory of Toren (1976) that stated push forces

are these forces driving individuals to escape to a specific host country such as unemployment and economic conditions, whereas the pull forces motivating individuals toward moving to another country such as social and career-related outcomes. In reference to the expatriate literature, research studies have revealed that motivational factors abroad are associated with an individual's re-expatriation intention once he/she repatriates to their his/her country after completing an international assignment specially if he/she is faces different kinds of challenges and difficulties such as reverse culture shock and readjustment (Ho et al., 2016; Tharenou & Seet, 2014).

This study suggests that family outcomes and perceived academic career success as motivational factors are related to the re-expatriation intentions of academic SIEs. This study also proposes that psychological well-being mediates the relationship between the study variables mentioned above and re-expatriation intention. Theoretically, this study contributes in adding to the existing literature on new phenomenon called re-expatriation intention because previous studies have mainly focused on expatriation for the initial time (Doherty et al., 2011; Jackson et al., 2005; Richardson, 2006; Selmer & Luring, 2009; Tharenou & Caufield, 2010). Very few studies can be found in the literature on re-expatriation intention (Ho et al., 2016; Tharenou & Seet, 2014). In addition, very limited studies can be found in the expatriate literature on academic SIEs despite the ever-increasing number of such individuals moving abroad seeking jobs in the global marketplace (Lehn, 2016; Trembath, 2016). As the previous studies have mainly focused on organizational expatriates, academic SIEs have not be given enough research attention to understand the main reasons of expatriation among this group of individuals (Al Shammari, 2013; Richardson, 2006; Trembath, 2016).

Therefore, the aim of this study is to understand the dynamic nature of the reasons aligning with the trend of their increased movements trends abroad. Practically, this study helps expatriates, particularly academic SIEs, to understand and determine the main motivational factors aligning with re-expatriation and the major reasons for the array of challenges and difficulties that they face in being an expatriate or in re-expatriation. Additionally, re-expatriated academics who have experienced life work-related issues in a host country are considered more valuable compared to individuals who will be selected for the initial time due to their previous work experience that allows them to be more familiar with a host country environment, which, in turn, allow them to adjust faster and achieve more success in a short period of time.

VI. Conclusion

This study suggested and discussed the re-expatriation intention among academic SIEs through several motivational factors, namely, family outcomes, perceived academic career success, and psychological well-being. Based on the Push-Pull theory (Toren, 1976), which as stated that pull factors are among the reasons motivating and encouraging expatriates toward move overseas, the literature reveals that family outcomes and perceived academic career success are considered among the most critical forces that pull individuals to accept an international assignment. In particular, academic SIEs are found to be highly influenced by psychological well being in the host country, and individuals with a higher level of psychological well-being will be more likely to stay for a long time in the host country. In this regard, such these factors are found to positively influence the decisions of individuals to accept an international assignment and exert a significant impact on individuals during first-time expatriation.

Therefore, this study predicts that family outcomes, perceived academic career success, and psychological well-being are likely to influence the decisions of individuals to re-expatriate. However, the reasons to expatriate or even to re-expatriate vary among individuals. Future studies could examine another pull factors such as a better

quality of life or a better work environment. Future research should also examine push forces such as financial issues and unemployment at home on re-expatriation intention, taking into consideration that push factors have a significant impact on an individual's decision to stay at home or to leave for another country.

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An Exploration of Ideological and Political Issues in English Teaching — A New Trend of Racism and Ethnic Discrimination in the United States: from "White Supremacy" to "Anti-Asian"

Tide

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Abstract

Racism is a chronic disease in American society. In the traditional sense, racism mostly refers to the phenomenon that white people discriminate against black people and the struggle of black people for human rights for equality in American society. In recent years, however, racism has taken on new characteristics: "white supremacy", anti-Chinese, "anti-Asian" seems to be the main theme of racism.

Keywords: Racism; Nationalism; Populism; White supremacy

I. Introduction

When it comes to talking about American culture in English teaching, racism is an inevitable topic. In teaching the *New College English Reading Course 3* (Advanced) (edited by Ke Yanfen 2016), the topic of racism has occurred many times, for example, three articles in Unit Two (4. The Middle-Class Black's Burden; 5. Complexion; 6. The Ways of Meeting Oppression), and the first article in Unit Three (7. When a Citizen Fights Back).

Under the background of the rising racism in American society in the past two years, students had a lively discussion based on the several incidents reported on the Internet (such as Hate Crime Against Asians Surged on Baidu.com; American Media: It Is Too Difficult for The United States to Move Towards Racial Justice! (Retrieved on Baidu, May 2021):

On May 25 last year, African American George Floyd was killed by a white policeman on his knees. The Black Lives Matter protest movement swept through 50 states in the United States and shocked the international community. The United Nations Human Rights Council also strongly criticized this event.

Statistics show that there are 5,125 cases of dissemination of racism, anti-Semitism, and other hate messages in the United States through physical leaflets, banners, and posters in 2020, which is the most active in at least 10 years, and is almost twice of 2019 (2,724 cases in 2019).

There have been repeated incidents of hate crimes against Asians:

In January of this year, a 91-year-old man was overthrown by a man in Chinatown in Oakland, California.

On March 16, a shooting occurred in a massage parlor in Atlanta, killing 8 people, 6 of whom were Asian women.

On April 23, a 61-year-old Asian man was attacked by a New York man in the East Hallam neighborhood of Manhattan.

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Obviously, racism has not been improved with the progress of the times; instead, it has been intensified, showing new tendencies and characteristics in the new era.

II. Characteristics and Essence

The above news reports reflect that the development of racism in American society has shown some new characteristics and tendencies. It is because of economic reasons as well as political and ideological reasons. The above social factors are intertwined and present distinctive characteristics of the times. However, the essence has not changed. The following paragraphs will give brief analysis through several core concepts:

2.1 Racism

The basic definition of racism usually refers to prejudice, violence, discrimination and persecution based on race. Racial discrimination refers to the behavior of dividing people into different social classes based on race to treat them differently. The specific manifestation is racial segregation, that is, in daily life, people are divided according to different races, and various races are unable to use public spaces or services simultaneously. The most famous apartheid in history occurred in South Africa and the United States. The core content of Nazism is racism.

2.2 Nationalism

Nationalism includes two main aspects: one is to love one's own country and nation; the other is to oppose and exclude other countries and nations on the grounds of safeguarding the interests of one's own country and nation. Once nationalism is contaminated with populism and alienates the feelings of cherishing one's own nation into hating other nations, it is not only exclusive, but also is xenophobia. For such extreme nationalism, Einstein had once commented: "nationalism is an underdeveloped disease. It is the cysticercus of human beings." (Be Cautious of the Confluence of Populism and Extreme Nationalism, Chinese Academy of Social Sciences [Reference Date: 2017-05-10])

2.3 Populism

The extreme populism emphasizes the values and ideals of the common people, and regards common people and popularization as the ultimate source of the legitimacy of all political movements and political systems; advocates relying on the power of common people to carry out radical reforms of society, and regards the common people as the only decisive strength in political reforms; determines major national affairs by emphasizing populist values such as the unity of the common people, referendums, and the people's right to create. Most populism is passionate, romantic, and irrational. It is radical on the surface, but at its core, it is a conservative force that fears competition, and therefore it has profound anti-market tendency and anti-modernization tendency. Due to its own characteristics, it is the easiest for populism to combine with nationalism and even racism. Once the two are combined and merged with both powers, they will form a mighty catastrophic power that will engulf everything and destroy everything. (Populism and Nationalism: Two Cancers in the Body of A Country|Individualism|Racism|Democracy, Retrieved on Mobile NetEase)

2.4 White Supremacy

White supremacy is a kind of racial ideology, which advocates that white (specifically light-skinned) ethnicity is superior to other ethnic groups. Its idea is that white people are supreme, and all others are inferior. Modern white supremacy influenced by the Nazis has a distinctive feature, that is, they claim that white people (often referred to as the ancestors of the Nordic or Germanic peoples) are inherently superior to some or even all other ethnic groups. Therefore, the white people should rule others.

On August 12, 2017, white supremacists and neo-Nazis from many parts of the United States held a United Right demonstration rally in Charlottesville and clashed with the protesters. After the rally was dispersed by the police, a white supremacist drove into the crowd, causing one death and multiple injuries. Two other state policemen were killed in a helicopter crash while patrolling the air. The U.S. ruling and opposition parties generally believed that this was a riot caused by a white supremacy rally, and the occurrence of the great number of Nazi slogans, flags, and KKK logos had shocked many Americans. Trump claimed that the extreme

rightists and the crowds who protested them should be equally responsible, causing huge controversy and widespread criticism.

III. Conclusion

Racism is a deep-rooted social issue in American culture. From the founding of the United States to the War of Independence, from the two world wars to the Cold War, from the Chinese Exclusion Act to the insult to China, from apartheid to hatred of Asians... the racism sweeping the United States and the entire Western world presents a trend of confluence of populism and extreme nationalism. For example, the United Kingdom voted for Brexit; the French Far-right Party National Front made use of the European refugee issue to make anti-Muslim immigration remarks; the number of violent cases created by German rightists was increasing; many economic and social problems cannot be properly solved in some Central and Eastern European countries. They all prove that the extreme right thought characterized by racism and xenophobia has receiving more and more supporting from common people, especially young people... They all have a distinctive feature: they appear in the face of nationalism, on the grounds of protecting the interests of their nation and country, and under the banner of loving the country and the people, they are easily recognized by the public; opponents often worry about being labeled as traitors and have to remain silent, and the government is also more cautious in controlling the irrational behavior of populists, and even dare not act. (Be Cautious of the Confluence of Populism and Extreme Nationalism, Chinese Academy of Social Sciences [Mobile NetEase; Reference Date: 2017-05-10]) This is the deep root of the madness of the KKK during Trump's administration. As an exploration of ideological and political education topics in English teaching, this article can only provide some superficial background knowledge and theoretical basis for students to understand the phenomenon, and the underlying reasons need to be further investigated.

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Biography

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Educational Instructional Lead Teachers Perceptions on Improving Teacher Quality

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Abstract

Research suggests that instructional coaching enhances a teacher's instructional quality, thereby improving students' chances for academic success. Instructional Lead Teachers (ILTs) are positioned within a Northeastern school district to improve instructional quality via a coaching paradigm; however, it is unclear how ILTs influence teachers' instructional practices. The purpose of this bounded multi-site qualitative case study was to explore the perspectives of ILTs regarding their instructional support responsibilities and practices in improving instructional quality. Grounded in Bandura's social cognitive theory, the research questions addressed ILT perspectives of their influence on teachers' instructional practices and identified supports ILTs need to increase their effectiveness. Ten ILTs, who served in middle schools, participated in semi-structured interviews and 4 were selected for observations. Data were thematically analyzed using open and axial coding. ILTs believed they served as an authority to provide instructional support, their work was essential to improve student achievement, coaching strategies changed teachers' classroom management skills, and no instructional duties interfered with their coaching responsibilities. They identified support from administration, structure for the position, and more training are needed to be effective ILTs. The results of the study were used to create a coaching structure and 3-day professional development designed to address the specific needs of ILTs. These endeavors may contribute to positive social change by helping district administrators provide ILTs with the structure and training needed to effectively influence teacher practice, thus improving the educational outcomes of students.

Keywords: Instructional lead teachers; Instructional quality; Student achievement; Coaching; Teacher training.

I.Introduction

New educational standards, such as the Common Core State Standards (CCSS) and New Generation Science Standards (NGSS), as well as Every Student Succeeds Act (ESSA) policy, call for schools and teachers to reform practices to meet new demands for educational quality (Woulfin & Rigby, 2017). New standards for learning, exposed the faltering academics of students across the nation. In a Northeastern state, students have struggled to master grade-level standards in literacy and mathematics. According to the 2017 National Assessment of Educational Progress (NAEP), more than 60% of eighth-grade students in the Northeastern state, scored below proficiency standards in both reading and mathematics (The Nations Report Card, 2018). These scores were relatively the same in 2015, which suggests no growth within the 2-year time span.

In the XYZ district, a pseudonym for the district in the research study, most students are performing well

below proficiency levels in reading and mathematics. In 2017, the Northeastern state assessments indicated that approximately 29% of students in Grades 6-8 met or exceeded state-level standards in reading, and less than 15% met or exceeded standards in mathematics. These scores are comparable to previous years. Addressing the poor academic performance of students, the district identified training a high performing workforce as a priority in the 5-year strategic plan. To that end, the district provides principals the option of hiring an ILT, whose primary responsibility is to improve the pedagogical practice of teachers at a specific school site. According to a principal within the district, ILTs are a common position that reports directly to principals, are a part of school staff, and, therefore, understand the specific needs of teachers within the building.

Researchers agree that changing policies in education have narrowed the focus on the role of the teacher in increasing student achievement (Darling-Hammond, 2015). Therefore, teachers must continuously retool their approaches to instruction to learn new ways to respond to new standards and demands for student achievement (Woulfin & Rigby, 2017). In a rank list, resulting from meta-analyses of over 800 factors affecting student achievement, the domains of *teacher* and *teacher practices* were cited 14 times in the top 23 highest influences on student achievement (Hattie, 2008). The positive correlation between teacher practices and student achievement has resulted in school district administrators seeking better ways to focus on improving teacher practices. As a result of these understandings, the XYZ district provided the option of hiring an ILT to improve teacher practices, ultimately to improve student achievement. Teaching is an ever-changing field, requiring continuous and relevant training to keep up with new demands. Yoon, Duncan, Lee, Scarloss, and Shapley (2007) cited the correlation between teacher learning and student learning, noting that teacher professional learning improves a teacher's capacity to teach through additional skills, knowledge, and techniques. Teacher learning is, therefore, necessary to address the changing demands of educational policies.

The key to improving student achievement scores lies within the quality of instruction provided by teachers (Darling-Hammond, 2015; Mincu, 2015). The problem at the XYZ district was that despite the adoption of the ILT position, it was unclear how this role had influenced teacher practice. This was especially true at ABC Middle School (a pseudonym) that provided two ILT positions to support teachers. Although the XYZ district was underperforming as a school district, the students at ABC Middle School were performing well below XYZ district averages for performance in both reading and mathematics for seventh and eighth-grade students. In 2017, only 15% of students met proficiency in reading and 0% in mathematics, as measured by state assessments. The gap in practice was the discrepancy between (a) what research constitutes as the role and practices enacted by instructional coaches and (b) what may not be happening.

In a state-mandated master plan, the XYZ district has identified coaching, including mentoring, as a solution and strategy for improving teacher quality and developing a highly effective workforce. The XYZ district has dedicated two teacher support programs to improve teacher quality. The district offers a mentoring program for 1st-year teachers and a Peer Assistance and Review (PAR) program that provides underperforming nontenured teachers with differentiated coaching. Both teacher support programs focus on improving the instructional practices of teachers with less than 3 years of experience; however, there were no programs for teachers with more than 3-years. ILTs were therefore charged with supporting the instructional practices of all teachers including those with 3 or more years' experience.

According to the literature, instructional coaching was used as a high leverage strategy to improve teacher capacity and thus, student achievement (Kurz, Reddy, & Glover, 2017; Mangin & Dunsmore, 2015). Instructional coaching includes key practices revolving around curricular and instructional approaches to teaching. These practices may include modeling lessons, deepening content knowledge, observing and providing feedback, and supporting specific teaching practices (Kurz et al., 2017; Mangin & Dunsmore, 2015; Woulfin & Rigby, 2017). The XYZ district job description of the ILT was consistent with the key practices of an instructional coach. Researchers agree, noting that lead teachers enact instructional coaching responsibilities

(Kurz et al., 2017; Mangin & Dunsmore, 2015), thus making the term synonymous.

The XYZ district defined the role of an ILT as those teachers who receive additional time during the day to support, lead, and assist with the enhancement of the instructional program within schools. Further, the district charged ILTs with leading in the areas of curriculum, district initiatives, assessments, and pedagogy.

II. Purpose of the Study

The purpose of this qualitative multi-site case study was to explore the perceptions of instructional coaching of middle school ILTs, identify how they influence the instructional practices of the teachers they serve, and assess what supports they need to increase their effectiveness. The implementation of coaching through the use of ILT's was unknown in the XYZ School District at the time of the study. Despite a district-wide focus on improving teacher quality, the XYZ schools continue to struggle with low and/or stagnant literacy and mathematics achievement scores. Data regarding the effectiveness of professional learning opportunities in the district have not been collected.

Specifically, the perceptions and experiences of ILTs have not been analyzed. The lack of academic progress in the district supports the need to study this problem to reverse the current academic trend and bring about sustainable improvement for the XYZ district.

III. Research Questions

The RQs that guided this qualitative case study is as follows:

RQ1: What are the ILTs' perceptions of and experiences with instructional coaching of middle school teachers?

RQ2: What instructional changes do ILTs observe in the teachers' classroom practice?

RQ3: What supports do ILTs believe they need to increase their effectiveness in providing instructional support?

IV. Theoretical Framework

The conceptual framework for this study was rooted in social cognitive. Social cognitive theory, developed by Albert Bandura in 1986, holds that humans engage in their development and learning (Bandura, 1977). The theory posited that humans learn through direct observation, modeling, setting goals, planning a course of action, and reflecting on experiences (Bandura, 1977; Bandura, 1989). Further, there are an interplay of influences that form learning – situational, interpersonal, and behavioral, thus, making learning an internal process that can be influenced externally.

According to Bandura (1999), modeling and observation are central to human learning because observing the actions of others informs the observer of what to do or avoid before trying for oneself. Modeling allows for one to gain new skills by observing behaviors and actions that can be recalled and used as an example for future use (Bandura, 1989; Bandura, 1999). Learners are more likely to retain information that was modeled and call upon that information later to serve as a guide. White (2017) likened modeling and observing to the teaching and learning process, noting that the interactive process allows learners to codify new behaviors, and when combined with feedback, strengthens retention of information. Modeling and observing are two behaviors that ILTs are responsible for enacting in accordance with their job responsibilities.

Human learning was appropriate for this study because it describes the learning needs of both teachers and ILTs. The principles and behaviors outlined by Bandura served as the main lens for interviews and observations. As indicated by research, instructional coaches enact teacher learning through modeling, observation, and feedback; these behaviors align with principles in social cognitive theory. However, the types of learning needs for ILTs who are responsible for teaching teachers were unclear. ILTs are tasked with improving the instructional practices of other teachers. Therefore, they must be able to ensure that the instructional supports and learning provided meet the needs of the teachers they serve. Social cognitive theory outlines characteristics of learning

that align with the practices of instructional coaching. Modeling, observation, goal setting, and self-direction are activities enacted by coaches leveraged for improving teacher practice. The research questions were grounded in social cognitive theory, as they highlight the ILTs perceptions of their role, how they enact their role, as well as supports needed to address their role as learners and facilitators of learning for teachers.

V. Methodology

5.1 Participant Sampling

Lodico, Spaulding, and Voegtler(2010) stated that purposive sampling is germane to qualitative studies because it allows the researchers to get in-depth information to help in answering research questions. Purposeful sampling provides the researcher with the best opportunity to learn about the phenomenon. There are many types of purposeful sampling; a homogenous sampling strategy, in order to study the perspectives and practices of ILTs in the XYZ District was used. According to Creswell (2012), a researcher uses homogenous sampling when targeted participants have defining common characteristics. According to literature, there is no target sample size in qualitative studies but that research questions dictate the sample size (Merriam & Tisdell, 2016). At the time of the study, there were 25 ILTs employed in middle schools in the XYZ School District. The study targeted all ILTs who served at the middle school level. Ten participants were identified as the sample size. The small participant sample fit within the tradition of qualitative research. Creswell (2012) noted that studying a few sites allows the researchers to go in-depth, providing rich detail of the sites and participants in the study.

5.2 Data Collection Methods

In this study, two forms of data collection were used: face-to-face semi-structured interviews and observations. Both data collection instruments, the interview guide, and the observation guide were based on facets of social cognitive theory as well as research provided in the literature review. To ensure confidentiality and protect participants from any potential harm, each participant was identified by a pseudonym in place of their name, such as ILT A.

For further protection of data, each transcribed interview and observation note was stored on Microsoft Word document, saved under the pseudonym of the participant and stored in a folder on a computer which is password protected.

5.2.1 Observations

Four, half-day observations, of ILTs over the course of two weeks were conducted. Participants were selected based on those who responded and agreed to be shadowed. The observations were scheduled around the availability of the ILTs. Each participant was observed at their school site for four hours and included activities such as collaborative planning, interactions with teachers and staff members, a leadership team meeting, classroom instruction, and preparing for an upcoming presentation. The observations provided their routines and activities and whether the coaches enacted activities aligned to social cognitive theory, such as: direct observation, modeling, goal setting, reflecting, or planning for support. Observations occurred with each ILT in their natural setting to allow for further understanding of the individual role of each ILT within their school buildings as well as their responsibilities and how they enacted their roles.

5.2.2 Interviews

ILTs were interviewed individually regarding their perceptions of their role, any instructional changes they observed with the teachers they support, and any support they needed to fulfill their roles. Interview questions were designed to provide answers to research questions as well as to determine how and if ILTs utilized facets of social cognitive theory as they undertook their roles. Interviews occurred over a two-week period with each interview lasting no longer than 50 minutes and took place at a location determined by the participant. Seven of the 10 interviews took place at the participant's school and occurred after the end of the school day; three interviews occurred at an off-site location. Each interview began with the reading of a transcript that restated the

purpose of the research, a review of the informed consent form, as well as stating the need to audio record the session. During each interview probing was used to have participants expand on answers that at times were vague or limited. Some examples of probes used were: “Can you think of an example?” “Can you elaborate?” “You stated...can you tell me more?” Before each session ended, participants were asked if they would like to contribute anything more to the conversation.

5.3 Data Analysis

Using a thematic data analysis approach, an open coding strategy was used for both data sets. Creswell (2012) described the coding process as organizing and segmenting chunks of data in order to determine the essential meaning in the collected data. Starting with the interview transcripts first and using the open coding strategy, words and phrases were highlighted, being mindful to include anything that might be relevant in answering the research questions. Next, a tentative label to each section was assigned based on the meaning determined. This process was repeated for each transcribed interview, as well as the observation notes. After the open coding process was completed, a long list of open codes was generated.

After each data set were analyzed, a second level of coding, axial coding, was conducted to determine the most important codes relevant to answering the research questions. The raw data and open codes, grouping information into categories based on commonalities were reviewed (Merriam & Tisdell, 2016). Next, categories and sub-categories were developed from the recurring patterns emerging from the secondary coding process. During the process of axial coding, categories reorganized the data, deleted redundant codes, combined axial codes, and aligned codes to research questions were reviewed. Key concepts and patterns in order to further develop categories were also searched. Summarizing and clarifying the data are important in the process of determining meaning from the data (Merriam, 2009).

A list of categories from the observation and interview data was kept. These categories were reviewed to determine patterns emerging as subthemes and were useful in describing the phenomena of instructional coaching and in answering each research question. The data was reviewed, continuously, searching for repeated ideas among the categories. Finally, the data were condensed further by creating groupings of connected categories until themes emerged. Data were reviewed multiple times until no new themes emerged, which is considered saturation (Merriam, 2009). Themes are patterns across data sets that are important to the descriptions of the phenomenon and are associated with the research questions.

Once themes emerged, the observation data with the interview data were triangulated. The data analysis process involved two data sets: interviews and observations. Methodological triangulation was used, as there were multiple data sets used (Merriam & Tisdell, 2016). To establish quality control and credibility, the themes were crosschecked to ensure there was support from each data to corroborate findings. Codes from each data set were in the above-mentioned spreadsheet and were used in the recursive process of determining themes. To establish validity of the study and ensure accuracy of the represented thoughts and experiences of participants, member checking was conducted. Any discrepant cases are reported in the analysis.

VI. Results

ILTs in the XYZ district believe in their work as instructional coaches and feel as though their work is purposeful and necessary towards improving educational outcomes for students in the district. However, their experiences as a collective group are marked by variances with how the role is enacted in each school setting. For most of the ILTs, noninstructional responsibilities consumed much of their time and therefore impacted their availability to improve teacher practice. For several, citing examples of success with coaching were limited and some could only be provided from previous the year's experiences.

6.1 ILT Demographics

Interviews were conducted with 10 ILTs, all currently working in middle schools serving grades 6-8. Table 1 shows the demographics of the ILTs. Of the group, five ILTs support only one content area one supports two content areas, and the remaining four support more than two content areas. The group averaged 13 years as a classroom teacher. The ILT is a fairly new position in the district, beginning in 2013 (National Association of Secondary Principals, 2013). Two ILTs have been in the role since its inception, four have between four - and five - years' experience and four have less than four years' experience.

Table 1

Pseudonym	Number of Years as a Teacher	Number of Years as an ILT	Content that is Supported
A	9	1	ELA
B	18	5	Mathematics
C	12	5	ELA
D	8	5	ELA/SS
E	11	7	Allcontents
F	9	4	All contents
G	19	1	ELA
H	20	7	ELA/SS/Science
I	12	3	All contents
J	8	2	ELA

Demographics of Instructional Lead Teachers

6.2 Results for Research Question 1

RQ 1 was “What are the ILTs perceptions of experience with instructional coaching of middle school teachers?” Table 2 shows three themes that emerged from seeking to understand both the perspectives and experiences of ILTs regarding coaching middle school teachers.

Table 1 Themes Identified from Data Analysis for Research Question 1

Research Question	Data Source	Themes
What are the ILTs perceptions of and experience with instructional coaching of middle school teachers?	Interviews Observations	ILTs influence student achievement ILT is an instructional authority and teacher support Noninstructional responsibilities pose challenges to instructional coaching

6.3 Results for Research Question 2

The ILT position is marked by instructional interactions with teachers. According to the job description, growing teacher capacity is central to the position. To understand the phenomenon of instructional coaching, the ways in which ILTs observed instructional changes in teachers’ classroom practices were reviewed. Table 3 identifies the themes that emerged from seeking to determine the instructional changes ILTs noticed as a result of their coaching.

Table 3: *Themes Identified from Data Analysis for Research Question 2*

Research Question	Data Source	Themes
What instructional changes do ILTs observe in teacher’s classroom practice?	Interviews	Classroom management is the main instructional change. Coaching practices used by ILTs

6.4 Results for Research Question 3

Research question 3 involved seeking to understand the supports ILTs needed to be more effective with coaching teachers. Data from interviews yielded that coaches need support from administration, clarity in the structure for their position, and training in coaching. Emergent themes are noted in Table 4 below.

Table 4 *Themes Identified from Data Analysis for Research Question 3*

Research Question	Data Source	Themes
What supports do ILTs believe they need to increase their effectiveness in providing instructional support?	Interviews	Administration support for the ILT position Clarity in structure and training for instructional coaching

VII. Conclusions

The problem of this bounded multi-site qualitative case study was that despite the XYZ district’s adoption of the ILT position, it is unclear how this role has influenced teacher practice. The XYZ district has identified

teacher coaching as a solution for improving teacher quality with the ultimate goal to increase student achievement. However, the majority of students in grades 6-8 in the school district were performing below proficiency benchmarks in reading and mathematics, despite the presence of the ILTs. ILTs are hired as school-based coaches to improve teacher instructional practices; however, the role was enacted differently across buildings. ILTs may find other duties assigned to them that are outside the primary responsibility of improving teacher practice.

Consequently, the study aimed to explore the perspectives and experiences of ILTs regarding their role, how they enact their instructional support responsibilities, and what supports they deem necessary to be effective in their role. Bandura's social cognitive theory was used as the conceptual framework for the study, as it outlined principles associated with human learning. Humans learn through direct observation modeling, setting goals, planning a course of action, and reflecting (Bandura, 1977; Bandura, 1989). The actions outlined in the social cognitive theory align with the strategies employed by instructional coaches; therefore, if utilized, teachers may have the best opportunity to improve their instructional practice. This study is significant because research suggests that leveraging the work of ILTs may produce gains in student achievement that has otherwise eluded the XYZ district.

The XYZ school district currently offers an ILT position whose primary responsibility is to improve teacher quality to positively influence student achievement; however, student achievement has remained unchanged since the inception of the position. The purpose of this multi-site qualitative case study was to explore the perceptions and experiences of ILTs as they enact their instructional support responsibilities, determine any observed changes in the instructional practices of teachers, and identify what supports they need to be effective. Findings from the study revealed that ILTs need clarity and structure for their work and training for their coaching responsibilities.

An analysis of data revealed there is a multitude of factors that influence the role of the ILT, including competing responsibilities, lack of clarity and structure, and specific instructional coaching training. One alternative recommendation to address the problem would be for the district to develop an evaluation system that aligns directly with the role of the ILT. An evaluation system would allow for monitoring and measurement of the effectiveness of ILTs. Reddy, Glover, Kurz, and Elliott(2019) suggested that an assessment measure to determine the effectiveness coaching could provide greater clarity around performance and provide feedback to improve coaching practices. The authors further noted that an assessment measure should include self-assessment from coaches, a supervisor's rating, and feedback from teachers that the coaches serve.

An evaluation system would ultimately allow the XYZ district to measure the performance of ILTs as well as provide insight into targeted areas of support for training and refinement.

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An Analysis on Disaster News from the Perspective of Critical Discourse Analysis

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Abstract

In early 2020, COVID-19 broke out in Wuhan, China. Since the founding of China, the COVID-19 has been a major public health emergency with the widest scope of infection and the greatest difficulty in prevention and control. Media at home and abroad have followed up on the sudden outbreak. In order to explore whether there is hidden ideology behind the news discourse, this paper takes Fairclough's three-dimensional model as the main theoretical support, selects *China Daily* and *The New York Times* as research objects, and conducts Critical Discourse Analysis (CDA) on the news discourse. Major tasks of the paper are to compare similarities and differences between the two media in text practice and discourse practice, and then analyze the causes of their different reportage. After analysis, the authors found that *China Daily* focused on the government's anti-epidemic work and the effective suppression of the epidemic in the news. *The New York Times*, on the other hand, focused on the epidemic and its impact, and reported the government's dereliction of duty and the people's fears through linguistic strategies, thus vilifying China's international image.

Key words: COVID-19; News discourse; Critical discourse analysis; Ideology

1. Introduction

1.1 Research background

A novel coronavirus broke out in Wuhan, Hubei Province, during the Chinese New Year in 2020. Back in late December 2019, Wuhan Center for Disease Control and Prevention in Hubei Province, monitored for cases of unexplained pneumonia. This was the time when the new coronavirus initially infected and spread to people. On January 12, 2020, the World Health Organization officially named the novel coronavirus that caused Wuhan pneumonia as "COVID-19". Because it was the Spring Festival, there was a massive migration of people all over the country. Before people realized the danger, the virus quickly spread throughout the country, affecting the life and work of people from all walks of life. In response to this disaster, the state set up the "Central Leading Group for Response to the New Coronavirus Pneumonia Epidemic". The city of Wuhan was closed on January 23, and all provinces and municipalities have entered the first level of response and taken severe preventive and control measures. In view of the seriousness of the epidemic, the media at home and abroad began to follow the situation of the epidemic and the progress of the prevention and control work.

1.2 Necessity of the research

In the wake of the COVID-19 outbreak, numerous news reports about this catastrophic event have flooded various domestic and international media platforms. According to Li Linjue (2017), catastrophic events are highly newsworthy because of their suddenness, shock and tragedy. The occurrence of natural disasters and major safety accidents not only causes huge loss of life and property, but also affects people's normal production

and life order. It is also a hot topic that news media focus on and pursue.

There is a famous saying in the Western press: "If it's not good news, it's good news"(Ma Shengrong & Xue Qun, 2004). The report of major catastrophic events has always been one of the important contents of communication activities. It covers almost all elements of news value: abruptness, significance, anomaly, importance, proximity, human touch, etc. The media environment is constructed mainly by discourse. "Speech is a combination of meaning, symbol and rhetoric, a way for people to understand the world and express facts or opinions"(Jiang Xiaoli & Wang Yiben, 2011). News is the most common public discourse. However, news discourse is by no means as "objective", "neutral" and "impartial" as it flaunted. In fact, the production, dissemination and interpretation of news cannot be separated from the specific ideological and cultural context. Through in-depth analysis of the news reports of domestic and foreign media, it can be found that the media's construction was in the field of ideology and the portrayal of China's national image.

To address the above necessities, this paper is presented in five chapters that will critically analyze the news coverage of *The New York Times* and *China Daily* under Fairclough's three-dimensional model. Three aspects of text practice analysis, discourse practice analysis and social practice analysis of news texts are presented to show the tendency of the two media in reporting and the reasons behind it.

2. Literature review

2.1 Critical Discourse Analysis

Critical discourse analysis (CDA) is a new branch of modern linguistic research that aims to analyze the relationship between discourse and social contexts and to reveal the hidden ideologies in language use, especially in popular discourse. It not only carries on the description analysis to the discourse, but also combines language level and social culture for comprehensive analysis. For example, critical discourse analyst Wodak's (1988) discourse history research approach, Fairclough's (1995) social and cultural analysis model, Van Dijk's (2001) social cognition analysis model, and Scollon's (2001) media discourse analysis method, these scholars analyzed how discourse maintains rights and how rights affect discourse from different research approaches, and analyzed and revealed the ideology behind discourse.

Critical discourse analysis provides "a theory and methodology for studying the relationship between discourse and socio-cultural development in different domains" (Fairclough, 1995). As an outstanding representative of critical discourse analysis, Fairclough draws on the theories of systemic-functional linguistics and sociology, and puts forward the theoretical paradigm of CDA: sociocultural analysis. He believes that discourse analysis should not be limited to linguistic phenomena such as discourse cohesion, coherence and structure, but should pay more attention to the deep construction of discourse on social reality, power relations and ideology.

Fairclough also argues that language is part of society, a form of social practice, and that any social practice can be conditioned and influenced by the entire social environment. Accordingly, he proposes three dimensions of discourse and describes discourse as a complete unity that includes text, discourse practice, and social practice. In this model, text is the linguistic analysis of content. Discourse practice refers to the process of text production, distribution and consumption, focusing on the creation of discourse and genre and the interaction between authors and readers. Social practices emphasize the dialectical relationship between discursive power relations, discursive practices and social practices. These three parts are closely related, each of them is essential for discourse analysis (Fairclough, 1992), and each of them has a specific purpose. The three-dimensional nature of discourse requires that critical discourse analysis should also be three-dimensional. In his book *Critical*

Discourse Analysis: Discourse Analysis: the critical study of language, Fairclough (1995) proposes three steps of critical discourse analysis, description, interpretation, and explanation. Fairclough's three-dimensional model is based on a dialectical constructive view of language and proposes a strong operational model of analysis, which has a high reference value for the study of popular discourse (Ji Weining & Xin Bin, 2009).

The study of critical discourse analysis in China is still in its infancy, but there are still many scholars who have made efforts in this area. Pan Yanyan (2018) thinks that criticism is to reveal the implied ideological meaning in discourse and is based on rational speculation. It does not take revealing the negative meaning in discourse as the ultimate goal, but reveals how the discourse creator uses the strategy of obscure discourse to conceal his ideology and legitimize it, so as to achieve the purpose of public acceptance. Therefore, the purpose of critical discourse analysis is to reveal the power relations and ideologies that are not easily discovered by people.

2.2 Previous studies on the news of a catastrophic event

In the area of disaster news, there has been a lot of research. Deng Jie (2017) interpreted the reports of foreign media, such as the *Guardian*, the *New York Times* and *CNN*, on the Tianjin port explosion from the perspective of transitivity and modality. In her paper, she pointed out that these media seemed to be objective reports beneath the surface, but in fact, hid their own political positions and emotional color.

Not only the Western media, but also the three major English-language newspapers in India are biased. Yang Jihe and Yang Yu (2018) researched the Indian media's reports on China's disaster events from 2013 to 2016, and through the analysis of the speech process, they came to the conclusion that the reports on China are full of distrust and suspicion of China.

In addition, some scholars have compared and studied the corpus of Chinese and foreign reports on the disappearance of Malaysia airlines. According to the *BBC* and *People's Daily* reports on the incident, Fan Congcong (2016) conducted the research that revealed the ideology behind the language of news. In her paper, she demonstrated by example that the ideology and position of the media and its representative rights organizations are often hidden behind the news language.

2.3 Enlightenment from the literature review

The above review of the research on disaster news discourse can provide us with a preliminary understanding of the history and development of news discourse research at home and abroad. It also helps us to have a general understanding of the current research status. Through the unremitting efforts and inspiration of our predecessors, fruitful results have been achieved. These studies show that critical discourse analysis has a certain academic status, and it is important to further study this path. However, the research on news discourse in China is far from comprehensive, and compared with foreign studies, there are still relatively few systematic and in-depth studies on news discourse in China. This paper attempts to make some contributions to the development of critical discourse analysis in China through the analysis of some disaster news discourses.

3. Research methodology

3.1 Research questions

The study mainly focuses on following questions:

- (1) What are the language features of two media to report COVID-19? And what are the differences and similarities?
- (2) What are the reasons for the differences between Chinese and western news?

3.2 Research methodology

The research objects of this paper is to analyze the news reports of *China Daily* and *New York Times* about the outbreak place in the early stage. Wuhan Novel Coronavirus Infected Pneumonia Prevention and Control Headquarters announced on the early morning of January 23 that the city's buses, subways, ferries and long-distance passenger transport will be suspended from 10 am on January 23, 2020. Therefore, this paper takes the period after January 23 as an important stage of epidemic prevention and control, and focuses on the study. The data range selected in this paper is from January 24 to January 30, 2020. The official websites of *New York Times* and *China Daily* were searched with keywords of "Wuhan", "China" and "Novel Coronavirus" respectively, and all texts were downloaded. Combined with artificial qualitative reading, it was found that some news reports mentioned keywords but had nothing to do with the epidemic. After screening out the irrelevant reports, a total of 41 results were obtained (*China Daily* 22, *New York Times* 19), which were taken as the research objects. Based on Fairclough's three-dimensional model, this paper analyzes the selected news samples in three dimensions: text practice analysis, discourse practice analysis and social practice analysis. In this paper, both qualitative and quantitative approaches will be used to critically analyze the news samples. The quantitative approach focuses on the analysis of relevance and news sources to make the study more objective and credible. Meanwhile, the linguistic characteristics of the news samples are analyzed qualitatively to reveal the hidden ideologies in the news discourse. This paper reveals the ideologies hidden in the news discourse of *China Daily* and *The New York Times*, and provides a deeper explanation of their different views and attitudes.

4. Results and discussion

4.1 The language features of two media

The analysis of language features in two media includes both text practice analysis and discourse practice analysis of news discourse. Text practice focuses on the linguistic description of a text. In the stage of text practice analysis, the author attempts to elaborate on both the classification and the transitivity system respectively.

At stage of discourse practice analysis, Fairclough pays particular attention to the intertextuality of texts, that is, any text is the absorption and transformation of other texts. Through intertextuality analysis, the analyst can observe the reproduction of discourse, discuss the change of discourse group, observe whether the discourse order has changed, and then relate to the social and cultural changes (Jing Weining & Xin Bin, 2009). In this paper, the analysis of discursive practices involves an analysis of the sources of news discourse as well as reporting mode.

4.1.1 Classification

The classification system of discourse refers to the naming and description of characters and events in a text, which is mainly realized through the choice of words (Xin Bin, 2005). Fairclough believes that the analysis of the linguistic features of a text is at a micro level and "can be organized according to four themes: vocabulary, grammar, coherence, and textual structure"(1992). Lexical selection is the best tool to implement the classification system, and different lexical choices reflect different attitudes and value tendencies (Li Qing & Wu Hua, 2019). Each media has its own perspective and choice in reporting the event, which forms different topics and positions in reporting the event. The analysis of high-frequency words can further confirm and judge the choice and bias of the media in reporting this event. The analysis of the high-frequency words in the reports of the *New York Times* and *China Daily* can provide a direct insight into the ideological tendency hidden in the reports of this event in the two countries.

In order to observe the attitude of *The New York Times* towards the Chinese government's prevention and control of COVID-19, the author chose the high-frequency subject words "China, Wuhan" to further analyze the relationship between "China, Wuhan" and its collocation words. A search of related words and sentences for high-frequency words revealed that the *New York Times* used more negative words in its coverage of the Wuhan outbreak. Here are some examples.

1) As Fears of Pandemic Grow, China Pens In 20 Million

The word "Pen" is usually used to describe an animal or a person is to be shut in a small space kept in a cage "Pen" is also short for "penitentiary," which seems to allude to the fact that Wuhan has become a government prison for its people. At a time when the Chinese people are strictly preventing the epidemic, the US media has used insulting words. This shows no respect for the Chinese people. The Chinese government has implemented strict prevention and control measures, such as restricting traffic, closing schools, strict quarantine and mandatory quarantine. The goal is to prevent millions of people from becoming infected with COVID-19 and to protect the safety and health of the general public. To a *New York Times* reporter, these measures appear to show the Chinese government's disregard for the human rights of its people by forcing them into captivity. The *New York Times* doesn't care about the brave Chinese doctors, nurses and ordinary citizens fighting the virus to the death; doesn't care about the unflinching devotion of these "rebellious" people; doesn't care about how the Chinese government mobilized its people to fight the epidemic, nor does it care about China's determination to sacrifice its own economy to protect the health of the world's people. The *New York Times* report did not reflect the efforts made by the Chinese people and government in the face of the epidemic and did not highlight China's initiative and national efforts to control the expansion and development of the epidemic. Instead, it attempted to tarnish the international image of the Chinese government.

2) In Wuhan, the Hubei provincial capital of 11 million where the outbreak began, anxiety and anger prevailed as worried residents crowded into hospitals and teams of medical workers in hazmat suits sought to identify the infected.

3) Anger and frustration spread among Wuhan residents lined up at hospitals seeking diagnosis and treatment for coughs and fevers.

Example (2) and example (3) are related discourses obtained by searching the keyword "Wuhan". In the *New York Times'* report on Wuhan, the fear of Wuhan citizens on the novel coronavirus has been mentioned many times, and the negative emotions of Wuhan people after the outbreak of the epidemic have been highlighted. In the report, people in Wuhan were extremely angry because of poor medical facilities and services in hospitals, the lack of timely treatment for suspected cases and confirmed cases, and the government's slow handling of the incident. In fact, after Wuhan was caught in the epidemic, medical workers from all over the country rushed to Wuhan's aid and sent medical supplies and supplies to the medical workers and people in Wuhan. In just four days, nearly 6,000 medical workers from 30 provinces went to cities in Hubei province with their own supplies. However, we did not see any of these protesters in the *New York Times* report. Instead of highlighting China's unprecedented efforts to protect the people of China and the world, the *New York Times* has unjustifiable accusations that the Chinese government is slow to respond. It fabricated the residents' disappointment and anger against the Chinese government, attacked and denigrated China's epidemic and anti-epidemic measures, and spared no effort to denigrate the Chinese government. It has obviously lost the objective, true and impartial significance of news reports.

4.1.2 Transitivity

The Transitivity System can be divided into six Processes, namely, Material Process, Mental Process, Relational Process, Behavioral Process, Verbal Process, and Existential Process. In practice, language users implicitly express their intention by selecting different processes and cleverly placing participants and related

sentence elements. In order to better understand the media's attitude and evaluation of China's anti-epidemic work, this paper selects two news articles about the epidemic from the *New York Times* and *China Daily*, and classifies the clauses of news articles according to the six processes of transitivity system. According to the statistics of the distribution of each process, the process distribution mainly concentrates on the material process and the relational process. Typical examples of material and relational processes are selected for analysis below.

4.1.2.1 Material Processes

The material process is just the process of doing something. This process is generally represented by a dynamic verb, while "Actor" and the "Goal" of the action are generally represented by a noun or pronoun (Hu Zhuanglin, 1989).

Here are some examples from the *New York Times*:

4) And act decisively they did -not against the virus, but against whistleblowers who were trying to call attention to the public health threat. A doctor who told a WeChat group about the virus was disciplined by the Communist Party and forced to admit wrongdoing.

In example (4), the actor is "they (the Authorities)", and the goal of the action is "act". The reporter cleverly adjusts the positions of the participants to achieve the effect of inverted emphasis. Language users are using the inversion to highlight the authorities' missteps and to denounce their actions in punishing doctors for revealing the virus.

5) The coronavirus has already reached the Xinjiang region in the Far West of China, and one risk is that it will spread in the internment camps where China is confining about one million Muslims with poor sanitation and limited health care.

The actor of the main clause here is "coronavirus". Verbs such as "reached", "spread" indicate process. The goal of action is "the internment camps". A figure of speech is used here, comparing Wuhan to a concentration camp with poor medical and sanitary conditions. This shows that the US media intentionally portrays China as a hegemon who oppresses the people, and expresses its strong negative attitude towards China with various incorrect and irrational words.

Here are a few examples from *China Daily*:

6) The government of Wuhan announced on Thursday morning that as of 10 a.m it was indefinitely suspending the city's public transport system.

7) On Wednesday, the Wuhan city government released a notice requiring residents to wear face masks in public places, as required by China's laws on infectious disease control and prevention and emergency response

8) The government must ensure that all necessary and available resources are mobilized to bring this pandemic under control.

In Example (6) and Example (8), the actor is "government". "Announce, released and ensure" denote the action process. The goal of the action is the government's work directive against the epidemic. The verbs "announced" and "released" are relatively formal and neutral words, which reflect that *China Daily* is able to follow the objective requirements of news reporting when reporting the current situation of the fight against the epidemic and present the real situation and progress of the fight against the epidemic to the public. This will help readers to have a positive and objective understanding of the reality of China's fight against the epidemic. The series of directives released show that the Party and government have dealt with the epidemic in a timely manner, calmly issued instructions and actively took measures.

9) Wuhan Mayor Zhou Xianwang admitted on Monday that the local government failed to disclose information in a reasonable time frame in the early stages of the novel coronavirus epidemic.

In this example, the actor is "Wuhan Mayor Zhou Xianwang". The action process is "admitted". The goal of

the action is the fact that the local government failed to disclose information. The report shows that the Chinese government is quick to admit to the public when it finds that the decision is wrong. In the follow-up, the strategy of anti-epidemic work was adjusted and mistakes were corrected. In the following reports, the number of infected people and the disaster situation in the affected areas were reported truthfully. In the *China Daily* report, the government did not conceal the fact in order to suppress public panic, as foreign media claimed.

4.1.2.2 Relational Process

Relational process is a process of being that reflects how things relate to each other. It falls under the two broad categories of "belonging" and "identification".

10) President Trump has hailed China's president, Xi Jinping, as a "brilliant leader," and Michael Bloomberg says Xi is "not a dictator". But we're now seeing the dangers of Xi's authoritarian model, for China and the world. (From *The New York Times*)

Example (10) itself is also a speech process, but discourse is presented through a relational process. Here, the word "brilliant leader", "not a dictator" is in quotation marks, using an ironic figure of speech that implies Xi Jinping's outstanding leadership in the field of dictatorship. *The New York Times* represents the American side of the ideology, and its inherent bias is fully displayed through language tactics.

11) It's not fair to say the lockdown is belated, because the decision will effectively step up the fight against the virus. It is also worth looking back on the process in the future to draw lessons and gain experience. (From *China Daily*)

This example is a relational process, which is taken from the answer to this question "Wuhan went into lockdown at 10 a.m on Thursday. Was it a belated decision?" in a *China Daily* report. Experts say the closure of the city involves issues in public health, the economy and society, as well as the traditional family reunion during the Spring Festival. This sentence emphasize that the decision to close the city was not "delayed" and conveys to the reader that the Chinese government made the decision after careful consideration and that it will learn from the experience.

In summary, after analyzing these news discourses, it is easy to see that the language of the *New York Times* is biased and unjust, which also shows the strong negative attitude of the American media towards China. In contrast, the news language of the *China Daily* is relatively objective, and the media tries to use positive language to guide the people under the epidemic.

4.1.3 Source

Source refers to the origin of speech. In the analysis of news discourse, the source of information is an important part of the analysis. In the reporting process, since the reporter cannot witness the whole event, the development of the event process and the evaluation of others afterwards, they need to interview relevant personnel or institutions to increase the reliability and persuasiveness of the report. However, the number of alternative sources of information is huge, and the choice of sources is often easily exploited by the reporter and loaded with a particular ideology.

Zhang Jian (1994) mainly divided news sources into three categories: specific sources, semi-specific sources and unknown sources. The specific source is to specify the name, occupation, identity, etc. of the information provider. Semi-specific sources do not refer to the exact information of the information provider and present only some broad information. Unknown sources are completely omitted information sources.

Table 3: Proportion distribution of news sources in the two media

	Specific	Semi-specific	Unknown
<i>The New York Times</i>	43.8%	55.1%	1.1%
<i>China Daily</i>	58.7%	41.3%	0

After categorizing and aggregating the sources in the news corpus, it can be concluded that both media sources are overwhelmingly from specific sources and semi-specific sources, with 98.9% and 100%, respectively. Objectively speaking, the more specific sources there are and the larger the percentage, the more valid and feasible the story will be perceived by the readers.

Through analyzing the sources of the *New York Times*, it can be found that the reporters quoted a lot of quotes from ordinary people, accounting for 35.9%; quotes from government agencies and official media were less frequent, accounting for 16.2%. This makes the reports less authoritative. An analysis of *China Daily's* sources reveals that government and official sources account for most of the quotes, with government agencies accounting for 38.3% and the voice of the general public missing for 14.6%.

The various voices in news reports often intermingle, and reporters are prone to subtly blend their personal positions in the quotation of different information sources to reach a new construction of meaning. This kind of meaning construction is especially evident in the quotation of semi-specific sources, which are difficult to find the exact source of information and can hide key information and achieve the purpose of implicitly expressing ideology. The source of the *New York Times* in Example (11) is a semi-concrete.

12) One man, an architect from Shanghai, cried as he told me that his stepmom had died of pneumonia just a few days earlier. He said the hospital forced his family to cremate her body almost immediately, without a proper goodbye.

Although the specific information of the source here is not known to the reader, the reporter's evaluation of the event is incorporated into the discourse through the paraphrasing of the information, making it a norm that is not easily perceived by the reader, and then becomes easily accepted by the reader and internalized into his or her own opinion (Huang Shuyun, 2017). The media quotes similar semi-concrete information sources, implicitly presenting the emotional tendencies and attitudinal stance of the reporter, and implicitly manipulating the perception and understanding of the news reader.

In summary, the above analysis shows that the sources of the *New York Times* and *China Daily* are overwhelmingly well documented. The difference is that *China Daily* has more specific sources than semi-specific sources. *The New York Times*, on the other hand, has more than half of its semi-specific sources, with more quotes from ordinary people, reflecting the Times' desire to express its opinions through the mouths of others.

4.1.4 Reporting Mode

Reported speech is an important part of intertextuality, which mainly directs the use of other people's words. The news reporter realizes the expression of his potential ideology through the reportage of others' words. According to Fairclough's research, it can be divided into two types: direct discourse and indirect discourse. The former is taken entirely from the original words, usually in quotation marks. The latter was retold by the reporter who processed the language on the basis of the original text.

After studying the reports in the *New York Times* and *China Daily*, it can be seen that these reports make extensive use of direct quotes, most of which have exact sources. The use of direct quotation strengthens the objectivity and credibility of the report.

The *New York Times'* February 24 story "As Fears of Pandemic Grow, China Pens In 20 Million" uses a large number of direct discourses (40.74%) and indirect discourses (59.26%). The following is analysis of the

paraphrased forms in this report.

4.1.4.1 Direct Speech

13) "They can't take proper care of all the people here," said Sun Ansheng, a man in his 50s who was waiting outside a hospital while his wife was tested for the coronavirus, so named because of the spiky halo around the microorganism. "The city government told us there was a virus, but they didn't explain enough what we should do," Mr. Sun said. "They left it sounding too minor. Now look."

14) Mao Shoulong, a professor of public administration at Renmin University in Beijing, said the Wuhan government had made a series of missteps that had eroded public confidence. "They failed the test," Professor Mao said. "They just copied the SARS situation, making small things turn into a big problem."

The two examples above are quoted from the patient's family and the professor, respectively. In example (13), the direct quotation from the patient's family reveals that the local hospital received the patient but failed to provide timely medical treatment. Moreover, the government informed him about the outbreak of the virus but did not do its duty to tell the people what measures should be taken to prevent the virus. And in Example (14), the professor's direct quotation uses the words "failed" and "big problem" to criticize the Chinese government's failure to do its job, and the failure of government agencies to take substantive action in response to the outbreak, causing the outbreak to become more and more serious. The outbreak became more and more serious.

4.1.4.2 Indirect Speech

15) Most residents interviewed said they could see the logic of travel restrictions. But many accused officials of having failed to ensure that enough medical workers were properly trained, while medical workers reported shortfalls of critical protective gear such as masks and goggles.

16) In Beijing, officials announced that they would temporarily close the Forbidden City.

17) Experts said that the mass travel restrictions, while understandable, would do little to stop the spread of the virus outside China, as many infected people had already left Wuhan.

Examples (15) to (17) are indirect quotations, and the paraphrased verbs use the more formal and neutral words "said" and "announced" to enhance the authenticity of their reports. The part after "that" in Example (17) is not completely guaranteed to be the original's words. And the words "residents, officials, experts" are not clear and ambiguous, and their credibility is yet to be confirmed. In these excerpted examples, officials attempt to discourage panic and limit public commentary on the government. The use of both direct and indirect quotes is the result of a deliberate choice by the U.S. media, echoing the current context of ongoing friction between China and the U.S. These statements are clearly biased and off-base, attempting to discredit China to serve the political needs of the U.S. government.

4.2 The reasons for the differences

At the level of social practice, critical discourse analysis rises from micro textual analysis and macro discourse practice analysis to hyper-textual analysis of ideological and socio-cultural contexts (Zhu Guisheng & Huang Jianbin, 2019). The consistency of the reporting discourse and the social context of the *China Daily* and the *New York Times'* new crown reports can be seen when they are placed in a domestic context and in the international community.

The *China Daily* also highlighted the following aspects of the campaign. The centralized and unified leadership of the Party effectively curbed the spread of the epidemic and stabilized the hearts of the people. The unified leadership of the Party made the command of this epidemic prevention and control consistent and unified, and decisions were made quickly in a relatively short period of time, allowing the epidemic to be effectively suppressed. Thus, in the reports of the *China Daily*, much was seen of the important decisions made by the Party and the government and the strength of the implementation of the policies once they were issued. In particular, it reported that under the Party's command, various departments quickly took up the important task of

preventing and fighting the epidemic, and several departments introduced relevant initiatives to ensure the smooth implementation of the anti-epidemic work. The socialist system with Chinese characteristics adheres to the people as the center. Historical development has proved that the main position of our people cannot be shaken, and the safety of the people is the most important in the face of public health emergencies. The *China Daily* has repeatedly emphasized in its reports that China's anti-epidemic work has always put the safety of people's lives and physical health in the first place, which is an important embodiment of the socialist system's respect for and protection of human rights.

The New York Times, on the other hand, considers the "Wuhan closure" to be a decree that sacrifices people's freedoms and rights. It labeled the quarantine under the new pneumonia epidemic as a "human rights violation" and used discriminatory reporting to attack the Chinese Communist Party and the Chinese government. The media used the opportunity to accuse the Chinese government of maintaining authoritarianism, authoritarianism and brutal repression, and to vilify China as one of the most unequal countries in the world. It has undoubtedly become the best choice to blame China for the virus, which serves the basic interests of its political and economic blocs, and also gives an outlet to the country's raging public opinion. Essentially, the *New York Times'* coverage of the New Coronavirus outbreak in China was not motivated by concern for human health, but rather by the evolution of the New Coronavirus into a "political virus".

Western media coverage of China is generally influenced by their country's fundamental position on China and its deep-rooted ideology and bias. The main reason for the above negative coverage of China's new crown epidemic in the *New York Times* is that the United States is fearful of China's development trends. China has leapt from a backward country to the world's second largest economy in only a few decades, and it is catching up at an accelerated pace in the fields of science, technology and military. The rise of China and the intensification of the game of Chinese and Western interests have led to an increasing number of voices in the Western media suppressing and inhibiting China's development. The "China threat" narrative is in full swing. The news media of a country is bound to carry out its news reporting activities with its national interests in mind. In order to contain China, the U.S. is suppressing China on all fronts, and the court of public opinion is one of the important areas of struggle. Many U.S. media outlets are happy to attack and smear China, cooperating with U.S. politicians to attack China on every event they can.

In addition, the ideological differences between China and the West greatly affect the perception of China by Western countries and their media. Although some reports do not stand up to scrutiny, they have to some extent catered to the ideological bias and even hostility toward China that exists in Western society. The U.S. media and politicians have always believed that their own system is the best in the world, and are accustomed to labeling others as "undemocratic" for systems that are different from their own. When China achieved great development under its own socialist democratic system, many U.S. media raised the banner of "political correctness" and blew the whistle on China, even distorting facts to discredit China.

5. Conclusion

Based on the previous analysis, we conclude that the use of language can never be considered neutral and value-free. Rather, it should be seen as the embodiment of a range of institutional and political discursive practices.

5.1 Major findings of the analysis

In this paper, a critical discourse analysis was conducted on 41 COVID-19 related news reports using Fairclough's three-dimensional analysis model. Through the analysis of the text practice, discourse practice and social practice in the news discourse, it is found that the content of *China Daily* reports is mainly government

work instructions and the report of the progress of the epidemic, and the language description of the reports is basically objective, which reflects the authenticity of the news. In the news section, Chinese Daily will report the government's positive attitude and measures in response to the epidemic as much as possible, so as to show the advantages of the socialist system and give the general public hope and confidence in preventing and fighting the epidemic. It also reflects the importance that the Chinese government attaches to the epidemic and shows the world the image of a responsible power.

The *New York Times*, however, distorted the facts and called COVID-19 the "Wuhan virus" without any basis. Most of the news reports focused on the government's failures and the people's discontent and anger, portraying the Chinese government as disorderly, passive, and hegemonic, reflecting a clear ideological bias. The United States has long been prejudiced against China's political system. As China's national strength is growing stronger and its status as a superpower is threatened, the U.S. often smears the Chinese government through the power of public opinion and discredits China's image in the international arena, causing China's reputation to be tarnished.

The different social cultures of the two countries, China's growing international status and the social tensions facing the United States itself have all influenced to some extent the media's choice of specific discourse. It is thus clear that news reports are tools to reflect the government's will and convey ideology. Readers should be aware of critical reading when reading relevant news and political discourse, and discern the ideological and value tendencies between the words in the context of society, so as to avoid being manipulated and misled by language and misconceptions.

5.2 Implications of the research

In the wake of the COVID-19 outbreak, numerous news reports about this catastrophic event have flooded various domestic and international media platforms. According to Li Linjue (2017), catastrophic events are highly newsworthy because of their suddenness, shock and tragedy. In terms of the audience of the news, the people affected by the disaster are eager for relevant information. This requires the news to provide objective and accurate information in a timely manner. That's why there's so much coverage of the disaster. According to Yu Yingtian and Yang Yutong (2016), Chinese and foreign cultural forms treat problems in different ways, because there are differences between cultural history and ideology. In addition, Chinese and foreign news media report the news in the angle, the content, the way and the thought that have a very big discrepancy. Therefore, people need to look through the language strategies used in the text and comparatively analyze the ideology implied in it, which is an effective way to avoid being misled by some news. Because it is difficult for people to perceive or identify the ideologies and positions embedded in news texts from a single source, critical analysis of news texts is an effective way to do so.

Then, it is crucial to develop readers' critical language awareness. With the development of communication technology, especially the rapid development of Internet technology, all kinds of foreign information are pouring into China through news websites, microblogs, video platforms and so on. In this sense, critical discourse analysis has practical significance in modern society. That is why it is necessary for people to have a critical attitude when reading news reports.

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Language and Policy: Textual Analysis of Speech

Text of President Ahmadinejad on Antiracism Conference (2009)

in Geneva

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Abstract

This paper is titled, “Language and Policy: a Textual Analysis of the Speech of President Ahmadinejad in the Anti-Racism Conference in Geneva.” The conference is a follow up of World Conference against Racism that was held in South Africa in 2001. The objective of the Geneva Conference is to analyze the global attempts on fighting racism. The countries, USA, Germany, Israel, Italy, Netherlands, Poland, Canada, Australia, and New Zealand declined to attend the conference after knowing Ahmadinejad’s presence. They worried that Ahmadinejad will use the event to assail Israel. Ahmadinejad said that the countries which boycotted the conference divulged their ego and arrogance. In his speech, Ahmadinejad who was the only head of state attending the conference, described Israel as ‘the real racist’ and the US and Europe helped building Israel after World War II by sacrificing the Palestinians. This speech is analyzed by using content analysis. The content analysis textually covers lexical analysis that consists of the choice and meaning of words, the construction of a sentence such as syntaxes, transitivity, background, level of specificity and degree of completeness, and so forth. By using content analysis, we are able to understand not only the content of the text, but also how the message that is delivered. Content analysis reveals the hidden meaning behind a text through the choice of words, phrases, and structures of the sentences. Textual analysis of this speech provides an understanding of the policy and political perspective of Iran, which is expressed in this speech.

Keywords: Language; Policy; Textual analysis; Political perspective

I. Introduction

1.1 Language and Policy

In the Dictionary of Linguistics (Kridalaksana, 1993: 21), the notion of language is an arbitrary sound symbol system, which is used by members of a society to work together, interact, and identify themselves. As a communication tool, language is an indicator of one's intellectual and social development. Language is one of the main thinking tools, all forms of ideas, understandings, and concepts that are born and poured out to others through language. From the point of axiology and ontology, language is a tool for delivering messages that have emotive, affective, and reasoning connotations. Language is closely related to one's thinking. A person's mindset can be seen from the way he expresses everything. Speech is the result of one's thoughts which are written in a systematic form in accordance with the order of thought of the topic to be conveyed.

Talking about politics, it is inseparable from policy issue. Policy is an idea or plan that has been agreed upon by a certain group of people, political parties, or the government. A policy, especially policy in the field of foreign policy, is identical to the political attitudes of a person or country. The definition of foreign policy is given by Holsti, he said, foreign policy is the actions or ideas made by decision makers to solve problems or develop some changes in the environment in policies, attitudes, actions, and actions of the state (1992: 92)

If this political attitude is applied to the conditions of other countries, then foreign policy is the reference. Foreign policy is an international insight that is interpreted as an identity that is a distinguishing characteristic of a country with other countries in the world. Foreign policy is a big paradigm adopted by a country about the way the country views the world.

Through the concept of language and political attitudes, it can be concluded that the results of the connection between language and the political attitude of a country are policies, especially in the field of foreign policy.

In this paper, the policy in question is the political attitude of the former President of Iran, Mahmoud Ahmadinejad (2005-2013) in bringing his country to look at the situation and conditions of the world or other countries. Speeches of leaders of a country regarding world conditions or about other countries can be used as a reference or political attitude of a country. In this case, the speech read by President Ahmadinejad at the 2009 Anti-Racism Conference in Geneva can be used as a reference to see how Iran behaves about the situation at that time, especially regarding relevant issues around racism in accordance with the theme of the conference.

Through this paper, the authors use textual analysis as an instrument in finding Ahmadinejad point of view in terms of racism. In textual analysis, there are three levels mentioned, macro structure, superstructure, and micro structure. To have a comprehensive analysis, further research may also add more stage namely meso and macro. In meso stage, the process production of the text needs to be considered and for macro stage, the focus analysis can be involved in text perspective developing in society.

1.2 Overview of Iranian Political Policy at That Time

In 2007, the Security Council of the United Nations (UN) unanimously began to implement the sanctions for Iran which contained a ban on the trade in nuclear materials. The sanctions were taken after Iran refused to suspend uranium enrichment programs suspected by the West, especially the US, to develop nuclear weapons.

The Iranian government responded by stating that their nuclear program was only for civilian purposes. They were not afraid to face international pressure and they even responded to the sanctions threatening to stop oil exports in an effort to defend themselves.

The United States returned the action by increasing the number of US Navy personnel in the Persian Gulf. The United States conducted this on the grounds that it is part of the global strategy for the fight against terrorism. Indirectly the US stated to Iran, that US military power was stronger in the Middle East region.

Since the appearance of Iranian President Mahmoud Ahmadinejad to power Iran, there has been a new style of increasing progressive forces, especially movements to fight US imperialism in various parts of the world. Iran sees its war against imperialism as a complement to its Islamic revolution. In this case, the US and European countries (Western countries) are represented as symbols of world imperialism. Many of Ahmadinejad's statements on various occasions violently condemned the West's treatment, among others by stating that the West must be responsible for the holocaust (destruction or murder of certain groups of people who refer to taste or religion), not Palestinians. Iran also issued a statement that wanted to remove Israel from the world map. This attitude, coupled with nuclear power, is quite worrying about the western world.

Under Ahmadinejad regime, Iran's foreign policy was synonymous with a spirit of resistance, full of courage, even confrontation. Especially resistance to Western countries, especially the US by presenting the Israeli-Palestinian issue. However, this attitude has attracted sympathy and support from many parties (especially the Islamic world) throughout the world, who seemed to justify and defend Iran's position. Although Iranian relations with some Middle Eastern countries can be said to be less harmonious. All Middle Eastern countries, including Iran, see the Palestinian issue as the key to their regional reinforcement. Iran aggressively supports Palestine, and provides support, both moral and financial, political, and military to one of the Palestinian factions, Hamas.

1.3 United Nations Anti-Racism Conference (Durban II) in 2009

The Durban Review Conference is the official name of the United Nations World Conference Against Racism (UN United Nations Conference on Racism) held on April 20-24, 2009 at the UN Headquarters in Geneva, Switzerland. The conference entitled "The World Conferences against Racism, Racial Discrimination, Xenophobia and Related Intolerance" was also known as

Durban II because it was a continuation of a similar conference held in Durban, South Africa in 2001. As a review of the first Durban conference (Durban I) in South Africa in 2001, this conference again discussed and included Zionists as an agenda and presenting the president as conference speaker. At the Durban I Conference, US and Israeli delegations immediately returned after sharp criticism was raised against Israel and in the draft resolution it was stated that Zionism was a practice of racism.

In 2007, 2 years before the start of the Durban II Conference, a committee was formed which was tasked with formulating important points to be discussed by each delegation at the Conference. This committee is chaired by Ms. Najat Al-Hajjaji from Libya with members from Cameroon, South Africa, Senegal, India, Indonesia, Iran, Pakistan, Argentina, Brazil, Chile, Armenia, Croatia, Russia, Belgium, Greece, Norway and Turkey. While the vice chairman comes from Cuba. But the US criticized the draft final declaration of the meeting, so that there was a revision that caused all the signs that led to Israel and the Middle East conflict to be crossed. Meanwhile the prohibition on "insulting religion" demanded by Arab countries has also not been stated in the draft declaration of the Anti-Racism Conference in Geneva

The Anti-Racism Conference in Geneva (2009) was attended by 141 countries including 23 European Union countries and representatives from various international organizations. Before this Anti-Racism (Durban II) conference took place, there were several countries that expressed their attitude not to attend this conference and would boycott the conference. The countries that have already stated that they would not attend the event were Canada, Israel, the United States, Australia, Germany, the Netherlands, New Zealand, Poland, Denmark, Sweden, France and the United Kingdom. They consider that this conference was used to seek legitimacy for hatred and extremism on the pretext of fighting racism. Israel through its foreign minister stated that this conference had nothing to do with efforts to fight racism. It could be Israel's refusal to take part in the conference because it does not want Israel to be the target of further criticism as happened during the implementation of the high-level meeting in Durban I. In the conference organized by the UN High Commissioner for Human Rights, Israeli arbitrary action and oppression of the Palestinian people became one of the agenda of the discussion and Israel drew harsh criticism from the participants.

Iranian President Mohmoud Ahmadinejad as the only country leader present at the conference delivered his speech at the opening of the conference. In his speech, he criticized Israel and called Israel "the most vile and repressive racist state." He also said, the US and Europe helped build Israel after World War II at the expense of the Palestinian people.

Ahmadinejad's speech at the UN meeting in Geneva triggered a walk out by dozens of EU delegates. UN Secretary General Ban Ki-moon regretted Ahmadinejad's speech. Even though before the speech he had met Ahmadinejad and advised him not to issue divisive comments on the conference. But the appeal was ignored by Ahmadinejad.

Indeed this conference lasted until April 24, 2009, but on April 21, on the second day of the conference, the delegates agreed to implement 143 points of the declaration to eliminate the practice of racism and discrimination against minorities. This is due to the opening speech of Iranian President Mahmoud Ahmadinejad, which is considered controversial, causing many delegates from several countries to leave the conference room, which is sufficient reason to implement the declaration of this conference as soon as possible.

This declaration also emphasizes acts of harassment committed against people who adhere to a particular religion. This refers to the perception of Muslims after the events of September 11, 2001 in the United States. The delegates also agreed on the continuity of the implementation of the results of the declaration of the Durban I Conference in 2001.

II. Results and Discussion

2.1 Textual Analysis

In this study, the analysis of the text used is text analysis proposed by Teun A. van Dijk. Van Dijk sees a text consisting of several structures / levels that each part supports each other. He divided it into three levels. First, macro structure. This is the global / general meaning of a text that can be observed by looking at the topic or theme put forward. Second, the superstructure. This is a discourse structure that deals with the framework of a text, how the parts of the text are arranged into a whole. Third, micro structure, namely the meaning of discourse that can be observed from a small part of a text, namely words, sentences, propositions, clauses, paraphrases, and images. The following will be elaborated one by one the elements of the van Dijk discourse as described previously (Eriyanto, 2001: 228)

Table 1: Discourse Structure

Discourse Structure	Elements observed	Elements
Macro Structures	Thematic: Themes / topics in a text	Topics
Superstructure	Schematic: How parts and sequences of news are presented in full text.	Scheme
Micro Structure	Semantics: The meaning to be emphasized in the news text. For example by giving details on one side and reducing the details of the other side.	Background, Details, Intentions, Prejudices, Nominalization
	Syntax: How the sentence (shape, arrangement) is chosen	Sentences, coherence, pronouns
	Stylistics: What is the choice of words used in text	Lexicon
	Rhetorical: How to emphasize	Graphic, Metaphor, Expression

Textual Analysis of President Ahmadinejad's Speech at the Durban II Conference in Geneva

Macro structure is the global meaning of a text that can be observed from a topic or theme raised by a text. Elements emphasized in the macro structure are thematic, looking at the themes or topics put forward in a story, or core ideas, summaries or the main ones from a text.

- **Thematic**

Thematic elements refer to the general description of a text. Themes or topics show the dominant, central, and most important concepts of the contents of a text. Van Dijk argues that discourse is generally formed in general rules. Text is not only defined as a particular view or topic, but it is a coherent general view. He calls this this as global coherence, that is, the parts in the text are traced to a general idea point. And those parts support each other to describe one general topic.

Topics show the dominant, central, and most important concepts of the content of a story. In a news, theme and topic is realized on the headlines of a news, as stated by van Dijk (1988: 248), "The headlines define the overall coherence or semantic unity of discourse, and also what information readers memorize best from a news report".

In this speech, the global topic of text is mentioned in paragraphs 38 and 39. These two paragraphs clearly explain the purpose of the text of this speech. After starting with greetings (greeting), this speech immediately invites listeners to focus on the problems and conditions that occur regarding the practice of racism. The two paragraphs contain important issues in the form of President Ahmadinejad's invitation to make changes to world conditions and pay attention to political, economic, security, and international cultural systems that are not functioning properly, so that structural changes are needed by paying attention to existing human values. The following excerpt from the speech,

Firstly, it is absolutely possible to improve the existing situation in the world. However, it must be noted that this could be only achieved through the cooperation of all countries in order to get the best out of the existing capacities and resources in the world. My participation in this conference is because of my conviction to these important issues as well as to our common responsibility of defending the rights of nations vis-à-vis the sinister phenomena of racism and being with you, the thinkers of the world. (paragraph 38)

Secondly, mindful of the inefficiency of the current international political, economic and security systems, it is necessary to focus on divine and humanitarian values by referring to the true definition of human beings based upon justice and respect for the rights of all people in all parts of the world and by acknowledging the past wrong doings in the past dominant management of the world, and to undertake collective measures to reform the existing structures. (Paragraph 39).

The two issues raised by President Ahmadinejad are very relevant to the theme of this conference. It is said that it is very impossible to make changes to the practices of racism that exist on this earth, unless there is close cooperation from countries to make it happen. Because of that, he invites all countries to contribute to realizing the condition of the world free from the problems of racism. The current political, economic and security system is required to pay more attention to humanitarian issues by focusing on human rights throughout the world based on justice.

The two paragraphs have described the global topic of the text of President Ahmadinejad's speech on his invitation to citizens around the world to pay more attention to existing humanitarian problems and expect cooperation to realize a better world.

2.2 Superstructure

Superstructure involves the framework of a text, such as the introduction, contents, concluding, and conclusions. The thing observed in the superstruktur is about the parts and sequence of news in the text.

• **Schematic**

Text or discourse generally has a scheme or plot from the introduction to the end. The flow shows how the parts in the text are arranged and sorted so as to form a unity of meaning. Meanwhile, the global meaning represented in the topic is certainly well organized in the discourse. This is a schema or discourse superstructure. Discourse is divided into general categories such as "... Summary (Headline + Lead), Main Event, Backgrounds (History + Context), Verbal Reactions and Comments (Evaluation + Expectations)." (Van Dijk, 1993: 119) although information arranged in topics can be submitted in other formats.

This speech includes sequential grooves starting with the introduction which consists of fairly short greetings addressed to the Secretary General of the United Nations and the High Commission for Human Rights and the entire audience. The introduction is found in paragraphs 1 and 2. Furthermore, starting from paragraphs 3 to 40 are the main issues raised by President Ahmadinejad. Followed by paragraphs 41 to 42 which are conclusions, and ending with the last paragraph, which is 43 in the form of closing greetings. The whole of this speech covers 43 paragraphs. As stated earlier, the introduction is contained in paragraphs 1 and 2, which contains greetings to the UN Secretary General and the High Commissioner for Human Rights and all attendees.

The content section begins in paragraph 3 which mentions the conditions that occurred in the previous century, namely medieval times, where many thinkers and scientists were found guilty then they were killed. This period was followed by dark and suffering conditions, namely the period when slavery and the slave trade took place. These slaves were brought from their country, separated from their families to be brought to Europe and America to be traded and forced to work. These times were very dark periods of humanitarian problems. Furthermore, President Ahmadinejad also reminded of the history of the world in the period of war that has tormented all people in the world. The following is part of the contents of the speech,

"Many years passed by before nations rose up and fought for their liberty and freedom and they paid a high price for it. They lost millions of lives to expel the occupiers and establish independent and national governments. However, it did not take long before power grabbers imposed two wars in Europe which also plagued a part of Asia and Africa. Those horrific wars claimed about a hundred million lives and left behind massive devastation. Had lessons been learnt from the occupations, horrors and crimes of those wars, there would have been a ray of hope for the future."

Still talking about the contents of the speech, the scheme is divided into several sections. Some paragraphs contain history, arguments, and messages. In the part of the argument covering paragraphs 5-36, Ahmadinejad questions the veto rights of members of the UN Security Council, on what basis they have the privilege to determine the resolution of all problems in the world, especially regarding security systems. Ahmadinejad argues that the source of law is no longer based on justice and truth, but on mere arrogance and strength. The tone of anger was felt in this speech especially when Ahmadinejad stated that many countries actually treated their citizens based on racism but they also criticized racism in other countries, regardless of how they were actually the racists. And when large countries take decisions based on their interests alone, they easily trample on humanitarian law and values.

Still continuing to describe events which, according to Ahmadinejad, were acts of racism, he said the US and Europe helped build Israel after World War II at the expense of the Palestinian people. And he described Israel as the most vile and repressive racist regime. Likewise, he criticized the US for sending troops to Iraq and

Afghanistan, instead of improving the conditions of these countries, the US made things even worse. The following is a partial quote from the statement,

“...Was not the military action against Iraq planned by the Zionists and their allies in the then US administration in complicity with the arms manufacturing countries and the possessors of wealth? Did the invasion of Afghanistan restore peace, security and economic wellbeing in the country?”

The conclusions of the speech are important from the entire contents of the speech, namely the statement that the goal of security and peace which is the dream of all people in the world can be realized by always giving love and blessing from God, and equally important close cooperation and friendship between countries.

This speech was indeed full of content, so the cover consisted of only one sentence which expressed his gratitude to the attendees for being willing to listen to the speech.

For more details the scheme in the speech can be explained in the table below.

Table 2: Scheme of Paragraphs.

Paragraph	News Order		Scheme of Paragraph
1-2	Introduction		Greeting
3-40	IContents	History(3,4,9)	background
		Argumentation(5-8, 10-36)	Verbal reaction
		Message(37,38)	evaluation
41-42	Conclusions		Expectations
43	Closing		Closing greeting

Table 2: Scheme of Paragraphs.

Looking at these tables, the most paragraphs of the speeches fall into the verbal reactions category wherein in these paragraphs, Ahmadinejad questions the practices of racism carried out by large countries such as the US and European Union countries by presenting cases that are currently occurring such as attack on Iraq and Afghanistan by the US and the Israeli-Palestinian conflict.

2.3 Microstructure

Microstructure is the local meaning of a text that can be observed from the choice of words, sentences, and styles used by a text. The use of words, sentences, propositions, and certain rhetoric by the media is understood by van Dijk as part of a media strategy or journalist. Discourse structure is an effective way to see the process of rhetoric and persuasion that is carried out when someone delivers a message. Certain words may be chosen to reinforce choices and attitudes, form political awareness and so on. In this article the concern is the syntactic aspects that can be observed from the prominence of actors in the active clause, the level of detail of the news, background, and choice of words.

2.3.1 Semantic: Detailed and Background Aspects

• Detailed aspects

The level of detail and completeness (level of specificity and degree of completeness) mentioned by Eriyanto as an aspect of "detail", related to the control of information of a party displayed in the news. A media can display more detailed information if the information benefits their image, and vice versa, it will display detailed information in little or no amount at all if the information is detrimental to them. Van Dijk (1993b: 275) states: "One of the most conspicuous forms of over-completeness in discourse are order to delegitimize or marginalize their opinions or actions."

There are many sentences that show the level of detail in this speech. Especially raised in the form of very detailed questions about a case. For example, when President Ahmadinejad questioned the basis for giving veto rights to several countries,

"What was the logic behind their granting themselves the veto right? How can such logic comply with humanitarian or spiritual values? Would it not be inconformity with the recognized principles of justice, equality before the law, love and human dignity? Would it not be discrimination, injustice, violations of human rights or humiliation of the majority of nations and countries? "

Likewise, when he questioned the reason the US attacked the countries of Iraq and Afghanistan,

"Why, indeed, almost a million people were killed and injured and a few more millions were displaced? Why, indeed, the Iraqi people have suffered enormous losses amounting to hundreds of billions of dollars? And why was billions of dollars imposed on the American people as the result of these military actions? Was not the military action against Iraq planned by the Zionists and their allies in the then US administration in complicity with the arms manufacturing countries and the possessors of wealth? Did the invasion of Afghanistan restore peace, security and economic wellbeing in the country?"

The description with a high level of detail delivered in the form of a question is Ahmadinejad's disagreement towards the privilege of veto rights against members of the UN security, which according to him the countries are racist countries. Likewise, other statements indicate his disapproval of US attacks on Iraq and Afghanistan.

• Background Aspects

Background is a part of the news that can affect the semantics (meaning) that you want to display. The selected background determines which direction the audience will take (Eriyanto: 2001: 235). Background can be a justification for the ideas put forward in a text.

In this speech, there are sentences or paragraphs that become the background of this text as a whole. In paragraph 3, it is told what happened in medieval times in Europe, for example, there have been slavery and trafficking in persons who were then forced to work. This period was followed by colonization in various countries accompanied by the plunder of natural resources and massacres. Paragraph 9 also contains a background on Jewish immigrants from Europe and America who were sent to the Middle East after World War II to establish a racist government occupying Palestine. Then Ahmadinejad continued and in retaliation for the terrible racism in Europe, they (Europe and America) helped establish a very cruel and racist regime in Palestine.

"Following World War II, they resorted to military aggression to make an entire nation homeless under the pretext of Jewish suffering and they sent migrants from Europe, the United States and other parts of the world in order to establish a totally racist government in occupied Palestine. And, in fact, in compensation for the dire consequences of racism in Europe, they helped bring to power the most cruel and repressive racist regime in

Palestine."

These paragraphs are used as a backdrop for Ahmadinejad to attack countries which he thinks have practiced racism on this earth.

2.3.2 Syntax: Forms of Active-Passive Sentences

• Forms of Active-Passive Sentences

In the syntactic aspects, the instruments studied are the arrangement of words or active and passive sentences. By analyzing active and passive sentences, the role of each participant can be identified in the process. Van Dijk (1993c: 111) states,

"Thus, among other things, word order may express the role and the prominence of underlying meanings. In the description of action, for instance, the responsible agent of an action is usually referred to with the expression that is a syntactic subject of the sentence, and that occurs in first position."

To analyze the form of the sentence and its purpose by finding the role of the participant in a process, Halliday's Transitivity theory is used. Halliday (1985: 101) said, "Transitivity specifies the different types of processes that are recognized in the language, and the structures by which they are expressed."

In a process, there are three components, one of which is the material process that will be used as an analysis tool for the data below. Because in macro structure analysis, it is sought to show the participation of participants in active and passive sentences, then the process used is process material. This can be observed from active and passive sentences. Active sentences further emphasize the process performed by actors, whereas in passive sentences more highlighted is what happens to the goal.

In this speech a number of sentences were found which gave the actor a show of prominence, one of which is contained in paragraph 24, "World Zionism personifies racism that falsely resorts to religion and abuses of religious sentiments to hide its hatred and ugly face." In this paragraph, President Ahmadinejad expressed his opinion on Zionism in the name of religious defense to practice racism. Based on Halliday's analysis of the material process, the participants in the clause are,

World Zionism personifies racism that... and abuses religious...

Actor process goal process

The above clause is an active clause by highlighting actors as the main theme. The prominence of actors can be proven by asking questions, "What does the World Zionism do?". The appearance of "World Zionism" as an actor in the clause shows the actor who has committed acts of violence or harassment in the name of religion. Ahmadinejad accused Israel of being the perpetrator of International Zionism.

2.3.3 Stylistics: Word Selection

• Choice of Words

The choice aspect of this word has a function in giving a positive or negative assessment as stated by van Dijk (1993b: 264) that what is examined in this aspect is "choice of words that imply negative (or positive) evaluations".

The choice of words that give more meaning to racism is the most mentioned word in this speech. The choice of the word "war" is also widely used. These words give a particular effect to the listener. For example Ahmadinejad uses noun *invansion*, *military aggression*, verb *occupied*, and adjective *repressive* for US actions. These words have a negative connotation and give effect to the listener's hatred for the perpetrator, namely the US. As a victim of US treatment, Ahmadinejad often uses the word innocent people which means innocent people.

The choice of this word has somewhat cornered the perpetrators as defendants who have no conscience because it has caused innocent people to become victims

Here President Ahmadinejad stated his political attitude was frontal to the condition of the world today, where his front attitude can be seen from a variety of choices of words intended for people, countries, or certain conditions that are positive or negative. Following are the words used.

Table 3: Lexical Choice for Victims and Agents

Korban (victims): Palestine, Iraq, Afghanistan	Doers/ agents (AS, European countries, Israel)
<i>Slavery, slave</i>	<i>occupiers</i>
<i>Innocent people</i>	<i>Expel</i>
<i>Civilians</i>	<i>Horrific wars</i>
<i>Were killed and injured</i>	<i>Horrors, crimes</i>
	<i>Coercion</i>
	<i>Arrogance</i>
	<i>oppression</i>
	<i>Military aggression</i>
	<i>Occupied</i>
	<i>Racism</i>
	<i>Racist regime</i>
	<i>Cruel</i>
	<i>Repressive</i>
	<i>Genocide</i>
	<i>brutalities</i>
	<i>Attacks</i>
	<i>Invasion</i>
	<i>Zionist regime</i>
	<i>Egocentrism</i>
	<i>Discrimination</i>
	<i>Infringement</i>
	<i>Repressive</i>
	<i>Barbaric</i>
	<i>Etc.</i>

The choice of words used by President Ahmadinejad has positioned the US and its allies as the wrong party and must be responsible for all the injustices that occur on this earth.

III. Conclusion

Based on the textual analysis of President Ahmadinejad's speech at the Anti-Racism Conference in Geneva which uses the Teun A. van Dijk model framework, conclusions can be drawn that Ahmadinejad through his speech has expressed his political attitude towards the various cases that occur today, especially those related to racism. There is no other way to eradicate all forms of racial-related violence in addition to the willingness, determination and close cooperation of all countries to improve the political, economic, and international security system.

For specific conclusion, the statements indicate his disapproval of US attacks on Iraq and Afghanistan. Ahmadinejad accused Israel of being the perpetrator of International Zionism. From his choice of words, he classified the society into innocent and brutal people. The innocent people refer to the victims (Palestine, Iraq, and Afghanistan), dan the brutal people involved in this text refer to the agents (AS, European countries, and Israel).

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The Critical Reception of William Golding in the West and China

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Abstract

William Golding, winner of 1983 Nobel Prize in literature, has been widely recognized in the U.K. and the U.S. since the publication of *Lord of Flies* in 1954, and came into the sight of China at the beginning of 1980's. By comparison, similarities and difference in Golding studies between the West and China are obvious. Criticism in the West on Golding's writing is abundant with diverse perspectives and wide coverage. In contrast, the research in China started late and is relatively limited. However, in the last decade or so, attention to Golding has grown and more approaches have been taken in the research of his writings. With reference to the previous research achievement more understanding about Golding will be reached.

Key Words: William Golding; Critical reception; Perspective; the West; China

1. Introduction

As the winner of the 1983 Nobel Prize in Literature, the British writer William Golding has been recognized by the world of literature. Between 1954 and 1995, Golding published 12 novels, as well as collection of poems, travels, and drama, 2 collections of essays, and 62 book reviews and essays in British and American journals, of which few were included in his collection of essays. Though Golding, as a dabbler, published *Poems*^① in the year of 1934 in his youth, his most well-known work was his first novel, *Lord of the Flies* published in 1954. In the next two years, he published *The Inheritors* and *Pincher Martin*. In 1959, the drama *The Brass Butterfly* and the novel *Free Fall* came into being. All the four novels published by Golding in the 1950s were highly reviews from the critics. The 1960's witnessed Golding's productivity with the delivery of two novels *The Spire* (1964) and *The Pyramid* (1967) and a collection of essays *The Hot Gates* (1965) . They were also very popular in the US. During the 1970s, Golding was frequently invited to lecture in British and American schools and universities. At the same time, he traveled a lot in European countries and some Asian countries including China. In this decade, William Golding's publication was relatively slow with only a collection of short stories *The Scorpion God* (1971) and one novel *Darkness Visible* (1979) . After ten years of recuperation, William Golding ushered in the glorious moment of life and another creative peak in the 1980s. He published *Rites of Passage* (1980) , which won him Booker–McConnell Prize. It was regarded as the best original novel published in the UK. *The Moving Targets*, a literary criticism, published in 1982, demonstrated his theoretical stand about writing and literary criticism. In 1983, the Swedish Academy awarded William Golding the Nobel Prize in literature “for his novels which, with the perspicuity of realistic narrative art and the diversity and universality of myth, illuminate the human condition in the world of today” (The Nobel Prize Outreach). William Golding continued to work hard after that and published a travel *An Egyptian Journal*, and three novels, including *The Paper Man* (1984) *Close Quarter* (1987) and *Fire Down Below* (1989) before he passed away in 1993. His family compiled his manuscripts and published his posthumous novel *The Double*

Tongue (1995) .

William Golding has attracted wide attention since the publication of *Lord of the Flies*. Literary criticism on his publications spread from the U.K. to the U.S. The research on Golding works in both the U.K. and the U.S. has continued ever since. Golding was not introduced to China until 1981 and then the Nobel Prize increased the popularity of the writer hereafter.

2. William Golding's Critical reception in the UK and the US

William Golding's Critical reception in the UK and the US can be divided into three stages, namely the 1960s-70s, the 80-90s and the last 20 years. The research of the first period is positive and fundamental, the second is more diverse in terms of perspectives and somewhat controversial, and the last period continues the focus of the first stage and brings more information about Golding himself.

Lord of the Flies has attracted the attention of readers in the U.K. and the U.S. since its publication in 1954, which initiated the first round of research on Golding till the end of 1970's. *Lord of the Flies* is even more popular in the U.S. It has long been on the list of required readings in American primary and secondary schools. After the first success, Golding produced three new novels and one collection of essay and short stories, all of which were soon introduced by newspapers and magazines to the readers and received reviews of both the British and American critics. Critics demonstrated great interest in his novels and read them from different perspectives, with several books on Golding published.

The criticism from the 1950's to the 70's on Golding is fundamental in the research on his works. The study on Golding was extensive and in-depth in this period and the most influential research monographs were published during those years. Peter's opinion that *Lord of the Flies* metaphorically revealed the situation of human existence in the form fable is widely accepted (1957). Kermode's concern about the concept of original sin in Golding's work also had a great impact (1957). More books appeared focusing on the themes, comedic expression, archetype, and other aspects of Golding's published works. *William Golding, A Critical Study* (Jame, 1965) and *William Golding* (Dick, 1967) are important foreshadowing works of early research on Golding. In addition, allegorical analysis of *Lord of the Flies* was also carried out (Kinkead-Weekes and Gregor(1967). Halliday used the narrative principle to interpret *The Inheritors* from the perspective of functional language (1977), providing another new perspective to the study about Golding's work. At the same time, an interview with Golding about his views on his own works was published (Biles, 1970), which has a certain referential significance in the study of the writer's point of view and the relationship to his work. During this period, Golding was productive and won high evaluations. The research on Golding has been comprehensively carried out from text analysis to the writer's view of writing, and provides a decisive foundation for and direction to the research.

The second phase of research lied in the 1980s and 1990s. The award of Nobel Prize in Literature in 1983 heated the research on Golding. Representative achievements involve *Of Earth and Darkness: The Novels of William Golding* (Johnson, 1980), *William Golding: the man and his books, a tribute on his 75th birthday* (Carey, 1986), and *William Golding* (revised edition) (Dick, 1987). These works extended research into all of Golding's novels published before from the themes of morality, humanity, religion, personality psychology in the works. The approaches and perspectives are diverse, ranging from the genre, style, philosophical connotation, mythological archetypes, and the connection between the writer and his works. These studies refer to sociology, political science, psychology, and other disciplinary theories, as well as realism and feminism.

These studies mainly pointed to the realistic style of Golding's work, the theme of “the evil of human nature”, the rich religious and mythological symbols in his works, as well as philosophical and practical significance.

The Nobel Prize increased the reputation of the Golding and ignited controversial response. Since *Lord of the Flies* has always been an inevitable target of all research on Golding and research on the author's other works are obviously insufficient, the suspicion is that he won the prize with only “one article in the literary world”. The American opponents led by Gray have continuously criticized Golding's new works (Gray, 1983). However, these controversies also contributed to the concern on Golding.

The third phase of research is relatively calm. After the controversy of the award and the relative slowdown of similar research in the previous stage, the research in this period moved further in the study about Golding, with complete coverage on his works and a combination of text and social history. After the death of Golding in 1993, critics represented by Tiger made a systematic analysis of all of Golding's novels. *William Golding: The Unmoved Target* (Tiger, 2006) once again emphasized the uniqueness of Golding's creative methods and the consistency of literary themes and the profoundness of his literary works. *Politics and History in William Golding: The World Turned Upside Down* analyzes Golding's novels from a historical and political perspective (Crawford, 2002). Most of all, Carey, who began to pay attention to Golding in the 1980s, published *William Golding: The Man Who Wrote Lord of the Flies* (2009) with a unique perspective, revealing many of Golding's unknown events and comments on him. Then, Judy Golding published the memoir monograph *The Children of Lovers: A Memoir of William Golding by His Daughter* (2009). The two new biographies were breakthrough in the study about Golding and his works.

In short, the research in the U.K. and the U.S. on Golding has continued since the publication of *Lord of the Flies* and covers the features, themes, and literary and social significance of Golding's novels. The perspectives are diverse, ranging from the works themselves to the writer's personal experience and opinion of writing and criticism. The continuous research of Golding in the West and the remarkable achievement improved the understanding of Golding's works and provided a valuable basis and reference to Golding study.

3. Golding's critical reception in China

Golding was not known to China until the year 1981, two years before the Nobel Prize, when *Lord of the Flies* was introduced to readers. The attention and research on Golding really started in 1983 after the news of the Nobel Prize in Literature came out. The papers on Golding's works were published one after another and it seems that the concern grows till this decade. The majority of the publications are about few of Golding's works. The perspectives and approaches are generally like those in the West but demonstrate a breakthrough with the development of critical theory in China.

As the works coverage and development of research are concerned, the study on Golding in China is quite unbalanced statistically. Most of the study achievement was papers, with only two monographs published. According to CNKI, the largest database of academic papers in China, from March 1981, when the first paper on Golding's work was published, to May 2020, 291 papers were published on the journals and magazines, not including almost 120 graduate dissertations. However, more than 130 of the journal papers focused on *Lord of the Flies* and Golding's works published in the 1980's and 90's was hardly studied. As for the publication of Golding research, there were only 17 articles in the 1980s and 23 in the 1990s, leaving 251 to be done in the last two decades, among which 166 papers were published from the year 2010 to 2020. Some books on the overview of English literature also gave some introductions to Golding, basically about his life, publications, and

summary on few of his well-known novels, such as *The History of Contemporary British Novels* (Qu and Ren, 2008), and *The Post-War British Novels* (Zhang, 2004). In short, in terms of the progress of Golding study in China, no evidence showed any interest in the writer from the 50s to 70s, and few study had been done in the 80s and 90s. However, the last 20 years witnessed a boom of research on Golding, especially in the last decade.

Golding study in China is quite limited with regard of the perspectives and coverage of research in the last century. Over 80% of the publications illustrates on *Lord of the Flies*, and most of the topics among those of the West. Few researches had been done on the other 11 novels of Golding, let alone his essays or drama. They concentrated mainly on the concept of human nature, religious implication, allegorical style, writing skills, etc. which had been discussed much abroad.

However, some papers did produce some new ideas and show their insights. Zhang (1995)“Reread and Analyzed the Symbols and Meanings of *Lord of the Flies*” . Yin (1990) also made a unique analysis of the problem of human nature in *Lord of the Flies*. Wang (2010) commented on the cultural connotation, structure and narrative characteristics of Golding’s novels and interpreted Golding ’s works from the perspective of ecological criticism. Qu (1994) analyzed the genre of Golding ’s novels and analyzed the characteristics of his novels, referring to the background of contemporary British literature. Ruan Wei (1988) studied the theme of rationality and salvation, symbol, and philosophical value in both *Lord of the Flies* and *Darkness Visible*. Zhang (2001) interpreted *Darkness Visible* from the perspective of structuralist psychoanalysis and studied the forms and functions of character language in the novels. Xiao (2011) analyzed *The Inheritors*, *Rites of Passage*, *Pincher Martin*, and *The Pyramid* from an ethical perspective. Within the last decade, China has published two monographs on Golding study. Shen (2011) analyzed the comedy mode of Golding's novels on *The Pyramid*, *Darkness Visible*, *The Paper Man* and the navigation trilogy. Feng (2013) briefly introduced Golding’s life, beliefs and thoughts and his novels except *Fire Down Below*. These works improved Golding research in China.

Overall, although China started study on Golding quite late and currently the research is limited to some extent, more concerns have been attended to it in the recent years and some original researches are undergoing. Both in the West and China, there is still room in the study of Golding with the development of critical theories. Besides, research in the author's critical opinion and its connection to his works is worth doing. As a writer of worldwide reputation, William Golding's works and theory of writing will gain more recognition and research understanding.

Note

① All of William Golding’s publications excerpt *Poems* were published by Faber & Faber in London.

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Biography

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