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Editorial

Dear Colleagues,

We are happy to introduce the first issue of the IJ:ELTS: International Journal of English Language & Translation Studies to the world fraternity associated with planning, teaching, learning, researching and testing English language, linguistics, literature, translation and culture studies. As the aim of the IJ-ELTS is to generate and disseminate new knowledge about English language, linguistics, literature, translation and culture studies, it expects to expand the circle of readers and contributors. The IJ-ELTS is a refereed, double bind peer-reviewed, and open-access e-journal which aims to generate new knowledge about various disciplines related to English language and to disseminate it for those who are in need of it. It also aims at promoting research and best practices in the field and expects support from all those who are associated with this field.

The first issue of IJ-ELTS includes scholarly articles on various aspects of English language including: ELT, ESP, Sociolinguistics & Pragmatics, Computer Assisted Language Learning and Testing, & Cultural Studies. We hope that IJ-ELTS will, thus, serve the needs of those who are in search of information and we also welcome you to contribute and to share your experiences and insights with the IJ-ELTS.

With Kind Regards,

Mustafa Mubarak Pathan
Editor-in-Chief
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Advantages of Using PowerPoint Presentation in EFL Classroom & the Status of its Use in Sebha University

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Abstract

The use of Technology has had an enormous impact on the world of education. The use of technology has many advantages for the field of education and particularly for foreign language education. Technology can build substantial interest by adding variety and bringing new experiences to the classroom. That is why technology is increasingly being promulgated as a powerful mechanism which can transform education (Deville, 2001). In that respect, this paper aims to highlight the significant benefits of PowerPoint Presentation for both the EFL teacher and learners in Sebha University. The paper also discusses a variety of ways in which this technology can be used in English language learning classroom.

Key words: Technology, PowerPoint Presentation, EFL Classrooms, CALL, Software, motivation
1. Introduction

Educational technology and Computer-Assisted Language Learning (CALL) provide many benefits in EFL classrooms for teaching the Language skills: listening, speaking, reading and writing as well as vocabulary and grammar. Various CALL programs involve the use of computer and their application to teach and learn language in variety of ways. PowerPoint Presentation is also considered as a part of CALL. PowerPoint Presentation is a type of presentation software (PS) that allows users to show colored text and images with simple animation and sound. It helps to create audio, visual as well as audio-visual effects in the classrooms while teaching and can be highly effective in attracting and sustaining students’ attention. Today it is a much widely used presentation program in every field. However, it actually originated in the world of business. Today it has become common-place practice in the world of educational technology.

Though it is widely used education technology today, its use has not been free from various controversies surrounding it as it happens when any new technology makes debut in the field of education. Some have regarded its use in education as ‘highly supportive’ whereas some have regarded its use as ‘significantly negative’ (Szabo & Hastings, 2000; Lowry, 2003). Though PowerPoint Presentation has been in existence for many years, it has just begun to spread to schools and ESL classrooms and must be exploited to its fullest while teaching a foreign language like English (Fisher, 2003). In this regard, the present study attempts to provide an insight into the value of using PowerPoint Presentation to present various instructions while teaching English as a foreign language in the classrooms of the University of Sebha. The findings of this study can be shared among the teachers and instructors teaching English as a foreign language in various campuses of the University of Sebha and among the Libyan teachers of English as a foreign language in general. It is assumed that this use of PowerPoint Presentation will help significantly to improve the present teaching and learning methods and strategies at the university level.


2. PowerPoint Presentation: Meaning, Nature and Advantages

PowerPoint Presentation is one of the multimedia technologies. One of the most important uses of this technology is that it makes it easy for instructors to incorporate various multimedia into their teaching and instructions. It is a Presentation Software (PS) which is easy to use and easily available. It offers a complete presentation graphics package. It gives you everything you need to produce a professional-looking presentation. Presentation software (PS) is an authoring computer application that makes it possible to combine text, graphics, images, and sound to create sophisticated multimedia presentations (Gordon, 2007, P. 192). Many teachers today, from elementary school to college and university level, are enthusiastically embracing PowerPoint Presentation as an instructional tool. It is argued that PowerPoint Presentation "enhances instruction and motivates students to learn" (Harrison, 1998, P. 9). Critics of the technology, however, have negative opinions. Some believe that the software’s rigid format "usually weaken[s] verbal and spatial reasoning, and almost always corrupt[s] statistical analysis" (Tufte, 2003, P.3). Many believe that using PowerPoint Presentations with students is a productive learning activity (Alster, 2002; Mason, & Hylinka, 1998). Yet many detractors believe that its rigid format stifles not only students’ creativity, but also their ability to understand and convey information (Tufte, 2003; Keller, 2003).

With such conflicting and opposing views about the use of PowerPoint Presentation, many new users of this technology face a dilemma. And many in this dilemma start asking a question: how can an EFL teacher use PowerPoint Presentation thoughtfully and effectively for instructional purposes? The answer is, it an individual teacher’s choice. Teachers should decide and make it clear what can a tool like PowerPoint Presentation accomplish in instructions, both in terms of skills and learning. There are many advantages of the use of PowerPoint Presentation as discussed above and they should suffice the EFL teachers willing to incorporate this technology in their teaching and instructions. The development of note-taking skills is a vital transferable skill for foreign language learning and careful use of PowerPoint Presentation can encourage this. This is often done and can be done by providing students with only outline structures that require annotation or handouts.
which are ‘interactive’ (Race, 1999). Wright (2009) also suggests that PowerPoint is a convenient prop for poor speakers. It can reduce complicated messages to simple bullet points. It also elevates style over substance. All these three things definitely contribute to its popularity and should therefore be exercised and practiced.

3. PowerPoint Presentation & Its Advantages in EFL classrooms

As PowerPoint Presentation offers infinite benefits and advantages for offering language instructions in attractive, simplified yet in powerful way, many language teachers, from elementary schools to University level, are enthusiastically embracing this powerful tool for transforming their teaching. As teaching and learning of English as a foreign language often poses many difficulties for teachers to present the language instructions, this technology can be a helping hand in achieving this goal of language instruction in easy yet powerful way. It is also difficult to make EFL learners grasp and understand certain difficult and complicated topics because of English being a foreign language. However, various audio, visual, and audio-visual features embedded in the use of PowerPoint Presentation can surely help a lot in making the ideas simple and easy to grasp for the EFL learners due to these features. PowerPoint Presentation also helps in making EFL classroom highly interactive. This is the situation which all the language pedagogues advocate for better and meaningful teaching and learning.

In English as a foreign language classroom, it is very difficult to attract and sustain the attention of the learners due to the foreign language status of English. However, PowerPoint Presentation can contribute a lot in achieving this. Various graphic, visual and audio-visual features embedded in the use of PowerPoint Presentation help attract and sustain the much required learners’ attention. With practical benefits like these and arguments presented in support of its use in the earlier section, it makes one feel that an attempt must be made to incorporate this technological tool into language teaching and instructions. With various practical benefits and advantages embedded in its use, PowerPoint Presentation can surely be a great help and boon for an EFL teacher and also for the learners.

4. The Use of PowerPoint Presentation in EFL classrooms of the University of Sebha
The use of PowerPoint Presentation in education in general and in foreign language instruction in particular has dominated for a very long period of time and has been advocated and recommended due to infinite and practical benefits embedded in it. It has numerous advantages both for EFL teachers and learners and can contribute a lot in making teaching and learning of English language not only interactive and easy but also a fun and rewarding experience. Therefore, a teacher of English as a foreign language should equip himself/ herself with this highly effective, powerful yet very simple and easily available technological tool. However, this much advocated and recommended educational tool does not seem to enjoy the status it should enjoy in the EFL classrooms of Sebha University. Majority of the EFL teachers in Sebha University usually present their lectures by using traditional methods and tools such as black and white boards, dictation, or oral explanation etc. The use of PowerPoint Presentation does not appear to be the commonly used practice. This contributes to making learning English as a foreign language quite difficult for the Libyan EFL learners. In this regard, the present paper aims to find out the existing status of the use of the PowerPoint Presentation in EFL classrooms of the University of Sebha. All other issues related to this main problem are also investigated in the paper.

4.1 Background to the study

The use of PowerPoint presentations by teachers can offer the opportunity for presenting lectures more effectively and can be a great tool for making teaching and learning of English as a foreign language easy, interactive and enjoyable experience. However, this does not seem to be the reality in the Libyan EFL classrooms of the University of Sebha. Most of the teachers and the instructors of English language in the University of Sebha till use the old and traditional techniques like using black and white boards, or preparing some printed noted to be given in each class and using lecture method to explain the topic being discussed. This makes the learning of English as a foreign language quite difficult for the Libyan EFL learners. The EFL status of English in Libya also makes them understand the topic being discussed in the classrooms quite difficult. Such methods make it quite difficult for them to grasp and understand the main concepts and ideas in theoretical subjects like Linguistics. This leads them to develop negative attitude not only towards learning of English but also towards their teachers. Most of the Libyan EFL learners are
familiar with the advanced technologies in EFL teaching and learning and when they see that their teachers hardly making use of these; they feel the widening generation gap. In this case, the underlying problems needed to be investigated and attempt is done to find out the reasons behind not using the educational technologies such as PowerPoint Presentation by the Libyan EFL teachers.

4.2 Samples and Methodology

To investigate the status of the use of PowerPoint Presentation Technology in the EFL classrooms of the University of Sebha, interview and classroom observation methods were employed. The samples or the participants in the classroom observation method were 111 students from the seventh and eight semesters of the department of English Language and Translation Studies of the University of Sebha. They were studying English as a foreign language and their specialization was Applied Linguistics. They aged between 21-23 years. The distribution of these participants was as follow: seventh semester- 80 students and eighth semester- 31 students. The seventh semester students were divided into two groups: group A and group B. These students were interviewed for understanding: 1) the status of the use of the PowerPoint Presentation in their classes from their teachers for presenting lectures, 2) Existing strategies and methods used by the teachers for presenting lectures and instructions, 3) Difficulties faced by the Libyan EFL learners in such classes while grasping and understanding lectures in the main subjects in Applied Linguistics and 4) their views and perceptions towards the use of PowerPoint Presentation for presenting lectures and instructions in their classrooms. These interviews were open-ended and offered the participants opportunities to express their views and problems in free way.

To understand the status of the use of PowerPoint Presentation in the Libyan EFL classrooms of the University of Sebha, while presenting lecture, and problems faced, while making use of this technology from teachers’ point of view, 5 Libyan EFL teachers were also interviewed. This was essential to get teachers’ perspective and to avoid bias. The collected data were arranged, classified and analyzed. The next section of the paper offers the discussion and results of the collected data.
4.3 Experiment by using PowerPoint Presentation to present lecture

The researchers also used the PowerPoint Presentation method for delivering the lecture with the help of one Libyan EFL teacher in the Teaching Methods and Micro-Teaching Classes. This was an experiment to assess and check the effectiveness of the use of PowerPoint Presentation in the Libyan EFL classrooms of the University of Sebha. This was also carried out to check the Libyan EFL learners’ perceptions towards this technology for presenting lectures as well as language instructions and its effectiveness in the class for learning English.

Two groups of the seventh semester and one group of eighth semester were thought by PowerPoint Presentation for one complete semester by co-coordinating with the course-teacher. These lectures were attended and observed to find out if this experiment of using PowerPoint Presentation to present the lecture really helped the course-teacher to present the lecture in effective way and for the learners in understanding and grasping the lecture in better way than before.

After the end of this experiment, the Libyan EFL learners were asked if they liked the use of the PowerPoint Presentation method for presenting the lecture and did it help them in understanding and grasping the concepts and topics being taught by using PowerPoint Presentation. All these collected data were analyzed and the following section of the paper offers the details about it.

5. Data Analysis & Discussion

All the collected data from the interview method given to the students prior and after the use of the PowerPoint Presentation method were arranged, classified and analyzed following the techniques used to analyze such data in social sciences. The detailed discussion and results of these are presented in the following section.

5.1 Analysis and discussion of the data collected from the students prior and after the use of PowerPoint Presentation

The questions asked to the students in the interviews prior to the use of the PowerPoint Presentation centered around four points: 1) the status of the use of the PowerPoint Presentation in their classes from their teachers for presenting
lectures, 2) Existing strategies and methods used by the teachers for presenting lectures and instructions, 3) Difficulties faced by them in such classes while grasping and understanding lectures in the main subjects in Applied Linguistics and 4) their views and perceptions towards the use of PowerPoint Presentation for presenting lectures and instructions in their classrooms.

It was clear from the answers given by them that most of the Libyan EFL teachers used the traditional white board, notes and lecture and discussion techniques in the EFL classrooms while presenting the lectures. Hardly any teacher used PowerPoint Presentation method for presenting the lecture. An overview of these existing methods used by the Libyan EFL teachers for presenting their lectures is given in the following figure.

**Figure 1 Methods and strategies used for presenting lectures in Libyan EFL classes**

With regard to questions 3 and 4, the data revealed that the Libyan EFL learners face many difficulties while grasping main concepts and theories in various subjects taught by using the above mentioned methods. As English is a foreign language in Libya, most of the students face the problem of vocabulary deficiency which affects their other subjects as they fail to understand the meaning of many main concepts due to their unfamiliarity with new words. In this regard, they expected some audio-visual aids or organized presentation of the topic as this enabled them to understand the meaning of new word from the context. And for this reasons they expected their teachers to use techniques such
as PowerPoint as it contains various features like: graphic, audio, videos and even audio-video.

From this discussion, the following results were obtained:

1) EFL teachers in the University of Sebha use various techniques for presenting lectures such as: lecture method, giving printed notes, explanation and discussion.

2) The Use of PowerPoint Presentation for presenting lecture is not the common practice.

3) The Libyan EFL learners face many difficulties while grasping and understanding main concepts in the lecture mainly due to the strategies used to present them and the EFL status of English in Libya.

4) The Libyan EFL learners expect their teachers to use advanced techniques and tools like PowerPoint Presentation for presenting the lectures.

After analyzing the data collected from the interview method prior to the use of the PowerPoint Presentation, the data of the post interviews were analyzed and discussed.

From the data, it was clear that almost all the Libyan EFL learners enjoyed the teaching and learning with the use of PowerPoint Presentation. They reported various benefits experienced by them with the use of PowerPoint Presentation in their Teaching Methods and Micro-Teaching class. The summary of their responses about the benefits of PowerPoint Presentation experienced by the Libyan EFL learners includes:

1) PowerPoint Presentation to present the lectures in Teaching Methods and Micro-Teaching helped in grasping and understanding the main concepts and theories in these subjects easily.

2) The use of PowerPoint Presentation made learning interactive and easy.

3) The Use of PowerPoint Presentation helped to develop motivation towards learning English as a foreign language.

4) With the use of PowerPoint Presentation, studying English was fun and enjoyable because of various features like graphics and other various audio-visual features.

These benefits of the use of the PowerPoint Presentation experienced by the Libyan EFL learners are presented in the following figure:
Thus, it is clear from the results obtained from the analyses of the data that almost all the students felt the use of the PowerPoint presentations motivating and helpful in their study. It was also observed that the Libyan EFL learners were more engaged in the lessons when presented with PowerPoint. After the experiment, it was noticed that the EFL learners prepared their own lesson plans in the Micro-teaching class with PowerPoint.

5.2 Analysis and discussion of the data collected from the teachers

After analyzing the data of the students, the Libyan EFL teachers’ data was analyzed. The data was collected from the teachers in order to understand their perspective regarding the use of PowerPoint and causes behind the reluctance to use PowerPoint Presentation. The data collected from the teachers revealed that very few of the EFL teachers of the University of Sebha make use of the PowerPoint Presentations and projectors to explain the lessons. Most of the teachers still depend on traditional ways such as printed notes, the conventional
markers and white board and lecture and discussion methods. The reasons given for opting for traditional methods were also different. Some teachers felt comfortable with the traditional methods of presenting the lectures as they were used to it. Some believed that the nature of their subject made them opt for lecture and discussion methods. Some were unfamiliar with operational skills and softwares required for preparing PowerPoint Presentations. But most common answer given was the lack of required infrastructure. Most of the teachers complained that the classrooms and language labs are poorly maintained and lack the required infrastructures for presenting lectures with the use of PowerPoint Presentations. The lack of electrical and electronic tools and equipments as well as other required devices such as OHP, LCD Projectors etc. were among the reasons given for not opting for PowerPoint. Even the poorly maintained classrooms and language labs, where teachers could not get the required atmosphere for making use of such technologies, were also among the other related reasons. They also stated that these facilities and required infrastructures should be provided by the administration of the University as buying all these by individual teachers would be highly costly. And that was also one of the reasons given for not using PowerPoint Presentation in the EFL classrooms by them.

5.3 Results

From the analysis and discussion of the data collected, the following results were obtained:

1) EFL teachers in the University of Sebha use various techniques for presenting lectures such as: lecture method, giving printed notes, explanation and discussion.

2) The Use of PowerPoint Presentation for presenting lecture is not the common practice in the EFL classrooms of the University of Sebha.

3) The Libyan EFL learners face many difficulties while grasping and understanding main concepts in the lecture mainly due to the strategies used to present them and the EFL status of English in Libya.

4) The Libyan EFL learners expect their teachers to use advanced techniques and tools like PowerPoint Presentation for presenting the lectures.
5) When PowerPoint Presentation was used to present the lectures in Teaching Methods and Micro-Teaching, it helped EFL learners in grasping and understanding the main concepts and theories in these subjects easily.

6) The Libyan EFL learners experienced various benefits from the use of PowerPoint Presentation which included making class interactive and easy, attracting their attention, making the complex concept easy and motivated them to learn.

7) The Libyan EFL teachers use of traditional strategies to present the lectures were results of many things such as: feeling comfortable with tradition techniques, lack of required computer skills, inadequate infrastructure and costly nature of the required equipments.

6. Conclusion

PowerPoint Presentation can enrich the information presented in a lesson, and make the presentation more organized and flexible. Main points can be emphasized by using graphics, animation and sound. PowerPoint can be used for content review also. It can be highly effective and powerful tool not only to present the material but also to make the complex ideas in the material easy and simple to grasp. It can also help in attracting and sustain the learners’ attention in the class which is the main requirement for making learning successful. Understanding such benefits, the present study investigated the status of the use of the PowerPoint Presentation in the EFL classrooms of the University of Sebha, Libya. The study presented the results which showed that the use of PowerPoint Presentation does not enjoy a great place in the Libyan EFL classrooms. However, the need of the use of PowerPoint Presentation was felt and demanded by the Libyan EFL learners as this use helped them in number of ways. The use of PowerPoint Presentations can offer opportunities for effectively incorporating colorful text, photographs, illustrations, drawings, tables, graphs, movies and transition from one to another through a slide show. All these benefits have many implications for the Libyan EFL teachers for making their classes dynamic, interactive, easy, motivating and enjoyable. Both teachers and students can exploit this tool in number of ways for teaching and learning various language skills effectively and enjoyably.
Therefore attempts should be made at all the levels, students- teachers and administration- to create an ideal atmosphere by making the required skills and infrastructure available to exploit this tool for better and effective teaching and learning of English as a foreign language in Libya.

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Retrieved fromHttp://llt.msu.edu/vol5num2/deville/default.html.


An Investigation of English Language Needs of the First Year Pre-Medical Students at Sebha University, Libya

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Abstract
Today, English is considered as an international and very important language as most of the scientific and technical works (spoken or written) are done in English. Moreover, it is also considered as the second official language used in many developing countries like Libya. Like other professions, English plays a very important role in medical profession as medical students need to use English for various purposes. They require English to read textbooks as well as journals written in English, to understand the lectures given in English, to communicate with their teachers, to write their exams and projects in English, to write the reports of the patients in English, to write prescriptions for patients in English, and sometimes even to communicate with patients in English, also communicate with other professionals in the same field from different countries to share the experiences with each other and to share studies etc. This indicates the needs of English language for the medical students. In this respect, the present paper investigates the English language needs of the pre-medical students of the University of Sebha in order to analyze their needs so that a good program can be designed for these students to fulfill their English language needs.

Key words: ESP, English for Medical Purposes, English Language Needs, Needs Analysis, English for Pre-Medical students
1. Introduction

English is taught as a foreign language in schools in Libya and therefore, does not enjoy the status it should enjoy looking at its widespread use in the world we live in. However, all the attempts are being made by the authorities in higher education to incorporate this very important language in the higher studies. Therefore, English is taught not only to the students specializing in English language or literature but also to all other students of various other departments and streams, such as science, medical, commerce, law etc. studying in the universities. The aim is to make the students familiar with English language so that they can use this language to achieve their academic aims and objectives. However, to achieve this aim of giving required knowledge of English for the students of non-English language departments, there have been various obstacles. First, English being a foreign language in Libya poses many challenges for the EFL learners. Second, there is lack of organized and planned programs of ESP for such students. Third, the needs analysis of students studying English is hardly done and therefore the syllabus and material used with the students often proves to be unsatisfactory while achieving the aims of teaching and learning of ESP. therefore, the present paper, attempts to investigate the English language needs of the pre-medical students of the University of Sebha in order to understanding their language needs and to check if these needs are fulfilled with the existing syllabus and program used with them for teaching English. The investigation into the existing syllabus, material, teaching methods and programs used with the students of pre-medical students for teaching English also form the focus in this study.

2. Background and significance of the study

2.1 Background to the Study

Many studies (Master, 2005; Perma, and Venkatraman, 2007; Currier, 2006; Kashani, Soheil, and Hatmi, 2006) have been carried out to address the issues related to English language needs in different special fields (i.e. ESP for tourism, management, medicine, engineering etc). These studies have also indicated that ESP (English for Specific Purposes) students can face various problems related to proficiency. These problems can be related to their communication skills (AL-khatib, 2005; Sarjit Kaur and Lee Siew Hua, 2006; Darcy and Lear, 2003), writing skills (Stapa and Mohd Jais, 2005) or reading skills (Romo, 2006). In the light of such views, this paper investigates the problems faced by
the pre-medical students studying English for specific purposes. The aim is to understand the problems faced by them and the relation of these problems with their English language needs. It also aims to find out the relationship between the problems faced by them and the existing syllabus, material and program given to them while teaching English for specific purposes. The paper attempts to compare the English language needs as perceived by the students and as perceived by the teachers and effect of this on the teaching, learning and problems faced by the students while learning English for the specific purposes.

2.2 Significance of the Study

Achieving the students’ needs has recently been viewed as one of the most important aims of education, in general, and ESP, in particular (Christison, Marry and Kranke, 1986). Thus, this study is an attempt to analyze the needs of the pre-medical students at the University of Sebha so as to achieve the aims and objectives of teaching English language for them. This study is believed to be significant as it makes contribution in three ways:

1) The study investigates and finds out that the teaching English language to the pre-medical students is different from teaching English language to the students specializing in English and therefore a different approach needs to be taken by the teachers who teach English for both the students. This argument has been put forward by various scholars like Pandian, Chakravarthy, Kell & Sarjit Kaur (2005).

2) The study investigates the needs of English as perceived by the pre-medical students and which can be very useful for improving the teaching English to the pre-medical students of the University of Sebha.

3) The study provides the needs analysis scale of acceptable reliability and validity which may help in understanding English language needs of the pre-medical students at the University of Sebha. This scale may be adopted and/or adapted by other researchers for investigating the medicine students’ needs in other universities.

3. Literature Review

3.1 ESP: Meaning and origin

The term ESP refers to teaching or learning English for Specific Purposes. It is a situation where the learners have some practical and specific reason for studying English. Today it is well recognized branch of ELT. However, it has evolved through different stages. It was in early 1960s that ESP was born and grew to become one of the most prominent...
areas of EFL teaching. According to Hutchinson et al.(1987), "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (P.19). For Dudley-Evans and Johns (1991), “ESP is the careful research and design of pedagogical materials and activities for an identifiable group of adult learners within a specific learning context” (p. 298).

3.2 ESP and Needs Analysis

As ESP has become a noticeable presence in EFLT, it is having a considerable influence on the areas of syllabus design and materials development. In ESP, learners’ needs form a very important focus as an ESP course is designed and taught by only after their needs have been identified and analyzed. Thus, learners needs become vital in every aspect of ESP as the whole course revolves around their needs. According to Gillet (1996) ESP courses are based on a needs analysis which aims to specify as closely as possible exactly what it is that students have to do through the medium of English. And in ESP, as these are the students who are going to learn and use the language, an attempt need to be made to show that their needs are taken into account while designing, organizing as well as teaching ESP programs to the learners. Thus, the needs analysis forms the central concept in ESP. According to Richards, Platt J., and Platt H. (1992), Needs Analysis is “the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities” (pp. 242-243). Needs analysis helps all those who are concerned with the ESP in number of ways. It can help learners in awakening their awareness of what they need. It can help ESP teachers to design and adapt his/her teaching accordingly, to prepare or search for teaching material which will be suitable for students’ needs. It can also help administrative authorities in planning and organizing well structured instructional program for ESP students as well as in adapting existing programs.

3.2 Approaches to Needs Analysis

There have been different approaches to Needs Analysis in English as a foreign language teaching context since the term was first introduced by Michael West in the 1920s. However two concerns are noteworthy here:
1. Early Needs Analysis focused on English for Occupational Purposes (EOP) which later changed to Academic (EAP). (West, 1994: 1)

2. The belief that GE learners’ needs cannot be determined (Seedhouse, 1995: 59) because it is taken for granted that General English learners learn the language in a TENOR (Teaching English for No Obvious Reason) situation. (Abbott & Wingard, 1981)

While talking about the approaches to Needs Analysis, six approaches always are considered to be very important. These are:

1. **Target-situation Analysis (TSA):** It is, the well known, Munby’s influential approach and model which focuses on the learner’s needs at the end of the course and target level performance (Jordan, 1997, P. 23).

2. **Present-situation Analysis (PSA):** This approached was proposed by Richterich and Chancerel (1997). It focuses on the learners’ competence concerning skills and language at the beginning of the course (Jordan, 1997, P. 24).

3. **Learning-centered Approach:** This approach was proposed by Hutchinson and Waters (1987). This considers learning English as ‘a process of negotiation between individuals and society’. It divided needs into necessities, lacks and wants (Jordan, 1997, P. 25).

4. **Strategy Analysis (SA):** This approach focuses on methods of learning i.e. preferred learning styles and strategies (Allwright, 1982; Nunan, 1991).

5. **Deficiency Analysis (DA):** This approach maps existing proficiency against target learner proficiency determining deficiencies/lacks with the use of a three-point rating scale (none/some/lots) etc (West, 1994, P. 10).

6. **Means Analysis (MA):** This approach attempts to study the local situation i.e. the facilities, teachers and teaching methods in order to see how the language course can be applied (Holliday & Cook, 1982 cited in Jordan, 1997, P. 27).

### 3.4 The importance of Needs Analysis

The needs analysis is considered to be very essential in ESP as it helps in shaping the whole course of teaching English to the students based on their requirement and suitable to their needs. In this regard, the model proposed by Jordan (1997) is considered to be very important and crucial in Needs Analysis. The following steps are recommended for setting up and implementing an ESP program which also indicated the importance of Needs Analysis.
NEEDS ANALYSIS

SYLLABUS AND COURSE DESIGN

METHODOLOGY AND MATERIALS

ASSESSMENT, EVALUATION, and FEEDBACK

(Adapted from Jordan (1997, P. 57)

Also there are several studies and researches which support the use of needs analysis to design effective course for ESP students in medical field. Miyake and Tremarco (2005, PP. 23-24) conducted a study to explore the needs of undergraduate, postgraduate and professional nurses through questionnaires and interviews based on a needs analysis and discussed the implications for EFL teachers. Cameron (2008, PP. 203-218) pointed out that nursing students would benefit from special classes in (ESL) English as a Second Language. Such classes require prior needs analyses that precisely articulate academic and clinical language needs.

3.5 ESP teacher and teaching methods

As ESP is different from General English, so are the roles of teacher and teaching methods. However, in most cases, these are the General English teachers who take charge of teaching ESP and may not be able to do the justice to the subject due to lack of understanding of the different nature of ESP from that of General English. A true ESP teacher or practitioner need to perform five different roles. These roles are: 1) Teacher, 2) Collaborator, 3) Course designer and materials provider, 4) Researcher and 5) Evaluator. Thus, an ESP teacher must play different roles at the same time for the effective teaching and learning to take place. ESP teachers need not only to teach but also to design courses and provide materials for the students which will help in achieving the aims and objectives of the course. Thus, it implies sound knowledge and training on the part of the teacher to do so.

Regarding teaching methodology to be adopted in ESP, care should be taken as methods in General English may not be appropriate and suitable in ESP. Communicative teaching is considered as an important part of our classrooms in general English courses, but activities
which are lively and fun are not always transferred into the more ‘serious’ world of Business English. On the other hand, many ideas which are taken directly from the business world and used successfully to teach business students could be transferred to the General English classroom, giving our learners a new perspective on the communication skills involved in becoming proficient in a language.

3.6 English for Medical Purposes

A subsection of the field of ESP is the field of English for Medical Purposes (EMP). In the last five years, EMP has existed strongly in the international arena ranging from Hong Kong to the United States (Master, 2005). Different studies have also been carried out in this area. For example, Thomas Orr’s (2002) English Language Skills in Nursing. He reviewed an EMP program designed for student nurses at Flinders University in Adelaide, Australia. The purpose of the course was to prepare migrant (i.e., immigrant) nurses of language backgrounds other than English for registration as nurses in Australia and entry into the workforce. Also there is another study entitled Speaking and Listening in a Health-Care Setting by Bosher and Smalkowski (2002). The study investigated a course designed to assist struggling ESL students attempting to enter health-care programs at a private college in Minneapolis, Minnesota using various techniques of data collections such as interviews, questionnaire, and observation. However, not significant literature exists on the topic from the Arab world as the needs of learners in the Arab world are seldom or never analysed, but rather perceived for them (Johns, 1991). Therefore, this paper takes this opportunity to investigate the needs of the Libyan Arab learners, studying English for medical purpose.

4. Participants and Methodology

50 Libyan learners from the first year pre-medical college of the University of Sebha, Sebha, Libya were selected for the purpose of this study. Their ages were between 19 to 20 years old. The gender of the subject was not considered important for the purpose of the study. The samples were chosen randomly. They were from the same socio-cultural as well as linguistic background.

The initial data of the study was collected from various sources such as books, articles, journals, and websites etc in order to understand the nature of the topic under investigation. After understanding the topic from the perspectives of different scholars, the selected participants were administered the questionnaires to gain understanding into the
problems faced by them in English and their English language needs. Three English language teachers, teaching English to the pre-medical students, were also interviewed for understanding the English language needs of the pre-medical students from their perspectives as well as to understand the kind of syllabus, teaching materials and instructional program followed by them while teaching English to the pre-medical students of the University of Sebha.

5. Data Analysis and Discussion

The data collected through questionnaires were arranged, classified and analyzed by using content analysis technique. Based on this analysis, responses were categorized according to each question. The following section of the paper presents this analysis and discussion of the data collected from the students to understand the problems faced by them as well as their English language needs and various other issues related to it.

5.1 Analysis and Discussion of the Data collected from the pre-medical students through questionnaires

The selected participants were asked first question about their background knowledge of English. To this question, students gave different answers. These answers are classified in the following table.

Table: 1 The Participants’ responses for the first question along with the percentage

<table>
<thead>
<tr>
<th>1. How long have you been studying English?</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) 0-1 year</td>
<td>4 students</td>
<td>8%</td>
</tr>
<tr>
<td>2) 1-2 years</td>
<td>2 students</td>
<td>4%</td>
</tr>
<tr>
<td>3) 2-5 years</td>
<td>17 students</td>
<td>34%</td>
</tr>
<tr>
<td>4) more than 5 years</td>
<td>26 students</td>
<td>52%</td>
</tr>
</tbody>
</table>

The above table shows various responses of the participants and thus different backgrounds of learning English. About 8% of the participants had been studying English for 0 to 1 year, while 4% of the students had been studying English for 1 to 2 years. 34% students had been studying English for almost 2 to 5 years and 52% of the participants had been studying English for more than 5 years.
These various percentages of learning experiences of English language of the pre-medical students at the University of Sebha are presented in the following chart.

*Figure: 1 Overview of the learning of English language of the participants (in years)*

Thus, the table and the chart above reveal that most of the pre-medical students of had been studying English for more than 5 years. These responses were essential as because they shed light on the problems faced by the students while communicating in English despite studying English for more than 5 years.

To the second question, responses mentioned in the table 2 were attained.

*Table: 2 Views of the participants regarding the need of studying English for medical profession*

<table>
<thead>
<tr>
<th>2. Do you think that you really need to learn English for your profession?</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Yes, I should</td>
<td>28</td>
<td>56%</td>
</tr>
<tr>
<td>2) Yes, I must</td>
<td>19</td>
<td>38%</td>
</tr>
<tr>
<td>3) not that much important</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>4) not necessary at all</td>
<td>1</td>
<td>2%</td>
</tr>
</tbody>
</table>

As the data shows, most of the students, (94%) believe that they need English language; where 38% strongly show the need of studying English for medical profession. This shows the English language needs of the pre-medical students and the importance recognized by them of studying English. So, they were asked third, related, question.

*Table: 3 Responses of the participants regarding the need of English language in medical profession*
3. Do you use English now & do you need to use it while practicing your medical profession?

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Yes, always</td>
<td>17</td>
<td>34%</td>
</tr>
<tr>
<td>2) Yes, most of the time</td>
<td>15</td>
<td>30%</td>
</tr>
<tr>
<td>3) Yes, sometimes</td>
<td>15</td>
<td>30%</td>
</tr>
<tr>
<td>4) Never</td>
<td>3</td>
<td>6%</td>
</tr>
</tbody>
</table>

To this question, 34% of the participants replied saying that they always need English while practicing their medical profession. 30% of students replied saying that they needed English most of the time where as some 30% students replied saying that they needed English sometimes while practicing profession. This implies that almost 94% of the participants recognized the need of English language while practicing medical profession. Only 6% of the participants had negative replies. The following chart shows these needs of English language of pre-medical students while practicing medical profession.

**Figure: 2 Participants views about the need of English language in medical profession**

The next question was about their ability to use English language for specific purposes. To this question, the following responses were obtained.

**Table: 4 Responses of the participants about their ability to use English for various specific purposes.**

<table>
<thead>
<tr>
<th>4. Do you think that you have the ability to use English language for your specific purposes?</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Yes, I’m fluent</td>
<td>7</td>
<td>14%</td>
</tr>
</tbody>
</table>
The obtained responses reveal that only 14% of the subjects replied saying that they can use English fluently. 36% of the participants replied that they could manage the communication whereas other 36% replied that they faced many problems while communicating. 10% of the participants do not have the ability to communicate in English at all. These figures show the need of teaching English for the pre-medical students in different way as most of them had been studying English for more than five years. Still they face difficulties in using English. Focusing on these difficulties, they were asked to specify the skill(s) which they considered important for their specific purpose. The following table shows their responses about this.

**Table 5:** Responses of the participants regarding the preference of language skill(s) for their specific purposes.

<table>
<thead>
<tr>
<th>5. Which aspect is more important for you while learning English for specific purpose?</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Reading &amp; writing</td>
<td>15</td>
<td>30%</td>
</tr>
<tr>
<td>2) listening &amp; Speaking</td>
<td>25</td>
<td>50%</td>
</tr>
<tr>
<td>3) Vocabulary</td>
<td>6</td>
<td>12%</td>
</tr>
<tr>
<td>4) Grammar</td>
<td>4</td>
<td>8%</td>
</tr>
</tbody>
</table>

As revealed in the table, 30% of the participants believe that reading and writing skills are more important for them while learning English for specific purposes. 50% of the participants gave importance to listening and speaking whereas for 12% of the participants, vocabulary was more important than any other skill. About 8% chose Grammar to be important while learning English for medical profession purpose. The following chart offers an overview of the importance given by the participants for different language skills.

**Figure: 3** Participants views about the importance of different language skills
The data reveals that 30% give preference for reading and writing as they believe that English will help them in reading textbooks, journals, reports as well as write their exams, report etc. whereas 50% give preference to listening and speaking as they realise that English is important for communicating with teachers, patients, colleagues from other countries etc. These responses also help in understanding their English language needs which need to be taken into account for effective ESP program with these Pre-medical students. Keeping in mind these responses, teachers and administration, should prepare syllabus and teaching and learning materials revolving around these needs as they would help in achieving the true aims and objectives of teaching English to medical students.

The next question was asked to them regarding the kind of teaching and learning material used by their teachers to teach English and if they felt that that material was related to their profession and their language needs. The following responses were obtained.

**Table 6: Responses of the participants regarding the use of appropriate material in the class.**

<table>
<thead>
<tr>
<th>6. Do your teachers of English language use the material related to your profession &amp; needs?</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Yes, always</td>
<td>11</td>
<td>22%</td>
</tr>
<tr>
<td>2) yes, most of the time</td>
<td>11</td>
<td>22%</td>
</tr>
<tr>
<td>3) yes, but some times</td>
<td>21</td>
<td>42%</td>
</tr>
<tr>
<td>4) NO</td>
<td>6</td>
<td>12%</td>
</tr>
</tbody>
</table>

22% participants replied saying that they felt that their teachers always used related teaching and learning material with them while teaching English to them. Some other 22% believed that their teacher used related material most of the time. However, 42%
participants believed that their teacher used only sometimes the related teaching and learning material with them. And 12% replied negatively saying that their teachers do not use related material. This also implies the need of making the teachers aware of using the materials related to the needs of the students.

They were further asked if they could manage the required written and oral communication in English. The following results were obtained.

Table 7: Responses of the participants regarding their ability of communication for various purposes.

<table>
<thead>
<tr>
<th>7. With whatever you have studied in English so far, can you manage the following things in English?</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Speaking in English to perform required functions</td>
<td>22</td>
<td>44%</td>
</tr>
<tr>
<td>2) Listening and comprehending to lectures, speeches etc.</td>
<td>8</td>
<td>16%</td>
</tr>
<tr>
<td>3) Reading the required material and understanding it</td>
<td>14</td>
<td>28%</td>
</tr>
<tr>
<td>4) Writing reports, prescripts etc in English</td>
<td>5</td>
<td>10%</td>
</tr>
</tbody>
</table>

About 44% participants said that they can manage speaking in English to perform required functions. 16% participants said that they can manage listening and comprehending to lectures, speeches etc. 28% said that they had ability in reading the required material and understanding. While 10% said that they can manage writing reports, prescripts etc in English. This question indicated that most of the students can manage speaking in English to perform required functions.

They were further asked if their teachers gave them training and practice in the mentioned skills. For this question, the following responses were obtained.

Table 8: Responses of the participants regarding the training received from the course teacher.

<table>
<thead>
<tr>
<th>9. Do you think your teacher has given you training and practice in the above mentioned skills?</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
</table>

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26% participants replied positively saying that they had received enough training and practice. Some other 56% participants also replied positively but they believed that the training and practice given was little and not enough. About 12% replied negatively saying that their teachers had not given any training and practice in any of these skills. 6% participants did not answer. Thus, it is understood that that most of students need practice and training of these skills and the students expect more training and practice from their teachers.

Therefore, they were asked related question to which the following responses were obtained.

Table 9: Responses of the participants regarding the need of training for them.

<table>
<thead>
<tr>
<th>10) Do you believe that you need to be given enough training and practice in the above mentioned four skills along with specialized vocabulary related to your profession?</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Yes, I must be</td>
<td>33</td>
<td>66%</td>
</tr>
<tr>
<td>2) Yes, I should be</td>
<td>15</td>
<td>30%</td>
</tr>
<tr>
<td>3) Yes, but it is not so important</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>4) No. it is not necessary for me</td>
<td>1</td>
<td>2%</td>
</tr>
</tbody>
</table>

66% of the participants answered positively saying that they must be given enough training and practice in language skills. Other 30% believed that they should be given enough training and practice. However, 2% thought that it was not so important. Other 2% also replied negatively saying that it was not necessary. The data, thus, helps to understand that most of the students require and expect the required training and practice in the language skills as well as in vocabulary and grammar so that they can establish successful communication in English to fulfill their needs of English language.
In question 8, the participants were also asked to specify the types of problems they faced, if any, in Speaking in English to perform required functions, Listening and comprehending to lectures, speeches etc, Reading the required material and understanding it, and Writing reports, prescripts etc in English. 14 participants (28%) replied saying that they faced problem in speaking to perform required functions. In Listening and comprehending lectures, 4 participants (8%) had difficulty. 7 participants (14%) reported problem in reading and understanding passages. 13 participants (26%) reported difficulties in writing reports. In vocabulary and grammar, 10 (20%) participants faced problems. some 8 participants (16%) faced problems because of the content and their level in English. From this question, it was clear that speaking to perform functions and writing reports is the required skill and most of the students had difficulties while using these skills. Therefore, a special attention is required to overcome these problems. In question 11, the participants were asked to mention their needs in English for the purpose of their profession. 5 participants of the 50, that is 10%, replied that they needed training and practice in speaking so that it would be easy for them to communicate with their teachers, other colleagues, people from same profession from other countries and even to communicate with their patients. For some 13 participants, (26%), training in vocabulary was the priority as without specialized vocabulary, their communication skills suffered badly. 4 participants (8%) wanted more practice in writing where as one participant (2%) expected more listening in class. One participant expected more reading during the class. Two of the participants (4%) demanded much focus on grammar. 6 participants (12%) demanded that they be given the ESP course with more time and explanation. Proper evaluation and assessment was also one of the English language needs of one participant. Moreover, three participants (6%) demanded that they be also given some lessons in pronunciation. some three students (6%) also expected encouragement and motivation from the teachers as well as learner-centered approach. Thus the needs of the pre-medical students in English vary. The main needs are:

1) Training and practice in speaking
2) Training in vocabulary
3) Practice in writing
4) More listening in class
5) More reading during the class
6) Focus on grammar
7) More time and explanation
8) Proper evaluation and assessment
9) Some lessons in pronunciation
10) Encouragement and motivation from the teachers
11) Learner-centered approach

5.2 Analysis of the data collected from the teachers though questionnaires

The staff-members of English language for pre-medical students were also given the questionnaires to investigate teachers’ perspective and requirements to improve English for specific purpose course for pre-medical students. From the data it was observed that most of the teachers of English to pre-medical students were teaching English for more than one year. It was also noticed that these teachers did not have any prescribed syllabus. They reported that they only received guidelines from the administration and they were to design their own syllabus based on those guidelines.

While designing the syllabus, it was observed that they focused on all language skills, vocabulary and grammatical structures related to medical profession. They also reported that English must be taught to the pre-medical students so that they would be able to achieve their specific aims of communication in English language.

The teachers reported that they focused on teaching four skills, specific vocabulary and terms related to medical professions while designing the syllabus and while teaching English also. The vocabulary taught was about medical equipments, people, place, human diseases, preventions, cures, and human autonomy. As par as the aspect of grammar is concerned, teachers reported that they teach grammar through communication skills with the aim of helping students understand and use the structure in real life conversations. There was also an attempt to integrate specific vocabulary and terms in communication. Others also integrated major language skills while teaching English to pre-medical students.

Asked about the difficulties faced by the students while learning English, the teachers reported that selecting appropriate vocabulary and structures and oral communication skills often created difficulties for premedical students. While asked about the problems faced by them while teaching English, they replied that absence of approved syllabus, specifically designed course material and other required infrastructure etc were the main
hurdles. The extremely huge number of student in each class was another problem faced by the teachers. As the number of students in each class was so huge, teachers could not focus on individual students and also had to adopt lecturing method most of the time rather than using communicative, learner-centered approach because of the practicality. Also the limited time allocated for ESP courses was another hurdle and problem. These answers of the teachers help understand the problem from teachers’ perspective. From the analysis and discussion of the both data, the following results were obtained.

5.3 Results

The following results were obtained from the data analysis and discussion.

1. Most of the Pre-medical students of the University of Sebha believe that they need English language in the profession for various purposes.

2. Though the students have been studying English for more than five years, they face many difficulties while communicating in English.

3. The Pre-medical students have various English language needs such as getting training and practice in speaking skills, in vocabulary, in writing, listening in class, reading during the class, focus on grammar, more time and explanation, Proper evaluation and assessment, some lessons in pronunciation, encouragement and motivation from the teachers and a learner-centered approach while teaching English language to them.

4. There is no prescribed syllabus for teaching English to the premedical students of the University of Sebha.

5. ESP teachers at the University of Sebha also face many hurdles while teaching English to the premedical students and wish that the administration take the issue of teaching ESP to pre-medical students seriously for effective teaching and learning.

6. Conclusion and Recommendation

Teaching English for specific purposes is an important and developing field in ELT. ESP looks at learners’ needs while teaching English for specific purposes to them to make them competent in performing the English language functions in that field. English for Medical Purposes or EMP has emerged in the recent years within ESP to cater such needs of the medical students and professional as well EMP teachers by providing them organized and systematic, structured approach and program for teaching English to achieve the required aims and objectives. However, students’ needs analysis forms the basis of all such
programs as they function as the guiding star for designing and implementing good EMP program.

Thus, attempt was made in this study to investigate the English language needs of the pre-medical students of the University of Sebha so that they would be given a good EMP program. The results of the study highlight many such needs expressed by the students. These needs, expressed by the students, can be very useful and helpful for all those who are associated with the teaching of EMP for them as these needs will guide them in designing appropriate and dynamic program in EMP.

Even the teachers’ perspectives also indicate the need of reviving the existing EMP program at the University of Sebha by overcoming the problems and hurdles faced by them. Thus, to conclude, if all those who are concerned with the teaching and learning of EMP for the pre-medical students at the University of Sebha, take the implications of this study seriously, a very good and useful EMP program can be designed and implemented at the University of Sebha for the pre-medical students.

The study has certain limitations also which also need to be acknowledged. The study selected only 50 participants and only from the Sebha city campus. Therefore, a more comprehensive study that includes maximum number of participants not only from the University of Sebha but from all the universities in Libya should be taken to investigate the problem more thoroughly. However, it is assumed that this study will mark the starting point for many more to come in this direction and contribute in investigating and understanding the problem in better way.

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English as a Global Language Phenomenon and the Need of Cultural Conceptualizations Awareness in Indonesian ELT

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Abstract
English is used across nations resulting in local varieties of English throughout the world. These varieties convey their cultural conceptualizations in their discourse among group of communities. However, different cultural conceptualizations sometimes bring misinterpretation and miscommunication to them. In Indonesia, English is taught and learned as a foreign language. However, the perception towards English is that the learning English means learning western cultures. Looking at English as a global language and its local increasing varieties across the globe, this article attempts to find out the role of culture in teaching and learning of EFL and the consideration of these for Indonesian English teachers to teach cultural conceptualizations from diverse English varieties. It also aims to offer some implications of teaching cultural conceptualizations in ELT classrooms of Indonesia.

Key words: English as a global language, English as an international language, cultural conceptualization, multicultural competence, ELT, sociolinguistics.
1. Introduction

The concept and the role of cultural awareness while teaching and learning English as a foreign language has come under increasing scrutiny. It has also become an important aspect of ELT like teaching methods and approaches. It is noticed and widely accepted that teaching English as a foreign language does not only involve the knowledge of English structures, phonology and idiomatic expressions, but also features and characteristics of cultures. In Indonesia, the aim of teaching English, as adopted by the government, is to develop communicative competence of the learners. This implies the close relation between classroom learning and actual use of English to communicate effectively not only with local population but mainly with foreign nationals. This communicative competence thus includes communicating not only in local culture but also cross-culturally. While doing so, one encounters inevitably with factors of cultural differences (Cakir, 2006). These cultural differences often lead to cross-cultural miscommunications. For example, if an English language learner, knowing English language but not knowing English culture, when communicates with native speaker of English, there is a great possibility that their communication would fail. He/she may start talking with a native speaker in informal situation and may present the argument in a way that may sound fluent and elegant but may not take the native speaker’s cultural norms into account. This may make the native speaker to consider the EFL learner as clumsy since the language that he/she uses may not be appropriate to native speaker’s setting. Therefore, the rules and norms regarding local and native cultures also need to be taught and learned while teaching and learning English.

2. Types of Speakers of English around the Globe

Today, there are three types of English speaker in the world: 1) Native speakers of English, 2) Speakers of English as a Second language and 3) Speakers of English as a foreign language (Graddol, 1997). First-language (L1) speakers are those who speak English as their first language and their dominant culture is mostly western cultures. These native speakers live in countries such as: United States of America, United Kingdom, Canada, Australia, New Zealand etc. The students who learn English in these countries will tend to learn culture also from the native speakers. Learning English in native countries like these has advantage as learners also get opportunity to learn the culture also.
This learning of culture is important as it helps in avoiding misunderstanding between speakers of different cultures (Rodliyah & Muniroh, 2012).

However, English has been used widely throughout the world. Today the non-native speakers of English are more than the native speakers of English. These non-native speakers are again of two types. First, the one who speak English as second language and the other who speak it as a foreign language. English as a second language speakers live in countries like India, Turkey, France, Germany, Japan, Thailand etc. In these countries English is spoken as a second language and as a substitute to the speakers’ L1. English is also used widely in these countries in offices and administrations as well as in media. Even the higher education in these countries takes place mostly in English. And as English is used widely, so we find a lot of speakers of English as a second language. The third type of speakers is the one who speak English as a foreign language. These countries include speakers from China, Arab Countries etc. In these countries, English is not used so widely. Its use is limited and it has limited speakers as English as a foreign language is used for specific purposes only by those who have learned it.

In these two types, English as a second language and English as a foreign language, teaching and learning of target language culture do not form important place. These are the local cultures that are taught and learned while teaching and learning of English. So the speakers of English as a second or as a foreign language often face the problem of communication in target language culture. They often face the problem of cross-cultural miscommunication as they do not understand the norms of target language culture while using English. And this shows the need to teach and learn target language culture also while teaching and learning English as a second or foreign language. Because the use of language is determined, decided and influenced greatly by the culture. So, knowing only the language is not enough while developing competence in it. We also need to know the rules and norms of use of that language in various contexts and situations due to the society and culture.

Today the use of English language is becoming very widespread. Not only in the native countries but also in non-native countries English is used in almost every aspect of life. Today English is the language of commerce, business, law, higher education, media, administration and more importantly language of opportunities as to secure a god job, English is made a basic requirement along with other skills. It is not surprising that today
English is considered as a global language. And according to David Crystal (2003), to achieve this global status, a language must be used in every country and all the societies of that country and should be spoken and placed in almost equal way with the local languages.

3. Varieties of English around the Globe & Problem of Cross-Cultural Miscommunication

As the English becomes widespread, the local cultures and languages affect this use of English as a second or foreign language. Today, we have various varieties of English such as: Singaporean English, Chinese English, Indian English, and African English etc as English has adapted to the needs of the local population. Such varieties in English do help in making English as what Sharifian (2009) describes “English as an International Language or EIL”. This English as an International Language or EIL does not refer to a particular variety of English (Sharifian, 2009). It is used by all people throughout the world characterized with their own cultural characteristics. This phenomena of English as an International Language is also creating different cultural conceptualizations between two or more varieties of English (Sharifian, 2009; Alptekin, 2010). For example, the word ‘mum’ in Aboriginal English is associated with aunts, grandmother, and so on. However, the word has different meaning in American English which means ‘mother’. Another case is different cultural conceptualizations in the form of pragmatics in Iranian culture. Iranian speakers tend to reply the compliment as ‘others contribution merit’. So sometimes it appears that he/she discomforts the speaker giving the compliment (Sharifian, 2008). However, it is different with western culture or Anglo-Australian schema which see ‘compliment’ as ‘individual merit’.

Such differences due to the mixture of local culture into English are becoming problematic. Because when the speakers of English as an International language aim to communicate with their own verities, mixed with their local cultures, they often become the victim of cross-cultural miscommunications. In such situation, the question arises, if English is an International language and if it belongs to all, then should English teachers teach English cultural conceptualizations from diverse English varieties to students or only from English culture. And if we argue that they should teach all the diverse cultural conceptualizations, then, how should teachers teach English learners to accommodate such
cultural conceptualizations, especially with Indonesian learners of English as a foreign language. The following sections of the paper will focus on these crucial questions.

4. English as a Global Language Phenomenon

According to David Crystal (2003) a language becomes global if it is accepted in every country. According to him, there are two main ways by which a language can become a global language. First, the status of the language, whether it is the first or second language, should be decided. This implies that the language will be used in all walks of life and in kinds of communication, including in academic, technology, science, media and government administration. Second, a deliberate attempt should be made to teach that language in academic institutions. This implies that all the communities should learn that language. In short, a language will be called a global language when it achieves the official status and education priority in almost every nation. With all these, that particular language will eventually be used by more people than any other language (Nga, 2008, P. 261).

However, it is the power of the people that determines the success of achieving the aim of making a language a global language. This power can be military, political or economic (Crystal, 2003). Thus, great effort will be done by the people to learn the superior language which has strong political or even economic power background, demands and opportunities. Today English is used as an official language in more than 60 countries. It is the main language of books, newspapers, airports and air-traffic controls, international business, academic conferences, science, technology, medicine, diplomacy, sports, international competitions, pop-music and advertising etc. (Nga, 2008:262). In other words, English is used as the main means of communication in many fields, for example science, economic, politics and technology etc which is making it the language of global communication.

However, as stated earlier, English language learners around the globe are bringing their own culturally conditioned pragmatic strategies with them in order to achieve ‘alignment’ with their interlocutors (Canagarajah, 2007, P.927). Hence, English as a global language has adjusted into English as a Lingua Franca (ELF). This Lingua Franca is becoming everyone’s property since it does not require one to be native speakers and knowledge of one proper culture while speaking (Alptekin, 2010, P.101). That is why today, eighty percent of the two billion English users are bilingual and the ratio of English non-native
speakers toward native speakers is 3:1. This unbalanced proportion has been investigated and it is observed the emergence of various varieties of non-native Englishes is not because of the spread of bilingualism or because of ESL or EFL but it is the impact of English as global language or English as an international language (Sharifian, 2009; Alptekin, 2010).

5. The Concept of Cultural Conceptualizations

Humans use language to express and conceptualize experiences in different ways (Palmer, 1996). The way humans employ the language does not merely reflect about what is being said but the speaker sometimes negotiate with others to express various experiences. An example of cultural conceptualization is the expression between Aboriginal English and Australian English toward their land. Aboriginal English says “this land is me”, while Australian will say, “this land is mine” (Sharifian, 2008). These two sentences encode two different systems of conceptualizations based on the association between an individual and the land. According to Aboriginal people, the land has existed before they were born, so that the conceptualizations are ‘the land owns us’. However, it sounds ridiculous to Australian people. The conceptualization of Australian toward their land is because they adapt the Anglo conceptualization which refers to individual’s possession of the land or the other word is political possession. Such examples show various differences of cultural conceptualizations between two varieties of English.

The term Cultural Conceptualizations refer to units of conceptual knowledge such as schemas, categories, and conceptual metaphors. This conceptual knowledge emerges from the interactions between the members of cultural group. A schema largely reflects a thematic relationship between its composing concepts, while categories are developed on the basis of class membership. Conceptual metaphors are basically formed by mapping from a category, schema or image schema into another schema (Sharifian, 2009:242). For example, the ‘plant’ schema contains the concept of ‘flower’. The category then includes ‘rose’, ‘dahlia’, and so on. This schema, concept and category are mapped and established into another schema. In the expression, “they have given him plenty to eat’ for African English, ‘eating’ is the conceptualization of ‘political leadership’ (Polzenhagen & Wolf in Sharifian, 2009). Thus, learning L2 may also involve learning numerous knowledge of new cultural conceptualization. That is why second language classrooms exhibit and teach – with varying degrees of explicitness – aspect of cultural and epistemological
assumptions that often differ from those of the second language learner’s native culture(s) (Watson-Gege, 2004:341). Therefore, for people, who are not native speakers of English, learning English may be less demanding. However, when it is compared to the case of Indonesian learners, it is observed that Indonesia is an expanding circle country. It is also noted that the cultural conceptualizations inside the L2 classroom also share different concepts since both of them have different concerns in learning the target language. Therefore the following section of the paper will focus on this concept of cultural awareness in ELT classrooms in Indonesia.

6. Cultural Conceptualization and ELT Classrooms in Indonesia: Issues and Challenges

6.1 Perceptions of schools towards teaching English

Teaching of English language in Indonesia encounters many problems in some schools. Many schools are reluctant to accept English culture while teaching English in the school where as some do have positive attitudes towards the need and necessity of teaching and learning of English language and they have adopted it in their education system. However, many schools have negative attitude towards English as they assume that English brings with it the western culture which sometimes goes against Indonesian culture. In addition, the current government’s policies also reflect the belief that foreign language will contribute to diminish the sense of nationality (Sukarno, 2012; Sudartini, 2012). It is believed that English as a foreign language can cause harm to Indonesian cultures and that is why, the Ministry of Education in Indonesia decided to make English as mere a supplementary subject in elementary schools.

6.2 Common Problems faced by Indonesian English language teachers

However, teaching of English in Indonesia is considered crucial and needs to be implemented in the ELT classrooms. The ELT teachers assume that there are no boundaries between Indonesian culture and foreign cultures when teachers teach English to their students (Sudartini, 2012). The term ‘foreign culture’ is used to refer to the western cultures in this article which English language has brought with it. While teaching English, ELT teachers opt to use various materials such as: songs, movies, short-stories, and so on in the classroom to make students better understand and learn the language. The aim behind using such material is often to provide native or near-native environment so that the students have precise examples of pronunciation, grammar, and especially learning English in an authentic context. But, most of the of the Indonesian English
teachers fail in their attempt to adjust such materials in ELT classrooms and the cultural biases towards these materials as well as cultural biases reflected towards Indonesian cultures in these materials.

In addition to this, the problem of over-loaded curriculum objectives which make them mere to fulfill the objectives of the teaching and learning goals also contribute to the problem of teaching and learning English in Indonesia. Another problem is that the teachers are required to focus on preparing students pass and get success in the national examinations (Lie, 2007). Therefore, the required attention to the critical analysis toward the materials conveyed in the classroom seems neglected. Adding to this was the decision of the Ministry of Education in Indonesia to mitigate the English teaching and learning in elementary schools. The status of English in elementary schools was changed to just as a supplementary subject, not the required subject. Also the Ministry of Education assumes that the Indonesian young generation is abandoning Indonesian cultures as the western cultures is bombarded in this country in many aspects, especially through media (television, movie, songs) and advertisement (Afifah, 2012). All these contribute to the overall negative attitudes towards English language teaching and learning and problems faced while teaching and learning it.

6.3 English language teaching and ‘pesantrens’

Along with these above mentioned problems are the concerns and perceptions of pesantrens towards teaching of English language. Pesantrens are the oldest Islamic institutions in Indonesia which have become the strongest Islamic institutions and the centers for Islamic propagation and for Islamic development in Indonesia (Fahrudin, 2012:2). The educational system of pesantrens from kindergarten level until senior high school level have been acknowledged by Ministry of Education in Indonesia. However, the reasons to justify the appropriateness of teaching English are different. There are three dilemmatic reasons that are sometimes hardly received by pesantren institutions. First, the English teaching ideology is as a matter of inner circle perspectives. Second is the ideology of teaching foreign cultures to pesantrens students and third one is the transcultural flows, international communications against pesantren’s values. All of these reasons are believed to be difficult situation to English teachers in pesantrens. They also disturb the nature of teaching English methodology and the pesantren’s values until now.
All these make to conclude that the current status of English is as an ‘enemy’ in Indonesia. However, all educational institutions in Indonesia acknowledge that English is important for students’ future, especially for getting job or building communication toward foreign communities. Therefore various agreements are presented for adopting English without its culture in Indonesia. The commonly proposed solution is about how to diminish the English cultures by alleviating students’ exposure to English as early as possible. Though this solution goes against the principle of second language acquisition/learning, it is the phenomenon now being faced by Indonesian teachers and educators.

7. A perspective on Teaching Cultural Conceptualizations in Indonesian ELT Classrooms

In the age where English language is dominating almost every aspect of life, the need of teaching and learning it is felt and exercised. However, the local culture and the western culture seem to be at the crossroads and this conflict of cultures appears to be the main hurdle in teaching and learning it in the Indonesian context. In this regard, this section of the paper offers the researcher’s perspective on how many of the prevailing problems faced by the Indonesian ELT teachers can be overcome. It also discusses various implications of this for teaching and learning English in Indonesian context.

First, it is important to change the perception of English teachers in Indonesia about the status of English language in Indonesia. English is an international and global language. So it does not matter whether any country teaches it as a second language or a foreign language. Even the governments’ policies towards it need not be of any concerns for the ELT teachers while teaching English in Indonesia. Also while teaching English, ELT teachers in Indonesia need not only focus on British or American English but should also familiarize their students with various varieties of English so that when their students travel abroad to different countries, they do not become the victim of cross-cultural miscommunication.

Second, as there exist various varieties of English, ELT teachers in Indonesia should give an idea of these varieties along with the knowledge of local cultures in those varieties and the norms of use of English in that variety. As it is accepted that English is a global language, then the culture taught in the ELT classroom should not be only the western culture but also various cultures around the globe where English is taught as a second language. Thus, there is a need to change the existing perceptions of Indonesian ELT
teachers that teaching English means teaching only the western culture. There should also be an attempt to impart the feeling of respect among the students as English that they have learned may sometimes be different with other countries. So, when they travel abroad or communicate with foreign speakers, they do not feel superior or inferior to their English abilities.

Third, since there are many varieties of English in the world, the teaching of communication strategies for speaking skills is crucial. Knowledge of communication strategies is particularly important for early L2 learners who want and need to participate in speaking activities because they allow talking to continue in a situation when it might otherwise cease (Saville-Troike, 2006:168). Communication strategies can be in the form of topic avoidance, approximation, word coinage, circumlocution, literal translation, language switch, appeal for assistance and mime (Tarone, 1977). Communication strategies can help learners in building negotiation of meaning in particular situations and contexts without setting aside the cultures brought in the discourse (McKay, 2009).

The last, the English course books, prescribed in the Indonesian classrooms should be such that help highlight and develop multicultural competence of the students. Since Indonesian learners will learn a lot of varieties in English, it implies that the teacher will teach them multicultural competence. Thus, the materials should reflect on the English as a lingua franca (ELF) pragmatics including the recognition of the existence of ELF varieties in assorted social contexts (Alptekin, 2010:105). Also, the additional global issue themes should also be valuable aspect in the English course books for Indonesian students. This consideration is important because it will contribute to an understanding of global citizenship among the Indonesian English language learners and may encourage open-mindedness and tolerance of cultural diversity. In addition, the source of materials and media should not always refer to the inner country speakers. Even though it is not a must for every meeting, teachers can give the students English learning sources from outer or expanding countries with different dialects and cultures, e.g. providing videos from Chinese learners of English or listening an Indian English lecturer.

With these perspectives, learning English language will be a tool for communication with foreign speakers from diverse social and cultural contexts. Thus, teachers should not be concerned about the loss of students’ nationality or ideology. In addition, the cultural conceptualizations from various English varieties, communication strategies and global
issues should be highlighted in Indonesian English course books. These topics will give the knowledge not only of the global conditions but will also guarantee teaching the students efficient and effective communication in broader international settings.

8. Conclusion

The impact of English as a global language has created many varieties of English in the world. Even though these varieties are the varieties of English, they have different cultural conceptualizations among other communities. Therefore, it is important for English teachers in Indonesia to teach cultural awareness of diverse communities and build this awareness among their students. Given the appropriate way of materials and teaching techniques, Indonesian students will not only gain the knowledge of global conditions but also know and implement efficient and effective communication in broader international settings. With regards to the way the English teachers in Indonesia accommodate with different cultural conceptualizations, the teacher can begin with the selection of the course books or media for the students from various varieties of English around the globe. The course books or the media should at least cover English as a lingua franca (ELF) pragmatics including the recognition of the existence of ELF varieties in assorted social contexts, global issues, and communication strategies to the students. It is necessary because Indonesian students will take part in understanding global citizenship which needs open-mindedness and tolerance of cultural diversity in future.

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Gender, Power, Politeness and Women in the Arab Society

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Abstract
It has been argued that women have a different way of speaking from men which both reflects and produces a subordinate position in society. This argument has been used to assert that the powerless language of women disqualifies them from positions of power and authority. Thus, their powerless gender forces them to be more polite than men who are considered to be superior to them. But the concept of politeness is quite complex and needs to be studied and investigated from various perspectives as norms governing the phenomenon of politeness differ from society to society due to various reasons. Such is the case with women in the Arab society. Unlike what has been commonly argued, women enjoy a great respect, honour and status in the Arab society and require men to be more polite to them. They gain power over men because of various factors such as religious and socio-cultural norms, status in family, age etc. This complex nature of the concepts such as gender, power and politeness and rules and norms governing them in the Arab society, form the focus of discussion of this paper. Looking at these concepts from the Arab society perspective, an attempt has been made to look at these concepts from a different point of view.

Key Words: Gender, Power, Politeness, Politeness and the Arab Women, Politeness and Socio-cultural norms
1. Introduction

The Publication of Robin Lakoff’s article in 1972, ‘Language and Woman’s Place,’ generated huge fuss and gave birth to many discussions, debates and studies to find out the relationship between language and gender. Lakoff (1972) argued that women have a different way of speaking from men - a way of speaking that both reflects and produces a subordinate position in society. This argument was also used to assert that the powerless language of women disqualifies them from positions of power and authority. Thus, language itself serves as a tool of oppression. Language is learned as part of learning ‘to be a woman’, imposed on women by their societal norms, and in turn it keeps women in their place. Thus, the concept of gender is a social construction – that is; it is the product of social practice (Eckert and McConnell-Ginet, 2003).

From the early age, girls are made conscious in almost every society about their gender. They are reminded that they are female and ‘must speak’ in the specific way and ‘must not speak’ in the way that their gender does not allow them to. Thus language, the primary tool of thought and perception, is at the heart of who we are as individuals and we are reminded and made conscious about it. Thus the attempt is done to create the gender. This gender can be either powerful gender (often associated with men) or powerless gender (associated with women). And it is the commonly argued and accepted idea that most of the societies are patriarchal, the one that are in favour of men and are controlled and dominated by men. This argument is often used to assert that women are oppressed and are powerless gender. It is also argued that this status of being powerless gender also forces them to use different tactics such as being more polite and subservient to men. They being powerless gender, thus, are considered to be inferior to men in communication as well as in many other decision making processes. This is also a common belief that in Arab societies men are superior and women are inferior. And therefore, Arab women are expected to be more polite while communicating. The men being the powerful gender dominate the communication and need not bother about being polite while communicating with women.

Though to some extent this argument is true, however, it is not the case that the Arab women are inferior to men and must be polite being the powerless gender. The Arab women enjoy great respectable status in their societies and are not always powerless...
gender. Their status gives them power in such a way that men are supposed to be more polite and respectable towards them. This argument that Arab women are not always the powerless gender and they can force men to be more polite to them rather than being polite to men is discussed in the present paper.

2. Gender and Politeness

People deploy different mechanisms to show politeness. Some of these mechanisms and strategies include ideas like being tactful, modest, and nice to other people. Politeness is a set of behaviors which can be interpreted unequivocally. It describes the behavior which is somewhat formal and distancing with the intention of not to intrude or impose. This implies expressing respect towards the person being talked and avoiding offending them. It is the behavior which actively expresses positive concern for others. At the same time, it is non-imposing, distancing behavior (Holmes, 1995, P. 5). The widely discussed concept in politeness is that of "face". In pragmatics, your face is your public self-image and politeness is showing awareness and caring for another person's face. According to Yule (1996) you have both a negative and a positive face. Your negative face is the need to be independent and to have freedom from imposition. Your positive face is your need to be connected, to belong, and to be a member of the group. According to Bassiouny (2009), politeness is related to power and solidarity as politeness reflects a behavior which expresses positive concern for others. In this regard, Hudson (1996) claims that power is self-explanatory, but solidarity is harder to define. It is concerned with the social distance between people and involves various factors such as how much experience they have shared, how many social characteristics they share (religion, sex, age, region of origin, race, occupation, interests, etc.), how far they are prepared to share intimacies, and other factors (Hudson, 1996, P. 122). A distinction is made between negative politeness and positive politeness. The first is associated with power and the second with solidarity. Thus, negative politeness aims to preserve the addressee's freedom of action and space. It is a means of underlying the hierarchy and distance between the speaker and addressee whereas, positive politeness, on the other hand, is associated with solidarity. It highlights the similarities between speakers (Kiesling, 2003: 514).

About the role of gender in being polite, Brown (1980) argues that ‘women in general will speak more formally and more politely; since women are culturally relegated to a secondary status relative to men and since a higher level of politeness is expected from
inferior to superiors (P. 112)’. Therefore the question of whether women and men are polite in different ways has also been investigated from various perspectives. According to Holmes (1995), whether women are more polite than men depends on what you mean by politeness, and it depends which men and which women are being compared, and it also depends on the context in which they are talking (cited in Mills, 2003, P.214). Gibson (2009) in her study proves that men are more polite to the face of a woman than to that of a man, and vice versa. Thus, there are some situations which enable women to evoke power and gain status which in turn make men more polite than women. Therefore this relationship of gender, power and politeness needs complex and thorough investigation.

3. Rethinking the Relationship between Gender, Power and Politeness

As discussed in the introduction, it is commonly used argument that women are powerless gender and this implies that they must be polite while communicating with men as men are superior and powerful gender. While analyzing the phenomenon of politeness, it will not be correct to say that it is the gender or the powerless sex of the person which makes one to be polite or more polite. Being powerless gender forces them to adopt various strategies and techniques to be polite in communication with men. Thus, concept of politeness is considered to be gender-governed. However that is not always the case. The concept of politeness is neither gender-governed nor power-governed as argued that men are superior and women are inferior and therefore they are more polite. Rather it is culture-governed. It is not the gender of the person that makes one powerful or powerless, thus in turn, impolite or polite. Moreover, these are the norms of society and culture that decide, determine and govern the concept of power and therefore that of politeness. These are the norms of society and culture that make one either powerful or powerless. Here gender does not count. Thus, these are various factors in a particular community, society and culture, the social status, honour, respect, cultural and religious norms etc which determine who is powerful and who is powerless. Therefore, the relationship between gender, power and politeness needs rethinking.

Many studies are done to rethink the concepts of gender, power and politeness and one such attempt is by Sara Mills (2003). Mills (2003), has attempted to develop a pragmatics-based model of interaction to account for the way that participants make sense of politeness and impoliteness. Her argument is that the way participants vary their production of politeness and impoliteness depends on the assessment of the context and
the norms of particular community about this. Here one’s gender either being powerful or powerless does not matter much. Thus politeness and impoliteness need to be seen as an assessment of someone’s behavior rather than a quality intrinsic to an utterance. In that case, impoliteness implies that there has been a mismatch in the assessment of status, role, and position etc of someone in that specific society or the community of practice. Thus, impoliteness functions in very different and context-specific ways and not based on gender or power.

So there is a need to rethink the relationship between gender, power and politeness. The concept of power needs to be analysed in a more complex way since not all women are powerless. Power is something which is worked out in our relations with others. While discussing the concepts of gender, power and politeness, we need to move beyond the thinking that women are universally oppressed and that all men benefit from their oppression (Coward, 1983) as women in certain societies do enjoy a great status, power and role.

This is quite true with women in the Arab society. Women in the Arab society do enjoy a high and respectable status that requires sometimes for men to be more polite to them rather they being polite to men. In this respect, the following section presents the idea that the relationship between gender, power and politeness needs to be studies from different point of view.

4. The Concepts of Gender, Power and Politeness and Women in the in Arab Society

Most of the researchers have argued and claimed that women are more polite than men and they (women) are subordinate to men as men represent the power in the society, in a way that influences their language use. So it is argued that it is the power associated with their gender assigns them this feature. However, as Mills (2003) argues, this paper investigates the relationship between gender, power and politeness from different point of view. The argument presented in the paper is: it is not always the powerful or powerless gender that governs the phenomenon of politeness rather these are socio-cultural norms, status of an individual in a particular society and the context. While discussing this argument, attempt has been made to answer various questions such as:

1. Are the Arab women's morals and characters judged by every single word uttered by them and does this apply to the Arab men as well?
2. Does women’s being more polite than men have any relation with the notions of superiority and power of men in society?

3. Are there any factors which enable women in the Arab societies to invoke power and gain status over men?

As discussed in the earlier sections of the paper, the phenomena of gender and politeness are quite complex. It is common and widely accepted argument that women, in general, are more polite than men and are concerned with solidarity while men are concerned with power. It is also argued that women’s being more polite than men has got something to do with their gender. They are considered to be powerless gender and expected to be more polite. However, as Mills (2003) argues, there are circumstances when women speakers, drawing on stereotypes of femininity to guide their behavior, will appear to be acting in a more polite way than men, there are many circumstances where women will act just as impolitely as men. In line with such views, the paper discusses the relationship between gender and politeness in the Arab society from different perspective. It is accepted that Arab men and women do speak differently because of their genders however, regarding politeness; it is not the gender that makes one to be more polite or impolite. In the Arab society, there are various factors that govern the concept of politeness and some of these are factors like: context, age, relationship and social status etc. Thus, the argument presented in the paper is that the concepts of power and politeness are not gender dependent rather they are context and socio-cultural norms dependent.

It is agreed and accepted fact in the Arab society that men are superior to women. Islam gives this superiority to men over women. And practically as well as biologically men are superior to women. However, this does not mean that women are subordinate in Arab societies. Both men and women are treated equally and have equal rights. Women do enjoy a place of great respect and honour in the Arab societies. They have great status in the Arab societies depending on their roles. And this status and place of honour and respect helps them in attaining power over men as well. As such is the role and status of mother in the Arab society. When it comes to language use, the role and status of mother in the Arab society helps the Arab women, on certain occasions to gain power over men. On many occasions, the Arab men become inferior. Thus, the Arab women can be impolite despite being powerless gender and can expect the men, the powerful gender, to be more polite towards them. To illustrate this, in the Arab societies, sons must be more
polite and respectful towards their mothers. Mothers can be impolite towards their sons. So the widely accepted argument that women are more polite than men, because of their gender, proves wrong in the case of the Arab societies. In this context, it is the role of women in their family helps them attain power over men.

4.1 Religious Norms regarding the concept of Politeness in the Arab Society

All the Arab men accept that their mothers have superiority over them and they must pay respect to them. They must pay attention to every single word they say to their mothers as the status of the mother in the Arab society requires that. Any conscious or unconscious use of impolite or disrespectful language towards mothers can be a grave violation of established religious and socio-cultural norms. Not only mothers enjoy this right but also other female member such as aunts. Thus the concept of politeness is not gender governed but religious and socio-cultural norms governed in the Arab Society. Being polite with mother and other close elderly relatives is not only a norm in the Arab society; rather it is a religious duty of Arab men to be polite and respectful towards their mothers and other elderly members of the family. Thus, the relationship of Arab men with their mothers and other elderly female relatives has great impact on their language choice and use. A similar case is presented by Reem Bassiouney (2009) in her book with most frequently observed example in the Arab society. One son has said something to her mother which makes her extremely angry and impolite towards him. Therefore, the eldest son steps in and tries to calm down the mother by telling her not to take what his young brother said seriously by saying:

اصلي علي النبي ياحاجه بقي سبيك منه هو يعني الكلام عليه حمرك.

[Invoke God's blessing upon the Holy Prophet, Hajja. Please don’t think of what he said.
He was just saying nonsense.]

His words do not count here. The mother might refuse to reply because of the power she enjoys over her sons. This power is given to her by the religious and socio-cultural norms though she is considered as powerless gender. That is why the son pleads her to pray and invoke chosen blessing of God, the Almighty, upon the Holy Prophet [peace and blessing be upon him]. This is typical norm in the Arab society to calm down a person who is angry over something by asking that person to pray and invoke blessing upon the Holy Prophet [peace and blessing be upon him].
Also it is important to note here, as Bassiouney (2009, P. 191), specifies, that the son does not address his mother as 'mother', but as ‘Hajja’, an honorific term used to refer to a person who has performed Hajj or pilgrimage to Holy Mecca. The Mother has not performed any Hajj or the Pilgrimage but she is addressed as ‘Hajja’. The reason behind addressing the elderly mother as ‘Hajja’ is because of the power and status she has is affiliated with this honourific terms of address. Thus, it is clear that the concept of politeness is quite complex in the Arab society. It is not the gender that governs this phenomenon but the status of the woman in the Arab society. It also enables her to attain power over men.

4.2 Socio-Cultural Norms about the concept of Politeness in the Arab Society

As discussed in the earlier section, woman in the Arab society enjoy great place of respect and honour as well as status within her family because of the religious norms regarding that. However, this does not mean that her power and status is limited only within family boundaries. She enjoys the same respect, honour and status even beyond the boundaries of her family. Her age is another factor, within the Arab society, that helps her gain power over men even beyond the family boundaries. An elderly Arab woman is always respected by the Arab men even if she is not a member of their family. She is considered superior and must be respected and spoken politely. This status is given to her by her age and the socio-cultural norms of the Arab society regarding that. Here it is not the gender, again, that governs the phenomenon of politeness in the Arab society rather it is the age and socio-cultural norms regarding that.

This does not mean that women are not polite towards men or need not be polite towards women. They are polite towards men and like other women; they are more polite than men. However, to say that it is their being powerless gender that forces them to be polite and they are subordinate to men and are victim is not correct with the Arab women. There are many occasions where the Arab women become superior to men and can, even, be impolite towards men. Similar argument is presented by Kharraki (2001). Kharraki's (2001) analysis of Moroccan women and men's bargaining in Arabic dialect shows that women in Eastern Morocco, when bargaining with shopkeepers, drive just as hard as do men. Thus, they may be judged by the shopkeeper to be just as polite or impolite as men. This is clear from one of the extracts of his data:

[a woman is bargaining with shopkeeper who is selling onions]
W: How much are these onions Hassan?
G: 60 doro
W: Oh, Don't send your customers away! Reduce the price a little! On Monday they only cost 40 doro
G: There is not much profit in it Hajja.

(cited in Mills,2003, P.226)

Thus, as Bassiouney (2009) says, "In the Arab world, men and women together form and are formed by a community, which in turn is shaped by independent, fixed and flexible variables" (P. 274). Therefore, the phenomenon of politeness needs to be looked from different perspectives. This is not always the gender that governs this phenomenon but there can be different factors, like in the Arab society, in different societies also governing this phenomenon of politeness. Wacewics et. al. (2012) believe that more recent works have increasingly emphasized the context-dependence nature of politeness and this concept needs to be investigated from such perspectives.

5. Conclusion

Being a member of specific gender, community, society, every individual attempts to follow the patterns associated with that gender, community or society. Various strategies and features form the part of such patterns and the concept of politeness is one of them. Strategy of politesse is employed almost by everybody while trying to show and care for the face. Being polite is one of the basic rules of every society. Politeness forms a very essential trait of a good character. It helps individuals in gaining a lot while living in the society. Being polite helps in establishing good social relations, intimate friendships, trusted co-mates etc. Being polite also makes you being loved and cared for by the others. Therefore, politeness has always been the focal point of studies and researches for various people for all the times. Traditionally, politesse has been associated with female gender and it is argued and accepted that women are more polite than men because they are powerless gender and inferior to men. It has been argued that women have a different way of speaking from men that both reflects and produces a subordinate position in society. This argument has been used to assert that the powerless language of women disqualifies them from positions of power and authority. Thus, language itself serves as a tool of oppression. It is also argued this powerless gender governs the phenomenon of politeness.
as women are required to be more polite to men who are superior to them and powerful
gender.

However, the concept of politeness is quite complex and needs to be studied and
investigated from various perspectives. Studies have shown that politeness is not only
gender-governed phenomenon but in some societies and cultures, it is governed by various
factors such as social status, age, religious and socio-cultural norms. This is quite correct
with women in the Arab society. Unlike what has been argued, women enjoy a great
respect, honour and status in the Arab society and require men to be more polite to them.
They gain power over men because of various factors such as religious and socio-cultural
norms, status in family, age etc. No doubt, men are superior in the Arab society and
sometimes do not apologize women for that reason. However, on different occasions,
because of various factors such as religious duties, socio-cultural obligations, age, and
status etc., the Arab men's moral makes them not only to be polite and respectful to
women but also to apologize. Thus, they forget the things such as power and dignity when
it comes to factors just mentioned. Thus, to conclude, defining politeness only in relation
to the gender does not seem to be appropriate. There are various factors in various
societies and cultures that determine and govern this phenomenon of politeness. Therefore,
the concepts of power, gender and politeness need to be reinvestigated from new and
different perspectives as norms about these vary from society to society and from culture
to culture.

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The Use of Computer Technology in EFL Classroom: Advantages and Implications

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Abstract
Technology has become inseparable part of today’s world and this is also true with the field of foreign language instruction. The use of technology in teaching and learning of foreign language like English has always dominated the pedagogical debates and discussions and made the luminaries and pedagogues in the field to investigate the possible advantages and implications of this technology for effective and dynamic teaching and learning of foreign language like English. Such debates and studies have often ended on recommending the use of computer technology in foreign language instructions due to several advantages this use can offer both for the EFL teachers and learners. It is believed that such use guarantees much recommended learner-centered learning and makes the whole process of foreign language teaching and learning interactive, interesting, and dynamic. Therefore this paper attempts to investigate these advantages of using computer technology in EFL classrooms and its implications in foreign language situations like Libya.

Key words: CALL, Computer and EFL teaching, Learner-centered Approach, Foreign Language Skills, Advantages of Computer Technology
1. Introduction

The idea of incorporating computer technology in EFL instruction has always been the focal point of discussions and debates for a very long period of time. This integration of computer technology into the domain of foreign language education began during 1950s and since then, as the technology witnessed drastic changes, this use also has undergone tremendous modifications and became the part and parcel of modern day education system. The result of all these has been evident on all those related to EFL instruction including teachers. The advent of computer technology in EFL instruction has lead to significant changes in teachers’ approaches, methodologies and strategies to teaching foreign language like English. With many practical benefits both for EFL teachers and learners, today, the use of computer technology in EFL teaching and learning has achieved great popularity. Many EFL luminaries and pedagogues have contemplated over the possible implications of this technology for achieving the aims and objectives of EFL teaching and learning and have recommended strongly this use for effective and dynamic teaching and learning of foreign language like English. Such arguments for the use of computer technology in EFL teaching and learning, advantages of the use of computer technology, both for the EFL teachers and learners, and their implications form the central topics of discussion of this paper.

2. The use of computers in EFL classrooms: an overview

The role and importance of the use of computer technology in EFL classrooms for teaching, learning, practicing and testing purposes has always been widely contemplated subject among the ELT researchers and pedagogues. Though this use of computer technology into foreign language teaching, learning and assessment started during 1950s, it was not so widespread practice then. It did not form very important place in teaching and learning process of EFL due to the technology and infrastructure related issues. However, with the emergence of first generation of personal computers in the 1980s, the use of computer technology in education, in general, and in EFL classrooms in particular, was accelerated. As this use proved fruitful, producing positive results in teaching, learning and testing processes, it paved way to further research on possible exploitation of this technology for achieving maximum results. This resulted in people from varied fields like, computer engineers and software designers, applied linguists, academicians, language
teachers and assessment specialists to join the hands to use this technology for making teaching and learning of foreign language like English more innovative, dynamic, interactive, interesting, easy and learner-centered.

Today, computer technology enjoys a noticeable presence in second and foreign language teaching and learning processes. This is because of infinite benefits this use has for teaching, learning and assessing second and foreign language like English. The use of computer, in EFL classroom, can offer the delivery of a wide variety of multimedia content, with pedantic and authentic language models, accessed with individual control. It also presents another source of target language knowledge and examples and relieves the EFL teacher as the sole font of target language knowledge in the classroom as summarized by Szendeffy (2008, P. 04). The use of computer also offers other channels of communication between class members and distant learners as well as supplemental practice exercises and tutorial feedback. The use also shifts the learning environment from the traditional ‘teacher-centered’ towards the ‘learner-centered’ approach moving EFL learner as passive entity to a student who is active in the search for the fulfillment of his or her own learning needs and to use the language in an authentic situation (Adams & Burns, 1999; and Muir-Herzig, 2004). Benefits like these provide opportunities for a creative and dynamic EFL teacher to tap into these positive aspects to orchestrate challenging activities in his / her classroom that involve and empower students, stimulate thought and production, and create more instances of authentic interaction between learners using the target language.

3. The use of computer technology for teaching & learning foreign language skills

The use of computer technology in EFL classrooms has many advantages for developing the EFL learners’ language skills. The use of computer presents the EFL learners with gateway to various activities for developing their language skills.

3.1.1 Computer technology and listening comprehension skill

The use of computer as a listening tool is claimed to be one of the more important learning tools for enhancing EFL students’ listening skill. It allows students to learn independently and to receive immediate feedback upon the completion of tasks (Hoven, 1999). Teaching and learning of listening using various media embedded in computer can enrich the skill and help in producing better results. The use of computer also gives students the opportunity to enhance language learning by bringing in the real world. Digitized speech
and video, offered by the use of computer, can also be highly effective for developing this important language skill.

Using computer, with internet, also has plenty of benefits for developing listening. Such use can provide so many authentic audio and video resources to listen and to develop the associated language skills. There are so many useful websites like www.mylanguagelab.com, www.longmanenglishinteractive.com, etc which offer innumerable listening exercises, for learning and testing listening skill for free. This kind of multimedia-based model of EFL instruction in listening comprehension skill has been advocated by many researchers like Hoven (1999); Plass, and Jones (2005) etc. In addition to the widest variety and greatest quantity of content ever available for EFL learners, the use of computer along with internet, also provides an abundant variety of language–through context–learning opportunities and interactive activities, most in authentic context.

3.1.2 Computer technology and speaking skill

The use of computer technology, with internet, can also be helpful for learning, improving, practicing and assessing speaking skill. EFL learners can use computer, tablets and Smartphones, connecting with internet, to chat and talk with native speakers and practice and improve their language, in friendlier foreign language learning environment. Today many social networking sites like Skype, Nimbuzz, Yahoo and Facebook etc allow this kind of audio as well video talk, in addition to IM (instant messaging) service. This kind of online talk, with native speakers of English, has been advocated, as very useful tool for improving speaking proficiency as well as pronunciation by the scholars like Payne and Whitney (2002). Such use of computer technology also gets even the reluctant EFL learners to speak. Thus, the use of computer technology for developing speaking provides learning opportunities where there is less teacher fronting and are authentic and challenging situations for improving this important skill.

3.1.3 Computer technology and reading comprehension skill

The use of computer technology can contribute a lot in developing EFL learners’ reading comprehension skill and other sub-skills related to it as well. Using computers, with the use of internet provides a variety of current and authentic reading materials compared to potentially dated reading material sourced from textbooks (Kasper, 2000). Chun and Plass (1996) stress that the verbal and visual systems in computer programs help students to
better understand the text. Most of the CALL programs are filled with graphics and voices and when EFL learners visualize the situation, they can remember the subject better in the long term. Many studies (Nikolova (2002) have also reported that CALL programs for vocabulary development have positive results. Learning vocabulary, using computers, helps learners to learn vocabulary significantly faster than the traditional way of teaching vocabulary. The varieties of reading materials, available with the use of computer technology and internet can encourage EFL learners and open opportunities to read widely in foreign language like English. This can be highly effective for developing vocabulary through wide reading and in mastering important structures in the target language. That is why it is argued that computers can promote extensive reading; build reading fluency and rate; develop intrinsic motivation for reading; and contribute to a coherent curriculum for student learning.

### 3.1.4 Computer technology and writing skill

Another pedagogical benefit of the use of computer technology is the argument that such use is one of the most effective tools to teach writing. The study by Cunningham (2000) concluded that his students found that his writing class was more productive when he used word processing software with his students. He surveyed 37 EFL students in his writing class to study the students’ attitudes towards using computers in their writing. 88% of students indicated that they had improved their writing skills whilst using word processing. These students indicated that using a word processor during the writing process helped them to concentrate on certain aspects of their writing, for example: grammar, vocabulary and the organization or structure of their text. Similar results were also reported by Kasper (2000) which highlight the useful role of the use of computer technology in developing writing skill of EFL learners.

### 3.1.5 Computer technology and EFL assessment and testing

The use of computer, with internet, is effective not only for teaching and learning foreign language like English but also for testing and assessment purpose. The use of computer, to assess and test EFL learners, ensures correct assessment of their language ability. Many scholars like Chapelle, and Douglas (2006); Dandonoli (1989); and Stansfield (1990) etc. have advocated this use of computer technology in the filed of foreign language assessment and testing. There are many useful websites which provide language learners with many online tests. English as a foreign language learners can visit them and assess
their language ability and proficiency. Some of these websites include- www.dialang.org, www.market-leader.net, www.ecollege.com, www.myenglishlab.com, www.hotpot.uvic.ca, www.school.discovery.com etc., to mention a very few. In addition, EFL teachers can prepare their own online tests, for their students, for the courses being taught by them by using authoring programs like Hot Potatoes, Macromedia Authorware etc.

3.1.6 Computer technology and learner autonomy

The importance of learners deciding their own learning objectives, choosing ways of achieving the learning objectives and evaluating their own progress has long been acknowledged by language learning pedagogy (Ellis, 1994). From a language learning perspective, computers are recognized as attractive learning tools that provide students with opportunities to become autonomous learners (Bork, 1994; Hoven, 1999; Nikolova, 2002). If used creatively and wisely with suitable activities, the use computer technology can help EFL learners in many ways and can be an effective tool to motivate EFL learners to seek and to fulfill their own learning needs by themselves.

3.1.7 Computer technology and learner motivation

Motivation is one of the key factors that influences the rate and success of foreign language learning. Motivation provides the primary impetus to initiate EFL learning and later remains the driving force that sustains this long and often tedious learning process (Dornyei, 1998). Many EFL luminaries and pedagogues agree that the use of computer technology in EFL instruction provides situations that motivate learners to learn. The use of computer technology, along with internet, helps in motivating EFL learners to learn through authentic, challenging tasks that are interdisciplinary in nature. Such use also encourages EFL learners’ active involvement with the target language and content in a real, authentic situation.

These above discussed advantages, along with some other, are listed below in the following table.

Table: 1 Advantages of the use of computer technology in EFL instruction

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Advantages of the use of computer technology in EFL instruction</th>
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<tbody>
<tr>
<td>1</td>
<td>The use of computer technology can make EFL learning easy and interesting.</td>
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<tr>
<td>2</td>
<td>The use of computer technology offers many opportunities for language</td>
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<tr>
<td>3</td>
<td>The use of computer technology, with internet, provides language learners many opportunities of practicing and using English.</td>
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<tr>
<td>4</td>
<td>The use of computer technology also helps the learners to assess and test themselves and get feedback.</td>
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<tr>
<td>5</td>
<td>The use of computer technology offers students the option of self-directed learning and to connect learning to valuable work skills and personal use.</td>
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<tr>
<td>6</td>
<td>The use of computer technology makes language learning learner-centered.</td>
</tr>
<tr>
<td>7</td>
<td>The use of computer technology provides opportunities for EFL learners to work both on their own and as part of a group to find their own learning needs and to use the English language in an authentic situation.</td>
</tr>
<tr>
<td>8</td>
<td>The use of computer technology in EFL teaching can motivate students because the learning environment is more enjoyable.</td>
</tr>
<tr>
<td>9</td>
<td>The use of computer technology in EFL classroom can help students to understand the complex concepts more easily.</td>
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<tr>
<td>10</td>
<td>The use of computer technology in EFL classroom can help students to learn at their own pace.</td>
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<tr>
<td>11</td>
<td>The use of computer technology in EFL instruction can provide a multisensory learning environment.</td>
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<tr>
<td>12</td>
<td>The use of computer technology in EFL instruction can help students to learn independently through self-discovery.</td>
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<tr>
<td>13</td>
<td>The use of computer technology can increase students’ participation in activities in the classroom.</td>
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<tr>
<td>14</td>
<td>The use of computer technology can increase interaction in the classroom and provide more active role in learning.</td>
</tr>
<tr>
<td>15</td>
<td>The use of computer technology provides much needed exposure of target language in various forms for the EFL learners.</td>
</tr>
<tr>
<td>16</td>
<td>The use of computer technology helps EFL teachers to promote a constructive class environment.</td>
</tr>
</tbody>
</table>

With such advantages and benefits for EFL teachers and learners, it is not surprising that the demand for using computer technology to support teaching, learning and testing
processes in EFL classrooms is becoming more serious. Thus integrating computer technology in EFL classroom can help in bringing changes to the traditional teaching and learning environment in order to create what is termed as more ‘authentic’ and ‘dynamic’ learning environment.

4. Implications for EFL teachers and learners

Foreign language learning is considered to be both an intensive and time-consuming activity. According to Bialystok and Hakuta (1994), “anywhere from 700 to 1320 hours of full-time instruction are needed to reach a level of high fluency” (P.34). In contrast to this view, most EFL learners spend on average only 150 hours per academic year actively studying a foreign language. This situation is more problematic for EFL learners, in the EFL context like Libya, where students begin studying a foreign language in high school and continue at university. In such problematic situation, increasing contact with the target language is believed to be the obvious solution which can be achieved by studying English in the countries where it is spoken as L1 or first/native language. However, this does not seem to be the practical solution as it is the most expensive method of acquiring linguistic competence in a foreign language like English. Thus, most of the EFL learners remain deprived of this option as only few can opt for it. The result therefore is, in most cases teaching and learning a foreign language like English becomes unsuccessful as EFL learners receive impoverished or insufficient input in the target language (Cummins (1998), P. 19). Therefore, as Blake (2008) argues, if computer technology is used wisely and creatively, it could play a very significant role in enhancing EFL learners’ contact with the target language, particularly in the absence of the study abroad option. Such views signify the importance of computer technology in overcoming many prevailing problems in EFL situations like Libya and have many implications both for EFL teachers and learners. If EFL teachers and learners cooperate and use this technology wisely, it can play wonders in achieving the aims and objectives of teaching and learning of foreign language like English in Libya.

5. Conclusion

The use of computer technology for teaching, learning, practicing and assessing foreign language, like English, has many advantages, particularly in the countries like Libya where EFL learners get very few opportunities for practicing and assessing their language skills. If EFL teachers and learners wisely capitalize upon these positive aspects of the use
of computer technology in EFL instruction while teaching, learning and assessing target language, the results would be highly encouraging, productive and profitable for all those associated with these processes. As the success of any initiative, in language teaching and learning processes, lies in the guided and coordinated efforts, so is the case with the use of computer technology. Therefore, all those related with the planning, teaching, learning and assessing as well as testing foreign language like English if join the hands together to exploit this technology for better and productive EFL teaching and learning, the stated aims and objective of teaching and learning of foreign language like English can be achieved very easily.

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TESOL Publications.


The Use of Short-Stories for Developing Vocabulary of EFL Learners

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Abstract
It is irrefutable fact that vocabulary plays an important role in the academic lives of EFL learners. This is because if foreign language learners lack a mature vocabulary, their other language skills suffer significantly. That is why David Wilkins (1972, P. 111) very rightly says that “Without grammar, very little can be conveyed. Without vocabulary, nothing can be conveyed.” Therefore, the teaching and learning of vocabulary in any foreign language classroom form a very significant place. While doing so, various methods and strategies are employed to develop the vocabulary of EFL learners. However success of any methodology, strategy or material used depends on the nature of the material and perceptions of EFL learners towards that methodology, strategy and material. In that respect, this paper attempts to investigate the role of short-stories in developing vocabulary of EFL learners.

Key words: Vocabulary Development, EFL Learners, Use of Short-stories, Vocabulary Teaching Strategies, Foreign Language Skills
1. Introduction

Vocabulary instruction forms a very important aspect of any foreign language teaching and learning. This is because the knowledge of vocabulary determines and decides the level of a foreign language learner. The knowledge of vocabulary also plays a very crucial role in the major language skills: listening, speaking, reading and writing. Mastery over required knowledge of vocabulary can make a foreign language learner an effective speaker, good listener, reader and writer. On the other hand, lack of vocabulary significantly affects these four language skills. Therefore, the teaching and learning of vocabulary needs special attention both from teachers and learners. Therefore, a deliberate and structured approach needs to be taken for enriching vocabulary of EFL learners. This implies the appropriate methodology, material and strategy by EFL teachers. However, the success of any methodology, material and strategy is determined by the results these all produce while achieving the stated aims and objectives. As the general aim of any foreign language teaching and learning is to develop competence of a foreign language learners to make him/her competent in establishing successful communication and independent and autonomous learners, the present paper investigates the role of the use of short-stories in developing vocabulary of EFL learners so as develop their competence as well as in making them autonomous learners.

2. Vocabulary: Meaning & Types

The term vocabulary refers to students’ understanding of oral and print words. This understanding implies conceptual knowledge of words that goes well beyond a simple dictionary definition. And acquisition of such knowledge is a building process that occurs over time as students make connections to other words, learn examples and non-examples of the word and related words, and use the words accurately within the context of the sentence (Snow, Griffin, & Burns, 2005). The words that EFL learners need to master and use come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking whereas print vocabulary includes those words that we recognize and use in reading and writing. Another distinction is also made based upon the knowledge of words. Based upon the knowledge of words, vocabulary can be receptive and productive. Receptive vocabulary includes those words that we recognize when we hear or see them. Productive vocabulary, on the other hand, includes those words
that we use when we speak or write. It is also argued and believed that our receptive vocabulary is typically larger than our productive vocabulary. The following figure offers an overview of these main types of vocabulary.

Figure: 1 Types of Vocabulary

3. Importance of Vocabulary for EFL Learners

Learning and mastering of target language vocabulary plays a very important role in any foreign language teaching and learning. The knowledge of vocabulary enables an EFL learner to establish and achieve successful communication which is the main goal of any foreign language teaching and learning. The knowledge of vocabulary also helps an EFL learner to explore the beauty of that language through a great variety of new words. Knowledge of vocabulary also helps an EFL learner to compare and contrast the foreign language and the mother tongue. It also helps in understanding the similarities and differences between the two languages and helps in learning language in true sense of the term by understanding the language systems of the both languages. In that sense, words are the building blocks of language and help a foreign language learner communicate and express effectively. Mastery over vocabulary makes a learner an effective speaker whereas lack of vocabulary leads him/her to failure in establishing and achieving successful communication. Having a low vocabulary can trap EFL learners in a vicious circle, since EFL learners who can not read more advanced texts miss out on opportunities to extend their vocabulary and are also less successful in using strategies for word learning. Developing the vocabulary of EFL learners is also important because all other language
skills get affected due to the lack of vocabulary or deficiency of vocabulary. Lack of vocabulary is also regarded as one of the main causes of failure of EFL learners in establishing successful communication, be it written or oral. It is always noticed that learners who have reading problems have poor vocabularies. Sound knowledge of essential vocabulary supports EFL learners in speaking and writing whereas lack of vocabulary often results in lack of meaningful communication. Therefore, every attempt needs to be made to improve the vocabulary of EFL learners. This is the reason why many scholars and ELT luminaries like Linda Taylor (1990) emphasize on conscious attempt to develop the vocabulary of EFL learners.

The importance of vocabulary has also been recognized in language pedagogy for all the times. Wilkins (1972), an early representative advocate of the communicative approach, clearly indicated that learning vocabulary is as important as learning grammar. Whether the learner has achieved near native speaking level or not can be judged based upon whether he/she can use and say collocations well. It is argued that lexical competence is at the heart of communicative competence and according to Verhallen & Schoonen (1998), this lexical competence can be a “prediction of school success” (P. 452). Allen (1983) also emphasizes this view stating that “lexical problems frequently interfere with communication; communication breaks down when people do not use the right words” (P. 05). These views suffice the agreement that vocabulary teaching, developing and learning should be the central concern in an EFL classroom. Vocabulary is one of the most important parts of language acquisition. Therefore, conscious and unconscious learning of new words is a basic foundation for further development of the language level of learners. So, EFL teachers should attempt to develop their students’ vocabulary and help them develop their communicative competence with it.

4. Ways, Methods and Strategies for Developing Vocabulary of EFL Learners

Traditionally, vocabulary has not been a particular subject for students to learn, but has been taught within lessons of speaking, listening, reading, and writing. During the lesson, students use their own vocabulary and are introduced to new words provided by the teacher and classmates which they apply to classroom activities. For many ELT learners, vocabulary learning means learning a list of new words with meanings in their native language without any real context practice. In most of the
EFL learning context, learners, thus, often have to deal with unfamiliar vocabulary during their language acquisition. During such encounter with new word, EFL learners look up the meaning of the word in a bilingual dictionary. Most of the time they write down lines of new words without any idea of the real use of them in context. This technique often proves unsatisfactory as the EFL learners using this technique fail to understand and communicate the message in appropriate way. Sometimes, they blame this failure in establishing and achieving success in communication on their bad memorization as pointed out by Gnoinska (1998:12).

Many scholars have discouraged learning vocabulary by memorizing new words. Decarrico (2001) states that words should not be learnt separately or by memorization without understanding. This is because the vocabulary learned in this way often results in the neglecting of lexical aspect. In other words, learners just know how to use the vocabulary in an exact form, but they do not know how to use it with different shades of meanings in real life communication. According to Nation (2000) “learning new words is a cumulative process, with words enriched and established as they are met again” (P.6).

There are various other strategies and approaches also used for developing vocabularies of EFL learners by EFL teachers. First, the knowledge of words can be acquired incidentally, where vocabulary is developed through immersion in language activities. Words can also be learned through direct instruction, where students learn words through a structured approach. EFL teachers can also promote the use of dictionaries, thesauruses and spelling investigations to extend the range of words used. EFL teachers can also give their students a vocabulary notebook in which they can be asked to record unfamiliar or newly discovered words which can be stored until they need to use them. Even playing word games can also be encouraged. Interactive working walls can be created and displayed so that pupils can capture new, exciting and unusual vocabulary. Michael Graves (2006) offers a framework for successful vocabulary programs that supports effective teaching and learners’ development of word knowledge. The foundation of his instructional program includes a four-part approach to developing robust vocabularies: (1) Provide rich and varied language experiences, (2) teach individual words, (3) teach word-learning strategies, and (4) foster word consciousness (p. 4).
But more importantly, EFL teachers can develop and extend independent reading experiences and help their learners to develop and enrich their vocabulary. EFL teachers can encourage reading partners/buddies to talk about books read, to ask questions and make recommendations. This strategy could effectively be run across year groups or with targeted specific groups. EFL teachers can also develop vocabulary of their learners by creating a language rich environment which supports vocabulary acquisition. This can be done by providing a range of quality texts which also sustain EFL learners’ interests. In that regard, literary texts and short stories in particular can play a very significant role in developing and enriching the vocabulary of EFL learners. This idea of exploiting short-stories for developing vocabulary of EFL learner has been supported by many ELT professionals (Wright, Betteridge and Buckby, 1984).

Wright, Betteridge and Buckby (1984) believe that using tales is a good way to learn vocabulary in EFL context. This is because, with the use of tales, the teacher can create various contexts in which students have to use the language to communicate, exchange information and express their opinions. A similar view is also expressed by Huang (1996). According to by Huang (1996) ‘learning through tales could encourage the operation of certain psychological and intellectual factors which could facilitate communication, heightened self-esteem, motivation and spontaneity reinforcing learning and building confidence” (P.85). Such views show the importance of stories in teaching, learning and mastering vocabulary. Therefore, it is necessary to explore and investigate whether EFL learners can learn vocabulary effectively through stories. Therefore, the following sections will focus on the use of short-stories in teaching, learning and mastering vocabulary of EFL learners.

5. Relationship between Vocabulary and Reading:

Vocabulary and reading comprehension are closely connected skills. Each skill is imperative to reading achievement, yet one relies heavily on the other. This relation is discussed in the following section.

5.1 Vocabulary and Reading Comprehension

A vast body of research, related to vocabulary instruction and word knowledge, has proved that there is a robust correlation between knowing words and comprehending text. In this regard, Harmon (2002) notes, “Many students continue to struggle with comprehension because of limited vocabulary knowledge and ineffective strategies” (p.
The National Reading Panel (NRP; National Institute of Child Health and Human Development, 2000) analyzed scientific studies that led them to conclude that readers’ vocabulary is strongly related to their understanding of text. The study by Jitendra, Edwards, Sacks, & Jacobson (2004) also concluded that “vocabulary and word knowledge can contribute to improved comprehension, and it provides a sound rationale for increased emphasis on vocabulary instruction” (p. 299). Bromley (2007) also reported that “Vocabulary is a principal contributor to comprehension, fluency, and achievement” (p. 528). According to Martin-Chang, Levy, and O’Neil (2007), “Successful reading instruction entails not only acquiring new words but also remembering them after training has finished and accessing their word-specific representations when they are encountered in new text” (p. 37). Manzo, Manzo, and Thomas (2006) also concluded that “word learning can improve the capacity to learn” (p. 615). A rich vocabulary increases comprehension and, therefore, all the related language skills. Lubliner and Smetana (2005) also assert that “Children with larger vocabularies find reading easier, read more widely, and do better in school” (p. 163). All these views show the relation that exists between vocabulary and reading and how vocabulary or word knowledge plays crucial role in comprehending text. Reading comprehension is a very important language skill in EFL context as it provides EFL learners with much required target language exposure. Therefore, it becomes essential on the part of EFL teachers and learners to pay more attention to clear all the hurdles in the reading comprehension, including deficiency or lack of vocabulary.

5.2 Reading and Vocabulary Development

The role and importance of wide reading in the development of vocabulary and in learning English as a foreign language has always been acknowledged. Through wide independent reading, EFL learners come in contact with vocabulary that rarely occurs in spoken language and is easy to grasp because of the context. Learning words from context is an important avenue of vocabulary growth and it deserves attention and practice in the classroom (Nagy, 1988 p. 7). EFL teachers can implement contextual vocabulary instruction by training students to use clues in the sentence. Nash & Snowling (2006) have described this process as: “Strategies for teaching children how to derive meaning from context focusing on using pieces of information (cues) in the context to infer the meanings of target words” (p.337). By showing students how to recognize these clues, students can
then use this strategy during independent reading. The contextual methods do not require any specific materials or specialized training for the teacher and can be easily incorporated in EFL classrooms.

It is also argued that the key to an incidental learning approach is to make sure learners get maximum exposure to language. In input-poor EFL environments like Libya, having students read more is probably the best way of doing this. Research shows that incidental learning, from reading, adds up significantly over time. Reading is very useful in developing and enriching partially known vocabulary. There are a number of ways EFL teachers can be proactive in maximizing incidental learning from exposure. The most obvious way is to simply maximize the exposure itself by establishing an extensive reading program. Many research studies have shown that substantial vocabulary learning can be derived from such a program. The study by Horst (2005) reported that participants learned more than half of the unfamiliar words they encountered in the graded readers they read. Reading not only facilitates vocabulary growth but also helps improve reading speed and attitudes toward reading as well (Pathan, 2012). Such arguments provide the sound basis for investigating the possibility of incorporating short-stories into EFL classrooms for developing vocabulary of EFL learners. The following section of the paper discusses this possibility in relation to vocabulary development of EFL learners.

6. The role of short-stories in vocabulary development

Though there exist many methods and strategies of teaching and developing vocabulary of EFL learners, the importance of wide reading in the growth of EFL learners’ vocabulary is critical (Nagy and Anderson, 1984). And in that respect, the use of short-stories can be the best method to achieve this goal. The use of short-stories has many benefits for EFL teachers and students. Pathan, and Al-Dersi (2013, PP. 04-06) offer a list of such advantages for making reading comprehension skill easy, interesting and fun. Stories also play important role in developing vocabulary of EFL learners. It is argued that students who read widely have expansive vocabularies (Blachowicz & Fisher, 2004). Brabham & Villaume (2002) assert that “A serious commitment to decreasing gaps in vocabulary and comprehension includes instruction that allows all students to learn and use strategies that will enable them to discover and deepen understandings of words during independent reading” (p. 266). By using short-stories to develop vocabulary of EFL learners, EFL teachers have the benefit of teaching vocabulary through context. Teaching vocabulary
through context simply means to look for clues in the sentence that might tell the reader something about the meaning of the word in question. Researchers have studied the impact of visual and verbal clues on learning words in context. In this regard, Walters (2006) reported that improved reading comprehension resulted when 11 ESL students, ranging in age from 17 to 47, enrolled in an English language program were shown strategies of how to derive meanings of unfamiliar words from context clues.

Researchers have also found that word meanings are retained longer when they are included in numerous classroom assignments. In order to really know a word, students must be able to use it in more than one context; it must be used in writing, speaking, and listening (Rupley & Nichols, 2005). And the use of short-stories in EFL classroom offers these opportunities for integrating vocabulary with other language skills. Many studies have also showed that context-clue vocabulary instruction using short-stories can cause an increase in word usage compared with word-list instruction (Dixon-Krauss (2002) and Dillard (2005)). Another benefit of using short-stories is the culture load in storytelling. Culture load refers to the way language and culture are related and the amount of cultural knowledge required to comprehend meaning to participate in activity (Meyer, 2000). English students need to learn the words in English as well as the cultural background and need to learn words in context to understand the meaning. This can be made possible with the use of selected short-stories by the EFL teachers. The use of short-stories for developing vocabulary also makes EFL learners more autonomous. As students read and try to comprehend the meaning from the context, this strategy also develops the autonomous learning among EFL learners. Therefore, this use of short-stories needs to be explored as it has many pedagogical benefits.

6.1 Benefits of using short-stories for developing vocabulary of EFL learners

The role of literature, in general and short-stories in particular, in ELT classroom has always been advocated because of various advantages this use can offer for EFL teachers and learners. Literature, in the form of short-stories, makes learning English an enjoyable and attractive process for EFL learners. Stories also help to stimulate students’ curiosity about the target culture and language. Integrating short-stories in EFL classrooms also paces the way to the EFL learners’ involvement with rich, authentic uses of the foreign language (Collie and Slater, 1987 P.124). Various ways of using stories in foreign language classroom help to develop vocabulary also. The use of short-stories encourages
language acquisition and students’ language awareness. Stories stimulate language acquisition by providing contexts for processing and interpreting new language. They also supplement the restricted input of the EFL classroom. Stories also promote an elementary grasp of English to internalize vocabulary and grammar patterns. Stories foster reading proficiency which is very important for enriching EFL vocabulary.

Reading stories helps in cognitive development of EFL learners as extensive reading increases vocabulary levels, offers opportunities to acquire and practice reading skills, and models language patterns. Stories also increase all language skills by providing extended linguistic knowledge, by giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax. As Rubin (1987) defines, vocabulary learning strategy is a process by which information is obtained, stored, retrieved, and used. Therefore, individual vocabulary learning strategies need to be encouraged and short-stories as a means for developing EFL learners’ vocabulary can be one such strategy. The benefit of using short-stories in EFL classrooms for developing vocabulary is that stories offer new words with the actual usage in many forms. This can help EFL learners to understand not only the meaning of the new word learned but also the usage in context.

One of the principles of vocabulary learning is that in order to be familiar with the new word, one need to see it several times. Stories make EFL learners repeat the words unconsciously in various forms. And the result is that they do not have difficulty in remembering the words that they have just met. It is argued that the nature of human memory dictates that vocabulary will probably be forgotten; especially the word just has been met. Vocabulary loss happens because word knowledge is so fragile. This means that words and phrases need to be recycled often to cement them in memory. Introducing a word, and not recycling or revisiting it, means it is highly likely that it will be forgotten (Waring, 2001, P. 2). Reading short-stories not only offers the opportunities to revisit the words learned but also to understand and use them in real life communication which guarantees the required longer retention.

Another principle of vocabulary learning is that if the learning is enjoyable, then it can be memorable (Phillips, 1993, P. 8). And this principle of vocabulary learning is easily practicable with the use of short-stories. Short-stories are enjoyable with EFL learners (Pathan and Al-Dersi, 2013, PP. 04-06) and therefore can definitely make the vocabulary learning and development memorable. Learning words with enjoyment through stories
also guarantees a sense of achievement on the part of EFL learners and can help in developing motivation for further learning. Researchers have demonstrated that a strong link exists between vocabulary knowledge and reading comprehension. Therefore, if an EFL teacher wishes that his/her students learn vocabulary and be successful in reading, be creative in classes, then the best reading materials can be short-stories to make learning easy, independent, motivational, enjoyable and memorable. The use of short-stories not only offers essential vocabulary for EFL learners but also helps them in learning about the syntax and discourse functions of words learned and the possible usages of the word in different contexts of communication. The interesting contexts provided by short-stories serve to illustrate the noticeability of lexical and syntactical features. It is also argued that much vocabulary acquisition results from literacy and wide reading rather than from direct instruction. Many studies (for example, Justice, Meier and Walpole (2005)) have proved that the use of short-stories with EFL helps in developing and enriching their vocabulary.

Another advantage of using short-stories with EFL learners for developing vocabulary is that they present many opportunities for designing various language activities and help in teaching and learning new words very effectively in the real life context. Short-stories not only help EFL learners to develop vocabulary from linguistically rich material but also guide them to a personal discovery by opening a window on another culture and encouraging interaction. Short-stories are also practical for the English language teachers as their length is long enough to cover, entirely, in one or two class sessions; they are not complicated for students to work with of their own; they have a variety of choice for different interests and tastes, and they can be used in all levels (Beginner to Advanced), all age groups (Young learners to Adults), and all classes (Summer courses to Evening classes) (Collie and Slater, 1991). This benefit can be exploited with EFL learners wisely and creatively for developing and enriching their vocabulary. As stories are easy to finish, definite to understand and attract the students attention more than any other normal passage, they should be exploited for developing vocabulary of EFL learners. Brumfit, and Carter (1986) also present similar argument for the use of short-stories in EFL classrooms for developing reading and vocabulary through it.
Many other scholars (Donelson and Nilsen, 2009; Duff, and Maley, 2008; Povey, 1992) have also advocated the use of short-stories in EFL classroom for developing vocabulary. The argument presented is that the short-stories can play a very important role in achieving the aim of vocabulary building and mastering foreign language thereby. Short-stories can be very effective in developing vocabulary because of the psychological aspects embedded in them (Goodman, 1973). Stories make the readers guess what would happen next and thereby involve them in that process actively and help them understand the meaning of new words they encounter through context. They also help in retaining newly learned words because of the practical use of those words in dialogues and in context in the story. As we know, explaining the meaning of new word and the meaning in context and the usage is very difficult. However, short-stories provide both context and the usage of a new word in the form of conversation or dialogue among the characters in the story. EFL learners can see how a word is used by the writer and characters and what does it mean in that context. From such contexts, EFL learners can understand the meaning of those words very easily and it also helps them in using them in their own life in similar situations for communication.

As EFL learners go on reading short-stories, they go on guessing the meaning of new words from the context which is very crucial in foreign language learning (Duff and Maley, 2008). Therefore, the use of short-stories need to be given preference while selecting vocabulary teaching and learning strategy. The use of short-stories for developing EFL learners’ vocabulary is also advocated because the activities based on stories for developing vocabulary offer opportunities for EFL teachers to integrate them with the productive skills like: speaking and writing. Story-telling also provides a platform for EFL learners to tell their own moral stories, and thus to express and enhance their own responsibility through the process of authoring (Tappand and Brown, 1991, P. 184). The use of short-story is also regarded as an interesting method which can attract EFL learners to learn more, not only remembering each words but also the culture, moral values, and elements which are contained in a storytelling and the most main is their reading comprehension. Therefore, the use of short-stories should be given the preference while teaching, developing and enriching the vocabulary of EFL learners.

7. Conclusion
It is commonly noted that in EFL classrooms the students with reading problems have poor vocabularies. The vocabulary knowledge, thus, influences EFL learners’ other language skills, especially reading comprehension skill. The mastery of vocabulary can support EFL learners in speaking when they are communicating to people, in writing when they are writing and translating the meaning, in comprehension when they read and listen. On the other hand, the lack of vocabulary can trap them into vicious circle. Thus the lack of vocabulary knowledge results in lack of meaningful communication as the other language skills get affected with it. Therefore, carefully planned vocabulary instruction becomes essential to overcome this most commonly faced problem of EFL learners.

While designing the vocabulary instruction program, linguistic richness of the materials as well as learners’ perceptions towards them need to be checked first. It is proved that the use of the short-stories has many pedagogical benefits and they are also enjoyable among the EFL learners. Studies have also proved that reading stories has the potential to greatly increase an EFL learners’ vocabulary repertoire. The use of short-stories in EFL classrooms for developing vocabulary of EFL learners is a naturalistic, enjoyable, low-cost and highly effective method. And it should be recommended for all EFL teachers and learners. However, this does not mean that story telling should replace all other methods of vocabulary teaching; rather it should be used in addition to those methods in order to boost development further. EFL teachers need to acknowledge the incremental nature of vocabulary learning, and to understand that an effective vocabulary learning program needs to be principled. And as it is accepted that short-stories are a powerful pedagogic tool in order to promote EFL learners’ vocabulary development by making the process more enjoyable and meaningful, this linguistically rich material needs to be given adequate attention in any program of vocabulary instruction.

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COMPREHENSION, RETENTION 35


Tracing the Journey of the Use of Computer Technology in the Field of Second and Foreign Language Assessment and Testing

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Abstract
Second/foreign language pedagogy has undergone tremendous changes with the advent of various educational technologies. The very nature of language teaching, learning and testing has been significantly transformed and new practices have reshaped the existing ones. The advent of computer technology in the field of second/foreign language teaching, learning and testing has been a noticeable breakthrough which has revolutionised almost all the existing practices in second and foreign language pedagogy. It has entirely changed the way second/foreign language is taught, learned and tested. This also has led to the foundation of a separate discipline called as CALL and many other related branches within it; each focusing on a specific aspect related to language teaching, learning and testing. CALT or the Computer Assisted Language Testing has been one such discipline which, though started almost 80 years ago, has gained significant attention of all those who are related with second/foreign language teaching, learning and testing practices in the 21st century. Today, the use of computer technology has become inseparable part of the second/foreign language assessment and testing. It is almost impossible to find an academic institute which does not rely on the use of computer technology for assessment and testing purposes. In this regard, the present paper aims to offer a brief history of this use of computer technology in the field of second/foreign language testing and assessment.

Key words: CALL, Computer & Language Testing, CALT, CAT, WBT.
1. Introduction:

The use of computer technology in second and foreign language teaching, learning and testing has reshaped and innovated all the existing practices. It has individualized not only language learning process, taking it beyond the conventional classrooms, but also language testing and assessment processes. This has been highly successful and motivating for the generation of today which has grown up in the environment where the use of personal computers, laptops, tablets, Smartphones etc., has become widespread and customary. It has also generated immense opportunities for the language learners to practice and assess their language abilities at their own space and with ease using sophisticated learning and testing programs. Today, the easy assess to internet and innovative advancements in the language teaching, learning and testing technologies are constantly reshaping the very nature of learning and testing practices. Therefore it is not surprising that professionals and luminaries associated with the field of language teaching and testing are constantly investigating the possible implications of these emerging technologies to innovate the profession and existing practices within it. All this is resulting in the constantly growing web of many useful Computer Adapted Tests [CATs] and Web Based Tests [WBTs], which can be taken by using above mentioned devices, in the academic institutions worldwide. One can notice and predict the tremendous transformation taking place in the field of language assessment and testing today with the use of such technologies among the second/foreign language learners. However, the use of computer technology in the field of language testing and assessment dates back to 1935 when computers were first used for scoring test item in the USA. From those early scoring devices to the latest, above mentioned, computer adapted tests (CATs) and web-based tests (WBTs), computers have come to play a major role in the field of testing and assessment. This journey of the use of computer technology in the field of language assessment is traced and explored in the present paper focusing on its nature, advantages and changing trends and the future directions in which it is heading.

2. Computers in Language Assessment & Testing: Past and Present

2.1 Computers and Language Testing: A glimpse into the history

The use of computer technology in language testing and assessment is called Computer-Assisted Language Assessment or Computer-Assisted Language Testing (CALT), both the
terms are used interchangeably. José Noijons (1994) defines CALT as “an integrated procedure in which language performance is elicited and assessed with the help of a computer (P.38).” This use of computer in the field of language assessment and testing practices dates back to 1935, as mentioned in the earlier section. The IBM model 805 was used, for the first time 1935, for the scoring objective tests in the United States of America to reduce the labour intensive and costly business of scoring millions of tests taken each year. Since then, the nature of use of the computer technology in language assessment and testing witnessed tremendous changes. Because of infinite benefits of the computers for the assessment and testing field, computers suddenly became part of various language assessment and testing related practices. Computers became part of various testing and assessment related processes and practices such as: constructing language tests, for preparing item banks, for administrating test all over the world, for scoring the tests, for analyzing the data of the tests, for generating reports on the conducted tests and for various other assessment related issues.

However, a significant break-through was achieved in the 1980s. This was the time when the microcomputers came within the reach for many applied linguists and at the same time Item Response Theory (IRT) was also examined to investigate the possibility of exploiting benefits of the computer technology for language assessment and testing. This generated a lot of research work. The two edited collections, Technology and Language Testing by Stansfield (1986) and Computer-Assisted Language Learning and Testing: Research Issues and Practice by Dunkel (1991) offer the glimpses into these early research concerns in the field of CALT. It is important note here that much of these early research concerns of CALT were theoretical in nature. They concentrated on issues like 1] focus on the use of psychometric approach, also called as Item Response Theory or IRT (Lord, 1980, Hambleton, Swaminathan, and Rogers, 1991), 2] focus on the construction and the use of Computer Adapted Tests or CATs, and 3] Possibilities other than adaptability. Out of these three, first two themes dominated the research preoccupations of the assessment specialists at the beginning of the 1980s. Even the vision and quest of scholars such as Alderson (1988), Clark (1989) and Corbel (1993) concerning the potential significance of technology for changes and innovation in second language assessment also form the indistinguishable part of this early development of CALT.
The result of such constant research preoccupation was achieved in the form of Computer-Adapted Tests (CATs), technologically advanced assessment measures (Dunkel, 1999). It was the first reality of the possible use of computer technology for assessing and testing, efficiently and fast made possible in 1985 by Larson and Madsen at Brigham Young University, in the USA. These early CATS designed and developed by Larson and Madsen (1985) served as an impetus for the construction and development of many more computer adapted tests throughout the 1990s (e.g., Kaya-Carton, Carton & Dandonoli, 1991; Burston & Monville-Burston, 1995; Brown & Iwashita, 1996; Young, Shermis, Brutten & Perkins, 1996). These early computer adapted tests had special features. They used sophisticated algorithms which moved examinees from one item to the next based on the examinee’s performance on the last item. This helped the language teachers a lot in making accurate assessment of the test-taker's language ability. Practical benefits like this attracted many professionals as such tests appeared to be of immense potentials both for teachers and learners.

Although CATs became the central topic of discussion and research in the early 80s and 90s, significant changes on the ground were not seen in the existing testing and assessment practices. This was due to the hurdles and challenges of availability of infrastructure and the cross-disciplinary knowledge required for realizing the vision of technology for changes and innovation in second language assessment. Even the decision makers at the large testing companies, who possessed such substantial resources needed for realizing the vision of technology for changes and innovation in language assessment, did not show any interest in the field of technology-based assessment as a practical reality. All this resulted in the slow start of the use of computer technology in second/foreign language assessment and testing.

However, early 21st century witnessed immense technological advancements which also provided many enthusiasts of CALT such as Chalhoub-Deville (1999), Chapelle (2001), Howell and Hricko (2006), Wainer (2000), and Weigle (2002) a boost for new investigations and their constant research has surpassed the above mentioned hurdles and challenges and established CALT as the indistinguishable part of today’s hi-tech education system.

2.2 Computers and Language Testing: Current Practices
With the spread of technology and internet, computer adapted tests as well as web based tests have become common phenomenon today and are used routinely for various types of proficiency and placement tastings. Even the large testing companies, who showed little interest in the field of computer assisted language testing at its early stage, have also stepped in and are producing and administrating these CATs as well as WBTs. Weigle (2002) regards the Test of English as a Foreign Language (TOEFL), which rolled out its first online, integrated speaking test component in the fall of 2005, as one of the major contributions to the computerized language testing field. Today other large-scale tests such as the International English Language Testing System (IELTS) are also shaping the research agenda of computerized language testing and fostering computerized test development. Many academic organizations as well as large testing companies are taking advantage of these technical capabilities of the CALT. And the result is seen in the form of ever growing web of many highly useful CATs and WBTs where thousands of examinees are spending their time assessing and testing their language abilities at their own space, time and place.

A glance at the most commonly taken and used computer adapted tests and web based tests such as DIALANG tests (www.dialang.org), Second Language Testing, Inc’s (www.2lti.com) etc. show the great place and popularity this branch is enjoying in the language pedagogy of the 21st century. Even the Center for Applied Linguistics or CAL’s online listening and reading tests, designed with the software Questionmark, Perception for Web (www.questionmark.com), as well as Basic English Skills Test (BEST), www.cal.org/best); and the BEST Plus www.cal.org/bestplus); etc, to mention a few reveal the important role being played by the computer assisted language testing in the education system of the world today. Along with the testing giants, many websites are also helping second/ foreign language learners in assessing their language or proficiency level. A very few examples of such very popular and highly useful websites include- Longman’s (www.longmanenglishinteractive.com), Pearson’s (www.market-leader.net), www.ecollege.com, www.myenglishlab.com), Hot Potatoes’ (www.hotpot.uvic.ca), Discovery School Quiz Center’ (www.school.discovery.com) etc. These websites offer immense resources both for teachers and learners for assessing and testing language skills utilizing the CALT research and technology.
As the technology changes and becomes widespread conquering the distant territories, so does the realm CALT. The network of computer assisted language assessment and testing is constantly expanding and encompassing even the fields of scoring and rating also. The role of computers in language assessment and testing is undergoing tremendous changes due to the advancements in technology. Today computers are used not just to score objective type of test tasks, as they were used at its initial stage, but also to assess and rate much more complex task types like essays and spoken English. The Educational Testing Service’s (ETS) (www.ets.org), automated systems known as Criterion (www.criterion.ets.org) and e-rater (www.ets.org/erater), for rating extended written responses based on aspects of NLP analysis, Vantage Laboratories’ (www.vantage.com), IntelliMetric, Pearson Knowledge Technologies’ (www.knowledge-technologies.com) Intelligent Essay Assessor (IEA), and Pearson’s Versant, (www.versanttest.com), a computer-scored test of spoken English for non-native speakers using NLP technology, etc. indicate the rapid transformations undergoing within the field of the Computer Assisted Language Assessment or Testing. However as the technology changes everyday, so does the field of CALT. But, the discipline of Computer Assisted Language Testing has adopted itself successfully with the changing nature of the technology and the technology users. It has become technology friendly and the user friendly so as to exist in the tremendously changing world.

All these technological and practical aspects of the use of the computer technology in the field of second/foreign language assessment and testing are considered to have various pedagogical advantages and implications for all those who are associated with the field of language pedagogy. Many scholars advocate the use of the computer technology in the field of second/foreign language testing and assessment as this use helps in overcoming many of the administrative and logistic burdens and problems associated with tradition testing practices. The use of computer technology in the field of assessment and testing also guarantee the consistency and uniformity in the information given to the test-taker. In computer assisted language testing, all test-takers receive precisely the same material and instructions no matter where or when they take the test. This uniformity, in the instruction and in the input presented, helps the test-takers in overcoming the fear and confusion during the test. There is also option of presenting input material in various forms such as text, graphics, audio, and video which is also regarded as another important benefit of the
use of computer technology in the field of second and foreign language assessment and testing. These features, made possible by the computer technology, help in simulating the target language use situations and enhance the authenticity of the test tasks.

Another very important advantage of the use of computer technology in the field of assessment and testing is pointed out by Alderson (1990). According to him, “the computer has the ability to measure time. The time which a learner takes to complete a task or even the time taken on different parts of a task, can be measured, controlled and recorded by computer.” This information can be very useful for the second/foreign language teachers to understand the problems, level and strategies employed by the students while taking the test. The use of computer technology in the field of second/foreign language assessment and testing has also enabled immediate test feedback, complete with a printout of basic testing statistics. The tests taken on the computers also require less time to finish, compared to traditional paper-and-pencil tests. Computers also offer test-taker various helps on the screen such as the way he/she should proceed, by clicking ‘help’ button, spelling check, help on syntactic errors in the learner’s text etc.

And the most important benefit of the use of the computer technology in the field of assessment and testing has been the possibility of testing large number people faster, accurately, quickly and cheaply, overcoming the barriers of time and place. And perhaps the understanding of these benefits and potentials of the computer technology in the field of language assessment and testing is making it more popular and widespread in today’s education system. Some of the examples, mentioned in the previous section, speak a lot about the role the computer technology is playing today in the field of language assessment and testing. The proper understanding of such advantages of the use of computer technology can play a great role in innovating the traditional practices in the field of language assessment and testing and may help in overcoming many of the problems prevailing in the field.

A second/foreign language teacher, with sound knowledge of computer technology, can create wonders not only for the institution but for his/her students also by using the technology for testing and assessment purposes in innovative way. The technology can also be a great benefit for the second and foreign language learners for assessing their language skills by themselves by visiting websites offering language tests for free. Even the foreign language teachers can also design their own tests using computer technology.
and can make them online which can be taken by their students any time, from any place with their own convenience. The next section of the paper focuses on this idea of creating online tests.

3. Teaching and testing in the brave new world of technology

In this brave new world of technology, a successful teacher is the one who adapts himself/herself with the emerging trends and technologies in his/her field and exploits them for enhancing and updating his/her own professional skills. Therefore, second and foreign language teachers of today need to literate themselves with solid understanding of the nature of CALT. Today various sophisticated course management softwares are available for those who want to exploit this technology to impart innovative and dynamic teaching and testing. These softwares allow teachers to construct teaching units, with quizzes based on them, and a means for scoring and reporting scores to students. One very good example, of how teachers can prepare their courses and quizzes on it online, is that of The English Language Institute (ELI) at the University of Surrey, in the UK (www.surrey.ac.uk/ELI/sa.html). The ELI at the University of Surrey has developed a number of self-access activities, designed to complement the courses they offer. The activities include short-quizzes, which provide instant feedback to learners so that they can assess their own learning. Similar online courses and quizzes can also be developed and designed by second and foreign language teachers for their students using various simplified authoring tools. To do so, one need not be the expert in the field of computer assisted language assessment and testing. An average computer-literate language teacher can also exploit this technology with the help of various commercially and freely available softwares for designing CATs for the course(s) being taught by him/her.

Today a large number of test authoring programs such as, Respondus, which can be integrated into classroom management systems like Blackboard, ANGEL, Desire2Learn, Moodle etc. are easily available with simplified adaptive functions and templates. These are quite easy to use and do not require sophisticated computer-programming knowledge. These can be used to design and create completely online course, publish materials related to an existing course, and create and deliver various types of tests.

Thus, many sophisticated authoring systems like Blackboard, Questionmark, Hot Potatoes, the Discovery School Quiz Center etc. can enable not only the test developer to create standard tests but also students to test and assess themselves at their convenient
time and place and should be exploited by the both. The potential implication for teachers and learners of these programs is that they help second and foreign language learners to become better, more autonomous learners and feel less frightened and at ease. Therefore the second and foreign language teachers should capitalize on it. Teachers, hoping to improve the level of their students, can put this technology to work in helping learners to identify their accomplishments and learning needs also.

It is also important to note here that as the technology goes nano and computers are replaced with much smaller and easily portable laptops, palmtops, tablets, Smartphone, so is the field of computer assisted language assessment and testing. All the above mentioned software giants have designed the programs that fit and can be used with the latest technologies for designing and taking tests. Therefore, the second and foreign language teachers and learners should exploit the benefits embedded in this technology.

4. Conclusion

The use of computer technology in the field of education in general and language pedagogy in particular has brought a digital revolution. This has transformed and reshaped all the existed practices within the field including language teaching, learning, assessing and testing. It has made the second/foreign language teaching and learning more interesting and fun as well as more learner-centered. The use of computer technology has also taken the second/foreign language teaching, learning and testing beyond its traditional settings and made these practices easily accessible to innumerable learners. The use of computer technology has also understood the expectations and the needs, not only of the academic organizations and the teachers but also of the language learners and has adopted itself to suit the demands and the needs of each. Therefore it is not surprising that all the leading academic institutions as well as the learners are tuning to the use of the computer technology for assessing and testing purposes. The use of computer technology has solved and is solving many of the existing problems in the field of language assessment and testing and making the field of language testing and assessment more easy, widespread, accurate and fast. It is also adopting itself with the emerging technologies and thus is assuring all those related with it about its continuous long term presence in the field of second/foreign language assessment and testing.

To sum up, the use of computer technology has made the field and practice of second and foreign language testing and assessment very easy, tremendously widespread, more
accurate, dynamic and fast. It is helping today not only the academic institutions in testing the students but also the teachers and learners. Second/foreign language learners are taking benefit of this technology to assess their language ability and proficiency and improving their language skills by individualizing the practice. Thus it will not be wrong to say that we are witnessing a revolution in the field of language assessment and testing with the use of computer technology and this revolution will lead the field to its glorious destination.

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