



# Issues in Language Studies

Volume 5 Number 2 (2016)



Faculty of Language Studies and Communication Studies  
Universiti Malaysia Sarawak  
94300 Kota Samarahan, Sarawak.  
[www.ils.unimas.my](http://www.ils.unimas.my)



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e-ISSN 2180 -2726



9 772180 272003

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Table 1

*Types of communication strategies used across age groups*

*Figure 1. Frequency of communication strategy use across age groups*

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# **GENDER-BASED DIFFERENCES IN LANGUAGE LEARNING STRATEGIES AMONG UNDERGRADUATES IN A MALAYSIAN PUBLIC UNIVERSITY**

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Manuscript received 7 November 2016

Manuscript accepted 9 December 2016

## **ABSTRACT**

Unemployment among the Malaysian public universities' graduates due to their inability to communicate proficiently and accurately in English language with proper pronunciation has been a concern among various parties. One possible method to address such issue is to look at how these graduates learn and improve their command of English language. Language learning strategies (LLS) is one of the prominent variables that can affect their language learning process. With that in view, this study investigated the LLSs used by the first year undergraduates in a Malaysian public university. It also examined the relationship between language learning strategies based on gender. The survey utilised the Strategy Inventory for Language Learning (SILL) by Oxford (1990) on 535 male and 1173 female respondents. Data obtained were analysed using descriptive statistics, *t*-test, One-way ANOVA and chi-square test. Finding revealed that females employed more strategies if compared to males. The research result also showed that metacognitive strategies were highly employed by these undergraduates whereas affective strategies were least used among them. Further ANOVA test revealed there was a significant difference between the language learning strategies used by these undergraduates. The implications of these findings to educators, scholars and researchers were also discussed.

**Keywords:** language learning strategies, metacognitive strategies, affective strategies

## **Introduction**

In Malaysia, English is viewed as a second language (ESL). Second language learning (L2) is a term that is used to explain the learning of all other languages in addition to one's mother tongue languages in various situations and for various purposes (Cook, 2001). Oxford (1990) also added that a second language has "social and communicative functions within the community where it is learned" (p. 6). Blau and Dayton (1992) revealed that Malaysia is considered as "ESL English-using societies" (as cited in Green and Oxford, 1995, p. 268). This view was also recognised by Nunan (1999), whereby the teaching and learning of English in Malaysia is commonly used by the population at large (as cited in Kamalizad & Samuel, 2015, p. 3).

Currently, learning a second or foreign language is a crucial educational matter in most of the schools throughout the world (Lavasani & Faryadres, 2011). This is also further emphasised by Tan Sri Muhyiddin Yassin, the Deputy Prime Minister and Education Minister, Malaysia, who announced on 2 September 2014 that there would be a new policy implemented soon, in which English language would be a compulsory subject to pass in all the public universities (Lee, 2014). Furthermore, according to Kho, Aqiera, and Leong (2015), the issue of unemployment among Malaysian graduates with excellent academic achievement has come to the attention of Malaysian higher institutions. They also stated that unemployment among Malaysian graduates is due to their inability to communicate proficiently and accurately in English with proper pronunciation. This view was also echoed by Kiram, Sulaiman, Swanto, and Din (2014), who stated that Malaysian students encountered difficulties in mastering the English language, which later affected their examination results. According to them, another scenario found across Malaysian public universities was that the number of female learners surpassed the number of male counterparts. Male learners generally used fewer LLS for a given learning context compared to female learners who were likely to be more strategic (Liyanage & Bartlett, 2012). The role of gender on LLS's preferences (Liyanage & Bartlett, 2012) and success in language acquisition and learning were also highlighted (Michońska-Stadnik, 2014). Nevertheless, the role of gender is still "underestimated and neglected in research for a long period of time" (Michońska-Stadnik, 2014, p. 122). Hence, this study examined language learning strategies based on the population of learners as a whole and their differences based on gender.

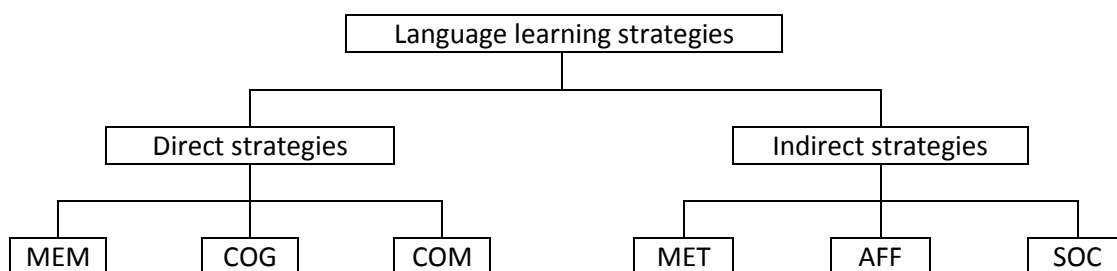
### **Literature Review**

Language learning strategies is an important variable that can affect the performance of the learners (O'Malley & Chamot, 1990; Oxford, 1989, 2003). Other than that language learning strategies have been regarded as a crucial variable in influencing academic achievement (Hakan, Aydin & Bulent, 2015) or language proficiency (Fazeli, 2012; Kiram et al., 2014). Hakan et al. (2015) also stated that language learning strategies have shifted to focus on the learners and the learning process instead of focusing on the teacher and the teaching process. Such shifts have led to the importance of conducting more studies to identify how learners learn and the strategies employed by them to enhance and stretch their use of

language learning strategies beyond their comfortable zone in the process of language learning. This shows that further studies on language learning strategies in the area of second language learning are deemed crucial. Other than that, Hakan et al. also highlighted the importance of language learning strategies for understanding the language learning process and the development of skills in learning a second or foreign language.

Language learning strategies are defined as “the steps taken by students to enhance their own learning” (Oxford, 1990, p. 1). These strategies are considered as the “tools for active, self-directed involvement” (Oxford, 1990, p. 1), which are crucial to develop communicative competence. It is stated that using appropriate language learning strategies will help to improve language proficiency and enhance self-confidence (Oxford, 1990). The word “strategy” originates from the ancient Greek term “strategia”, which meant “generalship or the art of war” (Oxford, 1990, p. 7). She also stated that “tactics” is another related word to “strategy” that could be used as tools to attain the success of strategies (Oxford, 1990, p. 7). These two words were applied interchangeably because they indicate similar basic characteristics, like “planning, competition, conscious manipulation and movement toward a goal” (Oxford, 1990, p. 7). As such, Oxford (1990) defined strategy as the plan, step or conscious action to achieve an objective. This strategy concept was then transformed into “learning strategies”, which are defined as the operations applied by the learners to assist them in “the acquisition, storage, retrieval and use of information” (Oxford, 1990, p. 8). More specifically, these learning strategies are specific actions employed by the learners to make the “learning easier, faster, more enjoyable, more self-directed, more effective and more transferrable to new situations” (Oxford, 1990, p. 8). Cohen (1998) also described learning strategies as the processes that learners employ consciously to enhance the storage, retention, recall and application of knowledge in the language learning process.

Oxford (1990) has classified strategies into direct strategies and indirect strategies as shown in Figure 1. Direct strategies consist of memory strategies, cognitive strategies and compensation strategies whereas indirect strategies comprise metacognitive strategies, affective strategies and social strategies.



Note. MEM = memory, COG = cognitive, COM = compensation, MET = metacognitive, AFF = affective, SOC = social

Figure 1. Strategy system according to Oxford (1990, p. 16)

Direct strategies require mental processing of the language. Memory strategies are used to help learners store and retrieve new information. Some of



these memory strategies include grouping or using imagery. Cognitive strategies are to help learners to understand and produce new language using various means. These strategies include summarising or reasoning deductively. Compensation strategies are applied in order to help learners to use the language regardless of their big gaps in knowledge. These strategies include guessing or using synonyms. On the hand, indirect strategies are classified as the strategies used to support and manage language learning without being involved directly in the target language (Oxford, 1990). Metacognitive strategies enable the learners to “control their own emotion” and to “coordinate their learning” through “centering, arranging, planning and evaluating” (Oxford, 1990, p. 135). Affective strategies will assist to regulate “emotions, motivations and attitudes” (Oxford, 1990, p. 135) whereas social strategies encourage the interaction of learners with others.

Among the factors that could affect language learning strategies, gender is considered an important factor (Gu, 2002). This was also agreed by Zoghi, Kazemi, and Kalani (2013), in which gender is a crucial affective factor that plays a specific role in second language acquisition. McElhinnny (2003) labelled gender as “the social, cultural and psychological constructs” that are referring to the males and females (as cited in Kayaoğlu, 2012, p. 14). In this research, gender refers to the male and female undergraduates. The term “gender” instead of “sex” is used in this research because gender roles change based on the norms and expectations of the society whereas sex relies on the “physiological, biological and anatomic features that cannot change” (as cited in Kayaoğlu, 2012, p. 14). Gender was originally used as a term in linguistics and then in other social science areas (Kayaoğlu, 2012). The term gender denotes “masculine and feminine categories constructed in society” (Sadiqi, as cited in Kayaoğlu, 2012, p. 14). However, Chang (2004) stated that since men and women do not only differ biologically, they are also brought up in various ways with different social expectations (Aliakbari & Hayatzadeh, 2008). Consequently, Chang (2004) added that “their behavioral differences were reflected in academic aptitudes” (as cited in Aliakbari & Hayatzadeh, 2008, p. 77). Another researcher, Rua (2006) confirmed that the interaction of neurological, cognitive, affective, social and educational factors had contributed to girls’ achievement in foreign language learning based on her review on various tests and studies (as cited in Aliakbari & Hayatzadeh, 2008, p. 77).

Zoghi, Kazemi, and Kalani (2013) revealed that according to gender role theory, “prevalent gender stereotypes are culturally shared expectations for gender appropriate behaviors” (p. 1124). Eagly (1987) and Eagly and Karau (2002) also stated that females and males would learn “the appropriate behaviors and attitudes from the family and overall culture they grow up with and hence, non-physical gender differences are a product of socialisation” (as cited in Zoghi et al., 2013, p. 1124). As for the biological point of view, basically females and males have different cognitive ability and learning style (Zoghi et al., 2013). Such differences are caused by the basic physiological differences and higher-level cortical functions differences (Keefe, as cited in Zoghi et al., 2013). Regardless of whether gender differences are basically culturally or biologically determined, educational research has showed that students’ academic interests, needs and achievements are affected by gender differences (Zoghi et al., 2013). The theorists of Second Language Acquisition (SLA)

(Boyle, 1987; Burstall, 1975; Ehrlich, 2001) agreed that female learners show possible superiority in their second language learning process (as cited in Zoghi et al., 2013, p. 1124).

Larsen-Freeman (2000) asserted that females excel males at the early stage of first language acquisition (as cited in Yan, 2009, p. 109). Other than that, the study on linguistics recently and with the “breakthrough of neurolinguistics experiment” further revealed the significance of gender difference in language acquisition (Liang, as cited in Yan, 2009, p. 109). Other than that, “effective integration of spatial skills and linguistic cognition” indicated that females had more advantage at the early stage of language acquisition (as cited in Yan, 2009, p. 109). In other words, theoretically, females are more adept to learn a language or a second language (as cited in Yan, 2009, p. 109). These researchers have also indicated that research in language learning has acknowledged the role of society and context besides the sex physiological of learners. With this definition and role of gender, it is feasible to compare studies on the use of language learning strategies across different sociocultural contexts.

Studies on the use of language learning strategies based on gender had resulted in mixed conclusions (Ehrman & Oxford, 1990; El-Dib, 2004; Zarei & Beiza, 2013). Similarly, Gu (2002) indicated that the empirical studies on the influence of gender and academic major on language learning strategies often had produced inconsistent results. In addition, gender and language proficiency factors are among the two factors that have not received enough attention as the effect of these two factors will affect the use of language learning strategies (Salahshour, Sharifi, & Salahshour, 2013). Fewer studies were conducted on male and female in terms of their language learning (Yan, 2009). The focus of research on the role of gender on the employment of learning strategies was still lacking (Ellis, as cited in Kayaoğlu, 2012, p. 14). Based on those views, there is a still a need to examine further the effect on gender of the use of language learning strategies.

Studies on the effect of gender on language learning strategies have also shown inconsistent results. While some studies have revealed that female learners employed more language learning strategies compared to their male counterparts (Kiram et al., 2014; Yunus, Sulaiman, & Embi, 2013), others have indicated the obverse (Abbasian, Khajavi, & Mardani, 2012; Aliakbari & Hayatzadeh, 2008; Wharton, 2000). Previous studies have revealed that there were significant differences on the use of strategies based on gender (Hakan et al., 2015; Kiram et al., 2014; Liyanage & Bartlett, 2012; Tezcan & Deneme, 2015). For example, the study by Tezcan and Deneme (2015) on young Turkish learners revealed that a significant difference was found in the overall language learning strategies used by the learners. This study also found that females employed more language learning strategies compared to males. Another study by Hakan et al. (2015) among the undergraduates revealed that there was a significant difference in only the compensation strategies, which were used mostly by male undergraduates compared to female undergraduates. However, a study by Kiram et al. (2014) on 56 pre-university students discovered that females employed more strategies compared to males for all language learning strategies, except for the compensation strategies, in which these strategies were more dominant among the males.

Nevertheless, further tests revealed that there were only significant differences in the use of cognitive and social strategies based on gender. Liyanage and Bartlett's study (2012) among high school learners revealed that females had higher use of metacognitive and cognitive strategies compared to male learners regardless of their ethnicity. Results also showed that there were significant differences in the use of overall strategies used. However, no significant difference was found on the use of individual language learning strategies based on gender.

Other than significant difference found in the use of language learning strategies based on gender, literature has also revealed contradictory findings that showed the use of language learning strategies did not differ statistically based on gender (Kashefian-Naeeni & Maarof, 2010; Kayaoğlu, 2012; Nguyen & Godwyll, 2010). For example, Nguyen and Godwyll's study (2010) revealed that there was no significant difference on the use of language learning strategies based on gender even though females had higher tendency to employ more language learning strategies. Likewise, another study by Kashefian-Naeeni and Maarof (2010) also found that there was no significant statistical difference in all the learning strategies based on gender even though females were found to employ more of memory, metacognitive and affective strategies among the undergraduates in Universiti Kebangsaan Malaysia, Malaysia. In addition, Kayaoğlu (2012) also provided the support that there was no significant difference on the use of overall language learning strategies among male and female science students in a Turkish university. Nevertheless, Kayaoğlu (2012) revealed that there was a significant difference with respect to the effect of gender of the use of individual language learning strategies. Since literature has revealed that the effect of gender has produced mixed findings, it is therefore still crucial to investigate how this factor could affect language learning strategies in various contexts. This concern has led to the investigation of the language learning strategies among the first year undergraduates in respect to the effect of gender in Universiti Malaysia Sarawak, a public university in Malaysia.

### **Research Objectives**

This study aimed to identify the language learning strategies of first year undergraduates in a public university, University Malaysia Sarawak, Malaysia. It also aimed to investigate further whether there was a difference in the use of language learning strategies based on gender. However, this paper would only report the preferred language learning strategies of these respondents and whether there was a difference in the choice of language learning strategies based on gender. The following questions were addressed in this paper:

1. What are the language learning strategies employed by first year undergraduates in a Malaysian public university?
2. Is there any difference in terms of language learning strategies based on gender?

### **Method**

This study was part of a larger study on language learning strategies employed by Malaysian undergraduates. In order to identify the English language learning strategies of these first year undergraduates, the Strategy Inventory for Language Learning (SILL) version 7 by Oxford (1990) was utilised. The overall reliability of SILL in this study was high, with coefficients of Cronbach's alpha of 0.926. Such finding further supported the results of past studies, which indicated that SILL had shown a high reliability in many studies (Oxford, 1996; Savas & Erol, 2015). Fahim and Noormohammadi (2014) also supported that the SILL was the best-known strategy scale and was widely employed due its high reliability and validity. Furthermore, the internal consistency of SILL, within the range of .89 to .98, is reported in different studies (Oxford & Burry-Stock, 1995).

This instrument was worded in two languages, which were the English language and the national language of Malaysia, i.e. *Bahasa Melayu*. The instrument had to be adapted to include both languages in order to cater to respondents with low levels of English language proficiency. The questionnaire consisted of 50 questions. These questions were used to identify the six language learning strategies as categorised by Oxford (1990), namely memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies. The items in this instrument were measured using a five-point Likert scale ranging from "always or almost always true of me" to "never or almost never true of me". The data were then analysed using Statistical Package for the Social Sciences version 18 (SPSS 18).

### **Participants**

The study was conducted on 1,708 first year undergraduates of a public university in Malaysia. These students were briefed about the nature and purpose of this study before they were asked to sign the participation consent form. Of the 1,708 undergraduates, 535 respondents were male whereas the remaining, 1,173 respondents were female.

### **Results**

Quantitative findings from the questionnaire survey in Table 1 showed that first year undergraduates most preferred metacognitive strategies ( $M = 3.42, SD = .71$ ) in learning the English language. This was followed by the use of social ( $M = 3.26, SD = .72$ ), cognitive ( $M = 3.21, SD = .59$ ), compensation ( $M = 3.16, SD = .63$ ), memory ( $M = 3.03, SD = .59$ ) and affective ( $M = 2.97, SD = .64$ ) strategies. All the mean scores of language learning strategies ranged from 2.97 to 3.42 indicated that the respondents "sometimes" used these strategies as classified by Oxford (1990).

Table 1

Overall language learning strategies used by first year undergraduates

Language Learning Strategies		<i>M</i>	<i>SD</i>	Rank
Direct	Memory	3.03	.59	5
	Cognitive	3.21	.59	3
	Compensation	3.16	.63	4
Indirect	Metacognitive	3.42	.71	1
	Affective	2.97	.64	6
	Social	3.26	.72	2

Apart from that, memory, cognitive and compensation strategies were categorised as direct strategies whereas metacognitive, affective and social strategies were grouped as indirect strategies (Oxford, 1990). This study revealed that the first-year undergraduates significantly employed more indirect strategies ( $M = 3.22, SD = .71$ ) compared to the use of direct strategies ( $M = 3.14, SD = .61$ ) ( $t(10008) = 6.221, p < .05$ ). This finding corroborates with the study by Tan and Kaur (2015) on English learners at another Malaysian public university, namely Universiti Sains Malaysia.

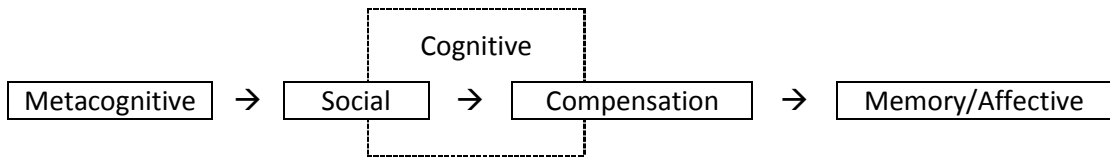
In order to obtain more in-depth information about preferences of language learning strategies among the respondents, further statistical analysis was conducted. One-way Analysis of Variance (ANOVA) was used to determine whether there was significant difference among all the mean scores of six language learning strategies, as shown in Table 2.

Table 2

One-way analysis of variance (ANOVA) for overall language learning strategies

	Variation	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Learning strategies	between	229.213	5	45.843	108.707*	.000
	within	4319.127	10242	.422		

The finding revealed that there was a significant difference on the use of language learning strategies among the first-year undergraduates in learning English ( $F(5,10242) = 108.707, p < .05$ ) (Table 2). At  $\alpha = .05$ , Tukey's HSD tests showed that mean score of metacognitive strategies has significant differences from all the other language learning strategies. Mean score of social strategies was also significantly different compared to other language learning strategies except cognitive strategies. While the use of cognitive strategies showed that there were no significant differences with social and compensation strategies, there were significant differences for memory, metacognitive and affective learning strategies. Compensation strategies have significant differences with all the other learning strategies except cognitive strategies. Both memory and affective strategies did not show any significant difference among them but shown significant differences with other learning strategies. The statistical findings of Tukey's HSD test about the language learning strategies employed by respondents are shown in Figure 2.



Note. "→" means "higher mean score"

Figure 2. Significant order of language learning strategies

Based on Figure 2, metacognitive strategies were mostly preferred by the respondents in learning English compared to other language learning strategies. It was followed by social/cognitive, cognitive/compensation, and lastly memory/affective strategies. Mean scores of social and cognitive or cognitive and compensation did not have any significant differences. Likewise, there was also no significant difference between the employment of memory and affective strategies.

Table 3

Language learning strategies used by first year undergraduates based on gender

Learning strategies	Male (n = 535)		Female (n = 1173)		t	df	p	
	M	SD	M	SD				
Direct	Memory	2.95	.61	3.07	.58	-3.809*	1706	.000
	Cognitive	3.16	.62	3.23	.58	-2.312*	975	.021
	Compensation	3.18	.64	3.16	.63	.512	1706	.603
Indirect	Metacognitive	3.33	.75	3.46	.69	-3.464*	960	.001
	Affective	2.87	.65	3.01	.62	-4.397*	1706	.000
	Social	3.22	.73	3.28	.71	-1.700	1706	.089
Total	3.12	.51	3.20	.46	-3.444*	1706	.001	

Table 3 showed that male significantly used less strategies ( $M = 3.12, SD = .51$ ) compared to female undergraduates ( $M = 3.20, SD = .46$ ) in learning English language ( $t(1706) = -3.444, p < .05$ ). Both males and females were "medium users" for all language learning strategies as their scores were between 2.5 and 3.4 based on the classification by Oxford (1990), except for metacognitive strategies which was "highly used" by females. Independent samples  $t$ -tests also revealed that male respondents significantly employed less direct strategies ( $M = 3.10, SD = .51$ ) compared to female respondents ( $M = 3.15, SD = .48$ ) ( $t(1706) = -2.265, p < .05$ ). Likewise, males significantly used less indirect strategies ( $M = 3.14, SD = .60$ ) compared to females ( $M = 3.25, SD = .56$ ) ( $t(1706) = -3.830, p < .05$ ). In addition, no significant difference was found between direct and indirect strategies used by males ( $t(3130) = -1.795, p > .05$ ). However, female respondents significantly employed more indirect than direct strategies in learning English ( $t(6882) = 6.368, p < .05$ ).

While learning English language, male undergraduates most preferred metacognitive strategies ( $M = 3.33, SD = .75$ ). This was followed by social ( $M = 3.22, SD = .73$ ), compensation ( $M = 3.18, SD = .64$ ), cognitive ( $M = 3.16, SD = .62$ ), memory

( $M = 2.95$ ,  $SD = .61$ ) and affective strategies ( $M = 2.87$ ,  $SD = .65$ ). Female undergraduates also employed metacognitive ( $M = 3.46$ ,  $SD = .69$ ) and social strategies ( $M = 3.28$ ,  $SD = .71$ ) the most similar male undergraduates. This was followed by cognitive ( $M = 3.23$ ,  $SD = .58$ ), compensation ( $M = 3.16$ ,  $SD = .63$ ), memory ( $M = 3.07$ ,  $SD = .58$ ) and affective strategies ( $M = 3.01$ ,  $SD = .62$ ). Affective followed by memory strategies were the least preferred for both male and female first year undergraduates. Female undergraduates significantly preferred to use memory, cognitive, metacognitive and affective strategies compared to male undergraduates in learning English language. However, there were no significant differences for compensation and social strategies employed by those male and female undergraduates.

### **Discussion**

Based on the quantitative findings, metacognitive strategies were the most employed strategies by the first year undergraduates in learning English as a second language. This finding is consistent with findings of other empirical studies (Aliakbari & Hayatzadeh, 2008; Platsidou & Sipitanou, 2015; Tan & Kaur, 2015). It appears that even though these studies were carried out on different levels of learners, like university students (Aliakbari & Hayatzadeh, 2008; Tan & Kaur, 2015), primary or secondary school students (Platsidou & Sipitanou, 2015), the results still showed that these learners employed mainly metacognitive strategies. In other words, the learners have recognised the importance of metacognitive strategies in their language learning strategies despite their education levels ranging from primary to tertiary education. Such preference for the use of metacognitive strategies might relate to the Malaysian education system, which is examination oriented. Due to the learners' aims to excel in the examinations, learners are indirectly prompted to plan, organise and monitor their English language learning process. Such necessity to use metacognitive strategies to enhance their English language proficiency is even more demanding at tertiary level as most universities courses are delivered and assessed in the English language. Such situation has motivated these university learners to intensify their effort to improve their command of the English language. As reported in most studies, these undergraduates will plan, monitor and evaluate their own language learning process for better academic performance. Daghistani's (2015) concept of metacognitive thinking skills as "mental actions" employed by an individual to "organise, monitor, guide and control" his or her thinking (p. 103) was similar to the definition of metacognitive strategies by Oxford (1990). Daghistani (2015) also revealed that the use of metacognitive thinking was a "strong indicator of possessing abilities, skills that develop with age" (p. 108). The results on metacognitive strategies being the most preferred language learning strategies revealed that these undergraduates were aware of the importance to monitor, plan and control their own learning as these strategies provide the necessary support for them to be more independent and successful in the language learning process, especially in higher institutions contexts. Metacognitive strategies are viewed as the more powerful strategies in assisting the learners to be more self-regulated in the learning process. Other than that, according to Hashim and Sahil (1994), university

students are more prompted to monitor and evaluate their own language learning in order to obtain good grades. Such use of metacognitive strategies can be related to their motivation to learn the English language in order to have better academic achievement. Such view is also in accordance with Thang, Ting, and Jaafar's views (2011), in which Malaysian students had higher tendency for instrumental motivation (as cited in Domakani, Roohani, & Akbari, 2012, p. 134). However, there were studies showing that other language learning strategies were highly preferred by learners. For example, the study by Subramaniam and Palanisamy (2014) revealed that compensation strategies were mostly used by learners in private secondary schools in Malaysia. These students had to resort to compensation strategies due their grammar and vocabulary deficiencies. This clearly showed that learners' choice of language learning strategies could also be affected by their command of the English language.

This study has shown that male and female undergraduates had higher preferences for metacognitive strategies and social strategies, similar to the finding by Kiram et al. (2014). This could be due to the fact that both studies were located in the same context and learners are indirectly assumed to show similar influence in learning English by their society despite of their sex biological aspect.

In this study, female undergraduates were also found to employ more strategies compared to male undergraduates. Female undergraduates also significantly employed more of direct and indirect strategies compared to male undergraduates. Both findings confirmed the fact that females were more superior in the use of language learning strategies if compared to males as reported by most other researchers (Liyanage & Bartlett, 2012; Platsidou & Sipitanou 2015). This could be related to the nature and personality of females, in that they are more motivated to explore different language learning ways to improve their language learning process compared to males. This was further supported by Platsidou and Sipitanou (2015), whereby females were found to outperform boys in self-reported scores of different "abilities, skills and personal characteristics" (p. 91). Chambers' (2003) and Tannen's (1991) contention, in which females exhibited greater enthusiasm and determination in learning for achieving social equality through education and overcoming centuries of male oppression could properly explained why females used more strategies than males (as cited in Liyanage & Bartlett, 2012, p. 247). López Rúa (2006) also agreed that girls' achievement in foreign language learning is enhanced by the interaction of neurological, cognitive, affective, social and educational factors. He added that girls' individual differences that comprised their interests and abilities and the social conditions could also encourage them to use strategies more frequently. On the other hand, this study contradicts the results of studies where males employed more language learning strategies (Aliakbari & Hayatzadeh, 2008; Subramaniam & Palanisamy, 2014; Zarei & Beiza, 2013). For example, Zarei and Beiza (2013) reported that males scored significantly higher than females in all language learning strategies, except for social strategies, in which both gender equally employed these strategies. Differences in findings could be due to other factors that could be interrelated with gender like context and the language proficiency of the learners since there were English majors.



Besides that, the present study also showed that there was a statistically significant difference ( $t(1706) = -3.444, p < .05$ ) in terms of all the other language learning strategies except for compensation and social strategies employed by the undergraduates based on gender. Such findings concurred with the results of other researchers (Ehrman & Oxford, 1989; El-Dib, 2004; Hashemi, 2011; Khodae Balestane, Hashemnezhad, & Javidi, 2013). However, in other studies, it also revealed that gender did not have any effect on the use of language learning strategies (Abbasian et al., 2012; Aliakbari & Hayatzadeh, 2008; Subramaniam & Palanisamy, 2014). For example, Aliakbari and Hayatzadeh's study (2008) revealed that there was no significant difference on the use of all the language learning strategies because their respondents were from the same major of studies. On the other hand, Subramaniam and Palanisamy's (2014) research indicated such finding could be possibly be related to the small and unbalanced respondents' sample sizes. In other words, whether gender could significantly affect the use of language learning strategies might possibly be determined by other factors, besides gender.

### **Conclusion**

In conclusion, language learning strategies appear to be an important variable that could determine the success of language learners as pointed out by different researchers and scholars (Kashefian-Naeeni & Maarof, 2010). Since this study showed that the most preferred strategies by first year undergraduates in a Malaysian public university were metacognitive strategies, reinforcing the use of metacognitive strategies will lead the learners to a more independent and self-directed language learning process as they will try to explore, plan, manage and evaluate their own learning. However, since this study did not identify the specific metacognitive strategies preferred by learners, future research should investigate this aspect. When the learners possess the ability to diversify and manage their language learning strategies appropriately in learning English language, indirectly they are able to increase their language proficiency.

Other than that, learners should also be exposed to various types of language learning strategies in order for them to stretch their use of language learning strategies based on different language learning contexts and tasks. Applying language learning strategies in an appropriate and a flexible way will ensure a more successful language learning process. This was also agreed by Fazeli (2012), who mentioned that teaching appropriate language learning strategies to these learners empowers them to manage their own learning process. If learners are able to take control of their language learning process using appropriate strategies based on various contexts and tasks given, besides the preferred metacognitive strategies, this indirectly leads the learners to have a better command of English language proficiency, which gives them an added advantage when looking for employment upon graduation.

Besides that, since this study revealed that female surpassed male learners in using more language learning strategies and females significantly employed more indirect strategies and direct strategies, multiple research methods and data collection, like interviews, observation and so on could be employed to identify why

these phenomena occur. Other than that, since past studies also revealed that males or females applied strategies differently, it is suggested that future studies should investigate the specific language learning strategies employed by male and female learners using various language activities and contexts because as of up to date, most studies have only reported on the differences of the overall language learning strategies used based on gender. More studies are also recommended to be carried out in various contexts and cultures as gender might interact with other factors in the use of language learning strategies.

Other than that, this study also found that there was a significant difference in the use of language learning strategies based on gender for all the language learning strategies, except for compensation and social strategies. However, further tests indicated significant differences were found in the use of memory, cognitive, metacognitive, and affective strategies. However, compensation and social strategies did not show any significant difference based on gender. Besides that, since females were found to significantly employ more indirect and direct strategies than males, future planning in curricula and activities implemented in class might consider how these indirect and direct strategies could be implemented effectively based on gender. Nevertheless, the results on the influence of gender should be taken with precaution as other factors especially the sociocultural contexts of learners, including their upbringing and exposures to various language learning environments and resources could also contribute to these significant differences. Hence, it cannot be denied that factors other than gender could also create differences in the use of language learning strategies since language learning process has shifted to focus on the learners rather than the teacher. Further measures or instruments used should also be proposed by the language researchers in order to determine the specific language learning strategies that could affect the language learning strategies through quantitative and qualitative research methods. The use of qualitative methods like think aloud protocol, observations, learning journal besides self-reported survey instruments, might be able to provide a rich data that could benefit the teaching and learning process even more.

## Acknowledgement

We would like to express our gratitude to University of Malaya for funding this project under Postgraduate Research Fund and also to Universiti Malaysia Sarawak for sponsoring this study.

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# 非华裔生汉语学习焦虑调查 ——以玛拉工艺大学为例

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Manuscript received 17 June 2016

Manuscript accepted 7 November 2016

## 摘要

汉语作为外语或第三语言学习对非华裔生来说无疑是一项挑战。在汉语学习过程中，非华裔生必定承受一定程度的外语学习焦虑。有鉴于此，本文以砂拉越玛拉工艺大学选修汉语作为外语学习的221名非华裔生作为研究对象，对非华裔生的焦虑程度和焦虑因素进行调查。本文采用以赫维兹等人（Horwitz, Horwitz & Cope）（1986）设计的外语学习焦虑量表，简称FLCAS（Foreign Language Classroom Anxiety Scale）作为调查工具。在问卷收集完善后，笔者采用SPSS 22.0作为数据统计工具。调查结果显示，大部分非华裔生的汉语学习焦虑水平处于中度焦虑，而导致非华裔生汉语学习焦虑的因素从高至低依次是交际焦虑（Communication Apprehension），负评价焦虑（Fear of Negative Evaluation）及测试焦虑（Test anxiety）。

**关键词：**汉语，学习焦虑，非华裔生，因素

**MANDARIN LANGUAGE LEARNING ANXIETY AMONG NON-CHINESE LEARNERS:  
A CASE OF UNIVERSITI TEKNOLOGI MARA**

**ABSTRACT**

*Learning Mandarin as a foreign language or third language can be very difficult for non-Chinese learners. In the process of learning Mandarin, non-Chinese learners may experience certain level of foreign language anxiety. The objectives of this study are to investigate Mandarin language anxiety level and its associated factors among non-Chinese learners. This study involved 221 non-Chinese learners who enrolled in Introductory Mandarin Language in Universiti Teknologi MARA (UiTM), Sarawak. The instrument for this study included the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, Horwitz and Cope (1986). The collected data were analysed using Statistical package for Social Science (SPSS) 22. The results of the study indicated that most of the non-Chinese learners experienced a moderate level of anxiety while learning Mandarin. The main factor that contributed to their language anxiety was communication apprehension, followed by fear of negative evaluation and test anxiety.*

**Keywords:** Chinese language, learning anxiety, non-Chinese learner, factor

**前言**

20世纪40年代，语言焦虑这一概念最先在第二语言习得研究领域提出（何珊，2014）。自20世纪70年代，外语研究者逐渐将外语研究重心转向学习者在语言学习过程中的焦虑。在众多研究者中，以赫维兹等人（Horwitz, Horwitz & Cope）的研究最具代表性。他们对外语学习焦虑进行了大量深入的研究（张莉，2006）。赫维兹等人认为，“外语焦虑是一种产生于外语学习过程，和课堂外语学习相联系的有关自我知觉、信念、情感和行为的独特的综合体”，包括交际焦虑（communication apprehension）、测试焦虑（test anxiety）和负评价焦虑（fear of negative evaluation）三个要素（赵维伦&刘丰，2011）。交际焦虑主要指个人对与他人的真实或者预期焦虑产生的恐惧或焦虑程度，其行为模式是交际回避（avoidance）或者退缩（withdrawal），与没有交际焦虑的人相比，有交际焦虑的人不愿意参与他人的会话以及社交。测试焦虑指学习者受个人的认知、个性、特点等的影响，产生对考试成败的担忧和情绪紧张为主要特征的心理反应状态，进而对他们考试成绩产生负面影响。负评价焦虑是指学习者过分担心自己的成绩和个人表现，不愿意给人留下不好的印象。具有负评价焦虑的人在人际交际及完成任务的过程中会产生“己不如人”的感觉，而这种经常性的心理暗示会挫伤学生的自尊心和自信心，使其在开展任务或考试前就产生比较明显的焦虑情绪（周凤敏，2013）。

为了研究外语学习焦虑这一心理活动，赫维兹等人（Horwitz et al.）根据学生的自我报告、客观实验以及一系列相关测量方法的分析整理，设计出一个后来被广泛采用的外语学习测量方法——外语课堂焦虑量表（Foreign Language Classroom Anxiety Scale），用于测量外语学习焦虑的广度和深度（唐美玲，2006）。使用这一量表进行多次实验后，Horwitz得出如下结论：迄



今为止的实验结果证明，外语学习焦虑是可以有效且可信地进行测量的（王银泉&万玉书，2001）。通过研究发现外语课堂焦虑在外语学习者中普遍存在（周凤敏，2013）。

纵然许多研究证明学习者在学习语言时确实面临语言学习焦虑，但研究中仍然存在一些局限。较多的研究皆以英语作为第二语言的学习焦虑为主，对于汉语作为外语的学习焦虑研究，尤其是针对非华裔生的汉语学习焦虑研究并不多。有鉴于此，本文将以问卷调查的方式来了解非华裔生的汉语学习焦虑程度和因素。本文研究问题如下：（1）玛拉工艺大学非华裔生的汉语学习焦虑处于什么水平，（2）什么因素导致非华裔生的汉语学习焦虑。针对问题的提出，本文的研究目的有，（1）探讨玛拉工艺大学非华裔生的汉语学习焦虑水平，（2）了解并确认玛拉工艺大学非华裔生的汉语学习焦虑因素。

### 文献探索

焦虑是指“个体由于不能达到预期的目标或者不能克服障碍的威胁，使得其自尊心与自信心受挫，或使失败感和内疚感增加而形成的紧张不安，带有恐惧感的情绪状态，它是外语学习中最主要的情感障碍”（史利红，2014）。对外汉语研究者也注意到焦虑这一情感因素对汉语作为外语学习的影响，因而对其学习焦虑进行了实证研究，并取得了一定的成果。

李小花（2012）研究了藏族学生外语课堂焦虑。文中采用了《外语课堂焦虑量表》对青海警官职业学院的87名藏族学生的外语课堂焦虑状况进行了调查。调查发现，藏族学生在外语学习中经历中度焦虑，而影响他们课堂焦虑依次排列是交际焦虑、负评价恐惧和考试焦虑。李氏在同文中也通过数据分析探讨青海警官职业学院藏族学生英语学习焦虑与英语成绩之间的关系。分析结果显示外语课堂焦虑与英语成绩呈负相关关系。这就说明学生在课堂中焦虑感越强英语成绩就越低。此外，李氏也在同文中对性别在外语课堂焦虑与英语学习中的影响进行了差异性分析。分析结果显示，性别在外语课堂焦虑上存在着显著的差异，也就说明不同的性别影响外语课堂焦虑。

徐颢与李敬梅（2015）以某高校的121名对口中职单独录取的学生简称单招生作为研究对象，采用Foreign Language Classroom Anxiety Scale (FLCAS) 对该高校单招生英语作为外语学习焦虑进行了调查。通过调查发现，高校单招生存在着较强的外语学习焦虑，而导致单招生外语学习焦虑的主要因素是害怕外语学习失败。在交际焦虑、考试焦虑、害怕负面的评价、英语课的消极态度和害怕英语学习的失败这五种焦虑中，学生的考试焦虑程度是最低的。在同文中，徐氏和李氏也针对调查分析结果提出一些建议，如：为学生创造真实的语言环境，以减轻学生的交际焦虑、尽量设计多种多样的课堂活动、注意纠错方式以及多与学生交流以了解他们学习上的困难。

郝秋兰（2014）在研究土库曼斯坦预科留学生汉语学习焦虑时，结合了问卷调查、课堂观摩和个人访谈的调查方式对华中师范大学国际文化交流学院的土库曼预科留学生的汉语学习焦虑进行了研究。结果表明导致土库曼预科留学生的汉语学习存在着焦虑，焦虑感呈中等水平焦虑。郝氏通过T检验的分析结果显示，不同班级环境学生的焦虑值有差异，表明环境在语言习得过程有着重要的作用。另外，不同英语水平与汉语学习焦虑没有明显的差异。通过焦虑

原因量表和个人访谈结果则显示，在学习汉语时产生的焦虑的原因有八个，当中包括学习环境、汉语自身的特点、自我评价、教材翻译、教师的纠错方式、学生英语水平、文化差异和学习习惯。郝氏在文末建议教师向学生传授应对焦虑的方法、创造轻松愉悦的学习环境、培养学生良好的学习习惯和合理选择和使用教材。

彭虹（2012）对泰国初中生汉语学习焦虑状况以及成因进行了研究。研究以泰国红统府萨迪安通学校120名泰国初中一学生为例，调查了泰国初中生的汉语学习焦虑的总体情况、各焦虑组的焦虑情况、与焦虑程度相关的个体因素、语言基本技能焦虑和焦虑产生原因。研究发现，初中生的汉语学习焦虑普遍存在。高焦虑组学生在回答老师的问题时表现被动；在迫于无奈的情况下说话时焦虑感最高。根据文中对泰国初中生汉语学习焦虑原因的研究结果显示，汉语本身和学生自身因素的焦虑原因是令学生产生焦虑感的原因。另外在同文中也提到最不会令学生产生焦虑的原因是“文化背景”，“教材内容”以及“教师教学方法”。

李宁（2013）采用《外语学习焦虑量表》对广西高校的东南亚留学生进行了问卷调查、访谈及课堂观察等，以调查学习者的汉语学习焦虑情况和个体差异状况。其研究结果显示，广西部分高校东南亚留学生的汉语学习焦虑属中度焦虑。另外，其研究成果也发现，学习者的个体差异（如：学习经历、汉语水平的主观评价）影响留学生的汉语学习焦虑。在取得研究成果后，李氏在文中也提出了一些相应的教学、学习以及管理建议。李氏对教师提出的建议有：培养学习者的学习兴趣、培养跨文化交际能力、营造轻松愉快的课堂氛围等。在东南亚留学生学习方面，李氏则建议东南亚留学生应该合理应对考试焦虑、增强自信、积极使用汉语进行交际、客观地评价自身的语言学习、并正视语言学习的挫折。对学校相关管理机构的建议则是完善课程设置、完善留学生的分班制度和探索及改革留学生的住宿模式。

根据上述的文献综述来看，各项研究选取的研究对象都是外语学习者，有者把英语作为外语学习，有些则把汉语作为外语学习。由于英语作学习焦虑在西方研究者的基础上获得了全面的探讨，因此笔者也在此对英语作为外语学习焦虑的研究做了简洁的综述，以作为本文调查的参考。在文献探讨过程中笔者发现，虽然外语学习焦虑研究取得了丰硕的成果，但较多的外语皆以英语为主。对于汉语作为外语学习焦虑研究大多集中在欧美、日韩国家留学生（郝秋兰，2014），而针对非华裔生的汉语学习焦虑的研究有限。因此，笔者将在本文中针对玛拉工艺大学非华裔生的汉语学习焦虑进行调查。

## 研究方法

### 调查对象

本文被试者为随机选取的砂拉越玛拉工艺大学选修汉语作为外语学习的非华裔生。本次调查发放问卷221份，其中男生人数为39人，占总数17.6%，女生人数为182人，占总数82.4%。被试者年龄介于19-26岁之间。他们分别是工商管理系，会计系，科学系和行政管理系的学生。

表一  
被试者个人背景分布情况

	性别		专业				汉语学习阶段		
	男	女	工商管理系	会计系	科学系	行政管理系	1	2	3
人数	39	182	76	65	11	69	101	66	54
百分比	17.6	82.4	34.4	29.4	5	31.2	45.7	29.9	24.4

### 调查工具及数据处理

本文调查采用了赫维兹等人 (Horwitz et al., 1986) 所设计的《外语学习焦虑量表》，简称FLCAS (Foreign Language Classroom Anxiety Scale)。FLCAS量表主要研究外语学习者的课堂学习焦虑。FLCAS量表被研究者广泛地用以研究外语学习 (Aida, 1994; Matsuda & Gobel, 2001)。因此，FLCAS量表在研究外语学习焦虑的可信度是无可否认的。

由于本文将对非华裔生的汉语学习焦虑进行调查，因此笔者将量表中的“外语”一词改为“汉语”。FLCAS量表共有33个项目 (见表三、四和五)，依据赫维兹等人的研究共分为三个维度，即交际焦虑、测试焦虑和负评价焦虑。33个项目中有9个反向问题，在统计数据时反向计算数据。问卷于学期末在课堂发放给学生作答。问卷调查完成后，用SPSS 22.0统计软件进行数据分析。

### 结果分析与讨论

本节将对问卷分析结果进行讨论。笔者将全部33个项目的分数相加以找出玛拉工艺大学非华裔生的汉语学习焦虑水平总情况，得分越高表示焦虑水平越高。为了确认非华裔生的汉语学习焦虑水平，本文按照李克特 (Likert) 五点计分法，从“完全不同意” (1分) 到“完全同意” (5分)，因此，其焦虑值在33-165之间。若将焦虑水平划分为高、中、低，那么其焦虑值分类是：低度焦虑 (33-89)，中度焦虑 (90-108) 和高度焦虑 (109-165)。据结果分析，49.8%的非华裔生，即110人在学习汉语时表现的焦虑水平处于中度焦虑，41.6%的非华裔生，即92人的汉语学习焦虑水平处于高度焦虑。仅有8.6%，即占总人数19人的非华裔生在学习汉语时表现低度焦虑。调查结果证明，非华裔生的汉语学习焦虑普遍存在。这一结果与部分研究汉语学习焦虑的研究结果一致 (钱旭菁, 1999; 李宁, 2013)。

据表二所示，非华裔生汉语学习焦虑原因有三，从高至低依次是交际焦虑 (Communication Apprehension)，负评价焦虑 (Fear of Negative Evaluation)，测试焦虑 (Test anxiety)。分析结果表明，非华裔生汉语学习焦虑的三大主因之交际焦虑是导致非华裔生汉语学习焦虑的主要因素，其平均焦虑值达3.29。非华裔生的负评价焦虑的焦虑值也普遍较高 (平均焦虑值=3.26)。测试焦虑平均焦虑值为3.15是三大焦虑因素中平均焦虑值相对较低的。为了更清楚非华裔生的汉语学习焦虑因素，笔者将在接下来的部分，根据汉语学习焦虑三大因素的因子进行讨论。

表二  
非华裔生的汉语学习焦虑遍布情况

	均值	标准差	排序
交际焦虑	3.29	0.440	1
负评价焦虑	3.26	0.520	2
测试焦虑	3.15	0.399	3

### 交际焦虑

首先，笔者就交际焦虑因子的均值分布进行讨论。非华裔生的交际焦虑主要表现在“上汉语课时，当我没有准备就要开始说汉语时，我会感到惊慌失措”，均值为3.73。另外，“当我在汉语课上听不懂汉语老师在说些什么时，我会感到害怕”和“当我听不懂汉语老师所说的每一个字时，我会紧张”这两个因子的均值高达3.41。在外语学习过程中，学习者常常会碰到语言模糊的现象。这些模糊现象会引起焦虑，使得语言学习者无法继续学习（李洪波&刘莉，2008）。非华裔生会因为语言模糊现象而焦虑时，会使非华裔生在“上汉语课说汉语时，会感到紧张和困惑”（均值=3.26），更会在“不了解老师所订正的汉语时，感到烦恼”（均值=3.19），进而在“上汉语课时，对说汉语没把握”（均值=3.12）。此外，由于汉语语法与非华裔生的本族语言语法有异，因此“在学说汉语时，被汉语语法压得喘不过气”（均值=3.18）一说，也是非华裔生在学说汉语时产生交际焦虑的因素。

表三  
交际焦虑因子之百分比，均值和标准差分析结果

交际焦虑因子描述	1	2	3	4	5	均值	标准差
上汉语课时，我对说汉语没把握	2.7 (6)	14.9 (33)	54.3 (120)	23.5 (52)	4.5 (10)	3.12	0.813
当我在汉语课上听不懂汉语老师在说些什么时，我会感到害怕。	0.9 (2)	19.9 (44)	25.8 (57)	43.4 (96)	10 (22)	3.41	0.947
上汉语课时，当我没有准备就要开始说汉语时，我会感到惊慌失措。	2.3 (5)	7.7 (17)	25.8 (57)	43 (95)	21.3 (47)	3.73	0.956
我和华人说汉语时，不会感到紧张。	13.6 (30)	36.7 (81)	32.1 (71)	14.9 (33)	2.7 (6)	2.56	0.991
在上汉语课时，我对说汉语有自信。	6.8 (15)	29.4 (65)	47.1 (104)	14.9 (33)	1.8 (4)	2.75	0.854
在同学面前说汉语，我觉得非常不自在。	2.7 (6)	13.1 (29)	58.4 (129)	24 (53)	1.8 (4)	3.09	0.739
当我上汉语课说汉语时，我会感到紧张和困惑。	0.9 (2)	17.2 (38)	41.6 (92)	34.8 (77)	5.4 (12)	3.26	0.84
当我听不懂汉语老师所说的每一	1.4	18.1	29.9	38.9	11.8	3.41	0.962

个字时，我会紧张。	(3)	(40)	(66)	(86)	(26)		
在说汉语的人旁边，我觉得轻松自在。	54 (12)	208 (46)	538 (119)	172 (38)	2.7 (6)	2.90	0.837
当我不了解老师所订正的汉语时，我会感到烦恼。	36 (8)	195 (43)	394 (87)	29 (64)	8.6 (19)	3.19	0.969
学说汉语必须学很多文法，压得我喘不过气。	09 (2)	8.6 (19)	64.7 (143)	22.6 (50)	3.2 (7)	3.18	0.665

1=非常不同意, 2=不同意, 3=一般, 4=同意, 5=非常同意

### 负评价焦虑

非华裔生汉语学习焦虑的诱因除了交际焦虑外，还有负评价焦虑。负评价既包括来自外部（教师、同学和考试结果等）的评估和改正所引起的伤害评价，以及自己对以往经历的消极归因（如交际无能评价）和对预期结果的威胁评价（如考试会再次失败）（杨文滢&章明明，2003）。

从表四可发现“认为其他同学的汉语比我好”或“总觉得其他学生的汉语说得比我好”两个因子的均值相当高，其均值分别是3.83和3.76。学生天性喜欢把自己和同学比较，一旦发现同学能力比自己强，表现比自己好时，就会产生自己不如他人的心理，久而久之便产生焦虑（李贤伟&王鑫，2003）。另外，周海燕（2007）也在其研究中提到，在外语学习中，学生习惯性在课堂学习中与其他学习者竞争，因此而产生超越其他学习者的欲望。然而，当学习者发现自己的竞争能力不及其他学习者时，便会产生厌恶的情绪，并产生焦虑。焦虑的产生往往影响学习者的情绪，让非华裔生在上汉语课时，“担心犯错”（均值=3.04）。此外，因为自尊心作祟，“害怕说汉语时，其他同学会嘲笑”（均值=3.16）。为了维护自尊，学生时时刻刻处于高度焦虑状态，害怕自己说错，写错，或读错（李贤伟&王鑫，2003），也因此非华裔生在“汉语老师问到一些没有事先准备好的问题时，会感到紧张”（均值=3.76）。

表四

负评价焦虑因子之百分比，均值和标准差分析结果

负评价焦虑因子描述	1	2	3	4	5	均值	标准差
上汉语课时，我不担心犯错。	6.8 (15)	26.2 (58)	27.6 (61)	33.9 (75)	5.4 (12)	3.04	1.045
我认为其他同学的汉语比我好。	0 (0)	5.0 (11)	25.3 (56)	51.1 (113)	18.6 (41)	3.83	0.782
要我上汉语课时，自愿回答问题时，我会觉得困窘不安。	5.4 (12)	29 (64)	49.3 (109)	14.5 (32)	18.4 (41)	2.78	0.824
我很害怕汉语老师纠正我的每一个错误。	9.5 (21)	36.7 (81)	43 (95)	9.5 (21)	14.3 (31)	2.56	0.842
我总觉得其他学生的汉语说得比我好。	0 (0)	5.0 (11)	31.7 (70)	44.8 (99)	18.6 (41)	3.76	0.806

我害怕说汉语时，其他同学会嘲笑我。	45 (10)	222 (49)	348 (77)	290 (64)	95 (21)	3.16	102
当汉语老师问到我一些没有事先准备好的问题时，我会感到紧张。	14(3)	45 (10)	267 (59)	511 (113)	163 (36)	3.76	0.825

1=非常不同意, 2=不同意, 3=一般, 4=同意, 5=非常同意

### 测试焦虑

从某种程度来说，任何形式的测试往往会给学生造成一定的焦虑感（李洪波&刘莉，2008）。通过表五，测试焦虑中“我担心汉语考试不及格”（均值=4.09）因子是众多因子中焦虑值最高的。正如周海燕（2007）在其研究中提到“学习者往往因为担心考试成绩不理想而产生焦虑”这一论点相符合。由于学生注重汉语考试成绩，因此非华裔生在回答“上汉语课时，我会想着和课程无关的事（如发白日梦，不专心等）”（均值=2.45），这一反向问题反应“非常同意”的人数并不多，更是测试焦虑因子中均值最低的。非华裔生“担心跟不上汉语课的进度”（均值=4.05），“当快被老师叫到时，感觉听到自己的心跳声”（均值=3.33）或“知道将被老师叫到时会发抖”（均值=3.18）也充分地说明他们在汉语考试时的焦虑感。此外，考试所产生的焦虑也让非华裔生常常在“充分准备好汉语考试，仍然感到焦虑”（均值=3.66），甚至会因为“太紧张以致于忘记所知道的东西”（均值=3.42）。虽然，汉语考试让非华裔生感到压力、焦虑，但并没有因此让非华裔生“再上多几节汉语课，感到困惑”（均值=3.39），“很烦恼上汉语课”（均值=3.19），或“比上其他课还要紧张不安”（均值=2.89），反而让非华裔生在“接近上汉语课时，越觉得有信心并感到很轻松”（均值=3.33）。由此可见，汉语考试的压力、焦虑并不影响非华裔生学习汉语的动力。这一调查结果表明，适度的焦虑有利于外语学习，它能使学习者保持适度的紧张状态，集中精力（韩程峰，2009）。

表五  
测试焦虑因子之百分比，均值和标准差分析结果

测试焦虑因子描述	1	2	3	4	5	均值	标准差
上汉语课时，我知道将被老师叫到时，我会发抖。	18(4)	154 (34)	498 (110)	285 (63)	45 (10)	3.18	0.812
再上多几节汉语课，也不会使我感到困扰。	3.6(8)	113 (25)	389 (86)	344 (76)	118 (26)	3.39	0.960
上汉语课时，我会想着和课程无关的事（如发白日梦，不专心等）。	15.8 (35)	38 (84)	339 (75)	9(20)	3.2(7)	2.45	0.969
考汉语时，我通常感到轻松自在。	5.9 (13)	27.6 (61)	51.6 (114)	13.1 (29)	1.8(4)	2.77	0.816
我担心汉语考试不及格。	3.6(8)	4.1(9)	11.3	41.2	39.8	4.09	0.997

			(25)	(91)	(88)		
我无法理解为什么有些人很烦恼上汉语课。	45 (10)	145 (32)	45.1 (101)	28.1 (62)	7.2 (16)	3.19	0.929
上汉语课时，我会太紧张以致于忘记我所知道的东西。	09(2)	199 (44)	29 (64)	35.7 (79)	14.5 (32)	3.42	0.995
即使我充分准备好汉语考试，我仍感到焦虑。	05 (1)	90 (20)	28.5 (63)	47.5 (105)	14.5 (32)	3.66	0.850
当我为了汉语考试准备越久，我越觉得困惑不安。	7.7 (17)	45.2 (100)	36.2 (80)	10.4 (23)	0.5 (1)	2.50	0.801
如果有充分的准备，上汉语课时我就不会感到压力。	109 (24)	294 (65)	40.3 (89)	15.8 (35)	3.6 (8)	2.71	0.978
我担心跟不上汉语课的进度。	05 (1)	59 (13)	13.1 (29)	48.9 (108)	31.7 (70)	4.05	0.851
我上汉语课比上其他课还要紧张不安。	63 (14)	27.6 (61)	41.6 (92)	19.5 (43)	5.0 (11)	2.89	0.956
我常常不想上汉语课。	68 (15)	23.5 (52)	29.9 (66)	28.1 (62)	11.8 (26)	3.14	1.11
当我快被老师叫到时，我觉得我听到自己的心跳声。	14 (3)	12.2 (27)	45.2 (100)	34.4 (76)	6.8 (15)	3.33	0.828
当我接近上汉语课时，我越觉得有信心并感到很轻松。	09 (2)	10 (22)	51.6 (114)	29.4 (65)	8.1 (18)	3.33	0.802

1=非常不同意, 2=不同意, 3=一般, 4=同意, 5=非常同意

## 结语

焦虑对于语言学习的重要性在“外语焦虑” (foreign language anxiety) 这一概念中表现得最为清楚 (刘松浩, 2010)。本研究通过对玛拉工艺大学210名修汉语作为外语学习的非华裔生的问卷调查, 探索非华裔生的汉语学习焦虑程度和因素。研究显示, 玛拉工艺大学的非华裔生在学习汉语时存在着焦虑, 而导致非华裔生汉语学习焦虑的主要因素是交际焦虑。因此, 对外汉语教学者可在教学过程中针对交际焦虑这一焦虑因素, 创造一个轻松的汉语学习环境, 以降低非华裔生的汉语学习焦虑, 提高非华裔生的汉语学习兴趣。

通过对非华裔生汉语学习焦虑的调查, 能使对外汉语研究者了解非华裔生在汉语学习过程中产生的焦虑情况及焦虑原因, 有利于对外汉语教师帮助非华裔生或非华裔生自己减轻汉语学习焦虑。当然, 本文尚存一些不足, 探讨之问题不够深入, 如: 性别、专业、学习汉语阶段等变量与汉语学习焦虑的相关性问题以及焦虑应对策略。有鉴于此, 笔者将继续收集样本, 以期完善非华裔生汉语学习焦虑研究。

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# **PENGUASAAN BAHASA INGGERIS DALAM KALANGAN PELAJAR TAHUN SATU DI UKM**

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Manuscript received 15 June 2016

Manuscript accepted 7 November 2016

## **ABSTRAK**

Kepentingan penguasaan Bahasa Inggeris tidak dapat dipertikaikan walaupun Bahasa Melayu menjadi bahasa kebangsaan di Malaysia. Bahasa global ini digunakan dengan meluas dan perlu dikuasai terutama golongan pelajar yang akan meneroka bidang ilmu dalam bidang pendidikan, seterusnya diaplikasi dalam dunia pekerjaan. Sekalipun Pengajaran Pembelajaran Matematik dan Sains (PPSMI) tidak lagi digunakan, proses menimba ilmu di universiti terutamanya memerlukan pelajar mempunyai penguasaan Bahasa Inggeris yang baik. Kajian ini mengenal pasti tahap penguasaan bahasa Inggeris dalam kalangan pelajar Tahun satu dari pelbagai fakulti di Universiti Kebangsaan Malaysia, seterusnya mengkaji adakah tahap penggunaan bahasa Inggeris seharian mempengaruhi penguasaan para pelajar terhadap bahasa tersebut. Kajian ini merumuskan bahawa penguasaan Bahasa Inggeris bagi pelajar Tahun satu di Universiti Kebangsaan Malaysia masih berada pada tahap sederhana dengan purata band MUET adalah band 2. Walaupun kebanyakan pelajar tidak dapat menguasai kemahiran berkomunikasi dari segi lisan dan bertulis dalam bahasa Inggeris, tetapi mereka tidak menghadapi masalah untuk membuat rujukan, mendapat arahan dan mengendalikan peralatan yang menggunakan arahan dalam bahasa Inggeris, menikmati hiburan seperti filem, permainan atas talian, menonton drama dan sebagainya. Mereka sering merujuk kamus dan bersikap positif untuk meningkatkan kemahiran berkenaan serta bersedia mengikuti kursus-kursus berkaitan sekiranya diberi peluang.

**Kata kunci:** penguasaan Bahasa Inggeris, band MUET, bahasa komunikasi, bahasa Inggeris

**THE COMMAND OF THE ENGLISH LANGUAGE AMONG  
FIRST-YEAR UNDERGRADUATE STUDENTS IN UKM**

**ABSTRACT**

*The command of the English language is undoubtedly important in Malaysia, even though Malay language is the country's national language. English, as a global language, is used extensively and thus, need to be mastered, especially by students who are in the quest for knowledge and consequently, will be utilizing English in their working environment. Even though the Teaching and Learning of Mathematics and Science in English (PPSMI) policy is no longer in practiced, the learning process in universities requires undergraduate students to have a good proficiency in the English language. This study aims to identify the level of command in English among first year undergraduate students from various faculties in Universiti Kebangsaan Malaysia, and examines whether the students' daily usage of English have an effect on their overall command of it. This study shows that the level of command in English for first-year students in Universiti Kebangsaan Malaysia is still at the average level, with the MUET band 2. While a majority of students do not have the mastery of communicating verbally and writing in English, they do not seem to have difficulties to make references, receive orders, and use operating tools which have instructions in English, and enjoy entertainment such as films, online games and dramas. They would frequently turn to the dictionary and adopt positive attitudes in order to increase their expertise and grasp of English, and are also ready to enrol in courses if given the opportunity .*

**Keywords:** *command of English, MUET band, language of communication, English language, proficiency in English*

**Pengenalan**

Bahasa Inggeris bukan sahaja bahasa ekonomi antarabangsa, malah menjadi bahasa teknologi bagi membolehkan negara menjadi lebih kompetitif dan berdaya saing terutama dalam era dunia tanpa sempadan yang membentuk persekitaran lebih liberal dalam penggunaan perkhidmatan dan sumber (Yahaya, Hashim, & Che Shariff, 2008; Yahaya, Mohd Noor, Mokhtar, Mohd Rawian, Othman, & Jusoff, 2009). Keperluan terhadap penguasaan bahasa Inggeris semakin mendesak dalam era globalisasi sehingga Perancis, China, Jepun dan negara-negara lain yang sebelum ini amat tertutup dengan bahasa ini mula mengambil langkah mempelajarinya. Dalam konteks dunia pendidikan pula, seseorang pelajar perlu menguasai bahasa Inggeris untuk memahami bahan-bahan bacaan dalam bahasa Inggeris yang lebih banyak dan mudah diperolehi. Bahasa Inggeris telah menjadi perantara dalam interaksi dalam kalangan penduduk dunia, termasuk mendapatkan pelbagai bahan bacaan, rujukan dan pengajaran pembelajaran ilmiah bermutu tinggi yang boleh didapati dengan meluas secara dalam talian. Rujukan ilmiah sebegini terdiri daripada 99% diterbitkan dalam Bahasa Inggeris dan memerlukan penguasaan serta tahap

pemahaman bahasa yang baik, selain kemampuan para pelajar itu menguasai teknik mencari maklumat itu sendiri. Situasi ini mendorong kerajaan melaksanakan dasar yang mahu pelajar menguasai Bahasa Inggeris. Kajian awal dilakukan Kementerian Pengajian Tinggi di semua Institusi Pengajian Tinggi Awam mendapati bahawa tahap penguasaan Bahasa Inggeris dalam kalangan pelajar kurang memuaskan dengan 29.2% daripada 120,000 responden berada pada band 1 dan band 2. Tahap ini merupakan tahap terendah dalam standard yang ditetapkan oleh Malaysian Universiti English Test (MUET) (Bernama, 22 Januari 2007).

Kesedaran tentang pentingnya penguasaan Bahasa Inggeris dalam kalangan pelajar Malaysia telah lama disadari, mendorong Kementerian Pendidikan melaksanakan Pengajaran Pembelajaran Sains dan Matematik dalam Bahasa Inggeris (PPSMI) secara berperingkat bagi pelajar Tahun 1, Tingkatan 1 dan Tingkatan 6 Bawah. Soalan peperiksaan menggunakan dwibahasa telah diperkenalkan, manakala penggunaan Bahasa Inggeris sepenuhnya di dalam peperiksaan Sains dan Matematik bermula pada tahun 2008 bagi peperiksaan Ujian Penilaian Sekolah Rendah (UPSR) dan 2007 bagi Sijil Pelajaran Malaysia (SPM). Pada tahun 2006, pelajar tingkatan 4 aliran teknikal di Sekolah Menengah Teknik pula telah menggunakan Bahasa Inggeris dalam pembelajaran mereka melibatkan kursus Pengajian Kejuruteraan awam, Elektrik dan Jentera serta Lukisan Kejuruteraan. Namun begitu, pada 2009, PPSMI telah dibubarkan dan diperkenalkan dasar "Memartabatkan Bahasa Malaysia dan memperkukuhkan Bahasa Inggeris".

Menurut Ismail (2012), para majikan menjangkakan graduan dalam pasaran pekerjaan mempunyai kemahiran insaniah (soft skills) seperti kemahiran komunikasi, penguasaan bahasa Inggeris, pengetahuan am dan semasa, kebolehan untuk melayan pelanggan, dan sebagainya. Penguasaan Bahasa Inggeris yang lemah merupakan antara lima faktor utama yang mempengaruhi kesukaran graduan mendapatkan pekerjaan. Ini disokong dengan kajian dilakukan Abdullah (2007) yang mendapati 33.3% pengangguran dalam kalangan graduan berpunca daripada penguasaan Bahasa Inggeris yang lemah. Menurut Kementerian Sumber Manusia terdapat seramai 20,217 orang siswazah yang menganggur di negara ini, merangkumi siswazah lulusan dalam dan luar negara (The Star, 2006a), antaranya berpunca daripada penguasaan bahasa Inggeris yang lemah dan tidak memahami keperluan majikan serta pekerjaan yang ditawarkan. Ini menyebabkan mereka tidak layak diterima berkerja walaupun terdapat banyak kekosongan sehingga Kementerian Sumber Manusia melaksanakan Program Latihan Siswazah Menganggur bagi membantu menangani isu pengangguran dalam kalangan siswazah (Berita Harian, 2005; The Sun Daily, 2006). Program ini merupakan langkah jangka pendek bagi mengatasi masalah pengangguran dalam kalangan siswazah dengan menawarkan kursus-kursus bahasa Inggeris, pembangunan siswazah dan persijilan profesional dalam Linux, Microsoft dan aplikasi Cisco melibatkan perbelanjaan melebihi RM150 juta (sehingga 2004) (Maniam & Liong, 2007; The Star, 2006b).

Penguasaan pelajar di dalam Bahasa Inggeris memberikan mereka kelebihan untuk menerokai pelbagai ilmu, melakukan rujukan dan membuat penyelidikan, seterusnya diaplikasikan apabila memasuki dunia pekerjaan. Pelajar yang menguasai sekurang-kurangnya dua bahasa mempunyai banyak kelebihan berbanding pelajar yang menguasai satu bahasa sahaja. Mereka mampu menguasai bahan rujukan,

mendapat lebih banyak info terkini dengan cepat, berkeyakinan mengemukakan hujah dan berdebat, seterusnya mampu berkomunikasi dengan yakin dan selesa dari segi penggunaan perbendaharaan kata, ejaan dan tatabahasa yang betul (Bochner, 1996). Ini secara langsung memperkukuhkan kemahiran membaca, mendengar, menulis dan bertutur yang menjadi kemahiran asas perlu dikuasai pelajar (Selamat, 2000).

### **Tujuan Kajian**

Kajian ini mengenal pasti tahap penguasaan bahasa Inggeris dalam kalangan pelajar tahun satu di Universiti Kebangsaan Malaysia, seterusnya meneliti bagaimana tahap penggunaan bahasa Inggeris seharian mempengaruhi penguasaan terhadap bahasa tersebut.

### **Persoalan Kajian**

Kajian ini dijalankan untuk mengkaji tahap penguasaan bahasa Inggeris dalam kalangan pelajar Tahun satu di Universiti Kebangsaan Malaysia, sama ada para pelajar tersebut menguasai sepenuhnya bahasa kedua ini. Kajian ini juga turut meneliti sama ada tahap penggunaan bahasa Inggeris mempengaruhi penguasaan pelajar terhadap bahasa tersebut. Kajian ini dilakukan terhadap kumpulan pelajar tahun satu Universiti Kebangsaan Malaysia, Bangi yang terdiri daripada pelbagai fakulti. Responden dipilih secara rawak. Kajian berkaitan penggunaan dan penguasaan Bahasa Inggeris ditekankan kepada aspek kemahiran membaca, bertutur, menulis dan mendengar melibatkan 90 responden yang terdiri daripada 67 orang pelajar perempuan dan 23 orang pelajar lelaki.

### **Kaedah Kajian**

Selain melakukan resensi kepustakaan, kajian ini menggunakan borang soalselidik sebagai kaedah mendapatkan instrumen kajian. Menurut Konting (2000), soal selidik lebih praktikal dan berkesan digunakan kerana penggunaannya dapat meningkatkan ketepatan dan kebenaran gerak balas yang diberikan oleh sampel, serta tidak dipengaruhi oleh gerak laku penyelidik. Responden bebas menyatakan pendapat sendiri semasa menjawab setiap item yang diberikan. Salah satu kebaikan soal selidik adalah ianya menjamin kerahsiaan dan ini akan dapat mencungkil maklumat yang tepat dari responden (Ary, Jacob, & Razarieh, 1990).

Borang soalselidik diedarkan kepada pelajar tahun satu secara rawak di beberapa buah kolej kediaman. Segala maklumat yang diterima ditafsirkan secara kuantitatif. Borang soal selidik mengandungi soalan yang dibahagi kepada dua bahagian iaitu Bahagian A dan Bahagian B. Bahagian A lebih menjurus kepada soalan berkaitan demografi termasuk keputusan Band MUET. MUET merupakan singkatan kepada *Malaysian University English Test*. Ujian ini wajib diambil oleh semua mahasiswa yang melanjutkan pelajaran ke universiti bagi menguji tahap penguasaan Bahasa Inggeris pelajar. Bahagian B pula mengandungi soalan berkaitan tahap penguasaan Bahasa Inggeris dan faktor-faktor yang menjurus

kepada kemahiran tersebut. Bahagian ini terbahagi kepada dua aspek, iaitu, pertama: penggunaan bahasa Inggeris dalam pembelajaran meliputi kemahiran lisan, bertulis dan mendengar, dan kedua: kekerapan penggunaan bahasa Inggeris dalam kehidupan seharian.

### **Kajian Lepas**

Penguasaan bahasa Menurut Persatuan TESOL yang dipetik Kamarudin, Sidek, Abdul Majid, Ibrahim, Mohamad Sharif, dan Mohamed (2008) ditakrifkan sebagai tahap penguasaan seseorang individu menggunakan bahasa dalam komunikasi lisan dan bertulis. Abdul Latif dan Abu Hanifah (2010) mengkaji tahap penguasaan dan penggunaan Bahasa Inggeris dalam kalangan pelajar PKPG di Fakulti Pendidikan Universiti Teknologi Malaysia mendapati bahawa penguasaan Bahasa Inggeris dikalangan pelajar tahun 4 program Sarjana Muda Teknologi serta Pendidikan (Kemahiran Hidup) berada pada tahap sederhana. Kebanyakan pelajar masih tidak dapat memahami pengajaran, tidak dapat menguasai kemahiran berkomunikasi secara lisan dan bertulis, tidak menguasai pengetahuan dalam mata pelajaran yang diajar dalam bahasa Inggeris dan kurang penguasaan bahasa tersebut di dalam kelas. Kajian ini juga mendapati bahawa tahap penguasaan bahasa Inggeris yang rendah itu berlaku kerana penggunaan bahasa Inggeris dalam kalangan pelajar itu sendiri berada pada tahap yang rendah. Sebilangan besar responden kajian mendapati hampir tidak pernah menggunakan bahasa Inggeris dalam kehidupan seharian mereka dari sama ada untuk komunikasi secara lisan atau ketika membuat rujukan. Dapatan ini sama seperti diperolehi dalam kajian Maniam dan Liong (2007) iaitu pencapaian pelajar dalam peperiksaan semakin morosot terutama di sekolah menengah harian bandar dan sekolah menengah harian luar bandar. Malah kajian dilakukan Haron, Gapor, Masran, Ibrahim, dan Mohamed Nor (2008) juga mendapati bahawa dasar menggunakan Bahasa Inggeris untuk mengajar Matematik dan Sains telah gagal untuk meningkatkan pembelajaran dan prestasi Matematik dan Sains pelajar, terutama pelajar Melayu/Bumiputera.

Abdul Halim, Hidzir, Woon, dan Marriappen (2011) dalam kajiannya mengenal pasti persepsi, penerimaan, dan kecenderungan pelajar mengaplikasikan penggunaan Bahasa Inggeris sebagai bahasa pengantar dalam Peperiksaan Akhir sesi Disember 2010 dalam kalangan pelajar diploma Akauntan mendapati bahawa kebanyakan pelajar kurang bersetuju Bahasa Inggeris digunakan dalam peperiksaan akhir dan menjadi bahasa pengantar dalam peperiksaan termasuk golongan pelajar yang mempunyai CGPA 3.5 ke atas. Dapatan Kajian ini memberi gambaran bahawa berlaku krisis keyakinan pelajar untuk menjawab soalan peperiksaan dalam Bahasa Inggeris, iaitu selari dengan ketidakbolehan mereka untuk menulis dalam Bahasa Inggeris mengikut tatabahasa yang betul. Hal yang sama diperolehi dalam kajian Abu Bakar dan Abang Madni (2010), iaitu faktor sikap, rakan sebaya, dan ibu bapa mempengaruhi penguasaan bahasa Inggeris pelajar-pelajar tetapi faktor ini berlaku pada tahap yang sederhana.

Pada umumnya, Bahasa Inggeris kurang digunakan dalam aktiviti seharian pelajar. Mereka beranggapan bahawa bahasa Inggeris hanya menjadi syarat untuk lulus dalam mata pelajaran yang diambil. Ini menyebabkan kemampuan menguasai

bahasa antarabangsa ini dengan baik sangat terhad. Mereka juga didapati kurang berkomunikasi menggunakan bahasa Inggeris bersama rakan sebaya semasa membuat tugas berkumpul dan dalam kehidupan seharian yang turut menyumbang kepada penguasaan bahasa Inggeris yang sederhana (Zainudin & Dayang Rozina, 2010). Menurut Carhill (2008), tahap penguasaan bahasa Inggeris individu dipengaruhi oleh kekerapan penggunaan dalam kehidupan seharian berbanding menggunakan bahasa tersebut hanya semasa proses pembelajaran sahaja. Dapatan kajian ini juga sejajar dengan pendapat Klein (1986), Abdul Halim et al. (2011) dan Abu Bakar dan Abang Madni (2010). Abdul Halim et al. (2011) mencadangkan agar penggunaan istilah-istilah teknikal di dalam Bahasa Inggeris ditingkatkan dalam bidang selain mengadakan program 'Mentoring' antara pelajar yang bagus dan pelajar yang lemah sebagai salah satu usaha untuk meningkatkan penguasaan Bahasa Inggeris di dalam kalangan pelajar.

Ketidakupayaan pelajar menguasai bahasa Inggeris menimbulkan kesan jangka panjang yang perlu ditangani dengan bijak. Menggunakan Bahasa Inggeris sebagai bahasa perantaraan dalam pengajaran dan pembelajaran tidak menyelesaikan masalah ini untuk jangka masa pendek kerana turut melibatkan kemerosotan pencapaian pelajar dalam subjek yang lain pula. Kajian dilakukan Mohamed (2008) mendapati bahawa kebanyakan pelajar UTM mempunyai band MUET (Malaysian University English Test) yang lemah (Band 3 dan ke bawah) menyebabkan wujud pelbagai dilema dan masalah apabila pengajaran dan pembelajaran menggunakan bahasa Inggeris. Banyak kajian dilakukan tentang tahap penguasaan bahasa Inggeris yang lemah dalam kalangan pelajar, contohnya pengajaran dan pembelajaran Sains dan Matematik dalam Bahasa Inggeris (PPSMI) lebih memberi impak yang berganda terhadap pencapaian pelajar yang sederhana dan lemah dalam akademik berbanding pelajar cemerlang (Abedi, Lord, & Plummer, 1995; Cocking & Chipman, 1998; Madison, 1990). Kajian Ishak dan Mohamed (2010) turut mengesan pelaksanaan polisi ini terhadap pelajar beberapa buah fakulti di UTM Skudai yang diambil secara rawak. Kajian ini mendapati bahawa tahap kesediaan, minat dan keyakinan pelajar UITM terhadap PPSMI berada pada aras yang sederhana dan kurang memuaskan. Walau bagaimanapun, majoriti pelajar didapati positif dan bersetuju dengan pelaksanaan polisi terbabit dan menyatakan bahawa ia penting bagi penguasaan bahasa Inggeris, kerjaya dan masa hadapan mereka.

Pelajar universiti menyedari tentang kepentingan penguasaan Bahasa Inggeris pada zaman ini. Mereka juga tahu bahawa penguasaan bahasa antarabangsa itu menjadi salah satu komponen penting yang dinilai semasa memohon pekerjaan, malah, banyak kes pengangguran berlaku kerana kegagalan calon untuk berkomunikasi dengan baik dalam Bahasa Inggeris. Kajian Abdullah (2007) mendapati 33.3% pengangguran di kalangan graduan adalah disebabkan kelemahan dalam penguasaan Bahasa Inggeris. Tiga buah Kementerian dan Jabatan kerajaan (Kementerian Pengajian Tinggi, Kementerian Sumber Manusia dan Majlis Tindakan Ekonomi Negara) telah membuka pendaftaran secara dalam talian (online) kepada graduan bagi mengesan kadar pengangguran pada awal tahun 2006 dan didapati terdapat 24,608 (41.5%) graduan yang benar-benar menganggur dan 36,642 (58.5%) graduan lagi telah bekerja sementara atau menjawat jawatan yang

tidak setaraf dengan kelulusan sebenar mereka. Tiga faktor utama dikenalpasti menjejaskan peluang pekerjaan mereka meliputi faktor kurang pengalaman bekerja (49.7%), penguasaan Bahasa Inggeris yang lemah (33.3%) dan bidang pengajian yang tidak sesuai (32.3%). Kajian pengangguran daripada perspektif majikan dilakukan Ismail (2012) pula mendapati bahawa antara faktor graduan tidak diambil bekerja atau menganggur disebabkan pencapaian akademik yang rendah, sikap dan semangat keyakinan diri yang rendah, tidak bermotivasi dan tiada halatuju, kurang bakat kepemimpinan, kurang persediaan menghadiri temu duga, jangkaan gaji yang tidak realistik, latar belakang pendidikan yang tidak sesuai dengan bidang pekerjaan dan kurang aktiviti ko-kurikulum.

### **Dapatan dan Perbincangan**

Era globalisasi menyaksikan hampir 99% maklumat menggunakan Bahasa Inggeris dan ini menjadikan bahasa tersebut sebagai bahasa dunia yang penting. Dunia mula bersifat global dan antarabangsa melalui perubahan struktur kerjaya, pendidikan, latihan kemahiran dan mencabar corak hidup yang selama ini bersifat jumud. Penguasaan Bahasa Inggeris menjadi indikator terhadap keupayaan graduan yang cekap berbahasa, berkomunikasi dan berhujah, kekuatan daya fikir dan menyelesaikan masalah, kecerdasan emosi dan sifat kepimpinan. Ini juga menjadi asas terhadap Pengajaran Pembelajaran Sains dan Matematik dalam Bahasa Inggeris (PPSMI) yang diperkenalkan di sekolah, seterusnya universiti pada 2007, walaupun kemudiannya dimansuhkan secara berperingkat pada 2012.

Menggunakan Bahasa Inggeris dalam pengajaran dan pembelajaran terutama untuk subjek Matematik, Sains dan kursus-kursus bersifat teknikal tidak dapat menyelesaikan masalah penguasaan bahasa tersebut, sebaliknya telah mengurangkan minat pelajar terhadap Sains dan Matematik pula. Pencapaian pelajar yang sederhana dan lemah dalam Bahasa Inggeris turut merosot bagi mata pelajaran Sains dan Matematik. Menurut Nambiar, Noraini, dan Krish (2008), penguasaan bahasa seseorang pelajar bergantung kepada aspek mendengar, membaca, menulis dan bertutur yang menjadi kemahiran asas pembelajaran. Dalam proses pembelajaran di universiti, pelajar didedahkan dengan kemahiran mendengar melalui kuliah, kemahiran menulis, membaca dan komunikasi turut diperolehi apabila melakukan gerak kerja berkumpulan, berinteraksi dan menyiapkan tugas yang sentiasa diasah semasa belajar (Selamat, 2000). Kelemahan utama pelajar Melayu adalah penguasaan Bahasa Inggeris untuk berkomunikasi (Yahaya et al., 2008). Dapatan ini sejajar dengan kajian dilakukan Taib (1998) tentang penggunaan Bahasa Inggeris di Malaysia pada ketika itu yang hanya tertumpu kepada golongan atasan sahaja. Walaupun begitu, kumpulan pelajar yang memperoleh pencapaian MUET yang tinggi mempunyai tahap minat yang tinggi juga. Kajian dilakukan Mohamed dan Mokhter (2010) pula mendapati bahawa semakin baik pencapaian MUET seseorang pelajar, maka semakin tinggi kesediaan, minat dan keyakinan pelajar berkenaan. Ini bermakna, pencapaian MUET amat mempengaruhi tahap minat pelajar untuk berkomunikasi dalam Bahasa Inggeris.

Walaupun UKM ditubuhkan dengan hasrat untuk mewujudkan sebuah institusi pengajian tinggi yang memartabatkan bahasa Melayu sebagai bahasa

pengantar dalam semua bidang pangajian dan keilmuan, namun pada masa yang sama Bahasa Inggeris tidak dipinggirkan dengan kesedaran untuk memantapkannya. Bahasa Inggeris digunakan secara meluas di UKM bagi kursus bahasa Inggeris sebagai bahasa kedua dan kursus undang-undang, manakala kursus-kursus lain yang bersifat merentas kurikulum hanya menggunakan 5% sahaja. Walau bagaimanapun, semua pelajar masih diwajibkan mengikuti kelas bahasa Inggeris untuk beberapa jam kredit yang tertentu mengikut tahap penguasaan Bahasa Inggeris pelajar. Justeru itu, kajian ini dilakukan dalam kalangan pelajar tahun satu sesi 2013/2014 di UKM, melibatkan seramai 90 orang responden, iaitu 75% terdiri daripada responden lelaki dan 25% responden wanita. Responden terdiri daripada 39% pelajar Fakulti Sains Sosial dan Kemanusiaan (FSSK), 36% pelajar Fakulti Pengajian Islam (FPI), 14% daripada Fakulti Sains dan Teknologi (FST), 2% daripada Fakulti Ekonomi dan Pengurusan (FEP), 5% daripada Fakulti Pendidikan (FPEND), 2% pelajar daripada Fakulti Kejututeraan dan Alam Bina (FKAB), dan hanya 1% adalah pelajar daripada Fakulti Undang-Undang (FUU) dan Fakulti Teknologi Sains Maklumat. Menerusi kajian ini, berikut adalah pencapaian keputusan MUET yang diperolehi responden yang terlibat iaitu:

Jadual 1  
*Keputusan MUET responden*

Band	F	%
1	2	2.2
2	56	62.2
3	24	26.7
4	8	8.9
5	0	0.00
6	0	0.00
Jumlah	90	100

Berdasarkan Jadual 1, didapati bahawa sebanyak 62.2% responden mencapai keputusan Band 2 dan hanya 8.9% sahaja yang memperoleh Band 4. MUET band 2 dinilai sebagai, “penggunaan bahasa Inggeris adalah terhad” (Majlis Peperiksaan Malaysia, 2006). Kebolehan komunikasi pelajar pada tahap ini pula tidak fasih, kerap berlaku penggunaan bahasa yang tidak sesuai dan terdapat kesalahan tatabahasa. Dari segi pemahaman, pencapaian pelajar pada tahap ini terhad dari segi bahasa dan konteks, serta terhad pelaksanaan tugas yang melibatkan penggunaan bahasa tersebut. Bersandarkan keputusan peperiksaan MUET dalam Jadual 1, disimpulkan bahawa penguasaan bahasa Inggeris dalam kalangan pelajar tahun satu di UKM yang menjadi responden kajian ini masih belum memuaskan, dan ini menyebabkan mereka mengalami kesulitan untuk menguasai ilmu dalam pembelajaran mereka. Dapatan ini tidak mengejutkan kerana sebahagian besar responden untuk kajian ini terdiri daripada 39% pelajar Fakulti Sains Sosial dan Kemanusiaan (FSSK), dan 36% pelajar Fakulti Pengajian Islam (FPI) yang banyak menggunakan Bahasa Melayu dan Bahasa Arab dalam proses pembelajaran mereka.



**Tahap Penguasaan Bahasa Inggeris Pelajar Tahun 1 UKM**

Analisis pada bahagian ini menjawab persoalan kajian yang pertama, iaitu untuk mengetahui tahap penguasaan bahasa Inggeris dalam kalangan pelajar tahun satu di Universiti Kebangsaan Malaysia. Jadual 2 menunjukkan jawapan kepada soalan 3, 4, 5, 6, 7, 8 dan 9 merangkumi aspek penggunaan bahasa Inggeris ketika sesi pembelajaran.

Jadual 2

**Tahap penguasaan Bahasa Inggeris pelajar tahun satu di UKM**

No. soalan	Soalan	STS		TS		TP		S		SS	
		F	%	F	%	F	%	F	%	F	%
3.	Saya lebih selesa dengan penggunaan Bahasa Inggeris bagi subjek Sains / Matematik.	2	2.2	6	7	12	13	43	48	27	30
4.	Saya tidak berasa takut untuk bertanya di dalam Bahasa Inggeris kepada pensyarah semasa di dalam kelas.	1	1.1	10	11	41	46	33	37	5	6
5.	Saya boleh berbincang menggunakan Bahasa Inggeris dalam kumpulan.	0	0.0	11	12	39	43	35	39	5	6
6.	Saya mudah memahami arahan yang disampaikan dalam Bahasa Inggeris.	0	0.0	4	4	22	24	55	61	9	10
7.	Pensyarah perlu memiliki suara yang lantang dan jelas sekiranya Bahasa Inggeris digunakan sebagai medium pengajaran.	0	0.0	4	4	6	7	50	57	30	33
8.	Saya boleh menulis dalam Bahasa Inggeris tanpa melakukan kesalahan tatabahasa yang banyak.	3	3.3	21	23	45	50	17	19	4	4
9.	Saya tiada masalah dengan bahan rujukan yang ditulis dalam Bahasa Inggeris.	0	0.0	7	8	34	38	42	41	7	8

Analisis jawapan yang diperolehi daripada responden menggambarkan tentang penguasaan Bahasa Inggeris mereka berada pada tahap sederhana. Hampir separuh daripada responden (46%) ‘tidak pasti’ dan berasa ragu-ragu untuk bertanya kepada pensyarah menggunakan bahasa Inggeris. Ini menggambarkan bahawa keyakinan responden berada pada tahap yang lemah kerana penguasaan mereka yang masih belum mencukupi dalam penggunaan bahasa ini. Dapatan ini sejajar dengan kajian Klein (1986) yang menyatakan bahawa pembelajaran bahasa memerlukan latihan komunikasi setiap hari. Apabila pelajar malu untuk bertutur menggunakan Bahasa Inggeris dalam kehidupan seharian mereka, tahap penguasaan bahasa tersebut turut menjadi lemah kerana sifat itu menjadi punca utama lemahnya penguasaan sesuatu bahasa. Sebaliknya, Pelajar yang mempunyai penguasaan Bahasa Inggeris yang baik kerap menggunakan bahasa Inggeris dalam komunikasi seharian (Kamsur, 2015). Semakin kerap penggunaan Bahasa Inggeris dalam kehidupan seharian, maka semakin mahir dan tinggi tingkat penguasaan bahasa tersebut.

Walaupun 61% daripada responden memahami arahan yang diberikan dalam Bahasa Inggeris, namun mereka tidak dapat berbincang menggunakan bahasa Inggeris kerana penguasaan bahasa Inggeris mereka yang rendah. Malah, seramai 43% responden “tidak pasti” sama ada mereka boleh berbincang menggunakan

bahasa Inggeris dalam kumpulan perbincangan atau tidak. Bagi soalan berkaitan penggunaan bahan rujukan berbahasa Inggeris (soalan 9), 41% responden mengakui tidak mengalami masalah untuk memahaminya, manakala sebanyak 38% memilih “tidak pasti”. Ini menggambarkan bahawa, sebahagian besar responden berkeyakinan dan memahami arahan serta rujukan berbahasa Inggeris. Walau bagaimanapun, masih terdapat 8% responden sahaja yang “bersetuju” bahawa mereka bermasalah untuk memahami bahan rujukan yang ditulis dalam bahasa Inggeris.

Bagi soalan 8 berkaitan kebolehan menulis dalam Bahasa Inggeris tanpa melakukan kesalahan tatabahasa yang banyak, pilihan jawapan bagi kategori “tidak pasti” merupakan pilihan tertinggi iaitu sebanyak 50%. Walaupun responden memahami arahan dan bahan rujukan berbahasa Inggeris, namun mereka tidak mempunyai keyakinan untuk menulis dalam bahasa Inggeris tanpa melakukan kesalahan tatabahasa, ayat atau frasa dalam bahasa Inggeris. Mereka kerap melakukan kesalahan secara tidak seragam disebabkan kurangnya pengetahuan tentang ilmu tatabahasa dan jarang mempraktikkannya dalam penulisan. Hasil ini bertepatan dengan penilaian band MUET bagi band 2 yang bersifat “terhad dari segi penggunaan, penguasaan dan kebolehan komunikasi, selain kerap berlaku kesalahan tatabahasa dan penggunaan kata yang tidak sesuai”, sedangkan kumpulan ini merupakan majoriti responden kajian iaitu meliputi 62.2%.

Menurut Abdul Latif dan Abu Hanifah (2010), jika pelajar ingin mendapatkan ilmu pengetahuan yang lebih luas dalam sesuatu bidang yang dipelajari, mereka perlu menguasai bahasa Inggeris. Kurangnya pendedahan atau kurang ilmu pengetahuan terhadap bahasa Inggeris dari segi kosa kata dan istilah menyebabkan responden mengalami kesukaran untuk membuat rujukan tersebut. Berdasarkan 48% jawapan “setuju” dan 30% lagi “Sangat Setuju” untuk soalan 3 menyatakan bahawa mereka selesa untuk menggunakan bahasa Inggeris bagi subjek Sains dan Matematik. Ini menunjukkan bahawa responden yang berada dalam bidang Sains dan Matematik tidak bermasalah dengan penggunaan bahasa Inggeris dalam pengajaran dan pembelajaran kursus tersebut. Mereka ternyata sudah biasa dan memahami dengan terminologi serta istilah bahasa Inggeris dalam bidang ini kerana telah terdedah dengan Pengajaran Pembelajaran Sains dan Matematik dalam bahasa Inggeris (PPSMI) semasa di sekolah rendah.

Rumusannya, dapat dikatakan bahawa penguasaan bahasa Inggeris dalam kalangan pelajar tahun satu di UKM masih berada pada tahap sederhana. Penggunaan Bahasa Inggeris sebagai alat komunikasi masih terhad dalam sesi perbincangan kumpulan kecil dan di dalam dewan kuliah kerana kurang yakin untuk digunakan walaupun bertanya kepada pensyarah. Responden memerlukan persekitaran yang sesuai untuk mendorong penggunaan Bahasa Inggeris dalam komunikasi seperti kelantangan dan kejelasan suara pensyarah apabila bertutur dalam Bahasa Inggeris. Ini menggambarkan bahawa pengaruh seseorang pensyarah dan cara penggunaan bahasa Inggeris dalam pengajaran pembelajaran mempengaruhi kefahaman pelajar terhadap arahan yang diberikan. Hasil kajian ini juga menunjukkan bahawa pelajar tidak mempunyai masalah dari sudut pemahaman terhadap arahan, pembacaan, dan membuat rujukan dalam bahasa Inggeris.

**Tahap Penguasaan Bahasa Inggeris Sehari-hari Pelajar**

Bahagian ini menganalisis tahap penggunaan bahasa Inggeris sehari-hari yang mempengaruhi penguasaan para pelajar terhadap bahasa tersebut dan bagaimana faktor persekitaran mempengaruhi penggunaan bahasa ini. Soalan 1, 2, 10, 11, 12, 13, 14, 15 merangkumi aspek kekerapan penggunaan bahasa Inggeris dalam kehidupan sehari-hari responden seperti dipaparkan dalam Jadual 3 berikut:

Jadual 3

*Penggunaan bahasa Inggeris sehari-hari dan pengaruh persekitaran*

No. Soalan	Soalan	STS		TS		TP		S		SS	
		F	%	F	%	F	%	F	%	F	%
1.	Saya kerap menggunakan kamus untuk merujuk perkataan dalam Bahasa Inggeris yang saya tidak tahu maksudnya.	1	1.1	9	10	12	12	42	47	26	29
2.	Saya memiliki banyak bahan bacaan Bahasa Inggeris.	4	4.4	23	26	38	42	17	19	8	9
10.	Saya menggunakan Bahasa Inggeris dalam pergaulan sehari-hari.	9	10	38	42	33	37	10	11	0	0
11.	Kritikan daripada orang sekeliling mempengaruhi tahap penggunaan Bahasa Inggeris saya.	0	0.0	14	16	33	37	36	40	7	8
12.	Saya yakin untuk menggunakan Bahasa Inggeris di hadapan khalayak ramai.	3	3.0	18	20	48	53	19	21	2	2
13.	Saya tiada masalah mengendali / mengguna sistem yang menggunakan Bahasa Inggeris (seperti komputer )	0	0.0	4	4	9	10	52	58	25	28
14.	Saya tiada masalah untuk memahami bentuk-bentuk hiburan seperti lagu, filem atau animasi dalam Bahasa Inggeris.	0	0.0	5	6	12	13	56	62	17	19
15.	Jika diberi peluang, saya ingin mengikuti kursus-kursus yang boleh menambah baik kemahiran berbahasa Inggeris saya.	0	0.0	2	2	5	6	47	52	36	40

Merujuk kepada Jadual 3, dapat disimpulkan bahawa responden jarang menggunakan bahasa Inggeris dalam kehidupan sehari-hari mereka (soalan 10), dengan jumlah peratusan jawapan bagi “tidak setuju” merupakan jumlah tertinggi (42%) berbanding “setuju” (11%) sahaja. Jika dilihat dari sudut keyakinan responden untuk bertutur dalam bahasa Inggeris di khalayak ramai pula, hanya 21% “bersetuju” dan yakin, berbanding 53% responden menjawab “tidak pasti”. Jumlah 3% responden yang “sangat tidak bersetuju” dan 20% responden yang “tidak bersetuju” untuk menggunakan bahasa Inggeris di khalayak ramai merupakan satu jumlah yang kecil, sama situasinya dengan responden yang yakin untuk menggunakan bahasa Inggeris di khalayak ramai (23%). Ini bermakna, tahap keyakinan yang rendah dalam penggunaan bahasa Inggeris mempengaruhi tahap penggunaan bahasa tersebut jika dilihat kepada sejumlah 53% responden yang “tidak pasti”.

Apabila dikaitkan hal ini dengan soalan 11, didapati bahawa 40% responden merasa terpengaruh dengan kritikan daripada orang sekeliling. Ini bermakna, responden mampu meningkatkan penguasaan berbahasa Inggeris apabila mendapat sokongan daripada rakan-rakan, komuniti dan masyarakat melalui komunikasi dan menggunakan bahasa tersebut dalam semua urusan harian (Klein, 1986). Tahap

keyakinan pelajar yang ingin bertutur dalam bahasa Inggeris boleh jatuh merudum hanya melalui teguran negatif atau kritikan yang menjatuhkan oleh orang sekeliling.

Meskipun begitu, berdasarkan soalan 1, 13 dan 14, kebanyakan responden menjawab 'setuju' bahawa mereka kerap menggunakan kamus untuk merujuk kepada perkataan dalam bahasa Inggeris yang tidak difahami (47%), tiada masalah mengendalikan sistem yang menggunakan bahasa Inggeris (58%), tiada masalah untuk memahami bentuk-bentuk hiburan yang berasaskan bahasa Inggeris (62%) dan berminat untuk mengikuti kursus untuk menambah-baik kemahiran berbahasa Inggeris (52%). Ini menunjukkan bahawa responden boleh menerima bahasa Inggeris dan bersedia untuk meningkatkan kemahiran walaupun penguasaan mereka masih berada pada tahap sederhana.

Bersandarkan analisis ini didapati bahawa kelemahan utama bahasa Inggeris dalam kalangan pelajar tahun satu dalam kajian ini adalah dari segi kemahiran berkomunikasi dan kemahiran menulis. Responden mempunyai keyakinan yang rendah dan tidak mempraktikkan penggunaannya semasa bersosial dan berkomunikasi secara lisan terutama di khalayak ramai, tetapi tidak berhadapan dengan masalah untuk melakukan urusan seharian seperti mengendalikan peralatan yang menggunakan arahan dalam bahasa Inggeris, menikmati hiburan seperti filem, permainan dalam talian, menonton drama atau filem dan sebagainya. Walaupun mereka tidak begitu fasih berbahasa Inggeris, mereka akan merujuk kamus apabila berhadapan dengan perkataan yang tidak difahami, malah mereka bersikap positif untuk meningkatkan kemahiran berkenaan dengan bersedia mengikuti mengikuti kursus-kursus berkaitan sekiranya diberi peluang. Usaha penambahbaikan kemahiran berbahasa Inggeris boleh dilakukan kerana tahap penerimaan mereka yang positif memandangkan keperluan yang besar dalam dunia moden masa kini.

### **Kesimpulan**

Berdasarkan dapatan kajian, dapat disimpulkan bahawa penguasaan bahasa Inggeris dalam kalangan pelajar tahun satu di UKM berada pada tahap sederhana. Bahasa Inggeris masih terhad penggunaannya walaupun semasa perbincangan dalam kumpulan kecil, atau di dalam dewan kuliah, malah, responden kurang berkeyakinan untuk bertanya kepada pensyarah menggunakan bahasa Inggeris. Selain itu, mereka juga belum menguasai sepenuhnya kemahiran menulis dalam bahasa Inggeris. Responden juga memerlukan persekitaran yang sesuai untuk mendorong penggunaan Bahasa Inggeris dalam kehidupan seharian. Responden juga mempunyai keyakinan yang tinggi untuk membuat rujukan dalam bahasa Inggeris kerana kefahaman mereka terhadap pembacaan berada pada tahap yang tinggi.

Bersandarkan analisis ini juga didapati bahawa kelemahan utama bahasa Inggeris responden adalah dari segi kemahiran berkomunikasi dan kemahiran menulis. Dapatan kajian juga dapat merumuskan persoalan kajian yang kedua, iaitu sama ada tahap penggunaan bahasa Inggeris mempengaruhi tahap penguasaan pelajar tahun satu di UKM terhadap bahasa ini. Mereka tidak berkeyakinan untuk mempraktikkan penggunaannya semasa bersosial dan berkomunikasi secara bertulis dan lisan terutama di khalayak ramai. Ini menunjukkan bahawa kekerapan

penggunaan bahasa Inggeris terbukti mempengaruhi tahap penguasaan, sedangkan kebanyakan responden jarang menggunakan bahasa Inggeris dalam komunikasi seharian.

Walaupun bagaimanapun, responden didapati tidak berhadapan dengan masalah untuk melakukan urusan seharian seperti mengendalikan peralatan yang menggunakan arahan dalam bahasa Inggeris, menikmati hiburan seperti filem, permainan atas talian, menonton drama atau filem dan sebagainya. Walaupun mereka tidak begitu fasih berbahasa Inggeris, mereka akan merujuk kamus apabila berhadapan dengan perkataan yang tidak difahami, malah mereka bersikap positif untuk meningkatkan kemahiran berkenaan dengan bersedia mengikuti mengikuti kursus-kursus berkaitan sekiranya diberi peluang. Usaha penambahbaikan kemahiran berbahasa Inggeris boleh dilakukan kerana tahap penerimaan mereka yang positif memandangkan keperluan yang besar dalam dunia moden masa kini.

Walaupun dikatakan bahawa 70% daripada graduan Universiti Awam dan institusi pengajian tinggi berhadapan dengan masalah pengangguran, kajian Goi dan Lau (2010) mendapati hanya 4.8% sahaja melibatkan graduan lepasan UKM. Penekanan kepada kemahiran yang diperlukan oleh majikan adalah berbeza-beza bergantung kepada jenis pekerjaan dijalankan. Penguasaan Bahasa Inggeris yang lemah bukanlah faktor utama berlaku pengangguran dalam kalangan graduan UKM, namun begitu tahap pencapaian Bahasa Inggeris yang lemah turut menyumbang terhadap wujudnya situasi berkenaan. Graduan perlu dibekalkan dengan kemahiran tertentu untuk meningkatkan kebolehpasaran mereka seperti kerja berpasukan, komunikasi, penyelesaian masalah, keupayaan menyesuaikan diri dan kepimpinan. Semua ciri ini disuntik secara tak langsung ke dalam personaliti pelajar sepanjang pengalaman pembelajaran di universiti termasuk melalui latihan industri dan latihan di tempat kerja.

### **Penghargaan**

Terima kasih kepada Nurshahirah Azman, Nur Ilyana Che Yusoff, Nursuhada Nordin, Siti Nor Fadilah Saleh, Nur Hazwani Ramlee dan Nur Hafizah Rasid yang membantu kajian ini.

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# **SYNTACTIC TRANSLATION STRATEGIES FOR RETAINING PARALLELISM IN THE ARABIC TRANSLATION OF MOBY DICK**

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*Manuscript received 21 July 2016*

*Manuscript accepted 7 November 2016*

## **ABSTRACT**

The present study examines strategies for translating parallelism and factors in retaining parallelism in the Arabic translation of the novel of “Moby Dick”. Analysis is conducted on two sets of data taken from the English novel “Moby Dick” written by Melville in 1851 and its Arabic translation ‘Mūbī Dīk’ by ‘Abbās (1980). This qualitative research is guided by Chesterman’s (1997) syntactic strategy model, and contrastive analysis (CA) is also performed. The contrastive analysis is carried out using a coding procedure based on themes and taxonomies in the acquired data constructed by the researchers. The result shows that, based on Chesterman’s (1997) model, the translator of the above-mentioned novel employed three strategies, namely, literal translation, clause structure change and transposition to maintain parallelism in the Arabic translation of the English novel.



**Keywords:** parallelism, syntactic strategies, translation strategy, Moby Dick, English-Arabic translation

## **Introduction**

It can be argued that the translation process involves translators' efforts to transfer texts along with their linguistic, cultural and rhetorical aspects from one language and culture into another language and culture. In the Arabic translation of the English novel "Moby Dick" which is entitled 'Mūbī Dīk' (1980), there are several rhetorical devices employed by the author which have been transferred by the translator. In this context, the researchers attempt to investigate the translation strategy of parallelism, one of the rhetorical devices used by the author of the source text along with the translator's strategies for retaining parallelism in the target text, i.e. the Arabic translation of "Moby Dick".

According to Quayum and Talif (2000), parallelism is a device of writing in which elements of equal importance are balanced out in similar grammatical constructions. This could be in a sentence, a paragraph, or even a larger unit of composition. As a matter of fact, writers often use this device to emphasise something or add an aesthetic value to their work(s).

In analysing the Arabic translation "Mūbī Dīk" which was published by *Mū'assasah Nāṣīr līlthaqāfaf* in 1980, the researchers focused on the translator's strategy for translating parallelism based on the syntactic model proposed by Chesterman (1997). In fact, translating parallelism, or parallel structures, depends, to a large extent, on the ability of the translator to maintain the author's style and content. When the translator cannot do that, the target text sustains unintentional parallelism loss. Besides, syntactic structures change in the target text as English and Arabic, for example, belong to two different families which have different linguistic systems. When translation is carried out in this language pair, English and Arabic, there are definitely some linguistic changes in the target text. One such change affects parallelism.

With parallelism in mind, the present study examined the strategies which the translator of "Moby Dick" adopted to retain parallelism in his Arabic translation in accordance with Chesterman's (1997) model of syntactic strategies. The researchers also attempted to identify the factors in retaining parallelism by carrying out a contrastive analysis for this purpose.

## **Literature Review**

### ***Studies on Parallelism***

There have been several studies on the translation of parallelism. To begin with, Jawad (2007) analysed parallelism with anaphora and parallelism with synonymy. The issue was repetition attributed to parallelism which has different functions in different languages and it has its own place in different cultures. Jawad (2007)

analysed the data by placing the target text (TT) against the source text (ST) in order to determine the repetition frequency in English and to scan the strategies and norms that can be applied while determining certain translation choices. The data analysed came from the three-part autobiography of *al-Ayyām* (The Days) with their translations by Taha Hussein and the novel *Hadīth 'Īsā ibn Hishām* ('Īsā ibn Hishām's Tale) by Muhammad al-Muwaylihi. Jawad (2007) discovered that parallelism fulfilled the rhetorical and cohesive purposes. It was employed either in a series of utterances conveying patterns of transitivity or foregrounding the contrastive image. The purpose of the TT and the function of the ST were very clear as that depended on the translator's choice.

Shamaileh (2011) examined parallelism in political speeches in terms of its role, frequency occurrence and impact on the ST readers. The data were derived from thirty Hashemite political speeches. They consisted of ten speeches in Arabic together with their ten official English translations. The objectives were to examine parallelism frequency, level, patterns and impact as reflected in these speeches, and to see whether the linguistic phenomenon remains intact or whether the English translations compensated for it by using rhetorical features. Shamaileh (2011) applied three kinds of methodological tools to study these three aspects: "critical discourse analysis" (CDA) to measure political discourse and argumentative text typology; "contrastive analysis" to measure parallelism as a stylistic device; and "translation studies" to measure parallelism as a context of original speech. Shamaileh (2011) found that parallelism was an effective rhetorical device as it occurred in Arabic. In contrast, English parallelism was not as common. In terms of the stylistic aspect, Shamaileh (2011) found that Arabic parallelism was a comprehensive device for the Arabic language, and it contains rhetorical, stylistic, persuasive and cohesive devices. On the other hand, English parallelism was different; it tended to use a series of three main elements, namely, pronouns, reminiscence, the use of contrastive pairs, among others.

Mehawesh (2013) examined grammatical parallelism in advertising. His objective was to examine grammatical parallelism in advertisement, particularly English into Arabic. Mehawesh suggested that the study could provide an understanding of the strategies of translating advertisements in two different cultures. The aim of the study was to show the differences between two cultures with two visible distinctive characteristics. A distinct issue in translating grammatical parallelism was particularly a challenging task. The difficulty lies in creating textual semantic units and retaining their forms while maintaining their translation equivalence. The data consisted of several advertisements in English with their Arabic translations. These advertisements were collected from *Alrai*, *Addustour* and *Alwaseet* newspapers over the period between January 2012 and June, 2012. He found that parallelism was maintained in both languages. However, the function was different. In Arabic, parallelism served as a figure of speech, while English parallelism served as a text-structuring device.

An (2010) investigated syntactic and pragmatic parallelism in political speeches. His aim was to analyse some syntactic features and explore some pragmatic features of parallelism both in English and Vietnamese in order to get insights into parallelism in political speech. He employed a descriptive, qualitative

and contrastive analysis by which the data were analysed in terms of syntax and pragmatics. He found that parallelism in both languages was largely employed in order to achieve the aims of the politicians' speech, to focus on a certain issue, to have firm impressions on listeners and to convince the audience of the speaker's point of view or solution and then perform a certain action.

Al-Subhi (2009) investigated parallelism in poetry. His main objective was to explore parallelism as a significant stylistic device used in some selected children's poems. The sample was selected from 25 Eloise Greenfield's children poetry which includes examples of parallelism. The analysis was carried out stylistically. The analysis came up with different parallelism patterns at different parallelism linguistic levels. The sample was discussed at four micro linguistic levels, phonology, morphology, syntax and semantics. Finally, Al-Subhi (2009) found parallelism as a foreground regularity on phonological, grammatical and semantic levels.

Zhao (2012) examined parallelism in a novel. His aim was to study parallelism density and variety in Virginia Woolf's novel *To the Lighthouse* by comparing Woolf's novel to other modernist novels and discussing particular lexical and syntactic features which build Woolf's parallelism. Zhao (2012) found that the rhetoric of opposition determined Woolf's lexical choice of certain paralleled parties.

### ***Studies on Chesterman's Syntactic Strategies***

There is a substantial amount of research on Chesterman's (1997) syntactic strategies. These strategies have been employed in English-Indonesian, English-Brazilian Portuguese, Japanese-English, Finnish-Chinese and English-Arabic translation. There are some studies adopting Chesterman's (1997) translation strategies comprehensively i.e. syntactic, pragmatic and semantic and some other studies following only Chesterman's (1997) syntactic strategies.

De Oliveira Branco (2012) studied Chesterman's (1997) translation strategies in investigating translation methodological procedures. The researcher selected a compilation of online English newspapers such as, Reuters, BBC, The New York Times and UOL *Jornais*. All the news was on conflicts in the Middle East translated into Brazilian Portuguese. He analysed three major translation strategies: syntactic, semantic and pragmatic, adopted from Chesterman (1997), to see how translation is practised in online news reporting. He found that literal translation (syntactic strategies) was extensively used followed by synonymy (semantic strategies), information change (pragmatic strategy) and explicitness change (pragmatic strategy).

Mizher (2016) investigated Chesterman's (1997) syntactic strategies adopted by EFL students in translating English passive voice into Arabic. The participants were Jordanian students at public and private universities taking a general translation course. The researcher gave the students a translation test consisting of five sentences containing 181 words. The sentences were taken from the BBC English website and several Jordanian online English newspapers. The participants were allowed to use dictionaries and were provided with the keywords to help them seek the equivalent word in Arabic. In this way, the participants would

pay attention to syntactic structures. Mizher (2016) found that the participants employed literal translation, transposition, clause structure change and sentence structure change as strategies to help them translate effectively.

### Methodology

This qualitative study adopted the syntactic strategy model proposed by Chesterman (1997) as its basic theoretical framework. The empirical comparison will be drawn between ST-TT parallelism. Every ST parallelism was compared to its Arabic translation or counterpart to justify the strategy used by the translator in retaining parallelism in accordance with Chesterman's (1997) model.

In this research, the researchers focused only on “Moby Dick” and its Arabic translation. In addition, the collected data were only limited to parallelism which was readily available in “Moby Dick” and its Arabic translation. Rhetorical devices other than parallelism were not the subject of this research. In order to get a comprehensive overview, parallelism was examined in all chapters of “Moby Dick” and its translation – Mūbī Dīk. The researchers held the discussions in accordance with the translation discipline only.

A contrastive analysis was applied to two sets of data taken from “Moby Dick” by Herman Melville in 1851 as the source text (ST) and Mūbī Dīk, its Arabic translation by Dr. Ihsān ‘Abbās (1980) published by *Muassasah Naser As-Saqafah* as the target text (TT). A total of 50 translation cases were collected, but only eight cases were presented and discussed in this paper to limit the scope of the paper. After identifying parallelism in the ST and the TT, the data related to parallelism from both texts were collected. The contrastive analysis was used to identify the patterns of syntactic strategies employed by the translator in retaining parallelism in the TT. The identifiable patterns were obtained according to the syntactic structure of English and Arabic sentences.

The analysis was carried out based on the open-ended coding scheme taken directly from Chesterman (1997). Table 1 illustrates the categories along with their codes.

Table 1

*Coding scheme in accordance with Chesterman’s syntactic strategies*

Categories	Codes
Literal translation	-Similar to ST -maximally close to ST
Loan/Calque	-borrowed from ST
Transposition	-noun to verb -adjective to adverb
Unit shift	-morphemes to words -phrases to clauses
Phrase structure change	-phrase structure change
Clause structure change	-SVO to VSO
Sentence group change	-sentence group change
Cohesion change	-cohesion change

Level shift	-phonology to morphology -syntactic to lexis
Scheme change	-parallelism to alliteration

### **Parallelism**

In *Parallelism in Modern English Prose* Sopher (1982) classifies parallelism into eight levels known as *formal patterns*. These were syntactical, positional, lexical, morphological, phonological, metrical, numerical and multiple levels. The following examples demonstrated by Sopher (1982) cover with these levels of parallelism:

1. Syntactic parallelism

*Nature gave women too much power, the law gives them too little* (as cited in Sopher, 1982, p. 37). As we can see syntactic parallelism occurs at the syntactic level; the sentences on both sides of the comma are syntactically equal or parallel.

2. Positional parallelism

*Your rage I defy your abilities*, since your homer, are not so formidable, and what I hear of your morals inclines me to pay regard not to what you shall say but to what you shall do (as cited in Sopher, 1982, p. 38). Besides, positional parallelism is achieved when thematically related words or word combinations have parallel places in their relevant clause ( Sopher, 1982). The parallelism of *your rage* and *your abilities* is primarily positional. This may be demonstrated by rewriting the first sentence *I defy your rage*. Then, the notional connection between your rage and your abilities is considerably weakened your moral is parallel to (and notionally linked with) your rage and your abilities only by virtue of its common syntactic pattern (determiner + noun) and its common lexical item your (Sopher, 1982).

3. Lexical parallelism

Everybody's *trying to find* a car *that will stop* smoking. I'm *trying to find* one *that will stop* drinking (as cited in Sopher, 1982, p. 39).

4. Morphological parallelism

Where *everyone's a somebody*, then *no one's anybody* (as cited in Sopher, 1982, p. 39). "The parallelism is produced by the use of identical suffixes (-one and -body)" (Sopher, 1982).

5. Phonological parallelism

*Spare* the rod and *spoil* the child (as cited in Sopher, 1982, p. 37). Parallelism here is produced by alliteration (Sopher, 1982).

6. Metrical parallelism

Miss Pinkerton did not understand French, / she only directed those who did (as cited in Sopher, 1982, p. 40). It is produced by means of correspondence in the prosodic pattern of two or more structures (Sopher, 1982).

7. Numerical parallelism

This land was gift no gift. The firstlings *worked for it, fought for it, died for it*. They *stole, cheated* and *double crossed* for it (as cited in Sopher, 1982, p. 40). This is present when two or more units have an identical number of components (Sopher, 1982). This example is tertiary and is not accidental. It arises out of the writer's conscious or unconscious desire for symmetry (Sopher, 1982).

8. Multiple parallelism

*If religion is that which binds men to one another, and irreligion that which sunders,* then must I testify that I found *the religion of my country in its musical genius, and its irreligion in its churches and drawing rooms* (as cited in Sopher, 1982, p. 37). Multiple level parallelisms are present at more than one level. The multiple parallelism above is produced by syntactical and some lexical elements (Sopher, 1982).

The classifications above help the researchers determine and classify any parallelism occurring in both texts in question. Parallelism may not occur at the syntactical level only, but it may occur at different levels as well. By the same token, parallelism in the ST may occur at syntactic level while in the TT it may occur at the phonological level.

**Syntactic Strategies**

The current study is guided by the translation strategies suggested by Chesterman (1997) who offers a heuristic approach which works in practice, employs accessible terminology, is flexible and open-ended. Chesterman's (1997) translation strategies consist of three primary groups; syntactic/grammatical, semantic and pragmatic. The researchers, however, chose only the syntactic strategy for the present research (Figure 1). The researchers chose that model because the strategies as suggested by Chesterman (1997) are characterised by their applicability to the English-Arabic analysis and parallel structures lie in parallel syntactic structures which conform to this model to a great extent.

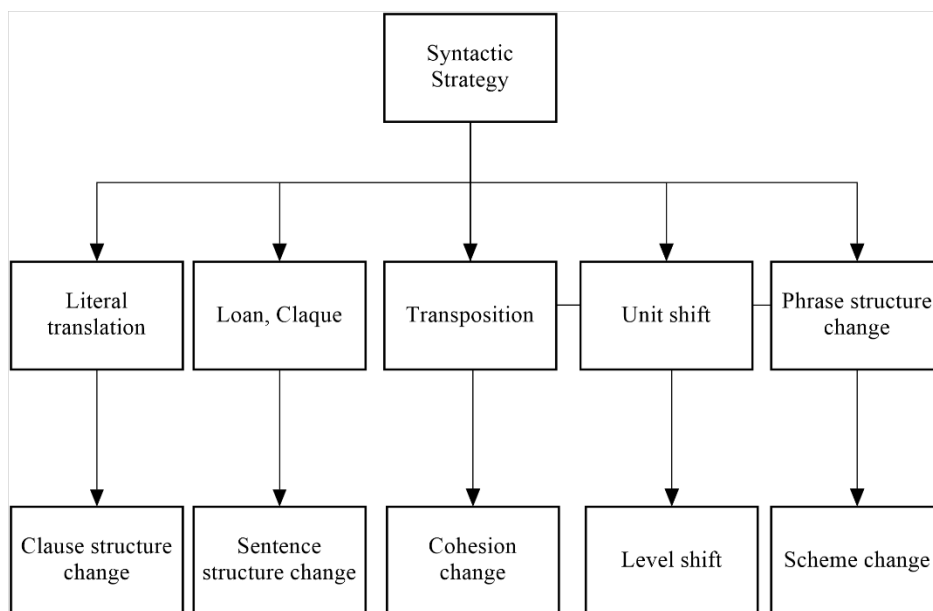


Figure 1. Syntactic strategies of Chesterman (1997)

According to Chesterman (1997, p. 91), the syntactic strategies “may be thought of as involving purely syntactic changes of one kind or another. Larger changes obviously tend to involve smaller ones too.”

- i. Literal translation is “maximally close to the SL form, but nevertheless grammatical” (p. 94)
- ii. Loan/Calque: The strategy covers individual items borrowed or introduced into another language by dint of translation. It is a deliberate choice and not the unconscious influence of an undesired interference.
- iii. Transposition: the strategy involves a change in word-class; from noun to verb, adjective to adverb.
- iv. Unit shift: Catford’s (1995) term; the strategy is about the ST unit being translated to a different unit in the TT. The units can be morphemes, words, phrases, clauses, sentences and paragraphs.
- v. Phrase structure change: a strategy or rather a group of strategies comprising a number of changes at phrase level, including number, definiteness and modification in the noun phrase and verb phrase; person, tense and mood.
- vi. Clause structure change: a strategy involving clause structure and its constituent phrases. It comprises such constituent orders as subject, verb, complement, adverbial, active vs. passive voice, finite vs. non-finite, transitive vs. intransitive.
- vii. Sentence group change: a group of strategies affecting the sentence structure unit as the sentence consists of clause structure units. The strategies are such between main-clause and sub-clause, status changes, sub-clause type changes, etc.
- viii. Cohesion change: a strategy which affects intra-textual reference, ellipsis, substitution, pronominalisation and repetition of various types of connectors.
- ix. Level shift: shift of phonology, morphology, syntax and lexis.
- x. Scheme change: the strategy involves the change which the translator incorporates in the translation of rhetorical schemes such as parallelism, repetition, alliteration, metrical rhythm, etc.

### **Results**

The data collected from the ST and the TT showed that the translator employed several strategies to retain parallelism in Arabic. The strategies were:

1. Literal translation
2. Clause structure change
3. Transposition

#### ***Literal Translation***

Literal translation has been the first and foremost translation strategy ever since translation came into existence. The general principle behind literal translation is to

retain syntactical features in the TT rather than following “free translation” which gives translators the freedom to use different syntactical features in the TT so long as the meaning of the ST is conveyed. For Dickins, Hervey, and Higgins (2002, p. 238), literal translation involves “an SL-oriented, word-for-word, style of translation in which the denotative meaning of all words in the ST is taken as if straight from the dictionary, but the conventions of TL grammar are respected.”

### **Case 1 literal translation**

.... when the Sperm whale was almost wholly unknown in his own proper individuality, and when his oil was only accidentally obtained from the stranded fish.

حين كان حوت العنبر في صورته المتعينة مجهولاً أو يكاد، وعندما كان زيتته يؤخذ عرضاً من السمك الذي يطرح على الشواطئ،

In Case 1 literal translation, ST parallelism occurs at the syntactic level in the transitive clause SVO; Subject: noun phrase (when the sperm whale, when his oil), Verb: verb phrase (was, was), Object: noun phrase (almost wholly unknown in his own proper individuality, only accidentally obtained from the stranded fish). TT parallelism is achieved at the syntactic level by *kaana* and its sisters (كان وأخواتها) VSO; Verb (كان, كان), Subject (حوت العنبر, زيتته) and Object (في محل رفع اسم كان) (في محل رفع اسم كان) (في صورته المتعينة مجهولاً أو يكاد, يؤخذ عرضاً من السمك الذي يطرح على الشواطئ). VSP syntactically does not exist in the ST syntactic system. Literal translation is employed here in parallel to what Newmark (1988, p. 69) calls “one-to-one translation” which falls under literal translation. According to Newmark (1988), “in one-to-one translation, a broader form of translation, each SL word has a corresponding TL word, but their primary (isolated) meanings may differ” (p. 69). However, in Case 1 above, the TT meaning corresponds to the ST meaning. There is only one difference at the syntactic level and the translator retains most of the syntactic structure of the ST (SVO to VSO). The translator keeps the parallel structure while avoiding repeating the first lexical item ‘when’. In this case, he uses synonymy (حين, عندما) at the beginning of the sentence (Abdul-Raof, 2001). The Arabic language has an advantage of the verb “*kaana*” whose repetition compensates for the loss of ST parallelism at the syntactic level. The repetition of “*Kaana*” indicates the occurrence of parallelism in Arabic.

### **Case 2 literal translation**

*Their hands met; their eyes fastened; Starbuck's tears the glue.*

وتلاقت يداهما، والتحمت عيونهما وكانت دموع استارباك هي الغراء الذي دبقها معاً

In Case 2 literal translation, the position of both Arabic pronouns helps create parallelism at the morphological level. The translator follows literal translation to find parallelism and retain it in the ST. By doing so, he is able to achieve more than one level; subject noun phrase (their hands, their eyes), and verb (met, fastened) and TT VS: verb + subject (التحمت, تلاقت) and (عيونهما, يداهما). ST parallelism occurs in a complete clause. The structure of subject + verb could not meet more than one level as it does not have similar grammatical typology to Arabic. According to Ghazala (1995), “this method of translation means to translate each SL word or phrase into



identical word or phrase in the TL, with the same number, grammatical class and type of language” (p. 6). The translator only repeats the syntactic order to achieve the syntactic level of parallelism. However, parallelism in the Arabic language is indicated through a suffix pronoun. The suffix pronoun builds the rhyme in two sentences which, in turn, build morphological parallelism. According to Shunnaq (1993), “the *nisba* suffix creates a morphological repetition. This type of repetition is numerous and familiar in our texts” (p. 97).

### Case 3 literal translation

*Skies the most effulgent but basket the deadliest thunders*

والسماء أشد شيء/إشراقاً إلا أنها تحتقب أشد الصواعق فتناً

In Case 3 literal translation, parallelism does not occur at the syntactic level but at the phonological level. ST Parallelism occurs at the syntactic level in a noun phrase; head (skies, basket), and post-modification (the most effulgent, the deadliest thunders). TT Parallelism occurs at the phonological level in the accusative case ل in (فتناً, إشراقاً).

ST	head + post-modification, head + post-modification
TT	إشراقاً... فتناً

The syntactic level may occur in the subject predicate; however, the translator translates the noun (basket) in English into a verb in Arabic (تحتقب). This change is necessary to conform to the Arabic grammar rules. Phonological parallelism can be achieved through rhyme (القافية) according to Shamaileh (2011).

The phonological level is indicated in Arabic by the accusative case in the words إشراقاً and فتناً. So, parallelism is formed on account of the word position in the clause.

### Clause Structure Change

The clause structure change was proposed by Chesterman (1997). According to Chesterman,

under this heading I group changes that have to do with the structure of the clause in terms of its constituent phrases. Various subclasses included constituent order (analysed simply as Subject, Verb, Object, Complement, Adverbial), active vs. passive voice, finite vs. non-finite structure, transitive vs. intransitive. (p. 94)

### Case 1 clause structure change

But they *worked rather slow* and *talked very fast*, and seemed in anything but a good humour.

وهم يأخذون المرافع استعداداً لرفع الحوتين إلا أنهم كانوا يعملون في ببطء يتكلمون في عجلة ومهما قلت فيهم لم تعدم أن تراهم منحرفي المراج،

English and Arabic have a similar clause order ‘Subject + Verb’ as shown in Case 1 clause structure change above; ST parallelism is an intransitive clause SVA;

subject (they, implied subject), verb (worked, talked) and adjunct (rather slow, very fast) while in TT parallelism, the clause consists of verb and subject (يعملون, يتكلمون), and a circumstantial accusative (في ببطء, في عجلة). Furthermore, the ST adjuncts “rather slow” and “very fast” do not comply with VSO which is exclusive to Arabic. Thus, the retention of parallelism only differs in the concept of adjunct and circumstantial accusative. Both of them function as modifiers for the clause that precedes them. Although the translator does not translate the adverb (rather, very), he still retains parallelism in the TT.

### **Case 2 clause structure change**

To dress in the dark, and eat in the dark, and stumble in darkness to his pallet, this is his usual lot.

وقد كتب على ذلك البحار أن يلبس في الظلام ويأكل في الظلام ، ويتعثر في الظلام نحو فراشه،

Case 2 clause structure change above shows that parallelism occurs at a similar level. The ST dependent clause; verb (dress, eat, stumble), and adjunct (in the dark, in the dark, in darkness), while there is TT VC in the TT; verb (يتعبر, ويأكل, يلبس), circumstantial accusative (في الظلام, في الظلام, في الظلام). The indefinite subject of the verb is retained through the subjunctive mode. Each verb is marked by َ at the end of it followed by a prepositional phrase في الظلام. The TT also has lexical parallelism which occurs by dint of the repetition of في الظلام. This lexical parallelism occurs when the translator retains the phrase في الظلام as the Arabic vocabulary refers to a single class “noun”. In English, “dark” and “darkness” are similar and refer to a noun but “dark” can also be categorised as an adjective. In addition, lexical parallelism occurs by dint of the prepositional phrase في الظلام which is the equivalent of ‘in the dark’ and the equivalent of “in darkness” in the second clause “stumble in darkness”. Although there are two different lexical items in the ST, the translator provides the same lexical items in the TT.

### **Transposition**

According to Vinay and Darbelnet (1995), “the method called transposition involves replacing one word class with another without changing the meaning of the message” (p. 36). However, cases shown here are about structural change which are mentioned by Chesterman (1997) “normally, this strategy obviously involves structural changes as well” (p. 95). According to Catford (1965), grammatical structural shifts (Catford's term for transposition) and structure shifts can occur at any rank (p. 77). Several transpositions are shown in the cases below. For instance, a noun phrase structure is transposed into a subject predicate structure.

### **Case 1 transposition**

*Doubts of all things earthly, and intuitions of some things heavenly*

*الشكوك في الأمور الأرضية، والحدس في الأمور السماوية.*

Case 1 transposition shows that transposition occurs in translation because of the linguistic differences between the two languages. In Case 1, ST parallelism occurs in the noun phrase (NP) and TT parallelism occurs at the subject predicate (SP) level. ST

Parallelism occurs at the syntactic level by dint of a noun phrase; Head (doubts, institutions), Preposition (of, of), Post-modifier (all things earthly, some things heavenly). Parallelism is achieved at the syntactic level in the TT by dint of subject predicate; subject (الشكوك, والحدس), predicate (في الأمور الأرضية, في الأمور السماوية). Besides, it is also achieved at the phonological level السماوية and الأرضية. According to Al-Jubouri (1984), "...the repetition of content is combined with repetition of form. This is done with the intention of creating a stronger, more rhythmic and more passionate effect" (p. 109). The translator retains the grammatical order by using subject and predicate to maintain the parallel form. The ST has a noun phrase structure, while the TT has a subject and predicate structure.

ST head + post-modifier, head + post-modifier  
 TT subject + predicate, subject + predicate

### Case 2 transposition

If this ship *come to any deadly harm*; and *come to deadly harm*, my soul swears this ship will, if Ahab have his way.

إذا لقيت هذه السفينة أذى بالغا مميتاً. إما أنها ستلقى أذى بالغا مميتاً فان روعي تقسم أن ذلك حادي لا ريب فيه  
 إن لم يجد أخاب من يكبح جماحه

Case 2 transposition shows the transposition from VO to VSO adj. Parallelism occurs in VO which does not include a subject because it is not repeated, while VSO has a subject. The object in the TT is split up into an object and an adjective. ST Parallelism occurs at the syntactic level; verb or phrasal verb (come to, come to), object (any deadly harm, deadly harm). TT Parallelism occurs at the syntactic level; verb (لقيت), subject (هذه السفينة), object (أذى) adjective (بالغا مميتاً), verb subject (ستلقى), object (أذى) adjective (بالغا مميتاً).

ST Verb + object,  
 Verb + object

TT Verb + Subject+ Object+ Adjective,  
 Verb + Subject+ Object+ Adjective

The translator puts the subject after the verb in accordance with VSO in Arabic, unlike the ST SVO. In addition, the translator adds the connector إما أنها to connect the second clause (ستلقى أذى بالغا مميتاً) that will make two different clauses. The ST object (any deadly harm) is syntactically placed as object (أذى) and the adjective (بالغا مميتاً) in the TT describes the subject.

### Case 3 transposition

Its extreme downtown is the battery, where that noble mole is *washed by waves*, and *cooled by breezes*, which a few hours previous were out of sight of land.

وعند أقصاها يقع ذلك السدّ العتيّد الذي تغسله الموجات وتنعشه النسمات، وإذا كنت في الطرف الآخر من المدينة لم تره لان بينك وبينه مسيرة بضع ساعات

Case 3 transposition shows that the agent in the passive clause is transposed into subject in the TT. Parallelism in the ST occurs at the syntactic level by dint of a verbal clause; Verb + Agent in passive clause: verb phrase (washed by, cooled by) agent (waves, breezes). However, TT parallelism occurs by means of VOS: Verb (تغسل), Object (تنعش) Subject (النسمات, الموجات). The order is changed from Subject Verb

Agent into Verb Object Subject VOS. The ST passive clause is Subject + verb +agent: subject (Noble Mole), Verb phrase (is washed by) the agent (waves) takes the position of the object in the TT in which the subject (noble mole) transforms into the pronoun (هـ) attached to verb (تغسل). This transposition of the agent is not up to the translator but up to the Arabic syntactic structure. As can be seen, only the structure is changed but passivity is not retained because الموجات and النسيمات are the doers in Arabic. Passive voice is used in Arabic only when the doer is unknown, and the noun replacing it is syntactically known as نائب الفاعل 'subject of the passive'.

### Conclusion

The findings of the current study show that the translator of "Moby Dick" did not follow all the syntactic strategies proposed by Chesterman (1997). A close examination of the Arabic translation of "Moby Dick" revealed that the translator followed three strategies only: literal translation, clause structure change and transposition to retain parallelism in the TT. Literal translation was the most common translation strategy followed by the translator because it helped him achieve parallelism in the TT. Clause structure change occurs at clause level. Since English and Arabic belong to two different families, they have different linguistic systems. Because of these linguistic differences, the translator tried to achieve parallelism in the TT by providing clause structures different from those in the ST. Last, the translator used transposition in order to retain parallel structures in the TT. He did so by varying word order in the TT and providing active voice in the TT for passive voice in the ST. Further studies on parallelism can shed light on other syntactic strategies proposed by Chesterman or any other translation theorists and trace such strategies in the translation of another literary work.

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# منظور لسانيات النص في النصوص الصحافية الافتتاحية: جريدة القدس العربي نموذجا

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Manuscript received 28 June 2016

Manuscript accepted 7 November 2016

## الملخص

النصوص الصحافية الافتتاحية هي نوع جدلي يحتل موقعا رئيسيا في المجتمع المعاصر بحيث يجعل  
صناع السياسات مسؤولين عن قراراتهم التي تؤثر على الأكترية الساحقة من الشعب. وقد  
تعتبر النصوص الصحافية هذه صوتا لمن لا صوت لهم أو الأغلبية المغلوبة على أمرها في المجتمع.

وقد أهمل هذا النوع من النصوص في البحوث اللغوية لفترات طويلة على الرغم من أنه من الأدوار الحيوية في تشكيل المجتمع. تحاول هذه المقالة تقييم هذا النوع عبر عدسات لسانيات النص الذي يهتم في المقام الأول في عازمة التواصل بجميع أشكال الكتابات. اعتمدت هذه الدراسة على المنهج الوصفي النوعي التحليلي لدراسة النوع التحريري في الصحف وتم استخدام تقنية عشوائية هادفة في اختيار حوالي مائة وخمسين مقالة من صحيفة القدس العربي بين سبتمبر 2012 وأبريل 2013، والتي تركزت على قضايا السلام الأبدي والاستقرار في منطقة الشرق الأوسط. كانت البيانات المعتمدة للدراسة موجودة في النسخة الإلكترونية من الصحيفة المذكورة. القدس العربي، صحيفة سياسية عربية يومية مستقلة بشراسة تصدر في لندن منذ عام 1989 من قبل اللاجئين الفلسطينيين. يتضح من التحليل أن الاتساق هو المعيار الأساسي للسانيات النص يلعب دورا هاما في تشكيل النص، ويتجلى ذلك من خلال وجود معظم عناصر الاتساق مثل الإحالة بنوعها الداخلية والخارجية، والوصل، والتعريف أو التحديد، صيغة الفعل، واسم الإشارة والاسم الموصول والضمائر والتكرار في النص، ويفتقد النص إطلاقيا الاستبدال والحذف والتضام. بالإضافة إلى ذلك، ساهمت أيضا معايير نصية أخرى مثل الانسجام والمقصودية، والمقبولية، والموقفية، والتناص في إدراك القيمة التواصلية في هذا النص المعين.

الكلمات المفتاحية: لسانيات النص، الافتتاحية الصحافية، جريدة القدس العربي

### **TEXTLINGUISTIC PERSPECTIVE IN NEWSPAPER EDITORIAL TEXTS: AL-QUDS AL-'ARABI NEWSPAPER AS A CASE STUDY**

#### **ABSTRACT**

*Newspaper editorial texts are argumentative genre which occupies a prime position in the contemporary society such that policy makers are made accountable for their decisions which affect teeming mass of the people. It has been regarded as the voice of the voiceless or the silent majority of the society. This type of texts has been neglected in linguistic research for a long while, in spite of its vital roles in shaping the society. The present paper attempts an evaluation of this genre via the lenses of text linguistics which is primarily interested in the communicative bent of all forms of writings. This study adopted a qualitative descriptive analytical methodology to study the editorial genre in newspapers and a purposeful random technique was used in selecting about one hundred and fifty articles of al-Quds al-'Arabi newspaper between September 2012 and April 2013, which center on issues of everlasting peace*

and stability of the middle-east region. The adopted data for the study resides in the electronic version of the newspaper. Al-Quds al-'Arabi is a fiercely independent, political daily Arabic newspaper which is published in London since 1989 by Palestinian refugees. It is clear from the analysis that cohesion is the basic standard of text linguistics which plays significant role in the formation of the text, this is demonstrated by the presence of most elements of cohesion such as demonstrative pronouns, relative pronouns, pro-forms, references (internal & external), conjuncts, deitics, tenses and repetition in the text, whereas, there is absolutely no substitution, deletion and collocation whatsoever. In addition, other standards such as coherence, intentionality, acceptability, situationality and intertextuality also contributed to the actualization of the communicative value of this particular text.

**Keywords:** Textlinguistics, newspaper editorial, Al-Quds Al-'Arabi newspaper

## المقدمة

وقد تركّز الكثير من الأبحاث في علم اللغة العربيّة التقليديّة على تحليل النصوص الدينيّة، وهي القرآن والأحاديث النبويّة وبالتالي الشعر العربيّ. نادرا ما كرسّت الدراسات للنصوص الواقعيّة مثل "النصوص الصحافيّة العربيّة"، التي هي نمط متميّز من الكتابة اللغة العربيّة الفصحى الحديثة، ويمكن القول بأنّه أوسع وسيلة من وسائل الاتصال الجماهيريّ للناطقين باللغة العربيّة في العالم الحديث. وهذه الدراسة تهدف إلى سدّ هذه الفجوة وقد اجتذبت قضايا متنوّعة مثل النصّيّة، والنصّ، وتحليل الخطاب، وتحليل النصوص، والظروف المحيطة بالنصّ، وأيقظ منتج النصّ انتباه اللغويّين العرب بمرور الوقت. ومع ذلك، فإنّ جانب لسانيات النص الذي يتمثّل في معايير لسانيات النصّ بطريقة الشموليّة لم يجذب انتباههم.

وبالتالي فإنّ هذه المقالة تركّز على منظور لسانيات النص والذي يتجلى في المعايير النصّيّة من النصوص الافتتاحية من جريدة "القدس العربيّ". ويعتمد البحث على "مبدأ النصّيّة" والذي يعتبر النصّ بوصفه "حدثا تواصليا" له خصائص مقرّرة تجعله نصّا حقيقيا. لقد أشار دي بوجرانند ودرسلير إلى هذا المبدأ "بالمعايير النصّيّة التأسيسيّة" وتمّ تلخيصها بأنّها (الاتساق، والانسجام، والمقصوديّة، والمقبوليّة، والإخباريّة، والموقفيّة، والتناص). ثانيا، هناك "المعايير التنظيميّة" وهي (الجودة، والفعاليّة، والملائمة) والتي تستخدم في تحديد أنواع النصّ وتقييمه. وتشمل الفرضيّة المقترحة لهذا البحث أولا، التّطبيق المناسب لمعايير لسانيات النصّ في النصوص الصحافيّة العربيّة والتي تسهل فهم أمثال هذه النصوص للمتلقّين الناطقين باللغة العربيّة وغير



النّاطقين بها على السواء. ثانياً، تدريس معايير لسانيات النّص للمتعلّمين في فصول تعليم اللّغة العربيّة على جميع المستويات يساعد بكثير في تطوير مهارات الطلاب اللغويّة لفهم للتّصوص الصحافيّة.

## السّابقة الدّراسات

وفقاً لتراجوت (1980)، ولقد جاءت الدّراسات التي أجريت في وقت مبكر حول الاتّساق باللّغة الإنكليزيّة من جاكوبسون (1960)، الذي قام بتحليل التّركيب النحوي والتّوازي في النّصوص الأدبيّة مع الإشارة إلى الشّعر. كان هاليداي (1964) أوّل من قام بتقسيم الاتّساق إلى النوعين وهما الاتّساق النحويّ والاتّساق المعجميّ. وصف قووارك وغرينباوم وليفش وسفارتيف (1972) الاتّساق ودرسوا الميزات التي ترتكز الجملة في سياقها. وضع جوتوينسكي (1976) الاتّساق في منظور تطبيقيّ متركزا على التّطبيقات الأسلوبية المحتملة للدّراسات الاتّساق، وقدم نقطة انطلاق لبعض الدّراسات البحثيّة في الأسلوبية. نشر هاليداي وحسن (1976) الكتاب الأكثر توضيحاً والأكثر شهرة حتى هذه اللّحظة عن الاتّساق، بعنوان "الاتّساق باللّغة الإنكليزيّة". وهذا الكتاب يشهد بحق لوجود نظرية الاتّساق، وحدّد خمسة أقسام لهذا المفهوم وهي الإحالة، الحذف، الاستبدال، الاقتران والاتّساق المعجميّ.

فقد عالج علماء اللّغة والبلاغة الفصل والوصل وهما مظهران من مظاهر الاتّساق في التّراث العربيّ. وترى ظهور المادة مبعثرة في ثنايا بحوث النّحو والتّفسير والبلاغة وعلم الكلام بصقّة موجزة غير شاملة. ومن أمثال ذلك، قول سيوييه (180هـ) عن الوصل: ((... لم يجوز أن تدخل،... ولو قلتها بالواء حسنت)). وقوله عن القطع بمعنى الفصل: ((هذا باب بدل المعرفة من النكرة، والمعرفة من المعرفة، وقطع المعرفة من المبتدأ)). أما الجاحظ (255هـ) قد ذكر الفصل والوصل بمعنى البلاغة. وتناول الموضوع أيضاً ابن وهب (272هـ) والمبرد (285هـ) والجرجاني (361هـ) والعسكري (295هـ) في كتاب الصناعتين والباقلاني (403هـ) في إعجاز القرآن وغيرهم.

قد تمّ تحديد النوعين من الانسجام "وهما: أولاً، نهج منحى العملية، وثانياً، نهج منحى المنتج" Ramasawmy (2004:14). "نهج منحى العملية من الانسجام المترکز على تجاوب وتفاعل القارئ مع النص. ثمّ شرح نهج منحى المنتج من الانسجام من حيث ملامح مميّزة في منتج النصّ بنفسها"

(Ramasawmy, 2004, p.14). إن العديد من الدّراسات الكميّة باستخدام نهج منتج المنحى من الانسجام لم تعالج جانب "المستوى المشترك بين الجملة" في بنية النصّوص. بدلا من ذلك، تركّزت على الأخطاء بشكل عام، مثلا نظر غرينهال (1980) وشاوغنيسي (1977) في نموذج التّحويل التوليدي على الميزات النّحوية مثل الجملة والكلام.

## نبذة مختصرة عن اللغة العربية الصحافيّة

للصحافة لغة خاصّة بها تتميز بالخصائص المميّزة، الوظيفيّة، المعجميّة، والبنويّة (عبد الفتاح، 1996، ص، 129). وبالتالي فإنّ اللّغة العربيّة لا تختلف كثيرا عن غيرها من اللّغات الصحافيّة في هذا الصّدّد. وتعتبر اللّغة العربيّة الصحافيّة نوعا مميّزا من اللّغة العربيّة الحديثة بسبب وظيفتها ومميّزاتها الفريدة (الكولاني، 2010، ص، 102). ومما لا شكّ فيه أن الوظيفة الاجتماعيّة للغة العربيّة الصحافيّة أثرت على أسلوبها إلى حدّ كبير. على الرّغم من ظهور العديد من وسائل الإعلام الجديدة للاتّصال، تبقى الصّحيفة والإذاعة المرئية والمسموعة من الوسائل التي تنتشر على نطاق أوسع وأسرع من وسائل الاتّصال الجماهيريّ (خليل، 2000، ص، 22).

ومن ثمّ أصبحت اللّغة العربيّة الحديثة المكتوبة وسيلة وطنيّة ودوليّة للاتّصال بالملايين من النّاس في جميع أنحاء العالم العربيّ وخارجه. "وتوفر الصّحيفة المعلومات السياسيّة والاجتماعيّة والثقافيّة التي تؤثر تأثيرا إيجابيا في حياة الأفراد والجماعة، وتعرب عن وجهات أنظار متباينة وأفكار مختلفة، وتنعكس على الأحداث والمواضيع المختلفة، وتحدث مناظرات ومناقشات بين النّاس" (الكولاني، 2010، ص، 102).

## عناصر الاتّساق في النصّوص

(أ) **الإحالة الاتساقية:** تتضمن الإحالة، من مكونات النص لعناصر الإحالية التي لها معنى وظيفي كالتكلم، والخطاب، والغيبة، والقرب، والبعد والتذكير، والتأنيث إلخ ولكنها مبهمة فلا يفهم المقصود منها إلا برجوع المحال إليه المسمى بالمرجعية أو المفسر، وهذا يعني أن هذه العناصر اكتسبت التذكر من الرجوع إلى السابق أو اللاحق، وهذا السابق أو اللاحق يسمى "عنصرا إشاريًا"، فإن كان مذكورا في النص سمي "عنصرا إشاريًا لغويًا"، وإن كان مشارا إليه خارج النص كأن يحيل ضمير المتكلم إلى ذات المتكلم، أو ما شابه ذلك مما يوجد في المقام الخارجي فهو عنصر إشاري غير لغوي" (الزناد، 1993، ص، 118).

وتنقسم الإحالة الاتساقية إلى نصية ومقامية. وتنقسم الإحالة النصية بدورها إلى قسمين: الأول: **الإحالة القبليّة**، وهي نوع من الإحالة المشتركة يأتي فيه الضمير بعد مرجعه على ظاهر النص، مثلا: "والشمس وضحاها"، فالهاء هنا تعود إلى مرجعها "الشمس"، ومن أمثلتها **الإحالة الاسميّة**: مثلا: "هذا البيت/بيته جميل، والإحالة الظرفية: مثلا: "يسكن في لاجوس"، و**الإحالة الفعلية**: مثلا: "هل غسلت الثياب؟ أجل، فعلت ذلك صباحا. والثاني: **الإحالة البعدية**، وهي نوع من الإحالة المشتركة يأتي فيه الضمير قبل مرجعه في سطح النص، مثلا: "قل هو الله أحد"، يرجع الضمير (هو) إلى المرجع (الله). **الإحالة الخارجية:** وفقا لتعريف دي بوجراندي، هي "الاتيان بالضمير للدلالة على أمر ما، غير مذكور في النص مطلقا بيد إنه يمكن التعرف عليه من سياق الموقف" (بوجراندي، ترجمة/ حستان، 1998, p. 301) يعني الموقف الاتصالي. ويبدو من هذا التعريف أن هذه الإحالة تصلح لإزالة غموض بعض الضمائر التي لا يعرف مرجعها إلا بالعودة إلى الذي قيل أو ألقى فيه هذا الكلام، ومن مظاهر هذا العنصر هو استعمال الأدوات الإشارية مثل: "هذا"، و"ذلك"، و"اليوم"، و"هنا"، و"أنا"، و"أنت" إلخ.

(ب) **الضمائر:** وتنقسم إلى ضمائر وجودية، مثل: "أنا"، و"أنت"، و"نحن"، و"هو"، و"هم"، و"هن" إلخ. وضمائر ملكية، مثل: كتابي، وكتابك، وكتابهم، وكتابه... إلخ. وبالنظر إلى الضمائر في الاتساق، يمكن التمييز بينها وبين أدوار الكلام التي تندرج تحتها جميع الضمائر الدالة على المتكلم والمخاطب، وهي إحالة إلى خارج النص بشكل نمطي، ولا توجد الإحالة

الاتّساقية إلا في الكلام المستشهد به، أو في الخطابات المكتوبة المتنوّعة من ضمنها الخطاب السردّي، وهو تخيل يجب أن ينطلق من النّصّ نفسه، بحيث إن الإحالة داخل النّصّ يجب أن تكون نصيّة، والنّصّ بذلك الاعتبار لا يخلو من إحالة سياقيّة (خارج النّصّ) تستعمل فيها الضّمائر المشيرة إلى المتكلّم ("أنا"، و"نحن") أو إلى (القارئ/القراء) الضّمائر: ("أنت"، و"أنتم"، و"أنتما...") وهذا مما يتعلّق بأدوار الكلام، أما الضّمائر فلها دور مهمّ في اتّساق النّصّ لأنّها تلعب أدواراً أخرى، وتندرج تحتها ضمائر الغياب إفراداً، جمعاً وتثنية ("هو"، و"هي"، و"هم"، و"هن"، و"هما"). وهذه الضّمائر تحيل قبلياً بشكل نمطيّ، إذ تقوم بربط أجزاء النّصّ، وتصل بين أقسامه (خطابي، 1988، ص، 18؛ هاليداي وحسن، 1976، ص، 51).

(ج) اسم الإشارة: فإنّ ثمة إمكانات عديدة لتصنيف أسماء الإشارة إما حسب الظرفيّة الزمّنيّة، مثل: ("الآن"، و"غداً")، والظرفيّة المكانيّة، مثل: ("هنا"، و"هناك")، أو حسب البعد ("ذلك"، و"تلك")، والقرب ("هذا"، و"هذه"). ولأسماء الإشارة دور في الرّبط القبليّ والبعديّ، وبعبارة أخرى، أنّها تربط الاحق بالجزء السابق، ولذلك تساهم في اتّساق النّصّ.

(د) الاستبدال: وهو عمليّة تتمّ داخل النّصّ بتعويض عنصر في النّصّ بعنصر آخر (خطابي، 1988، ص، 19؛ هاليداي وحسن، 1976، ص، 88). ويندرج الاستبدال تحت مفهوم الإحالة لسبب أن جميع حالاته قبليّة، وبذلك، يعد مصدراً أساسياً من مصادر الاتّساق، ومن وظائفه التّواصلية رفعه الملل عن المتلقّي، حيث إن كلمة واحدة تغني عن ذكر معلومات كثيرة سبق ذكرها، لأنّ تكرار الكلمات قد يؤدي في بعض الأحيان بالمتلقّي إلى الملل أو تفضي إلى إطالة النّصّ أكثر مما ينبغي. وقد ضرب هاليداي وحسن مثالا يؤكّد مفهوم الاتّساق في الاستبدال كالآتي:

1- فآسي هذه مثلومة جدا، عليّ أن أحصل على أخرى حادة.

2- هل تظنّ أن جون يعرف مسبقاً؟- أظن أنّ أي شخص يعمل.

3- بالطبع أنت توافق على وقوع المعركة؟ قال توبلدوم بصوت هادئ: أفترض ذلك...

وثمة أقسام للاستبدال تناولها الباحثان، وهي ثلاثة:

أ- استبدال اسمي ويتم هذا باستخدام الاسم مثل "نفس"، "آخرون"، "آخر".

ب-

استبدال فعلي وهو استخدام الفعل مثل: يعمل.

ج- استبدال قولي ويتم ذلك باستخدام الكلمات "لا"، و"كذلك"، و"ذلك".

(هـ) **الحذف**: هو علاقة داخل النصّ، وهو استبعاد العبارات السطحية التي يمكن محتواها المفهومي أن يقوم في الذهن أو أن يوسّع أو يعدل بواسطة العبارات الناقصة، (بوجراند دي، ترجمة: حسّان، 1998، ص، 301؛ فضل، 1996، ص، 332-333) وهو عبارة عن شيء غير مذكور، وبعد الذكر لا يختلف الحذف من حيث العلاقة عن الاستبدال إلا بكون الأول استبدالاً بالصّفر أو الاكتفاء بالمبنى العدمي (بوجراند دي، ترجمة: حسّان، 1998، ص، 340؛ خطاي، 1988، ص، 21) لأنّ علاقة الاستبدال تترك أثراً، فيخلف واحداً من عناصرها ليكون مؤثراً يهتدي به المتلقّي إلى العنصر المفترض، وبذلك يتمكّن من ملء الفراغ الذي يخلقه الاستبدال، والأمر خلاف ذلك بالنسبة لعلاقة الحذف، لوجود فراغ بنيوي في الجملة أو النصّ لا يمكن للمتلقّي ملؤه إلاّ بالاعتماد على ما ورد في الجملة الأولى أو النصّ السابق. ويقسم هاليداي وحسن الحذف إلى ثلاثة أقسام (هاليداي وحسن، 1967-142 p.) وهي: الحذف الاسمي والحذف الفعلي والحذف الظرفي. ويقصد به اسم داخل المركّب، مثل: (أيّ قميص ستشتري؟ هذا هو الأفضل)، أي هذا القميص. أو (أيّ قبعة ستلبسين؟ هذه هي الأحسن)، يعني هذه القبعة التي حذفت في الجواب، ويقرّر الباحثان أن الحذف الاسمي لا يقع إلا في الأسماء المشتركة (خطاي، 1988، ص، 20؛ عفيفي، 2001، ص، 127).

(و) **الاسم الموصول**: الموصول في الأصل اسم مفعول من (وصل الشّيء بغيره)، إذا جعله من تمامه، وسمّيت الأسماء الموصولة بذلك، لأنّها توصّل بكلام بعدها هو من تمام معناها (السامرائي، 2003، ص، 110). ومعنى الموصول أنّه لا يتمّ بنفسه، بل يفتقر إلى كلام بعده،

تصله به ليتّم اسما، فإذا تمّ بعده كان حكمه حكم سائر الأسماء التامة، ويجوز أن يقع فاعلا ومفعولا ومضافا إليه (ابن يعيش، 1988، ص، 150). ومن موصولات الأسماء مثل: "التي"، "الألى" اللائي " اللواتي" الداخلة على الصّفة المشبهة، و"من"، و"ما"، وكلّها معارف بصلاحتها فيبانها بما بعدها، وتبيّن كلّها بالجمل بعدها (الرّمحشريّ، تحق: فخر صالح، 2004، ص، 148؛ السامرائي، 2003، ص، 110-130؛ الخطيب، مراجعة: يعقوب، 1992، p. 44).

(ز) **الوصل أو الرّبط**: الوصل عنصر من عناصر الإحالة الاتّساقية. وهو تحديد للطريقة التي يترابط بها اللاحق مع السابق بشكل منظم، (خطابي، 1988، ص، 23؛ هاليداي وحسن، 1976، ص، 228) ووظيفته تقوية الأسباب بين الجمل وجعل المتواليات مترابطة متماسكة. وينقسم هذا المظهر إلى وصل إضافيّ وعكسيّ أو نقيضيّ وسببيّ وزمنيّ (خطابي، 1988، ص، 23؛ هاليداي وحسن، 1976، ص، 227).

ويكون الرّبط بالوصل الإضافيّ بالأدوات مثل "الواو" العاطفة، والرّابطة، والإضافيّة، والاستئناف، و"أو" التخييريّة، والإضافيّة، و"الفاء" العاطفة السببيّة، والترتيبيّة والإضافيّة، (حسنين والوراقّي، د.ت؛ خليل، 2007، ص، 222) و"كذلك" الإضافيّة و"أي" التّفسيريّة، وتدرج هذه الأدوات تحت الوصل الإضافيّ أو التّمائل الدلاليّ الممّثل في العبارة "بالمثل...، وعلاقة الشّرح مثل: "أعني"، "بتعبير آخر"، وعلاقة التّمثيل المتجسّدة في التعبير: "مثلا"، و"نحو". بالوصل العكسيّ (أو النقيضيّ) يكون على عكس ما هو متوقّع في عالم النّصّ، ويتمّثل في الأدوات: "إنّما" و"لكن"، و"أما...ف" الفاتحة للموضوع. أما الوصل السببيّ ويتمّثل في العناصر الرّابطة مثل: "لأنّ"، و"الفاء" السببيّة، و"من ثمّ"، و"غير أنّ"، و"إنّما"، و"بل" ووظيفته إبراز العلاقة المنطقيّة بين الجمل، ويمّثل الوصل الزمّنيّ علاقة بين أطروحتي جملتين متتابعين زمّنيّا، ومثاله "ثمّ"، و"الفاء" (خطابي، 1988، p. 23).

(ح) **الاتّساق المعجميّ**: تضمّن الاتّساق المعجمي من عنصرين وهما التكرار أو التكرير والتضام. يمتاز الاتّساق المعجمي عن عناصر الاتّساق الأخرى في أنّه لا يتحقّق بوسائل شكليّة نحويّة للرّبط بين عناصر النّصّ، بل من خلال إعادة العناصر اللّغويّة في النّصّ، وتتمّثل هذه العناصر في مترادفات يتمّ اختيارها دلاليّا وتترابط بعضها مع بعض عبر النّصّ. وينقسم إلى

قسمين: وهي التكرار أو التكرير والتضام (هاليداي وحسن، 1976).

**التكرار أو التكرير:** التكرار شكل من أشكال الاتساق المعجمي يتطلب إعادة عنصر معجمي، أو وجود مرادف له، أو شبه مرادف (خطاب، ص، 24؛ عفيفي، ص، 106؛ هاليداي وحسن، 1976، ص، 278). وهو لإعادة والتزديد والرجوع، (الزركشي، تحقيق: إبراهيم، د.ت.)

**التضام:** هو النوع الثاني من الاتساق المعجمي، وهو من الدلائل على علاقة تبادلية بين العناصر اللغوية في النص. "ويتجلى هذا الاتساق على المستوى المعجمي في مظاهر هي: التلازم، والتوارد، والتنافي، فيقوم التلازم على علاقة دلالية بين الكلمات في حين يقوم التوارد على علاقة أفقية نحوية بين عناصر اللغوية" (فارث، 1951، ص، 196).

**الانسجام:** في هذا القسم من البحث، سيتم مناقشة مختلف مظاهر الانسجام في اللغة على وجه الاختصار. (أ) **المقام:** في التراث العربي القديم، تدور حول مقولة (لكل مقام مقال)، و(مطابقة الكلام لمقتضى الحال)، (عبد المجيد، 2000، ص، 21). وقد كانت فكرة المقال لدى البلاغيين مرتبة بالبعد الزماني والبعد المكاني للكلام، حيث يقوم المتكلم بصياغة كلامه على وجه معين، فإما يتصل كلامه بمحل هذه الصياغة فيسمى (المقام)، وإما أن يتصل بزمن هذه الصياغة فيسمى (الحال)، فكل كلام لا بد له من بعد زماني ومكاني يقع فيه، لذلك ارتبطت فكرة الحال والمقام بالمقال (السكاكي، 1987، ص، 168؛ خفاجي وعبد العزيز، 1992، ص، 102).

(ب) **المجاز:** تناول القدماء من البلاغيين وغيرهم فكرة المجاز في دراستهم للعلاقة بين الحقيقة والمجاز، "فالحقيقة هي اللفظ الدال على موضوعه الأعلى، والمجاز هو ما أريد به غير المعنى الموضوع له في أصل اللغة اتساعاً وينقسم المجاز إلى قسمين وهما "المجاز المرسل" والمجاز الحكمي أو العقلي" (الجرجاني، تحقيق: رضا، 1992، ص، 303).

(ج) الاستعارة: له معنى لفظ استعمل في غير المعنى الذي وضع له، مع وجود قرينة تمنع من أن يكون المراد هو المعنى الأصلي؛ فإذا حذف فيها المشبه وبقي المشبه به تسمى تصريحية، والاستعارة التي حذف فيها المشبه تسمى مكنية (الجرجاني، 1992، ص، 34-35؛ السكاكي، 1987، ص، 369-401).

(د) الكناية: عرّف القدماء الكناية أنّها الانتقال من اللازم إلى الملزوم، (الجرجاني، 1994، ص، 60) أو الانتقال فيها من الملزوم إلى اللازم، (الزخشري، 1987، ص، 5) أو ترك التصريح بذكر الشيء إلى ذكر ما يلزمه، لينقل من المذكور إلى المتروك (السكاكي، 1987، ص، 40).

(هـ) التشبيه: التشبيه من الفنون البيانية التي لها أثر على الأسلوب، حيث يجعل التشبيه الخفي ظاهرا، والبعيد قريبا، والغائب حاضرا.

المقصودية: تتضمن المقصودية موقف منتج النصّ من كون (النصّ) صورة ما، من صور اللغة قصد بما أن تكون نصّا يتمتع بالاتّساق والانسجام ومن ثمّ وسيلة لمتابعة خطة محدّدة (بوجراند دي، ترجمة/ حسان، 1998، ص، 104).

المقبولية: هو اتّجاه متلقّي النصّ إلى أن تؤلّف مجموعة الوقائع اللغوية نصّا متّسقا منسجما ذا نفعة وصلّة ما ومن ثمّ اكتسابه معرفة جديدة أو قيامه بالتعاون لتحقيق خطة ما (أبو غزالة وأحمد، 1999، ص، 31).

الإخبارية: هو الدلالة على مدى التّوقع الذي تحظى به بعض وقائع النصّ المعروض في مقابل عدم التّوقع، أو المعلوم في مقابل المجهول، (أبو غزالة وأحمد، 1999، ص، 32) وهي مدى ما يجده متلقّي النصّ في عرضه من جدّه وعدم التّوقع.

الموقفية: يمثّل مصطلح الموقفية تسمية عامّة للعوامل التي تقيم صلة بين النصّ وموقف واقعة ما، سواء أكان موقفا حاضرا أم قابلا للاسترجاع (أبو غزالة وأحمد، 1999، ص، 209)، فالموقفية هي الدوافع التي تجعل النصّ مرتبطا بموقف سائد يمكن استرجاعه (بوجراند، دي، ترجمة: حسان: ص، 105). وبالإضافة، هي تتابع الأحداث الصّاحبة للنصّ اللغوي، الذي



يؤثر تأثيراً قوياً في الاتّصال بين منتج النّصّ ومتلّقيه (حسّان، 1998، ص، 352).

**التّناص:** يتضمّن العلاقات بين نصّ ما ونصوص أخرى ذات صلة، تمّ التّعريف إليها في خبرة سابقة. هو تشكيل نص جديد من نصوص سابقة وخلاصة لنصوص تماهت فيما بينها فلم يبق منها إلا الأثر، ولا يمكن إلا للقارئ النموذجي أن يكتشف الأصل، فهو الدخول في علاقة مع نصوص بطرق مختلفة "يتفاعل بواسطتها النص مع الماضي والحاضر والمستقبل وتفاعله مع القراء والنصوص الأخرى (عزام، 1996، p. 148).

## الدراسة منهجية

تبنى هذه الدراسة المنهج الوصفي التحليلي النوعي في تقييم التوجه اللغوي والأسلوبي لهذا النوع من النص وتواصله. تم استخدام تقنية الاختيار العشوائي الهادفة في اختيار البيانات المعتمدة من مجموعة من مائة وخمسين نصاً افتتاحياً صحافية من جريدة القدس العربي التي نشرت بين سبتمبر 2012 وأبريل 2013. وقع الاختيار على النص المختار بسبب تناوله لقضايا متصلة بتحقيق السلام الدائم والهدوء والاستقرار السياسي في منطقة الشرق الأوسط.

## البيانات

البيانات المستخدمة لهذه الدراسة مشتقة من النسخة الإلكترونية من صحيفة القدس العربي، وهي جريدة في لندن، المملكة المتحدة تغطي القضايا الاجتماعية والثقافية. بدأت الجريدة النشر في عام 1989 تحت الشعار: "اليومية، والسياسية، والمستقلة"، بل هي نشر عربي وتدعم التضامن والوحدة من الدول العربية. تم تأسيس الجريدة من قبل الفلسطينيين المغتربين وكلف عبد الباري عطوان مهمة رئاسة التحرير، الذي يشغله منذ ذلك الحين، وينشر يوميا بالتحديد خمسة عشر ألف وخمسين ألف صحيفة.

## ([Al-Quds Al-Arabi](#))

ولجريدة القدس العربي سمعة طيبة لكونها أكثر الصحف العربية اهتماماً بقضايا

قومية عربية شعبية في دفاعها عن الشعب الفلسطيني. وبالتالي، هي أكثر مجابهة

لإسرائيل، وخاصة عند المقارنة بينها وبين جرائد أخرى تحظى بالإقبال، مثل صحيفة

الشرق الأوسط أو دار الحياة، والتي يملكها أفراد من العائلة الملكية السعودية. وكما يتبين

من شعاره، تؤكد الصحيفة تميّزها الفائق من حيث ملكيتها المستقلة التي تجعلها تعرض وجهة نظرها بكل سهولة بخلاف الصحف اليومية القومية العربية البارزة الأخرى

### (Al-Quds Al-Arabi)

وجريدة القدس العربيّ اعتباراً من عام 2007 عاشت ولم تنزل تعيش أما وأسوة للصحف العربيّة الأخرى، هي معروفة للقوميّة العربيّة الحادّة والدّفاع عن القضية الفلسطينية. وقد تمّت محاولات عدوية مبالغة من قبل دول عربية عديدة لإزالة هذه الجريدة سمعة وشهرة، لكن المحاولات باءت بفشل لم يشهد مثله التّاريخ البشريّ

(Abdel Bari Atwan)

### التّحليل والمناقشة

تخوض المقالة في هذا المقام في عملية تحليل النص المعتمد للدراسة وفي هذا المجال يتم القيام بتقييم معايير لسانيات النص أو معايير دي بوجرانديّة، أولاً المعايير التأسيسية التي تتألف من الاتساق والانسجام والمقصودية والمقبولية والإخبارية والموقفية والتناسق، ثم المعايير التنظيمية التي تتكون من الجودة والفعالية والملاءمة.

أ. **المعايير التأسيسية:** كما ذكرنا آنفاً، تشكل المعايير لسانيات النص التأسيسية نواة التحليل بهذه المقالة وبناء على ذلك، سيتم النظر في تقييمها واحداً تلو الآخر بداية بالاتساق والانسجام إذ هما يمثلان نقطة ارتكاز لهذه العملية.

**الاتساق والانسجام:** يمثل الاتساق والانسجام معظماً من معايير ذوات الصلة بالنص.

وعناصر الاتساق والانسجام التي ظهرت في هذا النص ما يلي:

"الإحالة الاتساقية" هو السائد في النص الحالي، والأمثلة في هذا الصدد ما يلي: ياء الغائب في "يتحرك"، و"يقوم" و"يلتقي" في السطر الأول؛ وفي "يستضيف" في السطر الثاني و"يوقف" في السطر الثالث، وتاء التأنيث في "بادرت" في السطر السادس، وفي "دارت" في السطر التاسع، وفي "أوفدت" و"فعلت" في السطر الثامن عشر.

**الاتساق الخارجي أو السياقي:** تم العثور على الاتساق الخارجي أو السياقي أيضاً في هذا النص، ومثال هذا على النحو التالي: السطر: 28، "في تقديرنا إن المملكة العربية السعودية لم

توفق في قرارها مقاطعة هذه اللجنة". ونون المتكلم في هذه العبارة تمثل الإحالة الخارجية وهي تشير إلى المشار إليه خارج النص إطلاقاً.

**الإحالة السابقة واللاحقة (الضميرية):** تمثل الضمائر واحدة من الأدوات المتناسكة التي استحوذت على إدراك تحقيق الاتساق في هذا النص. بعض الأمثلة على هذا المفهوم ما يلي: السطر: 1-2، "ويستضيف في القاهرة اجتماعاً للجنة الرباعية التي اقترحها من أجل...".؛ السطر: 18، "إيران أرسلت وزير خارجيتها علي أكبر صالحى لحضور الاجتماع". في المثال الأول إنما ها في الكلمة "اقترحها" تحيل إحالة سابقة إلى اللجنة الرباعية السابقة لها في العبارة. أما في المثال الثاني، ها في الكلمة خارجيتها تحيل إحالة سابقة إلى إيران في العبارة.

**الوصل أو الربط أو العطف:** في هذا النص، لعب الوصل دوراً حيوياً في تحقيق الاتساق. بعض الأمثلة على هذه الظاهرة ما يلي: السطر: 5-6، "ولكن يبدو أن هذا العذر الذي قد يكون صحيحاً لم يقنع الكثيرين"؛ السطر: 6-7، "لأنّ المملكة بادرت بإرسال نائبه الأمير عبد العزيز بن عبد الله"؛ السطر: 15-16، "بل إنّ وزير الخارجية المصري أكد أنّ حكومته".

**اسم الإشارة:** تمثل اسم الإشارة واحدة من الأدوات المتناسكة الواردة بشكل كبير في هذا النص لتجسيد الاتساق والانسجام. وترد بعض الأمثلة في هذا الصدد على النحو التالي: السطر: 13، "وهذا لا يعفيها من اتهام آخرين لها بالتدخل في الشأن السوري بفاعلية ضد النظام"؛ السطر: 19، "وكل دولة لها أسبابها المنطقية في ذلك"؛ السطر: 30-31، "مضافاً إلى ذلك أن موقفها هذا سيكون موضع استغراب".

**الاسم الموصول:** ومن بين عناصر الاتساق المستخدمة على نطاق واسع في هذا النص هو "الموصولات"، وأمثلة على ذلك تشمل: "الذي" في السطر: 8، "ولقاء منظومة أصدقاء سورية الذي انعقد باريس"؛ السطر: 9، "دارت تكهنات عديدة حول السبب الرئيسي الذي دفع السعودية إلى مقاطعة اجتماع اللجنة".

**التعريف أو التحديد:** هو جهاز أداة متماسكة تم استخدامه والذي ساهم في إدراك الاتساق في النص. وتشمل بعض الأمثلة على هذا المفهوم ما يلي: السطر: 4، "عن اجتماع اللجنة"؛ السطر: 9، "مقاطعة اجتماع اللجنة"؛ وفي السطر: 14، "مقاطعة المملكة لاجتماع اللجنة".

**صيغة الفعل:** يسهم هذا المفهوم أيضا إلى حد كبير في تسهيل تحقيق الاتساق في النص بالتغيرات التركيبية من حيث صيغ الأفعال في التراكيب النحوية. وبالتالي، استخدم منتج النص صيغة الفعل الماضي لإثبات القول عن الحوادث التي تم انقضائها والتي تحمل الرابط الاستمراري بالحكاية أو الحوادث الباقية في عالم النص. تكفي أمثلة قليلة في هذا الصدد: السطر: 4، "المملكة العربية السعودية غابت عن اجتماع اللجنة، الذي انعقد على مستوى وزراء الخارجية"؛ وفي السطر: 18-19، "إيران أرسلت وزير خارجيتها عليّ أكبر صالحى لحضور الاجتماع؛ وكذلك فعلت تركيا، التي أوفدت وزير خارجيتها المحنك أحمد داوود أوغلو لكي يمثلها في اللقاء الخ. علاوة على ذلك، نلاحظ استخدام صيغة المضارع مثل: السطر: 1-3، "الرئيس محمد مرسي يتحرك على أكثر من جبهة هذه الأيام؛ يقوم بجولة أوروبية، يلتقي خلالها المسؤولين الكبار؛ ويستضيف في القاهرة اجتماعا للجنة الرباعية التي اقترحتها من أجل إيجاد مخرج سياسي للأزمة السورية يوقف سفك الدماء" الخ. كما استخدم منتج النص صيغة الاستقبال في: السطر: 29، "مضافا إلى ذلك أن موقفها هذا سيكون موضع استغراب"؛ السطر: 32، "الأمر الذي سيصب في مصلحة إيران".

**الاتساق المعجمي:** التكرار هو وحدة الاتساق المعجمي الواردة على نطاق واسع في إدراك الاتساق والانسجام في هذا النص. بالإضافة إلى ذلك، ساهم بشكل كبير في إسقاط الرسالة المركزية وكذلك الموضوعات الجانبية أو الثانوية لهذا النص. بعض الأمثلة على هذه الظاهرة ما يلي: "المملكة العربية السعودية"، "اجتماع"، "اللجنة"، "السورية"، "إيران"، "طهران"، "مصر"، "قاهرة"، "تركيا"، "المنطقة"، و"الإقليمية" هذه كلها شهادة صدق على وجود هذه الظاهرة في هذا النص.

**الترباط المفهومي:** يحتوى النصّ الحالي على سلسلة من العلاقات والمفاهيم المحدّدة، فترباط هذه المفاهيم والعلاقات في المقال لتكون كتلة متماسكة متلاحمة ومنسجمة، ومنها الألفاظ والعبارات الآتية: "اللجنة"، "الرباعية"، "اجتماع"، "السعودية"، "مقاطعة"، "الأزمة السورية"، و"دولة" وضمائنها وبدائلها مثل: "المملكة"، "السعوديين"، "العاهل السعودي"، "في الاجتماع"، "الرباعي"، و"أسست ناديا للدول العظمى في المنطقة" الخ. وتعدّ هذه الألفاظ والعبارات **المفاهيم الأوليّة**. هناك أيضا القضايا أو الألفاظ أو العبارات الأخرى التي هي عناصر داعمة أو تكميلية في النص مما عززت أيضا إسقاط المفاهيم الأساسية في النص. وأما الألفاظ والعبارات التالّية فهي **المفاهيم الثانوية:** "المنطقة"، "وزير الخارجية"، "النظام"، "الحكومة"، "الرئيس"، "مصر"، "إيران"، و"تركيا"، وضمائنها وبدائلها مثل: "وزراء الخارجية"، "الإقليمية"، "وزير خارجيتها"، و"حكومته"، "أن رئيسها وحكومتها"، "كلّ دولة لها أسبابها المنطقية" و"لأنّها تفتح الباب المصري". و**مفهوم الموقف** في النص تكمن في الآتية: طهران، باريس، مكة، القاهرة. بينما **الأشياء أو الحوادث المؤثرة** في النص تتمثل في الآتية: اجتماع اللجنة الرباعية، الأزمة السورية، مقاطعة اجتماع اللجنة، سفك الدماء.

**مركز تحكيمي:** تمثل "الأزمة السورية" وما يرادفه من ضمائنه وبدائله مركزا تحكيمياً الذي تتمحور حوله جميع الحوادث والأنشطة في العلاقات داخل النص. وجميع الدول المذكورة في عالم النص تعمل وتجتمع محاولة إيجاد الحلول للأزمة السورية.

**المقصودية:** تنقسم المقصودية إلى قسمين وهما المقصودية الرئيسية والمقصودية الفرعية في عملية تفكيك النص.

**أ. المقاصد الرئيسيّة:** الفكرة المحوريّة التي يمكن استيعابها من النص الحالي تمثّل المقاصد الرئيسية لمنتج النصّ هي محاولة نقدية ونظرة شاملة لمقاطعة السعودية عن اجتماع اللجنة الرباعية لإيجاد مخرج سياسيّ لأزمة السوريّة يوقف سفك الدماء.

**ب. المقاصد الفرعية:** أما المقاصد الفرعية في النص يتم تحليله فتكتمن في العبارات الآتية:

"المملكة السعودية لا تريد أي دور لإيران في الأزمة السورية"، "بادر الرئيس مرسي إلى اقتراح تشكيل اللجنة الرباعية من الدول الإقليمية العظمى في المنطقة لإيجاد مخرج سياسي لأزمة السورية"، "المملكة العربية السعودية لم توفق في قرارها مقاطعة اللجنة الرباعية"، "قد تفشل **المقبولية**: تكمن اللجنة في حل الأزمة السورية".

تحقيق معيار المقبولية في الخلفية المعرفية ومن مظاهر التنبّه لمعيار المقبولية والاستناد إلى مبادئ غرايس التعاونية الضمنية في النص تحت العرض، تضمين منتج النص لعناصر الاتساق العربية المتأصلة. ومن هذه العناصر أدوات الربط "إن" الاستثنائية، و"الفاء" العاطفة، والجواب، والإضافية، و"الترتيب" وكذلك "الواو" الواصلة التركيبية والنصيّة (بين الفقرات المكوّنة للنص) و"أما...ف" الفاتحة للموضوع. وردت "إن" الرابطة الاستثنائية في:  
"إنّ المملكة العربية السعودية لم توفق في قرارها مقاطعة هذه اللجنة".

ومن أمثلة ورود استخدام الرباط "الفاء" في التركيب:

"فالمملكة لا تريد أي دور لإيران في الأزمة السورية لأنها تدعم النظام بالمال والسلاح".

ومن أمثلة استخدام "أما...ف" الفاتحة للموضوع في التركيب:

"أما إيران فهي إلى جانب فهمها لعملية التحوّل الجارية في مصر".

**الإخبارية**: يفترض بوجراند دي ودرسلير (1981) ثلاثة مستويات الإخبارية وهي، المستويات العالية والمتوسطة، والمنخفضة. وكشفت نظرة ناقدة على تلك العبارات والكلمات المستخدمة في هذا النصّ أن المنتج استخدم معيار الإخبارية فيه على المستوى المتوسط من جميع أنحاء النصّ، كما ليست هناك حاجة لرفع مستوى الإخبارية إلى الدرجة العالية أو المنخفضة المتخلفة من أي كلمة أو تعبير.

**الموقفية:** الإعداد لهذا النص هو مناورة سياسية دبلوماسية والذي يقع في منطقة الشرق الأوسط. أنها أظهرت إدارة السلطة السياسية-الدبلوماسية المضطربة التي تفاعل في إيجاد حل دائم للأزمة السورية. ومن التأثير بمعيار الموقفية هو استخدام منتج النصّ بعض الألفاظ أو العبارات التي تبيّن الموقف العمليّ لهذا النصّ. ومن أمثلة ذلك ما يلي:

"الحكومة المصريّة لم تعلق مطلقاً على مقاطعة المملكة لاجتماع لجنة بادر الرئيس مرسى إلى اقتراح تشكيلها من الدول الإقليمية العظمى في المنطقة؛ وهي السعودية وتركيا وإيران إلى جانب مصر الدولة الداعية." والألفاظ تحتها السطر تمثل المنطقة الشرق الأوسط التي هي السياق الطبيعيّ للنصّ في هذا الصدد.

وأيضاً التعبير التالي:

"تركيا ترى أن مصر دولة على أبواب النهوض، وبصدد استعادتها دورها القياديّ والرياديّ في المنطقة". والألفاظ أو العبارات تحتها السطر تشير أيضاً عن كينونة موقفية التي يحاول منتج النصّ تمثيلها في النصّ، وهي منطقة الشرق الأوسط. ومن المفيد أن هذا النصّ الحالي هو نصّ واقعيّ، وبالتالي كشف كلّ من السياق الثقافي والاجتماعي والجغرافي الذي يقع في منطقة الشرق الأوسط.

**التناص:** يتم تجسيد معيار التناص أساساً من نوعية النص وثانياً من خلال الأغراض الناتجة منه. النصّ الذي نحن بصدد معالجته هو نص سياسيّ، دبلوماسي، جدليّ، مقنع وتقييمي. وثمّ المصطلحات السياسيّة المستخدمة في النصّ تصدّق هذه الحقيقة:

"الحكومة المصريّة"، "الأزمة السوريّة"، "وزير خارجيتها"، "العلاقات الدبلوماسية"، "الدول الإقليمية"، "وزراء الخارجية"، "القمة الإسلامية الطارئة"، "وزير الخارجية"، "عزلتها الإقليمية"، "استعادة دورها الرياديّ والقياديّ في المنطقة". وأيضاً، استخدم منتج النصّ العبارة الصحّية التالية: "بعد إجرائه عملية جراحية في القولون"، يلمح كلّ هذه المصطلحات السياسيّة والصحّية إلى تشابه النصّ وتداخله في نصوص سياسيّة وصحّية سبق العهد بها مما تجعل مستخدم اللّغة

العربية يعدّون النصّ المذكور مثالا لغويًا طبيعيًا واقعيًا في ثقافتهم الاتّصاليّة.

## ب. المعايير التنظيمية

**الكفاءة:** تتمثّل الكفاءة لهذا النصّ في إثبات منتج النصّ وسائل الاتساق، وهي التي تضمن الشبكة الانتقالية القواعدية علي ظاهر النصّ. ويشير إلى الكفاءة أيضا، توفّر وسائل الانسجام الملحوظة في كيان النصّ، وهي الوسائل التي تأتي لتوثيق الشبكة الاستمرارية المفهومة داخل النصّ. تبرز كفاءة هذا النصّ في تحقيق منتج النصّ مظاهر الاتساق والانسجام مما يضمن اليسر في المعالجة ويضمن استمرارية عملية استرجاع المعلومات المعرفية.

**الفعاليّة:** أما فعالية النصّ المستخدم لهذه الدراسة فتكتمن في تفاعلات منتج النصّ مع عناصر المقصودية والمقبولية والإخبارية والتناص وتعامله مع عناصرها، خصوصا فيما يتعلّق بعناصرها المؤثّرة.

**الملائمة:** تبينّ من ضوء التحليل بالمعايير التأسيسية، أن منتج النصّ وفق في تحقيق النصية وأن النصّ الذي أنتجه متصف بالكفاءة والفعالية، مما يضفي عليه صفة الكفاءة والفعالية، وأن المعيار "الكفاءة والفعالية" متكاملان وليسا متعارضين، وذلك لأن النصّ المستعمل يمكن معالجته بيسر غير مملّ ولا مكلّ، وأنه يؤثّر في المتلقّي تأثيرا إيجابيا فتفهم رسالته. ومن الملاحظ أن النصّ المختار يبرز توفّر عناصر الاتساق والانسجام، حسب مقتضيات النظام اللغويّ.

## الخاتمة

وقد حاولت هذه الدراسة تحليلا موجزا لتطبيق معايير لسانيات النصّ في النصوص الصحافيّة، مع توضيح نصّ تحريريّ من صحيفة القدس العربيّ. وكشف التحليل أنّه لا يتم استخدام الاستبدال والحذف والتضام على الإطلاق في النصّ. وتوجد عناصر الاتساق الأخرى مثل الضمائر، واسم الإشارات، والاسم الموصول، وكانت عناصر الاتساق المعجميّ خصوصا



التكرار مستخدمة على نطاق واسع لتحقيق التّصيّة في البيانات. ومما لا شك فيه، أنّه نجح منتج النص المحلل إلى حد كبير في تطبيق معايير لسانيات النص، فمن الواضحة وضوح الشمس أن المعيار الأبرز في النص المحلل هو الاتساق أو التماسك الذي يمكن اعتباره العمود الفقري للنص. ساهمت أيضا المعايير الأخرى مثل الانسجام، والمقصودية والمقبولية، والموقفية، والتناص إلى حد كبير في إدراك النصية والوثام النصي والاتصال في المقالات التحريرية. ومن الملاحظ أن منتج النص المختار قد استخدم المعايير النصية بالفعالية مما تؤدي إلى التيسير والمزايدة في فهم النص وإدراك معانيه للمتلقّي.

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## الملحق

### مقاطعة السعودية للجنة الرباعية

رأي القدس

2012-09-18

الرئيس محمد مرسي يتحرك على أكثر من جبهة هذه الأيام، يقوم بجولة أوروبية، يلتقي خلالها المسؤولين الكبار، ويستضيف في القاهرة اجتماعا للجنة الرباعية التي اقترحها من أجل إيجاد مخرج سياسي للأزمة السورية يوقف سفك الدماء.

المملكة العربية

السعودية غابت عن اجتماع اللجنة، الذي انعقد على مستوى وزراء الخارجية، متعذرة بأن وزير خارجيتها الأمير سعود الفيصل يمر حاليا بفترة نقاهة، بعد إجرائه عملية جراحية في القولون، ولكن يبدو أن هذا العذر الذي قد يكون صحيحا لم يقنع الكثيرين، لأن المملكة بادرت بإرسال نائبه الأمير عبد العزيز بن عبد الله نجل العاهل السعودي لتمثيل بلاده في أكثر من اجتماع، من بينها قمة عدم الانحياز في طهران، ولقاء منظومة أصدقاء سورية الذي انعقد باريس.

دارت تكهنات عديدة حول السبب الرئيسي الذي دفع السعودية إلى مقاطعة اجتماع اللجنة، أبرزها مشاركة إيران فيها، فالمملكة لا تريد أي دور لإيران في الأزمة السورية لأنها تدعم النظام بالمال والسلاح، وكررت أكثر من مرة تصريحات على لسان مسؤولين فيها بأنها لن تسمح بسقوط نظام الأسد.

كلام المسؤولين السعوديين حول دعم إيران للنظام صحيح، ولكن المملكة أيضا تدعم المعارضة السورية بالمال على الأقل، وهذا لا يعفيها من اتهام آخرين لها بالتدخل في الشأن السوري بفاعلية ضد النظام.

الحكومة المصرية لم تعلق مطلقا على مقاطعة المملكة لاجتماع لجنة بادر الرئيس مرسي إلى اقتراح تشكيلها من الدول الإقليمية العظمى في المنطقة، وهي السعودية وتركيا وإيران إلى جانب مصر الدولة الداعية، بل إن وزير الخارجية المصري أكد أن حكومته ستطلع المملكة على ما جرى تناوله في الاجتماع الرباعي الذي تحول إلى ثلاثي.

إيران أرسلت وزير خارجيتها علي أكبر صالح لاجتماع، وكذلك فعلت تركيا، التي أوفدت وزير خارجيتها المحنك أحمد داوود أوغلو لكي يمثلها في اللقاء، وكل دولة لها أسبابها المنطقية في ذلك.

تركيا ترى أن مصر دولة على أبواب النهوض، وبصدد استعادتها دورها القيادي والريادي في المنطقة، مضافا إلى ذلك أن رئيسها وحكومتها جاءا من رحم حركة الإخوان المسلمين، أي أنهما يتماهيان مع المنطلقات نفسها لحزب العدالة والتنمية بزعامة رجب طيب أردوغان. التقارب مع مصر لن يكون مقتصرًا على الجوانب السياسية فقط وإنما سيشترج أيضا إلى عقود إعمار وبناء بني تحتية، والدليل الأبرز على قوة مصر الاقتصادية ارتفاع البورصة في الأيام القليلة الماضية إلى معدلات قياسية.

أما إيران فهي إلى جانب فهمها لعملية التحول الجارية في مصر حاليا، فإنها تريد في الوقت نفسه كسر عزلتها الدولية والإقليمية، والانفتاح على الدولة العربية السنية الأكبر والأعمق تاريخا وحضارة، ومحاولة استعادة العلاقات الدبلوماسية والتجارية مع مصر كأحد خيارات خرق الحصار الاقتصادي الأمريكي المفروض عليها.

في تقديرنا إن المملكة العربية السعودية لم توفق في قرارها مقاطعة هذه اللجنة، لأنها تفتح الباب المصري على مصراعيه أمام إيران التي لا تريد الجلوس معها، مضافا إلى ذلك أن موقفها هذا سيكون موضع استغراب، خاصة أن العاهل السعودي استقبل الرئيس الإيراني محمود أحمددي نجاد بحفاوة أذهلت الجميع أثناء مشاركته، أي نجاد، في أعمال القمة الإسلامية الطارئة في مكة. اللجنة قد تفشل في حل الأزمة السورية، ولكنها أسست ناديا للدول العظمى في المنطقة، رفضت السعودية عضويته، لأسبابها هي، الأمر الذي سيصب في مصلحة إيران التي تريد فك عزلتها الإقليمية.

# THE USE OF MODAL AUXILIARY VERBS IN HOROSCOPE: A CORPUS-BASED STUDY

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Manuscript received 10 May 2016

Manuscript accepted 7 November 2016

## ABSTRACT

Horoscope is a regular content in women's magazine. Horoscope contains modal auxiliary verbs which are used to establish familiarity and relationship. As modal auxiliary verbs are among the most problematic grammatical items in teaching and learning of English, horoscope can be used as authentic teaching and learning material. The present study is a corpus-based approach which seeks to investigate word frequency and examine the use of modal auxiliary verbs in the horoscope section of English women's magazines. Three bestselling Malaysian female magazines from the year of 2011 to 2013 were analysed. The corpus consists of horoscope from 108 magazine issues. The data were analysed using AntConc and Editpad Pro to generate frequency lists and concordance lines. Both the frequency lists and the concordance lines were analysed to discover the use of modal auxiliary verbs in horoscope. It was found that the most frequent modal auxiliary verbs used in horoscope are *will* and *may* to express prediction and possibility. The least used modal auxiliary verbs are *should* and *must* which are modals of necessity and obligation. The pronoun *you* is the most frequent lexis in every horoscope entry. Based on findings from this study, horoscopes can be used to teach the modal auxiliary verbs in addition to prescribed Malaysian textbooks.

**Keyword:** corpus linguistics, corpus-based, horoscope, modal auxiliary verbs

## Introduction

Horoscope, favoured by the contemporary mass media around the world, is a regular content in women's magazine. It appears in the content page under the headings such as "in every issue" or "regulars". A quick survey by Chang (2002) shows that horoscopes appear in the printed media such as newspapers and in at

least 25 English magazines sold in Malaysia. A quick survey performed for this current research indicated that none of the men's magazine contains horoscopes. Most women's magazines in Malaysia have a horoscope section but none of men's magazine contains horoscopes. Horoscope is a forecast of a person's future based on the zodiac. Horoscope is personal yet it addresses the general readers.

Horoscopes consist of manageable short text which can be easily read by learners of all ages. They are less formal texts and have their own lexical characteristics. Horoscopes in magazines are usually rich in pronouns, modal auxiliary verbs and idiomatic language. They share similar text structures, raise similar topics and utilise particular linguistic devices. Engler (2003) found that auxiliary verb patterns are usually used in horoscope pages in women's magazine. Auxiliary verbs are used to establish familiarity and relationship between the writer and the reader. Auxiliary verbs also identify the mood of the horoscope entry which includes doubt, possibility or obligation (Engler, 2003).

Students can learn modal auxiliary verbs through authentic materials such as horoscopes. Martinez (2002) defines authentic materials as real-life materials that students encounter in everyday life but they were not created for educational purposes. When teachers use authentic materials, students are exposed to the language used in real life (Guariento & Morley, 2001). Besides, authentic materials promote meaningful learning (Tomlinson, 1998). Students are more motivated to learn English language because they find learning the language more meaningful when they see the language used in real life. Students are able to relate to the teaching material and learn modal auxiliary verbs better. Horoscopes are rich in modal auxiliary verbs (Watts, 1984), so they can be used in the language classroom to teach modal auxiliary verbs. They are a good textual source to teach modal auxiliary verbs as they occur in natural contexts (McCarthy & Carter, 2014).

Modal auxiliary verbs are among the most problematic grammatical item in the teaching and learning of English as a second language (Khojasteh & Reinders, 2013; Mukundan & Khojasteh, 2011; Vethamani, Umi Kalthom Abd Manaf, & Omid Akbari, 2010). One of the problematic grammatical items faced by Malaysian ESL learners is the correct use of modals (Hughes & Heah, 1993). Students in both urban and rural areas have difficulty in using verb forms including modal auxiliaries. This is evident in an error analysis of Form Four English composition by Rosli and Edwin (1989) and this is further supported by Ferris (2002) who stated that verb forms related to modal auxiliaries are problematic to both L1 and L2 speakers. In standard formal English, the same modal can express different notions, ranging from probability through permission to obligation.

The complexity of modal auxiliary verbs causes confusion among learners. Modal auxiliary verbs express events or actions which are in the mind and it may or may not happen in the future (Hoye, 1997). Although there are only a few modal auxiliary verbs, they share similar core meanings, making them confusing to the users. Thompson (2002) states that modal auxiliary verbs are a complex entity that cannot be easily segmentalised into meaningful chunks for information to be presented to learners. As a result, the complex English modal auxiliary system becomes a problem in the teaching and learning of English (Vethamani et al., 2010). Modal auxiliary verbs are an important part of grammar and semantics in English.

Language users express their intentions, emotion and expectancy to influence other's decisions through the use of modals (Liao & Liao, 2009). Thus, learners need to be clear about the meaning and use of modal auxiliary verbs to enable them to communicate effectively in the language. Teachers, therefore, play an important role in teaching and explaining modal auxiliary verbs to students.

Horoscopes would also be an interesting teaching material because the content is related to the readers' daily lives and concerns. The common topics discussed in horoscopes are things that apply to people in daily lives such as love, relationship, friendship, marriage, family, health, work, luck, self-control, self-reflection, spending money, going out, change and fine food and drinks (Zareva, 2013). The horoscope columns aim to flatter readers, give advice, warn, reproach and give predictions about future events. A horoscope text is an attractive resource for language learning because it is easy to read. The text consists of simple sentence constructions as it is targeted at a general audience. The use of positive emotion words flatters the reader (McLoughlin, 2000). When students see the relevance of materials in their lives, they are more motivated to learn the language.

Horoscopes are fun and engaging to read, making it a good catalyst for discussion and self-expression. Besides, they also contain extensive use of modal auxiliaries which is the feature of interest to this study. In view of the important potential of horoscopes as a language teaching material, there is a need for a thorough investigation of the language used in horoscopes. Thus, this current study will focus on the analysis and the use of modal auxiliary verbs in horoscopes and discuss the contribution of horoscopes to the teaching materials teachers can use in the language classroom to teach modal auxiliary verbs.

In view of the objective mentioned, this study attempts to answer the following research questions:

1. What is the most frequent lexis used in horoscopes in the three women's magazines?
2. What are the modals auxiliary verbs used in horoscopes in the three women's magazines?
3. What is the use of the modal auxiliary verbs in the three women's magazine?

## **Literature Review**

### ***Corpus Linguistics***

Corpus linguistics is a method of carrying out linguistic analysis where naturally occurring text is analysed. It takes into account language usage that is collected and analysed in the corpora (Wynne, 2005). The corpus approach is empirical, as it analyses the actual patterns of language used in natural texts (Biber, Conrad, & Reppen, 1998). Corpus linguistics can be either corpus-driven or corpus-based. Corpus-driven linguistics aims to discover facts about language, free from the influence of the existing theoretical framework. The observed patterns in the corpus data are used as a basis to derive insights about language. The corpus itself is therefore the sole source of hypothesis about language (Tognini-Bonelli, 2001). On



the other hand, corpus-based linguistics uses corpus data to explore a theory or hypothesis aiming to validate it, refute it or refine it (Tognini-Bonelli, 2001). This study is corpus-based as it starts with a pre-existing theory formulated from previous researches (Chang, 2000; Zareva, 2013) that have indicated the high occurrences of modal auxiliary verbs in horoscopes. Hence, this study looks at modal auxiliary verbs that are present in horoscopes.

### **Modal Auxiliary Verbs**

In English, there are nine modals verbs which are the central modal auxiliary verbs. They are *will, would, can, could, may, might, shall, should* and *must* (Biber, Conrad, & Leech, 2002; Hoyer, 1997). In addition to the nine central modals, there is a small group of “marginal modals” – *ought to, need to, used to, need* which can in some ways behave like modals and in some ways like main verbs (Kennedy, 2002; Quirk, Greenbaum, Leech, & Svartvik, 1985). There is also a small group of expressions known as “semi-modals” which also function as modals, namely, *(had) better, (have) got to, be about to, be going to* and *be supposed to* (Kennedy, 2002).

The occurrence of modal verbs is influenced by text types. *Will* has been found to be the most frequent of the central modal verbs, while *will, would, can* and *could* occur a lot more often than other central modals (Biber, Conrad, Leech, & Finegan, 1999; Kennedy, 2002). However, the distribution of modals differs between written and spoken texts and context (Vine, 2004). A search of the one-million word Wellington Corpus of Spoken New Zealand English (WSC), shows that the modal *would* is the most frequent central modal, followed by *will, can* and *could*. When focusing on transactions and meetings in the WSC, *will* rather than *would* is the most frequent central modal. Besides, modal verbs carry important information about the sender’s attitude to the message and other interpersonal meanings (McCarthy, 1991). Therefore, the modals in the corpus of this study will be explored and analysed. Quirk et al. (1985) categorised modals into three classes according to their similar and overlapping meanings. Modals that show permission, ability, possibility are *can, might, could* and *may*. *Should* and *must* show necessity and obligation while *shall, would* and *will* show prediction or volition.

### **Studies on Modal Auxiliary Verbs**

Studies show that the distribution of modal auxiliary verbs is determined by text types. A study on relative distribution of core and epistemic uses of modals in British English found that the four most frequent modals were *will, would, can* and *could* (Coates, 1983). *Will* represented 22% of all the modals found. Quirk et al. (1985) discovered that the frequency of individual modals varied greatly in the Brown, LOB and SEU corpora. Modals were more frequent in spoken than in written English. The four most frequent modals were *will, would, can,* and *could*.

Kennedy (2002) in his study on the variation of the distribution of modal verbs in the British National Corpus (BNC) found that 1.45 % or 1457,721 of the word token in BNC are tagged as modals. *Will, would, can* and *could* account for 72.7% of all the modal verb tokens. The most frequent modal was *will*; accounting

for almost 23% of all modal tokens in the corpus. Results also showed that modals occurred in greater frequency in spoken texts than in written texts.

A comparative analysis of BNC and a German textbook series by Romer (2004) found that there were huge discrepancies between the use of modal auxiliaries taught in school and in authentic English. There were overuse of the modals *will/'ll*, *can* and *must* and underuse of *would/'d*, *could*, *should* and *might*. There were also differences in meaning distribution of each modal verb. Percentage of *can* and *could* expressing ability in the text book (52.5% and 78.3%) was much higher than in the BNC (36% and 34%). *Could* in BNC was more frequently used to express possibility than ability. A similar corpus-based comparative analysis of modal auxiliary verbs in prescribed Malaysian English textbooks with the BNC carried out by Mukundan and Khojasteh (2011) found mismatch between frequency order in the textbook corpus and the BNC. *Will*, *would*, *can* and *could* were considered the most frequent modals in BNC.

Previous corpus based researches on modal auxiliary verbs were focused on textbooks while researches on horoscopes leaned towards stylistic analysis on the representation of the women. Women's magazine has been the subject of many studies but there are limited studies on horoscope. This present study focuses on the modal verbs used in horoscopes using the corpus approach and will discuss how horoscopes can be used in the language classroom to teach modals. The incorporation of authentic materials rich in modal auxiliary verbs in the language classroom will expose students to actual usage of modal auxiliary verbs. The most frequently used modals would be identified from the analysis and this information can help teachers decide which modals to be dealt with first in teaching. Besides, horoscopes would provide plenty of opportunities for learners to read and use modal auxiliary verbs.

### **Methodology**

This corpus-based research was designed to investigate the frequent lexis, analysing modal auxiliary verbs and the use of modal auxiliary verbs in horoscope. The qualitative data of the concordance analysis will complement the quantitative data from the frequency list.

#### ***Data Description***

For this study, the data is a corpus which is compiled using 108 issues of three magazines, namely, CLEO, Female and the Malaysian Women's Weekly from the year 2011 to 2013. All three magazines provide astrological descriptions and advice for each star signs: Capricorn, Aquarius, Pisces, Aries, Taurus, Gemini, Cancer, Leo, Virgo, Libra, Scorpio and Sagittarius.

As the corpus was intended to be a mini corpus, one which is manageable, 108 magazines were selected. The total size of the corpus examined in this study is 110,111 words. There is no minimum size for texts to be considered a corpus (Reppen & Simpsons, 2002; Sinclair, 2005). The magazines were chosen due to its popularity among students and affordability in the market. Magazines from years,

2011 to 2013 were chosen as they were the latest publication three years from when the research was conducted and the corpus would reflect current issues and contemporary usage of modal auxiliary verbs.

Table 1  
*Corpus data*

Magazine	Number of years in publication	Number of issues sampled	Total word tokens
CLEO Malaysia	19	36	57654
The Malaysian Women's Weekly	14	36	28173
FEMALE	40	36	24284
TOTAL		108	110111

### ***Instruments***

For this study, three computational tools, namely, CLAWS tagger, AntConc and EditpadPro were used. CLAWS, a part of speech tagger, was later used to tag the lexis found in the data. The data in the form of .txt was tagged using C7 tagset by Lancaster University CLAWS which has over 160 tags. Editpad Pro is a text editor that can be used to clean up texts. It is supported with powerful regular expressions. The regular expression `\S*_[^VM]\S*` was used to identify the modal auxiliary verbs in the data and other unrelated words were eliminated. AntConc was used to generate frequency list for frequent lexis and frequent modal auxiliary verbs and generate concordance.

## **Results and Discussion**

### ***Frequent Lexis in Horoscope***

The analysis of data collected from the horoscope section of three magazines reveals a similar pattern in word lexis. WordList function in AntConc sorted the frequent words in descending frequency order. For all three magazines, the highest frequency is shown by the pronoun *you* (Table 2).

Table 2  
*Frequency count of frequent lexis*

CLEO			Women's Weekly			Female		
Lexis	Frequency	%	Lexis	Frequency	%	Lexis	Frequency	%
you	2891	5.01	you	1394	4.95	you	1138	4.69
your	2337	4.05	the	967	3.43	to	788	3.24
and	2147	3.72	your	870	3.09	your	702	2.89
the	1790	3.10	to	855	3.03	it	694	2.86
to	1729	3.00	and	835	2.96	and	658	2.71

will	1420	2.46	a	689	2.45	for	646	2.66
be	1014	1.76	of	528	1.87	the	634	2.61
a	878	1.52	be	489	1.74	a	546	2.25
'll	698	1.21	in	329	1.17	go	460	1.89
of	649	1.13	will	322	1.14	days	421	1.73

For CLEO, the pronoun *you* has the highest frequency 5.01 per cent of total occurrences in the CLEO corpus data. The second most frequent word is the possessive adjective *your* accounting for 4.05 per cent. For Women’s Weekly, the word with the highest frequency is the pronoun *you* constituting 4.95 per cent of total occurrences in the Women’s Weekly corpus data. The second most frequent word is the article *the* which constitutes 3.43 per cent of total occurrences. For FEMALE, the word with the highest frequency is the pronoun *you* with 4.69 per cent in the total occurrences in the *Female* corpus data. The second most frequent word is the infinitive marker *to* representing 3.24 per cent of the total occurrences.

In horoscopes, the writer communicates with the reader through a one-way simulated conversation in written form. Various ways are used by the writer to create this interactive discourse. The high usage of pronoun *you* shows that it is deliberately used to address each of the potential readers personally. The second personal pronoun *you* has a wide range of potential reference. *You* could be used as a singular or plural reference and a specific or a generalised reference. Despite the language vagueness, horoscopes attempt to motivate readers and persuade them to change their negative aspects. By using the pronoun *you*, the writer seems to be communicating directly with the readers by generating a feeling of uniqueness. As a result, readers feel that the text is addressed at them and this makes them feel important and unique. Therefore, the writer appeals to the readers in general and also speaks to the reader specifically. With this power, horoscope writers are able to give readers advice and motivation.

**Frequent Modal Auxiliary Verbs in the Horoscope of Three Magazines**

The data of the three horoscopes collected and analysed show different distribution of frequency in modal auxiliary verbs. Frequencies can show us words or structures that are prominent in a language (Romer, 2004). Some modal verbs are used far more frequently than others. The most frequent modal verbs for all three magazines is the modal verb *will*. All the central modal verbs (*will, would, can, could, shall, should, may, might* and *must*) are present in all three magazines. The frequency of modal verbs for each magazine is shown in the Tables 3 and 4.

Table 3  
Distribution of modal auxiliary verbs in three magazines

Modal s	CLEO		Women’s Weekly		Female	
	Frequenc y	Percentag e	Frequenc y	Percentag e	Frequenc y	Percentag e
will	2118	76.46	597	56.59	248	46.97

may	223	8.05	162	15.36	127	24.05
could	194	7.00	74	7.01	16	3.03
should	31	1.12	68	6.45	34	6.44
must	17	0.61	13	1.43	1	0.19
would	12	0.43	8	0.76	19	3.60
might	11	0.40	23	2.18	23	4.36
shall	1	0.04	0	0	0	0
Total	2770	100.00	1053	100.00	528	100.00

Table 4  
The distribution of modals in corpus

Modals	Frequency	Percentage	Occurrence per ten thousand words
will	2963	2.69	269
may	512	0.46	46
can	331	0.30	30
could	284	0.26	26
should	133	0.12	12
might	57	0.05	5
must	31	0.03	3
would	39	0.04	4
shall	1	0.00	1
Total	4351	3.95	386

The frequency list generated reveals interesting patterns in data. All nine central modal verbs are used in CLEO. There is a significant difference in the use of the various modal verbs. The modal verb *will* is greatly used by the writer compared to the other modal verbs. *Will* accounts for 76.46 per cent of total modal verbs occurrences. The least used modal verb form is *shall* accounting for 0.04 per cent of the total modal verbs. The total occurrence of modal auxiliary verbs is 4.80 per cent of the total 57,654 word token in the CLEO corpus.

In all three magazines, the modal auxiliary verb *will* has the highest frequency compared to other modal auxiliary verbs. This is similar to the findings by Kennedy (2002) who reported that the modal frequent modal *will* accounts for almost 23% of all modal tokens in the British National Corpus. *May* is the second top modal auxiliary verb used. Both modal auxiliary verbs are modals of probability. *Will* can be used to refer to future time or it can be used to mean volition or prediction (Biber et al, 1999). In horoscopes, *will* refers to future time and also prediction and some volition. On the other hand, *shall* is the least frequent modal verb used. This is supported by Coates (1983) and Quirk et al (1985) that *shall* is far less frequently used in contemporary English compared to *would*, *will*, *could* and *can*.

### **The Functions of Modal Auxiliary Verbs**

Each modal auxiliary verbs used by the writer has different functions. To identify the different functions of the modals, sentences which contain modals were listed using

concordance and sorted according to similar modals. Then, the modals were analysed and tabulated according to their functions as stated in the Curriculum specifications for English language (Malaysian Curriculum Specification, 2003). The functions of the modal auxiliary verbs are categorised as modals of ability, modals of probability and modals of necessity/ certainty or obligation. Table 5 shows the aggregated counts of modal use and function in horoscopes in the three magazines. From the table, it is shown the modals or probability is far more often used in horoscope, followed by modals of ability and modals of necessity and obligation.

Table 5  
*Aggregated counts of modal use and function*

Modals	CLEO	Women's Weekly	Female	Total occurrences	%	Occurrence per ten thousand words
Modals of Ability ( <i>can, could</i> )	357	182	76	615	0.56	56
Modals of Probability ( <i>will, would, may, might, shall</i> )	2365	790	417	3572	3.24	32
Modals of Necessity//Obligation ( <i>should, must</i> )	48	81	35	164	0.15	15
TOTAL	2770	1053	528	4351	3.95	103

### **Modals of Ability**

Table 6  
*Modals of ability in different magazines*

Modals	Can		Could	
	ability	possibility	ability	possibility
CLEO	143	20	34	160
Women's Weekly	94	20	4	70
Female	37	22	6	10
Total (count)	274	62	44	240
Total (%)	81.55%	18.45%	15.49%	84.51%

The modals of ability is demonstrated by the modals *can* and *could*. The feature of the function of ability is that the subject is animate and has the potential to perform actions or abilities (Coates, 1983). The meaning of *can* is commonly glossed by “be able to”. *Could* functions as the past tense form of possibility, ability and permission.

Out of the 274 uses of *can*, 81.55 per cent were used to express “ability” and 18.45% were used to express “possibility”. The modal *could* found in the corpus is more often used to show possibility. This is shown from the data where 84.51 per cent of *could* is used to show possibility. This is due to the context the modal

auxiliary verb is used. In horoscopes, the writer tries to predict. Thus, there is vast possibility and nothing is definite. The functions of the modal *can* as listed by the CDC (Malaysian Curriculum Specification, 2003), are ability, possibility and permission. According to Hoyer (1997), the permission/possibility/ability modals express the writer's judgement. In the context of horoscope, the modal *could* is used more for possibility, compared to ability and permission. On the other hand, the modal *can* is used more frequently for ability rather than possibility or permission.

Examples of *can* that shows ability:

The only person who *can* make a big difference to your life is you. (CLEO 0111)

Remind yourself that you *can* work hard and play as hard too. (Female, 0612)

Examples of *can* that shows possibility:

A competitive streak *can* be healthy. (CLEO, 0611)

This *can* be a good thing. (Female, 0512)

Example of *could* that shows ability:

Short trips will lead to more adventure than you *could* anticipate. (CLEO, 0611)

Example of *could* that shows possibility:

Your flighty nature *could* prove disastrous to your relationship. (Female, 1012)

### **Modals of Probability**

Table 7

*Modals of probability in different magazines*

	Possibility		Prediction/volition		
	may	might	will	would	Shall
CLEO	223	11	2118	12	1
Women's Weekly	160	23	597	8	0
FEMALE	127	23	248	19	0
Total	510	57	2963	39	1

Table 8

*Functions of the modal will and would*

	will		Would	
	prediction	volition	prediction	volition
CLEO	2013	105	12	0
Women's Weekly	588	9	8	0
Female	228	20	17	2
Total (count)	2829	134	37	2
Total (%)	95.48	4.52	94.87	5.13

Modals of probability indicate future event. The most frequent modal of probability in the horoscopes of all three magazines is the modal *will*. *Will* is used to show

prediction or volition. The degree of certainty is strong. Volition refers to the free will of a person to do something. The sense of willingness usually involves animate subjects and some physical actions or events taking place in the future. However, Biber et al. (1999) stressed that the distinction between volition and prediction is often blurred. The analysis of *will* shows that the prediction function is far greater than the volition function in the context of horoscope. Most uses of *will* (95.48 per cent) is used to show prediction compared to 4.52 per cent used for volition whereas 94.87 per cent of *would* is used to show prediction compared to 5.13 per cent to show volition.

The modal *will* functions to refer to future time and also prediction. Whether for futurity or prediction, the degree of certainty is strong. *Will* expresses a confident statement. The statements are not necessarily true but they are presented as valid by the writers. Besides, many of the sentences are attached with a conditional clause. *Until you shed your old baggage, it'll be hard to love and have fun.* This shows that the prediction is dependent on the fulfilment of future conditions. The use of temporal clause also adds to the certainty of prediction. *By the 27<sup>th</sup>, you'll have respect and romance.*

The modal *may* indicates permission or possibility. Longman Spoken and Written English (KSWE) Corpus states that *may* is rarely used to indicate probability (Biber et al., 2002). However, in the data, the modals *may* indicate possibility and not permission. *Might*, like *may*, has the primary function to express possibility. However, *may* and *might* demonstrate the writer's lack of confidence in the truth of what is expressed. It indicates a certain level of uncertainty in the truth that is expressed.

*Shall* is the least used modal auxiliary verb in the corpus data. Romer (2004) found that *shall* is very frequently used in questions in BNC and is usually accompanied by a first person subject *I* or *we*. That might be the reason *shall* is the least used modal auxiliary verb used in the corpus data. In the corpus data, the most frequent pronoun is the second person pronoun *you*.

Examples of *will* that shows prediction:

The 26<sup>th</sup> will bring new clarity and direction. (CLEO, 0811)

Business dealing will be lucrative as you receive unexpected financial gains. (Female, 0513)

Examples of *will* that shows volition:

He will know how to push hard enough to get what he wants at work. (CLEO 0211)

Before you lose your cool, bear in mind that it's only a phase and he will snap out of it in due time. (Female, 0612)

The modal *may* indicates permission or possibility. Longman Spoken and Written English (KSWE) Corpus states that *may* is rarely used to indicate probability (Bieber et al., 2002). However, in the data, the modals *may* indicate possibility and not permission. *Might* also shows possibility.

Examples of *may* that shows possibility:



You *may* give a lot but it's rarely for nothing and you have high expectations! (CLEO, 0711)

A close friend *may* be down in the dumps and need a reboot. (Female, 1112)

Example of *might* that shows possibility:

There might be some tension with your partner. (Female, 0111)

*Shall* is the least used modal auxiliary verb in the corpus data. Romer (2004) found that *shall* is very frequently used in questions in BNC and is usually accompanied by a first person subject *I* or *we*. That might be the reason *shall* is the least used modal auxiliary verb used in the corpus data. In the corpus data, the most frequent pronoun is the second person pronoun *you*.

Example of *shall* that shows possibility:

Like what they say, ask and you *shall* receive. (CLEO, 0212)

### Modals of Necessity/Obligation

Table 9

Modals of necessity/obligation in different magazines

	Necessity/obligation	
	should	must
CLEO	31	17
Women's Weekly	68	15
FEMALE	34	1
Total	133	33

The modals categorised as modals of necessity and obligation include *should* and *must*. Table 9 shows the frequency of modals of necessity/obligation. Out of the two modal verbs, the modal *should* is more frequently used. The obligation/necessity modals emphasize social obligation to compel readers to react. Besides, the obligation/necessity modals strengthen the writer's statements and at the same time establish objectivity (Meyer, 1997). Both central modals which express obligation and necessity are infrequent in the horoscope data compared to other modals. This is not surprising because modals of obligation and necessity are much less frequent in spoken English than modals of probability and modals of probability and ability/permission/possibility (Bieber et al., 1999). The modal *should* connotes obligation or duty at its strongest and at its weakest refers to offering advice or giving suggestion. *Should* that occurred more frequently is of "weak obligation". The modal *should* is regarded as more polite (Bieber et al., 1999). In horoscopes, the writer tries to be more polite and less forceful when giving advice.

Example of *should* that shows necessity/obligation:

Join ventures *should* be avoided and if you are already in one, proceed with caution. (CLEO, 1011)

Table 5 shows the most frequently used modals are modals of probability. The most frequently used modal is the modal *will*. This is due to the nature of the text which is horoscopes that predicts one's future and gives advice to readers. Horoscope writers greatly utilise modals of probability to influence readers. The low frequencies of the modals of necessity and obligation do not signify its lack of importance. It is still wisely used by horoscope writers to convince the readers.

### Conclusion and Implications

This study investigated the use of modal auxiliary verbs in horoscope. From the findings, it is concluded that the most frequent lexis used in horoscope is the pronoun *you* which is used to establish rapport with readers in order to give advice and convince them. The most frequent modal auxiliary verb used in horoscope is the modal *will* followed by *may* which is evident in all these magazines. Both *will* and *may* are modals of probability used to predict. Modals of probability that includes *will, would, may, might* and *shall* are more frequently used by writers in all three horoscopes to predict and state possible future events. The least used modals are modals of necessity and obligation. A more polite approach is employed by writers to give suggestion and advice.

The frequency list generated from this study is useful for teachers because it helps teachers to decide which item to emphasise when using horoscopes in classroom teaching. As the frequency list shows that the most frequent modals are modals of probability, horoscope entries could be utilised to teach the related modal auxiliary verbs such as *will, would, may, might* and *shall*. High occurrences of modals of probability and modals of ability indicate frequent repetition of words. When a structure is taught repeatedly, it enhances students' memory and understanding of the matter. Repetition of words is essential to acquire a word. When reading, words are likely to be remembered if they are read at last seven times over spaced intervals (Thornbury, 2004). The vast occurrence of modals in horoscope provides students with ample exposure to the language to gain sufficient input.

The use of horoscopes could help overcome the difficulties students face in using modals. It is found that students have difficulties when it comes to the meaning and function of modals, due to the lack of an equivalent modal verb system in Bahasa Melayu, hence hindering the learning of modals (Mohammad Ismail Abdul Kader, Begi, & Vaseghi, 2013). Incorporating horoscopes which contains high number of modal auxiliary verbs in the language classroom could raise students' awareness of using modals accurately. Engaging topics in horoscope entries would also attract learners' interest and make them realise the relevance of modal auxiliary verbs to them.

Furthermore, the inclusion of authentic texts such as horoscopes can supplement the existing Malaysian textbooks. As corpus studies of Malaysian textbooks found no implicit teaching of modals *would, could* and *shall* in the entire lower secondary level (Mukundan & Khojasteh, 2011; Khojasteh & Kafipour, 2012), various examples found in horoscope entries could reinforce students' learning of the forms and functions of modal auxiliary verbs. The concordance lines generated

from concordance could be used to show students the appropriate use of modal auxiliary verbs in real-life context.

Horoscopes should be treated as an authentic reading text. Authentic text illustrates the grammar being taught (Gardner, 2008) and they can be motivating because it proves that language is used in real life for real purposes (Nuttall, 1996). Therefore, it is important that modal auxiliary verbs are taught in a meaningful context (Celce-Murcia & Larsen-Freeman, 1999). Teachers of second language learners should select or adapt appropriate teaching materials so that grammar is taught in an entertaining way where students are motivated to learn, understand and are able to apply them. Horoscopes can be used as an alternative teaching material in the classroom when there is a need to teach certain language items such as modal auxiliary verbs.

Reading various texts is beneficial for students although horoscopes are mostly written for female readers. The common topics discussed such as love, relationships, friendships, family, self-control and work are general topics which both male and female learners can relate to. Therefore, horoscopes should not be seen as a gender biased material. Incorporating horoscopes in classrooms does not require students to believe in horoscopes. Instead, it is an opportunity to encourage students to read for pleasure in a non-threatening environment.

Learning should be meaningful, in which students learn and are able to transfer knowledge to real life situations. Teachers can assign communicative tasks that require students to use modal auxiliary verbs when completing the task. One example is role play. Students can be given situations to role play; in which they give advice and make predictions. The role play can be carried out in the form of conversation or through advice column. Another activity teachers can use in the classroom to teach *will* for predictions is "fortune teller" or "fortune cookies". One person will be the fortune teller and the other person is the client. Students can carry out the role play, making use of modals in conversation or write out fortunes for each other, applying the use of modal verbs.

To promote noticing of grammatical structure, teachers are encouraged to bring students' attention to modal auxiliary verbs. A way to promote students' awareness of a particular grammatical structure is to highlight it in a text (Celce-Murcia & Larsen-Freeman, 1999) and in the case of modal auxiliary verbs, through horoscopes. Students can be asked to circle all the modal auxiliary verbs found in the text to draw students' attention to the occurrences of modal auxiliary verbs. This is because enhancing input is an effective way to focus students' attention on grammatical structure (Celce-Murcia & Larsen-Freeman, 1999). Consequently, the teacher can use a consciousness raising task where students induce a grammatical generalisation from the text. Teachers can assign students to work in groups or individually to induce the rules and functions from the modal auxiliary verbs that were circled in the text. The 21st century education is discovery learning as opposed to retelling of rules. A table with the functions of modals can be provided. Students can be asked to list the modal auxiliary verbs and tick the functions it best fits. This includes ability, obligation, necessity, possibility, probability, certainty, request, permission, advice, suggestion or warning. Students will find that functions overlap and the same modal auxiliary verb can have multiple meanings.

Lack of exposure to modal auxiliary verbs may cause problems in understanding them and result in the inability to use them in writing and speech. Problems using modals may result in difficulty in conveying intended interpersonal meaning. In communication, learners need to select the appropriate modal auxiliary verbs they use to prevent miscommunication. Therefore, with empirical findings that horoscope contains high frequency of modal auxiliary verbs, teachers can use horoscopes as an alternative in their classroom teaching in order to expose students with modal auxiliary verbs where students are confronted with natural language. Both teachers and students can gain insights from this study.

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