

# ***INTERNATIONAL JOURNAL OF LANGUAGE LEARNING AND APPLIED LINGUISTICS WORLD***

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## TRIPARTITE TRANSPOSITION MODEL IN INTERSEMIOTIC TRANSLATION OF THE NOVEL "A GAME OF THRONES" INTO ITS TELEVISION SERIES PRODUCTION

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### ABSTRACT

*The present research article aimed at investigating the intersemiotic translation processes involved in the adaptation of the novel "A Game of Thrones" by George R. R. Martin (1996) into the television series "Game of Thrones: Season 1" (Benioff & Weiss, 2012) produced by the Home Box Office (HBO) television network, based on the theoretical frameworks of Whittlesey (2012), Chatman (1980) and Queiroz/Aguiar (2009) as a tripartite transposition model. Using systematic sampling, 254 pages from the total 780 pages of the book were selected as the prototext and contrasted with the corresponding scenes from the television series as the metatext in ten episodes as the corpus. Then sample text portions and counterpart dialogue transcripts and screenshots from the source and target material were categorized and contrasted, respectively, upon textual, cinematic and narrative aspects of the overall Intersemiotic translation considering their dominant types identified qualitatively. The results indicated that while expository text portions of the novel containing background information were mainly translated verbally in the television adaptation, expressive texts, namely character inner thoughts, were predominantly translated via cinematic techniques. Book segments have mainly been translated with no change in the nature of the segment to segment relation. However, some have been expanded, split or combined, or simply removed. This indicates that the translation (TV series, season 1) follows the book closely, with minimum change in the overall pacing. The spoken dialogue in the adaptation is more in line with modern speech. Dialogues in the television series do not solely serve as means of conversation and moving the plot forward, but instead make explicit the otherwise non-expressed background information, intentions and lore.*

**KEYWORDS:** Intersemiotic Translation, Game of Thrones, Translation Criticism, Transpositions, Intersemiotic Equivalence

## INTRODUCTION

This paper investigates whether the concept of equivalence could be analyzed in literature-to-television adaptations through the lens of translation criticism. *Intersemiotic Translation* aims to find strategies to transfer messages from one sign system to the next and to compensate for the natural inconsistencies between platforms (Jakobson, 2012), in other words, this field of study indicates that the answer lies in translation, both theoretically and practically, and that adaptations indeed *can* be treated as *translations*, Elements of the narrative are inextricably connected with the schematics of one art platform, hence directly influencing the complexity of texts and consequently their translations. To assure the adequacy and fidelity of an adaptation one should look for natural inconsistencies in the textual, narrative and visual structure of the source and target material (McFarlane, 1996). For the notion of translation equivalence to take effect in the realm of intersemiotics, and for translations to transcend subjective versions, the narrative structure would have to be altered to fit the destined medium.

The subjectivity of intersemiotic academic research has often been the source of its criticism (McFarlane, 1996). Scholars of the field of intersemiotic translation such as Metz have highlighted the need to reach a framework factoring in translatability issues (Metz, 1990). Trans-platform descriptions on the relationship between cinematic scene composition and semiotics have been proposed but except for few sound ones, the majority mainly dwell upon intangible symbolic implications. Eventually, under the proper critical analysis, certain 'faithful' adaptations could be regarded as *translations* rather than convoluted artistic versions, and could be analyzed accordingly. One example would be the television adaptation of *George R. R. Martin's "A Game of Thrones"*, first book in the ongoing series *"A Song of Ice and Fire"*, into the original HBO series, *"Game of Thrones"* (the first season). The aforementioned television series, which was analyzed in this paper, manages to fully capture author's complex narrative and lore with such consistency and coherence that one would suspect a strict framework functioning behind the scenes ensuring the one-to-one transfer of book elements into the script and the visual code of the series.

The purpose of this study was to analyze the TV adaptation of the novel *"A Game of Thrones"* by George R. R. Martin (HBO's *Game of Thrones*) based on a tripartite theoretical framework of intersemiotic translation and adaptation studies incorporating "Whittlesey's transposition framework", "Chatman's narrative mapping" and "Queiroz/Aguiar's Peircean intersemiotic translation account" to uncover the shifts within the text, as well as its narrative structure and cinematic representation. That is, the researcher sought to design a basic intersemiotic profile based on the aforementioned tripartite framework for critically judging cinematic adaptations of novels based on the equivalence ensured in said uncovered shifts. In a nutshell, the goal is to find out what makes a certain cross-medium adaptation a coherently adequate one, and essentially what makes it "translation".



Three research questions were proposed at the beginning the analysis procedure, which respectively aimed to **1.** identify the narrative shifts in the TV adaptation of the novel "A Game of Thrones" by George R. R. Martin into the first season of HBO's "Game of Thrones" the television series, based on the tripartite theoretical framework incorporating "Whittlesey's transposition framework", "Chatman's narrative mapping" and "Queiroz/Aguiar's Peircean intersemiotic translation account", **2.** specify the dominant translation procedures through which the discovered narrative shifts conformed to the code of intersemiotic equivalence based on the said framework and finally **3.** find out if there is any significant relationship between different text types in the source material and the translation procedures used by the showrunners in the translation (i.e. the TV adaptation) as discovered through the incorporation of the said framework.

The collective narrative shifts in transferring elements of the novel "A Game of Thrones" served as the variables and the adaptation (first season of the television series "Game of Thrones") served as the *translated* work under analysis. Two major key terms with further specifications were analyzed in the study; first, **Narrative Shifts**, which according to Whittlesey's Transposition account (2012) refers to alternations in textual, meta-textual (cinematic) and narrative structure. The term Narrative is not confined to the narrations used in the book, instead it also denotes the *Content* and *Expression of Content* as further clarified using Chatman's framework (1980). The narrative structure analysis leads to placing judgment upon the concept of **Intersemiotic Equivalence**, which refers to aspects that would ensure whether an intersemiotic transfer from the original novel to the target film/TV series has been successful, or not (Metz, 1990).

Narrative Shifts are divided into Cinematic, Script-based and Thematic transposition types. *Script-based Transposition* in theory cover alterations made in book dialogue and narration-based portions that have been transferred into spoken/visualized dialogue in the TV series. These alterations are often made as compensation for book narrations or the addition of exposition (Metz, 1990). This portion was analyzed in this study through comparing sample dialogue from the book with the show's dialogue transcription. On the other hand, non-dialogue portions from the book which have been transferred into the show either as directly spoken dialogue or through cinematic techniques were also analyzed as part of the design under *Expository* (narrations, lore, etc.) and *Expressive* (inner thoughts, inferential cues, etc.) text types.

*Cinematic Transpositions* on the other hand, theoretically cover transpositions between the book's narration, background information, character inner thoughts, character point of view and character dynamics and the show's visual composition and framing (Metz, 1990). In this study, sample text portions constituting book narration, background info. and character inner thoughts were compared with screenshots from the TV series each showcasing cinematic techniques used by the target material creators as translation procedures. Finally, *Thematic Transpositions* theoretically and practically signify a timeline comparing the order of events the content elements of the book and the corresponding scene transition markers, alterations in book content and changes in the plot timeline (McFarlane, 1996).



As a counterpart to the narrative shifts, Intersemiotic Equivalence is similarly divided into *Textual*, *Narrative* and *Visual* subcategories. The *Textual* portion theoretically covers equivalence between the novel's character dialogue and narrations with the series' scenic dialogue or voice-overs (Metz, 1990). This concept was analyzed in the study through comparing the dialogue uttered by the characters and inner thoughts in the book with their counterpart dialogue-based rendition in the TV series. The *Cinematic* portion covers how the shot composition, framing and visual symbolism of a cinematic work would reflect a text's linguistic symbolism, character point of views and scenic elements (Metz, 1990). For the purpose of the study, narration and inner-thought portions of the book text that led to non-spoken cues were compared with key shots from the TV show in terms of shot type, frame composition and subject-object dynamics. *Narrative Equivalence* refers to relevance on the basis of content alterations, scene transition and the plot mapping of the show when compared to the book's content, chapter-to-chapter sequence transition and overall plot (McFarlane, 1996). Operationally, analyzing this subcategory required a timeline depicting the overall plot of each chapter and its equivalent rendering in the show, covering omissions, alterations and additions on part of the TV show's corresponding segments and the scene transitions falling in between.

Conceptually, this study aimed to provide analysis through a tripartite translation profile highlighting what distinguishes intersemiotic translation when approached as a translation practice, from mere haphazard adaptations that often rely heavily on their subjective artistic value and stray far from the narrative elements of the original content; hence, at the very least, intersemiotic translation may be viewed more objectively for translators/film critics of the field to critically judge the faithfulness of a work of intersemiotic translation in terms of equivalence, so that the adaptations be regarded 'as' translations if done right. The results of the proposed framework can be used in order to analyze novels along with their cinematic/TV counterparts in terms of the frequency and specification of translation procedures involved in the process of adaptation.

### ***Intersemiotic Translation or Adaptation?***

According to Jakobson the key notion in intersemiotic translation studies is that non-verbal side of this type of translation should be regarded just as essential and important as the verbal side (Jakobson, 2012); meaning, intersemiotic translation is *essentially* translation, and should not be confused with a mere artistic notion of adaptation which would entail a subjective, non-systematic *version* (McFarlane, 1996). McFarlane claims that certain elements of the novel are non-transferable, such as direct narrations, unless they are made explicit using medium-breaking techniques such as text-crawls or voice-overs. One issue in this domain would be that normally trans-media adaptations work as *companion* pieces to the original content and not as *independent* entities (Jenkins, 2007). Endeavors such as Henry Whittlesey's model for transposition (Whittlesey, 2012) have been proposed to bridge the gap between adaptations and translation in general. Whittlesey defines his procedure as a type of rendering falling between the theoretically well-defined process of translation and the mostly boundless, subjective adaptation.

### *Adapting the Narrative of Novels, Cinematically*

The most significant compromise in adaptations from novel to film, as Bluestone clarifies is the loss of characters' inner-thoughts', which will somehow have to be compensated through the use of musical themes or visual imagery (as cited in Bunker, 1957) . It is through framing and shot design that metaphors are conveyed, as the camera is objectively depicting events and it is hence the directors who "mark" certain shots to reflect the novel's symbolic connotations (Metz, 1990). A novel's narrations tend to often describe character's inner-thoughts and this element is inherently compensated for in cinema, either via visuals or *against* the nature of the medium, through equivalent voice-overs and introductory opening crawls.

Similarly, Dudley Andrew maps out three types of adaption in which certain elements of the original and the target text outweigh one another varying in degrees (Andrew, 1984): First is *Borrowing* where the target text (film) does not attempt to fully replicate the source novel, but instead parallels from the target material can be drawn to the original. Next, *Intersection*, which attempts *not* to adapt but to create a crossover of the source and target materials' aesthetic techniques so as to highlight the unique quality of both works. Finally, *Transformation*, the comprehensive type of the three, attempts to present the cinematic adaptation as the core backbone where the prototext's elements rest upon and flourish, hence it is also referred to by Andrew as an adaptation closest to the concept of "fidelity" (Andrew, 2000).

There is a difference between the narrative structure of the story or how it is transposed unto film, and the actual story (Chatman, 1980). According to Christian Metz, cinema through forming visuals, sound movement and a syntagmatic arrangement of participants of the scene creates a specific *language* of representation; and people understand this language regardless of whether they know its system or not (Metz, 1990). Therefore, it is only inevitable that such language be transferred partly through theories of translation.

## **METHODOLOGY**

This qualitative research aimed to compare and contrast textual portions of the proto text with the cinematic material of the meta text descriptively in order to highlight the dominant translation procedures at work as well as to find probable relationships between different text types and the said translation procedures, providing a final judgment regarding script-based, cinematic and thematic transpositions. The core frameworks incorporated in the study are described as follows.

### ***Henry Whittlesey's Transposition Framework***

Whittlesey's transposition based model served as the main textual shifts examination framework in this study. The term Transposition itself as defined in Whittlesey's framework refers to linguistic and literary shifts and alterations which lie in between translation and adaptation and work on content as well as form (Whittlesey, 2012). In the case of novel-to-film intersemiotic translation, the process of narrative transposition consists of three levels: **1. *Transposing the content***, **2. *Transposing the form*** and **3. *Rendering narration as film images and dialogue*** (disregarded in this study, in favor of the more elaborate cinematic framework described in the following section). In the study the framework was incorporated to account for the *alterations*

noticed in the transfer of novel's textual content into film material. The elements to be altered in the process of transposing the content are *Character Traits*, *Character Roles*, *Character Identities* and *Setting*. Within the process, certain translation strategies may be employed with regards to the textual form of the original novel: *Simplification*, *Complication*, *Changes in perspective* and *Modification*. The specifics of Whittlesey's framework as used in the study are demonstrated below (table 1):

Table 1: Whittlesey's Transposition Framework

Main Categories	Transposition Types
1. Content Transpositions	1.1. Character Traits 1.2. Character Identities 1.3. Character Roles 1.4. Setting
2. Form Transpositions	2.1. Simplification 2.2. Complication 2.3. Modification 2.4. Change in Perspective

#### *Aguiar and Queiroz' Peircean Intersemiotic Model*

Daniella Aguiar and Joao Queiroz propose a Peircean intersemiotic model (Aguiar & Queiroz, 2009), where the focus is on the *Sign* portion of the Peirce triadic definition; as the object (in this case, the television series/metatext) consists of certain aspects that need to be cross-examined with the corresponding sections of the prototext (the novel) to verify the nature of the adaptation and the relative degree of faithfulness. Intersemiotic shifts in the said framework are categorized in four main levels, as **1. Contextual**, covering the cinematic and script-based shifts involved in the transfer of expository background information often provided through narrations in novels, **2. Pragmatic**, covering the standard framing and shot techniques at work in establishing the setting and characters, **3. Structural**, specifying the cinematic techniques denoting character dynamics, such as the use of depth of field and finally **4. Semantic/Thematic**, concerned with the *visual rhythm* timeline of the cinematic work mapping the arrangement of plot segments and *scene transitions* specifying the flow of subsequent plot segments. The specifics of this framework as used in the study are brought below (table 2):

Table 2: Queiroz and Aguiar's Cinematic Framework

Main Categories	Vehicle of Shift
1. Contextual Shifts	1.1. Dialogue 1.2. Direction
2. Pragmatic Shifts	2.1. Establishing Shots 2.2. Subject Framing
3. Structural Shifts	3.1. Depth of Field 3.2. Camera Angles
4. Visual Rhythm *	4.1. Segment Alteration
5. Scene Transitions	5.1. Establishing Shots 5.2. Cuts

\* Semantic/Thematic portion of the framework divided into Visual Rhythm and Scene Transitions tables

Seymour

Chatman's

Narrative

Mapping

Chatman's narrative mapping (Chatman, 1980) divides the representation of a work's narrative into two categories: *Content* and the *Expression of Content*. Content (Story) consists of *Events* (Actions plus Happenings) and *Existents* (Characters plus Settings). Expression of content is the way the content is represented verbally/cinematically. Chatman's framework was incorporated as the third major framework in this study in order to specify and analyze narrative elements of the prototext (*A Game of Thrones*, the novel) and metatext (*Game of Thrones: Season 1*, the television series). Expression of content is further divided into horizontal representation of the plot (*functions proper*, or the portions of the work related to plot progression) and the vertical or static *description* of events, character states and thematic reflections in the story (*indices*).

The results of the form-oriented tables based on *Whittlesey* and *Quiroz and Aguiar's* framework subcategories were analyzed to arrive at an intersemiotic translation profile of the translation, with focus on the transfer of the overall narrative. Table 3 shows how core elements of the other two frameworks were mapped in the study to complement the main elements of Chatman's framework and create the overall narrative analysis of the translation process:

Table 3: The Narrative Analysis

Narrative of the Translation (TV)	Elements of the Narrative	Equivalent Table	Overarching Variable
<i>Content</i>	Events	Visual Rhythm	Thematic Transpositions
	Existents	Content Transpositions	
<i>Expression of Content</i>	Functions Proper	Form Transpositions	Script-based Transpositions
		Contextual Shifts	
	Indices	Pragmatic Shifts	Cinematic Transpositions
		Structural Shifts	
		Scene Transitions	

The Narrative Analysis was set to recognize the techniques incorporated in transferring the narrative elements in terms of form and expression, on three main levels (key terms of the study): 1. *Script-based transpositions*, covering shifts in book dialogue and compensation for narrations and exposition. 2. *Cinematic transpositions*, covering shifts in narration and inner thoughts via cinematic storytelling techniques and 3. *Thematic transpositions*, covering scenic transition, and overall plot progression of the adaptation.

### Corpus

**Proto-Text:** The fantasy novel "A Game of Thrones" (Martin, 1996), re-titled "Game of Thrones" in the 2013 paperback edition - the version used in the study -written by the American science-fiction/fantasy author, George R.R. Martin, served as the source text of the study. It is the first novel in the ongoing series called "A Song of Ice and Fire. The novel is divided into 73 chapters named after the main characters of the story, each focusing on events involving these characters with the narrator weighing in helping clarify the context.

**Meta-Text:** The translation focus of the study is the *first season* of the ongoing television series adaptation of "A Game of Thrones" titled "Game of Thrones", produced by the American cable network, HBO, and created by David Benioff and D.B. Weiss as screenwriters and executive producers. The DVD set of the aforementioned television series (titled "Game of Thrones: The Complete First Season") was used in the analysis (Benioff & Weiss, 2012). The first season of the show was selected as the intended for examination translation work for this study due to being

the only season which is almost entirely based on the source material (Cogman, Martin, Benioff, & Weiss, 2012), i.e. the first novel, "A Game of Thrones". Season 1 of the television series "Game of Thrones" consists of 10 episodes, each with an approximate running time of 60 minutes, covering corresponding chapters of the source material. The series is devoid of voice-over narrations as opposed to the book.

*Sampling and Data Comparison:* The proto-text *sample* used in this study, based on the relevant pages translated *onto the screen* as well as Krejcie and Morgan's sample size determination table (Krejcie & Morgan, 1970) consists of 254 pages from the total 780 pages of the book "A Game of Thrones". These 254 pages were spread across the book using systematic sampling in order to maintain a certain level of randomization. With regards to a systematic interval (k), every 20 pages a batch of 10 pages were examined and contrasted with the meta-text, that is, corresponding scenes from the television series.

The corresponding transcribed dialogue in the 10 episodes of the meta-text, narrative construct and sample screenshots were contrasted with their equivalent pages from the book with regards to the prototext sample; that is, sample pages from the book "A Game of Thrones" were contrasted with their equivalent scenes (either using dialogue transcripts, meta descriptions or screenshots) from the show "Game of Thrones" based on how they fit into different subcategories of the textual/cinematic/narrative tripartite theoretical framework used in the study. Here is an example of how the source and target material sample was specified:

*Table 4: The Sampling (example)*

Book Sample Batch	TV Series Episode Counterpart	Book Chapter-TV Series Timeframe Correspondence
Pages 300 to 310	Episode 5: The Wolf and the Lion	Eddard VII: (03:50 - 10:20) + (18:00 - 20:44)

## RESULTS AND DISCUSSION

Sample portions of the source and target material were compared based on translation procedure categories specified in the tripartite framework of the study. The following are examples from each complete data analysis table. It should be noted that the data sets analyzed in the tables were co-examined and validated by Argentine film editor/director *Pablo Barbieri*.

**Content Transpositions:** textual samples from the proto-text were compared to script-based cues and dialogues from the TV series in order to identify shifts in character and setting depiction. The example below shows that a different character in the TV series (Lord Baelish) fulfills the purpose intended originally for the character named Ser Marq, hence a shift in character roles is identified:

*Table 5: Content Transpositions (example)*

Book Sample	TV Counterpart	Content Transposition
Ser Marq said "Lord Tywin's mad dog." – Page 450	[Lord Baelish:] "I've heard him called Tywin Lannister's mad dog." - Episode 6 (32:57)	Character roles




*Form Transpositions:* dialogue portions from the book were compared with dialogue transcripts from the TV series to identify linguistic shifts as simplification, complication, modification or change in perspective. Transpositions were further described in aspect. The following example demonstrates simplification in vocabulary and grammar in dialogue transfer:

Table 6: Form Transpositions (example)

Book Sample	TV Counterpart	Form Transposition	Transposition Aspect
"You would not perchance have any notion of who might have wished my brother ill, would you?" – Page 370	"You wouldn't know what happened to him, would you?" – Episode 5 (50:37)	Simplification	Vocabulary + Grammar

*Contextual Shifts:* portions from the source text providing background information and plot related cues were compared with equivalent dialogue portions or cinematic representations in the target material. The example below shows how a portion of a character's inner thoughts are brought onto the screen using two matched cuts.

Table 7: Contextual Shifts (example)

Book Sample	TV Counterpart	Contextual Shift
He was afraid to close his eyes, afraid that he might <b>roll over</b> in his sleep and wake in sudden terror as he went sliding off <b>the edge</b> . – Page 398	 <p>Figure 1. Episode 6 (13:10) screenshot indicating matched cuts</p>	Inner thoughts through Direction

*Pragmatic Shifts*: portions from the source text providing setting establishment or character description were compared with corresponding use of establishing shots or subject framing. The example below shows how a narration bit describing the setting is transferred using an establishing shot in the TV series.

Table 8: *Pragmatic Shifts (example)*

Book Sample	TV Counterpart	Pragmatic Shift
The <b>visitors</b> poured through the <b>castle gates</b> in a river of gold and silver and polished steel, [...]. a pride of bannermen and knights, of sworn swords and freeriders. – Page 36	 <p>Figure 2. Episode 1 (0:40 - 0:48) screenshot, indicating an establishing shot</p>	Narration through Establishing Shot

*Structural Shifts*: portions from the source text involving inter-character dynamics were compared with scenes involving techniques establishing subject relationship such as depth of field or peculiar camera angles. In the following example the use of depth of field places two interacting characters in the foreground and background of the shot; Ned and *The Eunuch* (named Varys), respectively.

Table 9: *Structural Shifts (example)*

Book Sample	TV Counterpart	Structural Shift
<b>Ned</b> had a sick feeling in his gut. <b>The eunuch</b> had hit upon a truth. – Page 310	 <p>Figure 3. Episode 5 (20:01) screenshot indicating depth of field</p>	Inner thoughts through Depth of Field

*Visual Rhythm*: the following example from the visual rhythm table shows how chapter-specific plot segments from the book are contrasted with equivalent sequences from the TV series. Book segment E6.1 for instance (the first and only one-piece segment from the 6th chapter entitled Eddard) is split into two consecutive segments (similarly named in the table as E6.1 and E6.2) in



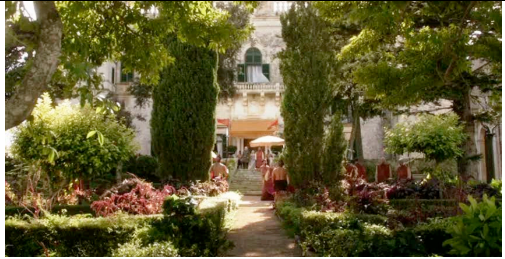
the TV series with a story time lapse in between. The complete table provides a plot-based timeline of the book sample and equivalent TV series portions.

Table 10: Visual Rhythm (example)

Sample-bound Chapter Segments	Book Segment Synopsis	TV Counterpart Segments	TV Segment Synopsis	Segment Alterations
E6.1: page 270-page 274 (chapter Eddard VI [Episode 6])	E6.1: Ned and Jory in the lower town, Ned meets the blacksmith	E6.1: Ep.4 (31:31-31:50) E6.2: Ep.4 (31:51-33:56)	E6.1: Ned and Jory in the lower town E6.2: Ned meets the blacksmith	Book E6.1 split into two segments

*Scene Transitions*: consecutive segments are checked for the existence of establishing shots or abrupt cuts in between, with the former providing a sense of familiarity for the viewer and the latter often breaking immersion particularly for viewers unfamiliar with the source material. The following example shows how an establishing shot already identified in the complete pragmatic shifts table bridges sections D1.1 and D1.2 (specified in the complete visual rhythm table):

Table 11: Scene Transitions (example)

TV Segment transitions (based on Visual Rhythm Table)	Transition Type (based on Pragmatic Shifts table)	
D1.1-D1.2 [Ep1 (35:45)]	Establishing shot  (this shot opens a new plot segment and introduces the audience to a new setting)	 <p>Figure 4. Episode 1 (35:45) screenshot indicating an establishing shot</p>

The complete data in these seven analysis tables were summarized according to frequency of the framework-specific translation procedures detected. The table below shows the dominant shifts identified in each major intersemiotic category based on frequency. Note that the contents of the Contextual, Pragmatic and Structural Shift tables were further divided to fit into the narration and inner thought text-type categories as part of the analysis based on which the research questions were to be answered: [e.g. the entries in the Pragmatic Shifts table which stemmed from Narration portions of the source material have been mainly transferred using Establishing Shots; that is, with 72.7% frequency].

Table 12: Summary of the Data Analysis

Major Categories (data analysis tables)	Dominant Translation Procedures	Percentage
1. Content Transpositions	Character Roles	74.1%
2. Form Transpositions	Perspective Change and Simplification in vocabulary/grammar	38.2% and 34.8%
3. Contextual Shifts	a) Narration → Dialogue	83%
	b) Inner Thoughts → Direction	90%
4. Pragmatic Shifts	a) Narration → Establishing Shots	72.7%
	b) Inner Thoughts → Subject Framing	85.7%
5. Structural Shifts	a) Narration → Depth of Field	70%
	b) Inner Thoughts → Depth of Field	80%
6. Visual Rhythm	[No Segment Alteration]	59%
7. Scene Transitions	Abrupt Cuts	68.4%

The first two questions of the research were addressed based on the summary of the data analysis; that is, the *narrative shifts* and *dominant translation procedures* were identified. The text-type and translation procedure relevance (third question of the research) based on the frequency of the procedures incorporated led to the following conclusions on the three intersemiotic aspects of the study:

**The Textual Aspect:** expository narrations and dialogues have been transferred verbally (according to Form Transpositions with 38.2% of the dialogue transferred using perspective change, and Contextual Shifts with 83% of narrations transferred through dialogue), while inner thoughts are expressed non-verbally (according to dominant procedures identified in Pragmatic and Structural shifts tables) There is a matching relationship between expository (descriptive) text and verbal expression, and also one between expressive (affective) text and non-verbal (cinematic) expression.

**The Cinematic Aspect:** there is a relationship between setting/character establishing text and specific cinematic expression (72.7% Establishing Shots in the Pragmatic Shifts table) meaning, text portions that aim to establish tend to be expressed cinematically. However, there is no particular relationship between text indicating character dynamics (dominance is Depth of Field usage in both partitions of the Structural Shifts table) and cinematic techniques. Meaning, dynamics can be expressed both cinematically or textually.

**The Narrative Aspect:** The narrative of the first season of the television series Game of Thrones follows the source material closely in independent segments (59% of the segment instances from the Visual Rhythm table involved no significant alteration) yet fails to establish inter-segment fluidity (68.4% of the Scene Transition types are abrupt cuts; disrupting familiarity). However,

the adaptation manages to keep the characters and places intact, only changing the role assignments (74.1% Character Role changes identified in the Content Transpositions table).

Moreover, the analysis of the summarized data in the results section with regards to text-type and translation procedure relevance leads to the following conclusions on the concept of Intersemiotic Equivalence:

*Textual Equivalence:* Directly quoted dialogue portions of the book have been paraphrased with change in dialogue participant focus (Form Transpositions, 38.2% perspective change) and simplified in vocabulary and grammar structure (Form Transpositions, 34.8% simplification) so as to make implied information explicit. This means, the spoken dialogue in the TV series (season 1) is more in line with modern speech and carries expository information, meaning that dialogue portions do not solely serve as means of conversation and moving the plot forward, but instead make the otherwise non-expressed background information explicit. Additionally, the dialogue is paraphrased with changes in focus to better fit the destined cinematic medium. Narration bits that describe the setting or events (expositions) are mainly transferred through script (spoken) dialogue (Contextual Shifts, 83% dialogue), while inner thoughts in the book are translated through cinematic direction (Contextual Shifts, 90% direction). This solidifies the interpretation that the show's dialogue features extra information regarding the story lore, history and exposition alongside the regular conversation value. Inner thoughts on the other hand, seem more in line with the cinematic nature of the medium as they are expressed non-verbally.

*Cinematic Equivalence:* The setting of each book segment, or 'where' the events are taking place, evident through descriptive book narrations, is expressed cinematically using establishing shots (Pragmatic Shifts, 72.7%); in other words most of the show's establishing shots (typically opening a certain scene) are direct representations of the segment-opening narrations. Individual character point of views (*inner thoughts* in the book) are expressed via the centering of the main subject in the frame (Pragmatic Shifts, 85.7%) . This means the viewer can easily identify pivotal subjects/characters in each scene. When it comes to character dynamics (having to do with relationships, not individuals' thoughts), the TV series uses depth of field to highlight them regardless of the dynamics having stemmed from narrations or inner thoughts (70% and 80% dominance in depth of field use in both instances).

*Narrative Equivalence:* The majority of book segments (mapping the *Events*) are preserved with minor changes in order or presentation (Visual Rhythm, 59%). Regarding *Existents*, character roles have been altered on many occasions (Content Transpositions, 74.1%). Moreover, a look over the dominant shifts in Contextual, Pragmatic and Structural shifts table results showcases that Expository text bits have been transferred via dialogue, while Expressive inner thoughts are transferred cinematically (*Functions Proper*). Regarding *indices*, settings are translated via establishing shots, however independent segments follow one another via cuts (Scene Transitions, 68.4%, i.e. establishment weakened in between segments). Character point of views are translated via subject framing (Pragmatic Shifts, 85.7%) and character dynamics using depth of field (Structural Shifts, 80%).

## CONCLUSION

The research sought to examine the correspondence between the popular television series "Game of Thrones: Season 1" (Benioff & Weiss, 2012) and its equally well-known source material, the novel "A Game of Thrones" (Martin, 1996), from the standpoint of translation studies. Of significant interest was to investigate the translation procedures at work in the adaptation process, particularly so as to find out what distinguishes the more or less objectively-defined intersemiotic translation works from mere artistic adaptations.

The results of the data comparison between corresponding book and TV series sample portions indicated mainly that the showrunners have compensated for the lack of voice-overs in the TV series with the use of cinematic techniques in order to adapt the book's expressive narrated portions, while opting for transfer via dialogue for the expository book text. The overall intersemiotic translation profile of the book and TV series under examination was therefore constructed as the table below, showcasing the translation procedures involved in the transfer of novel-to-series material, the original presentation of content in the novel as well as their representation in the TV series:

Table 13: Intersemiotic Translation Profile - Game of Thrones (Novel to TV series)

A Game of Thrones (Novel)	Translation Procedures	Game of Thrones: Season 1 (TV series)
<i>Plot</i> [expressed through dialogue, inner thoughts and narration]	- Segment alteration - Script-based transpositions - Cinematic transpositions	- Dialogue - Visuals - NO voice-overs - Scene transitions [cuts]
<i>Characters and Settings</i>	Changes in character roles	[realized via] - Actors, performances - Locations, production design, etc.
<i>Expository text</i> [narration, dialogue and inner thoughts]	- Dialogue transfer - Establishing shots [setting] - Depth of field [character dynamics]	- Expository dialogue - Standard shot types - Scene composition (i.e. relationship between subjects and objects)
<i>Expressive text</i> [inner thoughts and narration]	- Subject framing [character point of view] - Depth of field [character dynamics]	- Scene composition
<i>Directly quoted dialogue</i>	- Simplification in vocabulary and grammar - Modification in implied sense - Change in perspective	- Dialogue [spoken]

The profile above alongside the complete research results suggest that Game of Thrones: Season 1 is indeed an *adequate* intersemiotic translation of its source material; one which maintains the expressive portions of the source material using cinematic techniques better suited for the target medium, with little deviation in terms of content. This analysis profile aimed to provide an objective critical look towards adaptations from novels to cinematic works, while considering the narrative structure of the overall translation process. However, there is still the unresolved matter of distinguishing translation procedures based on artistic choices of television series creators from the form-oriented alterations specific to the cinematic medium. Another limitation of the study is that the discovered cinematic techniques involved in the translation of book content mainly denote one-to-one matches, therefore further elaboration is required to account for parallels in imagery and visual symbolism.

In the end, it only seems fit to explore a few of the possible future expansions of the research summarized in this paper. First off, analysis based on music theory applied in the case of cinematic adaptations of literature could be conducted; focusing on textual tonal cues and the corresponding soundtrack and sound effect portions. Additionally, the findings of the intersemiotic profile in this study with translations/adaptations of "Game of Thrones" or similar works in other mediums. The textual portion of the study could be contrasted with translations of the novel in other languages in terms of the relationship or similarities between the intersemiotic shifts identified here and the linguistic translation shifts. The procedure used for uncovering narrative shifts as conforming to translation studies can be incorporated in consecutive interpretation workshops as well; in terms of real-time transcription of dialogue and so forth.

Finally, the procedure involved in the current research can be used in *reverse*, meaning, focusing on the television series as the prototext instead, assuming the cinematic construct were to be adapted into a textual target material. The most obvious example of this would be the episode recaps and extensive synopses provided in fan *Wiki* sites. The research may focus on the translation shifts involved in *transcribing* the series' plot and visuals.

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## SYNTAX STRUCTURE OF ADJECTIVE PHRASE COMPARISON IN JAVANESE LANGUAGE

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### ABSTRACT

*The measurement of adjective comparison level in the Javanese language is becoming benchmark or yardstick of why language users choose adjective vocabulary with a special selection. Syntactically Javanese language speakers feel more solid in saying by using the marker of speech comparison level. Syntactic structures are characterized by the use of comparison level before and after the adjective. The approach used in this study is a qualitative approach. A form of discourse research data obtained from the daily text documents, namely the Java language magazine. Data were analyzed using distributional studies. Data analysis procedures is carried out through four stages of activities: (1) data collection, (2) data reduction, (3) presentation of data, and (4) the conclusion of the research findings and (5) verification. The research found some syntactic structure adjective comparable levels, namely: 1) rada preceded by the word 'rather', 2) preceded by the word luwih 'more', 3) preceded by olehe 'how', 4) followed by dhewe 'alone', and 5) followed by the word paling 'most'.*

**KEYWORDS:** syntactic structure, the level of the comparison, adjective phrase

### INTRODUCTION

One of the people's properties, which are never been separated from all human activity throughout human existence as civilized beings and society is language. No human activities done without using language (Chaer, 2007: 5). Tools of communication and interaction that only humans can be assessed internally and also externally. Internally means, the review was only carried out on the structure of phonological, morphological, or syntactic structures. Internal review conducted by using theories and procedures in the discipline of linguistics. Externally, a study conducted on factors that are beyond language.

In communicating with the community, human use language because it is a symbol system of sounds, which is arbitrarily used by social members to cooperate, communicate and identifying themselves (Kridalaksana in Chaer, 2007: 32). In other sides, variety, diversity of languages is not only able to show the difference in the social nature of society but also gives an indication of the language situation, and reflect the goals, topics, rules, and modes of language use. Language is a tool of communication and interaction, tool which is possessed only by humans, Chaer (2004: 1). Thus, it can be said that the language is a communication, which is



only owned by the living creatures called humans and not other living beings. Everyone involved in communication, on the one hand it acts as a speaker and on the other hand he or she act as a listener. Every communication, people are interdependent to deliver information that can be thoughts, ideas, intentions, feelings, and emotions directly.

Language is a communication system that is very important for humans, as an element of a dynamic language constantly analyzed and assessed by using a variety of approaches to the assessment. The approach used to assess language is semantics. Ferdinand de Saussure (Verhaar, 2006: 3) argues that the sign linguistics (sign linguistique) consists of components *signifiant* or “interpreter”, this form consists of sounds sequence and its components. *Signifie* or “interpreted”, the form consists of sequence of understanding or concept (which is owned by its significant ). Surely, linguistic studies without the study of semantics is meaningless, because the two components are two things that can not be separated. Each language has a grammatical elements. Likewise, in the Java language, one of the elements of the Java language is a category of words (kind words), among others, there are split into: (1) verb, (2) an adjective, (3) nouns, (4) pronouns, (5) numeration, (6) adverbs, and (7) interjection. Categorizing words above by “syntactical temperament” and the morphological form. Researchers interested in studying of the seven categories, one category of the word, that adjective. It pinpointed the problem adjectives is enough to attract attention as a review of problems adjective is still complicated and need to get in-depth study. Based on these facts, it appears how important position and function of the Java language that need deeper study of the Javanese adjectives. This is the background of the authors to examine more deeply about Javanese language adjective.

### **Adjective**

Adjective is a universal language element. This is understandable because each language has properties as part of a grammatical category. The characteristics and properties of the adjective in every language is different from one another, because each language has its own system and grammar.

Verbs and adjectives in common. Words are categorized adjectives can be classified into verbs. For example, the word ‘pain’, ‘dizziness’, and ‘love’. The words are classified into stative verbs. Tadjuddin (1993a: 57) says that stative verbs (state) is a homogeneous situation that is a situation that sustainability is permanent and without change and movement (non-dynamic). The specificity of the stand is the sustainability of the situation situations that do not require effort or exertion.

#### **a. Feature of Syntax**

Syntactically Alwi (1998: 177) distinguishes the function of an adjective into three, namely: (1) predicative function, (2) attributive function, and (3) adverbial function or description.

1) Predicative function.  
Predicative adjectives that function is an adjective that can occupy the position of the predicate in a sentence.

Example: (a) Gedung yang baru itu sangat megah.  
(b) Setelah menerima rapor, mereka pun gembira.

Based on that two examples above, the words *megah* and *gembira* has a predicative function. If the subject or predicate of a sentence in the form of a long phrase or clause, for the sake of clarity, the boundary between subject and predicate sometimes inserted the word *adalah*. This can be seen in the following sentence.

Example: (a) Yang disarankan kepadamu itu (adalah) *baik*  
(b) Mereka yang setuju dengan ide itu (adalah) kurang *waras*.

## 2) Attributive Function

Functioning attributive adjective is an adjective that provide information to the noun in a noun phrase. In such a function can be separated adjectives from nouns by using words.

Example: buku *murah* → buku yang *murah*

gadis *kecil* → gadis yang *kecil*

The word *merah* and *kecil* in the example above is functioned as attributive to symbolize 'book' and the 'girl'.

## 3) Adverbial or Remarks

Adverbial adjective, which function is to limit adjective verb (or adjective) is a particle clause. There are two form of adverbial structure, they are:

a. ... (With) + (se) + adjective + (nya) could be complemented reduplication

Example: (bekerja) *dengan* *baik*

(answer) *dengan* *baik*

(answer) *dengan* *sebaik-baiknya*

b. adjective iteration

Example: *terbang* *tinggi-tinggi*,

*Jelas-jelas salah*

In connection with the characteristics of the Javanese language syntax, Sumadi (1995: 7) distinguish the characteristics of the adjective as follows:

1) adjectives can be preceded by the word *rada* 'somewhat'.

Example: *rada* *Bodho* 'a bit stupid'  
*rada* *wedi* 'a little scared'

2) adjective *luwih* be preceded by the word 'more'.

Example: *luwih* *kesed* 'lazier'  
*luwih* *sugih* 'richer'

3) adjectives can be preceded *olehe* word 'how'

Example: *olehe* *sregep* 'how diligent'  
*olehe* *apik* 'would be nice'

4) adjectives can be followed by the word *dhewe* 'alone'

Example: *lemu* *dhewe* 'the fattest'  
*banter* *dhewe* 'fastest'

5) adjectives can be followed word *banget* 'very'

Example: *kuru* *banget* 'very slim / skinny'  
*atos* *banget* 'very hard'

6) At the level of the phrase can serve as an attribute which states torch.

- Example: *kursi* *anyar* 'new chair'  
*piring* *bunder* 'round plate'
- 7) In the level clause, can serve as a predicate adjective.  
Example: *Omahe* *Tuti* *bagus*  
'Tuti's house is nice'
- In addition to the seven characteristics of the Java language syntax adjective, according to the researchers there are characteristics that can be added, namely:
- 8) adjective may be preceded by the word *saya* 'more'  
Example: *saya* *abot* 'harder'  
*saya* *seneng* 'more happy'
- 9) adjectives can be followed by the word *tenan* 'right/really'  
Example: *apek* *tenan* 'really good / excellent'  
*Pinter tenan* really clever

Thus, syntactically characterize the level of comparative adjectives in Javanese language, there are nine characteristics that are markers of syntax.

## RESEARCH METHODOLOGY

This research is based on qualitative approach as Bogdan and Biklen (1982: 2) states that the qualitative research as the umbrella has some specific characteristics. Here are some characteristics of qualitative research. Its data is in the form of adjective phrase comparison in Javanese Language.

The method used in this research is descriptive methods, sources of data in this study is a weekly Magazine Jaya Baya Week 3 April 2016. The collected data were analyzed using the methods can be analyzed using distributional studies. Distributional method pursued by the advanced techniques that deletion, substitution, expansion, the transfer of elements (permutations), and paraphrasing.

## RESULTS AND DISCUSSION

Some of the data obtained in this study as follows:

### a. *Adjective phrase preceded by comparison level marker rada.*

Data (1): *Saya suwe panggegeme tangan saya dikencengi nuli karo rada gurawalan miterang.* (JB/I/1)

The longer the hand grip is augmented later with a bit shaky.

Data (2) *Bapak ibu rada bingung nyawang kowe kok meh saben bengi diampiriojek.* (JB/II/1)

Mother father a bit confused to see you almost every night in visiting motorcycle

Data (3) *Saya suwe rada wegah yen saben wektu kok pothoki anak bojomu.* (JB/II/2)

The longer a little lazy if every time you create a hassle children and wife.

Based on the data (1) s.d (3) shows the use of the adjective comparable levels with comparable levels of markers *rada* word 'rather'. On data (1) the phrase *rada gurawalan* has a comparative level marker structure *rada* + adjective *gurawalan*. Data (2) and (3) also shows phrase *rada wegah* and *rada bingung*, which have have the same structure, which is a marker of comparative rate + adjective.

**b. Adjective phrases preceded by comparative marker word *banget***

Data (4): “*Aja ngrembug bab pasrawungan! Aku wis suwe... banget olehe kepingin lelakon kaya ngene iki.*”(JB/I/2)

“Do not talk about social issues! I've been ... all want this situation ”.

Data (5) : *Begja banget lan ora luput yen aku nglabuhi katresna kita nganggo bukti karilaning patiku.*(JB/I/3) Lucky once and not wrong if I sacrificed our love for proof of the willingness of my death”.

Data (6): *Duwe anak pinter kuwi, kowe begja banget.* (JB/II/3)

Got a smart kid , you're very lucky.

Data (7): *Keluwarganewis suwe banget nyimpen wadi arep nglungguhne dheweke.* (JB/II/5)

‘His family had a long time to keep a secret will make him’

Based on the data (4) shows the use of structural differences comparison level which is preceded by the previous adjective. Phrase *suwe banget* have the adjective form of *suwe* + comparison marker *banget*. So the use of the phrase *begja banget* and *suwe banget* showed comparable levels of adjective phrases with the structure adjective + adjective marker *banget*.

**c. Adjective phrases preceded comparative marker word *paling***

Data (8) : *Aja duwe rasa kurang percaya, wong sing paling ditresnani kok kanggo dolanan* (JB/I/4)

Do not have a feeling less confident, is it really a beloved one used as a game?.

Data (9) *Wengi iku kalodhangn paling becik kanggo nata, mbukak atine Bustomi.* (JB/II/4)

That night was the most excellent opportunities to arrange, opened Bustomi's heart..

Data (10): *Adhine paling pinter tinimbang mbakyu kekarone, mula ora kleru yen dheweke nibakake pilihan katresnane.* (JB/II/6)

Her sister was the most clever than second sister, therefore it is not wrong if he determines the selection of a loved one.

Based on the data (8) s.d (10) the structure of word, which was at least theoretically encountered in the study of syntax, but the speaker in this case is found in the data. The word *paling* is a marker structure of comparison levels in the Indonesian language is used together with the adjective of Javanese language. Thus there is a combination between the structure of Indonesian and Javanese comparison levels marker in *paling* + adjective.

## CONCLUSION

Based on the results of this study concluded that the syntactic structure of adjective phrase in a magazine Jaya Baya show there are three structures, namely: 1) *rada* preceded by the word 'rather', 2) preceded by the word *luwih* 'more', 3) preceded by *olehe* 'how', 4) followed by *dhewe* 'alone', and 5) followed by the word *paling* 'most'.

The word *paling* is a marker structure of comparison levels in the Indonesian language is used together with the adjective of Javanese language. Thus there is a combination between the structure of Indonesian and Javanese comparison levels marker in *paling* + adjective.

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## INVESTIGATING EXTERNAL DEMOTIVATING FACTORS FOR LEARNING ENGLISH: A STUDY OF IRANIAN CONTEXT

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### ABSTRACT

*Bulk of research on teaching English as second and foreign language has produced evidences standing firm behind crucial role of motivation in learning. Considering this importance, this study was performed to investigate the salient demotivating factors in Iranian students. To achieve this goal, a questionnaire consisting of 35 items adopted and adapted from Kikuchi and Sakai (2009), was used. This questionnaire had touched five different areas of demotivating factors affecting language learners. Subjects of this study were 177 TEFL students, studying English as foreign language in Yasuj University which were already collected through convenient non-random sampling procedures. The results of the study showed inadequate facilities, was the most demotivating factor and the factors such as improper evaluation procedures, poor course book, improper teaching approach and education policies constitute moderate demotivating factors while factor related to teacher were proved the least demotivating factors. These results have implication for language policy makers, language teachers and TEFL students.*

**KEYWORDS:** Demotivating Factors, English Language, Language Learning, Motivation

### INTRODUCTION

There are various factors which affect the process of language learning and teaching. Among these factors motivation is very important and it is recognized by researchers and teachers as a key factor that affects the success of learning in a second or foreign language context. The word motivation is derived from the Latin verb 'movere' meaning 'to move', however it seems that there is not a single definition for it. According to Longman dictionary it is defined as 'eagerness and willingness to do something without needing to be told or forced to do it' but according to Dornyei (2001) the concept of motivation is very much part of our everyday personal and professional life and few would ignore its importance in human activities in general. Learning



and teaching English is not exception in this respect. In fact when we create appropriate situation for students and encourage them to work harder we deal with motivation. According to Brown (1994), motivation is "a term that is used to define the success or the failure of any complex task". Too, Harmer (2001) has defined the word motivation as some kind of internal drive that pushes a person to do things so as to achieve the goal. Dörnyei (2001) has another definition for motivation as why a person decides to do something, how hard he or she is going to follow it and how long s/he is willing to sustain that activity. In spite of all these definitions, all scholars agree that the term motivation is one of the most important factor in learning a second language. There are four kinds of motivation which are intrinsic, extrinsic, instrumental and integrative. Each one has a role in the process of language learning. There are some dominant theories such as self-determination theory (Deci & Ryan, 1985), attribution theory (Weiner, 1992) and self-efficacy theory (Bandura, 1993) that tried to explain the multifaceted concept of motivation.

Yet, there is another aspect to motivation which has a detrimental effect on learning which is called demotivation. Thus, demotivation is the negative counterpart of motivation. Since motivation refers to the deliberate investment, effort, and willingness to achieve a purpose, it can be claimed that a demotivated person is one who lacks deliberate effort, willingness, and investment for achieving a specific purpose.

In fact the notion of demotivation is little touched in research. In spite of that, Dörnyei (2001) has given a relatively precise definition for it. Based on this definition, demotivation relates to specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action. Accordingly, the term demotivation is regarded as the negative counterpart of Motivation. For that reason, demotivated people could be regarded as the negative counterparts of motives. These students or language learners lose their interest, a phenomenon for which they have some reasons. Lose of interest, in itself, gives birth to different kinds of demotivation. However, the notion of demotivation cannot be related to every reluctant learner.

Dörnyei (2001) has mentioned three different negative factors which do not bring about demotivation. He believes that distraction is one of those factors. Watching television instead of doing one's homework, for instance, cannot be regarded as demotives since it does not carry negative value. In other words, this distraction provides learners with a more attractive alternative rather than demotivating them. In addition, gradual loss of interest cannot be regarded as a demotive since it affects more than one single event. On top of that, there are circumstances in which learners recognize the inconvenience or high costs of pursuing the goal. This is not demotivation because it involves internal processes of deliberation and no external inducements are present.

Another concept which is closely related but different from demotivation is "amotivation" that was first introduced by Deci and Ryan (1985) and refers to the relative absence of motivation that is not caused by a lack of initial interest. amotivation is caused when language learners feel unable and incompetent while faced with a formidable task or even a regular activity. Based on this concept, amotivating events are those which happen when a learner signifies inability to handle some situations or events. Briefly speaking, amotivation refers to lack of motivation and



an amotivated learner is someone who thinks he is not competent enough to pursue his goal. According to Dörnyei (2001) there exist some reasons for a learner to become amotivated. For instance a learner may think he or she is not able to perform the task or a learner does not think that strategies practiced by teachers are not effective enough. Also, a learner thinks that the effort needed to reach the outcome is outside the limits of his potentials or he may feel that a learner feels helpless thinking that his or her efforts are inconsequential considering the enormity of the task to be accomplished. These two latter factors also result in amotivation.

Also, demotivation is related to negative attitudes. Negative attitudes as Ellis (1994) claimed can impede language learning, since you usually get those attitudes when you are not interested or have difficulties with the teacher or with other students. Also, according to Dörnyei (2001), demotivation is also resided in external roots such as teachers' personalities, commitment and competence, teaching methods, inadequate school facilities and improper policy making. Illuminated by studies of this kind, the current research was an attempt to shed light on salient external demotivating factors in Iranian students.

## **LITERATURE REVIEW**

It is an obvious fact that learning a second language is a complex process in which motivation plays a vital role. The research studying effect of motivation on learning a second language was started from forty years ago. The theoretical foundations of these studies were deeply rooted in social psychology. However, development of theories and approaches in the study of motivation and its influence on language learning gave rise to a new school of thought particularly studying these possible effects in the field. According to Dörnyei (2003) emergence of cognitive motivation theories was a turning point that gave birth to more local and situated approaches towards studying the effect of motivation on language learning. As it is touched above the research on research on language learning motivation started since forty years ago in Canada with heavy emphasis put on this phenomenon as being socio-psychological. One of those pioneers in the field was Gardner (1985) who gave rise to a socio-psychological or educationally situated model of language learning. In spite of emergence of too many studies challenging and criticizing this model, it has stood firm against these findings and still served as the basic model for many subsequent studies from that time up to now. This model consists of five interrelated components that include integrativeness, attitudes toward the learning situation, motivation, integrative orientation and instrumental orientation. As it is defined in this model, in these two orientations, integrative orientation is a desire to interact and to identify with the members of the second language community. Also in this model instrumental orientation denotes a desire to learn the second language in order to achieve some pragmatic goals, such as getting a better job or higher salary, for example.

Besides, as it is explained by Gardner (2003) integrativeness is a kind of openness and tractability of language learners that promotes their positive motivation to learn the material being taught. In other words, integrative motivation is the total complex of the three components, integrativeness, attitudes towards the learning situation and motivation (Gardner, 2003) while motivation, according to Gardner (1985), consists of three components which are motivational intensity,

desire to learn a language and attitudes towards learning the language. The most crucial theorization of this model is that different components of this model including integrativeness, attitudes toward the learning situation and integrative and instrumental orientations all influence motivation while having indirect effect on achievement. On top of that, Gardner's work (2003) laid the foundations of one more development in the field of motivation research which was development of the Attitude/Motivation Test Battery, also known as AMTB which is a valid and reliable instrument for studying second language motivation. This instrument includes eleven different components measuring attitudinal and motivational variables related to learning situation such as reasons for learning a second language, integrative orientation and instrumental ones. Rather than this influential theoretical model, some other influential approaches came on the scene which lit more upon the field. Self-determination theory developed by Deci and Ryan (1985) is an example. Not unlike the previous model, it has different components such as intrinsic motivation, extrinsic motivation and self-determination each of which studying a different phenomenon. While intrinsic motivation is based on inner needs for competence and self-determination, extrinsically motivated behavior has an external perceived locus of causality, that is, a person acts in order to receive an extrinsic reward or to comply with an external constraint. And finally, self-determination, according to this model refers to the capacity to choose and have those choices determinate one's actions, instead of being driven by some forces or pressures. Later, Oxford and Shearin (1994) expanded Gardner's model with pointing to neglected aspects of the previous one. And finally, a *social constructivist model was put forward* by Williams and Burden (1997) which was a cognitive and constructivist, socially contextualized and dynamically interactive. The fundamental idea of their model was that the most vital component of motivation is making the decision to act. Considering the theoretical foundations touched above, in this section we review more recent studies in the field.

Since the emergence of humanistic approaches to language teaching, numerous studies have cultivated psychological and ego-related factors influencing language learning. Motivation has been among those areas which have challenged researchers in all these years with having different dimensions coming on the scene day by day. As it is also touched above, one more dimension of this phenomenon is deterring aspect of motivation which is called demotivation factors.

To investigate the sources of demotivation, Keblawi (2006) conducted a study to explore the factors affecting negatively learning English in Palestine high schools. He distributed his questionnaire among 294 high school and junior high school students. In this study an interview was conducted with 25 participants and a questionnaire was distributed among the others. The results of his study showed that the factors related to "teachers" and "aspects of English such as grammar and vocabulary" were the most demotivating factors.

Furthermore, in the same line of research in Japan, Kikuchi and Sakai (2009) conducted a study. They developed a questionnaire of 35 items and distributed in three private universities in Tokyo and Shizuoka, Japan. 112 participants filled in the questionnaires. This study revealed five demotivating factors for language learning course books, school facilities; test Scores, non-communicative methods, and teachers' competence and teaching styles.

Recently, several survey studies have dug into this issue in Iran although in different provinces and using different instruments with those of this study. For instance, a study conducted by Maryam Meshkat and Masoumeh Hassani (2011) to investigate the demotivating factors for learning English. To the same aim 421 high school students were selected to complete the questionnaires in Qom. The students were in grade two and three. The results indicated that Iranian students considered lack of school facilities, overemphasis on grammar, long passages and expectancy to use grammatically correct English in the classroom as strong sources of demotivation.

Kaivanpanah and Ghasemi (2011) investigated the main sources of demotivation among Iranian students. They selected their participants from among the students with different levels who deal with English language. 93 junior high school and 98 high school and 136 university students were selected to participate in their study. They found out that "learning contents", "materials and facilities", "attitude towards English speaking community", "the teacher", "experience of failure" and "attitude towards second language learning" were the main demotivating factors among Iranian students.

To investigate the main sources of demotivation in university context through an open-ended questionnaire, Sahragard and Ansari pour (2014) administered a questionnaire to 170 Iranian MA students of TEFL. The participants were selected in well-known universities of Iran like, University of Tehran, Shahid Beheshti University, Allame Tabataba'ee University, Tarbiat Modarress University, Tarbiat Moallem University, Shiraz University, University of Isfahan, Shahid Chamran University, Ferdowsi University and Kashan University. They found out that "economic problems" was the most important demotivating factor. Also, the second important demotivating factor was "future pessimism" while the third was "professors' characteristics". Problems associated with "syllabus design" contributed the next source of demotivation.

## RESEARCH QUESTIONS

This study, using a different instrument and in a different context, was an attempt to find answer to the failures in language learning that Yasuji's student are suffering from, considering low average score of these students after graduation and more important, the significant percent of those who give up the course and start studying another field. Therefore the following research Questions are put forward to be answered by the researcher.

1. What are the salient demotivating factors for Yasouj university students?
2. Which factors are the most demotivating for these students?

## METHEDOLOGY

The study adopted a qualitative approach to investigate the issue thoroughly. That is to say, a five point Likert scale questionnaire was used to get a deeper picture of the phenomena under study. However, appropriate quantitative data were extracted to provide a thorough understanding of the issue.

### ***Subjects***

The participants in this study were 177 university students both male and female who were studying English as a foreign language in Yasuj public Univeristy in Iran. All these students were selected through convenient sampling procedure.

### ***Instruments***

A modified version of Kikuchi and Sakai's (2009) demotivation questionnaire was employed in this study. The questionnaire originally consisted of 35 five-point Likert scale items which is was designed to measure six constructs: teachers, characteristics of classes, experiences of failure, class environment, class material and lack of interest. Some of the items which were not suitable for Iranian context were modified or discarded based on professional comments of three TEFL associate professors in Chabahar maritime university and Yasuj public university and statistical and item analysis output of SPSS software. It was a five pint likert one from strongly agree to strongly disagree. Thus, the fiinal version of the questionnaire consisted of 35 items consisted of six different factors as follows:

Items 1 to 5 were investigating the construct of teaching approach, items 6 to 13, course book construct, items 14 to 19 school facilities, items 20 to 27 teacher adequacy, items 28 to 31 educational policies and 32 to 35 were investigating the evaluation construct.

### ***Procedures***

The questionnaire was adopted from Sakai and Kikuchi (2009) and then translated and adapted for the purpose of the current study containing 35 items (variables) that give form to six different factors affecting language learners' motivation . 3 language associate professors at Chabahar and Yasouj universities controlled the accuracy and acceptability of translation and adaption process. At first the questionnaire was administered to a group of 15 students who were similar to target group to check the wording of the items. The Cronbach-alpha coefficient for the reliability of the questionnaire in the pilot study was 0.81.

*Reliability Statistics*

Cronbach Alpha	N of Items
0.819	35

The final version of the questionnaire was administered to a group of 177 students. The students were given enough time to complete the questionnaires. The students filled in the questionnaire in January (2016) during their English class time. It took 20 to 30 minutes to complete the questionnaires.

## **RESULTS AND DISCUSION**

As it was also mentioned before, the very beginning five items of the questionnaire was designed to investigate teaching approach construct. The results of these items showed that 30.34 percent of the students were strongly agree and 20 percent agree with the items endorsing the fact that problems in teaching is a demotivating factor for Iranian students while 9.58 percent disagree and

17 percent strongly disagree with this statements. Besides, 23 percent of the students filled in the neutral box. These findings showed that Iranian students believe that teaching approach adopted by Iranian professors brings about considerable demotivation for language learners.

The next items of the questionnaire investigated issues associated with the construct of course book. Too, the results of these items demonstrated that 22 percent of the students were strongly agree and 20 percent were agree with the items standing behind the fact that course book was a demotivating factor for Iranian students while 20 percent of the participants were disagree and 20 percent strongly disagree with this statements. Besides, 21 percent of the participants had no idea about this factor with leaving the items unchecked. Not unlike the previous ne, these results showed that this factor is not considered as a too much demotivating factor from the viewpoints of our participants.

The next factor which was inadequate school facilities got the most attention in items investigating this construct. In this factor, the results of the research demonstrated that in these items, 57.8 percent of students were strongly agree and 14.7 percent agree with the fact that lack of suitable school facilities for learning English in schools is a demotivating factor while 5.7 percent of the students were disagree and 6.8 percent strongly disagree with this statements. Besides, 14 percent of the students filled in the neutral box. These results showed that "inadequate school facilities" is considered as an important demotivating factor by our subjects.

The results for the factor related to teacher inadequacy indicated that 15.4 percent of the students were strongly agree and 11.5 percent agree with the fact that teacher inadequacy was a demotivating factor for Iranian students while 24 percent of the students were disagree and 29.8 percent strongly disagree with this factor. In addition, 20.3 percent of the students filled in the neutral box. These findings showed demonstrated that teacher inadequacy was not a too much demotivating factor for Iranian students.

The factor which was inadequate education policies was the fifth factor. In this factor, the results of the research indicated that 21.6 percent of the students were strongly agree and 11.7 percent agree with the fact that "inadequate education policies" was a demotivating factor for students while, 16.6 percent of the students were disagree and 37.5 percent strongly disagree with this factor. Besides, 17.3 percent of the students filled in the neutral box. According to this research, this factor was not a too much demotivating factor.

And finally, in factor six the results of this research showed that 29.6 percent of the students were strongly agree and 34 percent agree with the fact that inadequate evaluation was a demotivating factor for Iranian students while 5.9 percent of the students were disagree and 13 percent strongly disagree with this statement. In addition, 17.3 percent of the students had no idea about this factor. These results indicated that inadequate evaluation was not a too much demotivating factor. The findings of the present study showed that the factor "inadequate school facilities" and inappropriate teaching approaches adopted by language teachers along with wrong evaluation procedures are the most demotivating factor. This shows that lack of sufficient school facilities such as DVDs and CDs and using computer and internet for learning English in university can

discourage the students and can be a demotivating factor. These findings are in line with Meshkat and Hassani (2012) who studied the main demotivating factors among Iranian students and found that this factor is strongly demotivating for students. It is noteworthy mentioning that in most of the previous studies about demotivation, factors related to "inadequate school facilities" were found as strong demotivating factor (Dörnyei, 2001; Kaivanpanah & Ghasemi, 2011; Afrough, Rahimi & Zarafshan, 2014; Hosseini & Jafari, 2014).

Besides that, "inadequate evaluation" and "adopted teaching approach" were other major source of demotivation. It seems that adherence to classic ways of teaching and testing and low familiarity with new concepts of teaching and assessment such as dynamic assessments and learner-centered approaches of learning brings about this debilitating condition while new practice may help students to tackle these problems. This finding was in accordance with Kikuchi and Sakai (2008) who had already found that "testing score" and teaching procedures were main demotivating factor for high school students. According to these findings other factors are amongst moderate or even weak demotivating factors. Since no instrument is completely comprehensive, an open ended questionnaire may shed light other factors contributing to demotivation in these subjects which were outside the domains of these instrument.

## CONCLUSION

The current research was an attempt to shed light on salient demotivating factors in Yasouj university students. The findings showed that Iranian students believe that teaching approach adopted by Iranian professors, inadequate school facilities and inadequate evaluation procedure brings about considerable demotivation for language learners. These findings were in line with many other similar researches which were conducted in EFL contexts. These findings have implications for language learners, language teachers, educational policy makers and syllabus designers.

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## AN INVESTIGATION INTO THE EMPLOYMENT OF COMMUNICATION OPPORTUNITIES AND STRATEGIES USED BY GOOD LANGUAGE LEARNERS

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### ABSTRACT

*The present study aimed at investigating the employment of communication opportunities and strategies used by good language learners. To achieve the objective of the study, 29 females and 26 males in different age ranges and different levels of language achievement from the learners of TEFL (Teaching English as a Foreign Language) in Azad University of Sanandaj in Iran participated in this study. Two instruments were used in the present study to collect the required data including Tao Zhao Communication Strategy Questionnaire (CSQ) and an open ended interview. The purpose of these two instruments was to collect quantitative and qualitative data for this study. The study first looked at communication strategies used by good language learners which can be helpful in creating the opportunities for communication. These strategies are strategies for coping with communication problems, understanding interlocutor's messages, and carrying on the conversation as intended. Next, via an open ended interview, some of the major necessary abilities and opportunities for good language learners to communicate in English effectively and to gain mastery over learning speaking issues were identified, including volunteering to get the opportunities, being at ease and enjoying using English, working in small groups and team works and so on.*

**KEYWORDS:** Attitude, Communication strategies, Good language learners

### INTRODUCTION

One of the main and primary objectives of second or foreign Language learning and teaching is to interact with others. According to Franken (1994), in human motivation, the need for novelty and complex stimulation, the need to communicate ideas and values, and the need to solve problems are three reasons why people are motivated to be creative. Argyle (1969) mentioned

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two general interactions management skills (1) “the ability to establish and sustain a smooth and easy pattern of interaction” and (2) “the ability to maintain control of the interaction without dominating” (p. 327–328). Learning a new language enables learners to make connections with other people with different cultures. Li (2013) believes that “The purpose of learning a foreign language is to learn to communicate in the target language, to learn the customs and traditions of the speech community, and to promote one’s study and work” (p. 371).

The studies show that good second or foreign language learners increase their pleasure and perception of their own and target language cultures; develop their capacity to communicate their thoughts, ideas, and needs, and respond to target language people; use different means of communication and expression effectively for learning and communication; provide opportunities to reflect on their first language and compare with second or foreign languages (Holden, 2002; Dickinson, 1992; McDonough & Shaw, 2003; Rubin, 1975; Rubin & Thompson 1982). Meaningful communication aspect of a language refers to pragmatic and social aspects of language to represent thoughts and ideas; to use language in different ways such as questioning, clarifying, description, and so on; to be able to actively take part in discussions and express their own thoughts in English, as well as understand the views and experiences of others; to be able to use nonverbal rules of communication (Brown, 2007; Ericsson, 1993; Lightbown & Spada, 1999; & Ur, 2005).

Good language learners create opportunities by using some communication strategies to communicate with others and to convey necessary components of their messages. In this study, thus, the researcher wants to consider the strategies that good language learners adopt to create opportunities to communicate in the target language. The main objectives of this study are: to investigate communication strategies used by MA students of English defined as good language learners to create opportunities for effective communication and to investigate the communication opportunities created by MA students of English defined as good language learners.

## REVIEW OF THE LITERATURE

Humans communicate with others to transform ideas, information and expectations in a variety of ways such as speaking or written, gestures and other body language. According to Keyton, (2010), Communication is defined as the process of conveying information and common understanding from one person to another. Effective communication with others can be helpful to motivate learners and facilitate learning. Effective communication as the key to establish any relationship with others is essential to the productivity of any learning processes. Rubin (1975) identified the following strategies used by good language learners: a) making reasoned guesses when not sure b) making an effort to communicate and to learn through communication c) finding strategies for overcoming inhibitions in target language interaction d) practicing the language whenever possible e) monitoring their speech and that of others f) attending to form (i.e., grammar) g) paying attention to meaning.

According to Li (2013), “Communicative competence is the ability to achieve certain communicative aims by various possible linguistic or non-linguistic means. According to Rymniak (2008), communicative competence includes: Grammatical competence to become proficient in the linguistic code such as vocabulary, grammar, pronunciation, spelling and word formation; Sociolinguistic competence to understand utterances in various social contexts; Discourse competence to achieve cohesion in form and coherence in thought; Strategic competence to overcome limitations in language knowledge.

There are two types of communication: Verbal and Non-verbal. Verbal communication is a type of communication in which you use words to interchange the information with others. Nonverbal communications use some other modes rather than words for communicating. Physical nonverbal communication, or body language, includes facial expressions, eye contact, body posture, gestures tone of voice, touch, and others. Communication strategies (CSs) are what learners use “to overcome the inadequacies of their interlanguage resources” (Ellis, 1994, p. 396). According to Bialystok (1990), “the variety of taxonomies proposed in the literature differs primarily in terminology and overall categorizing principles rather than in the substance of specific strategies”. there are three types of strategies used by learners that contribute directly or indirectly to language learning. These are: a) learning strategies b) communication strategies c) social strategies.

The best opportunities for communication occur in language learners’ daily routine activities at home and school. Good language learners set up the learning environment in a special way to ensure they have plenty of opportunities to be in control and make choices. “To reinforce risk-taking, it is necessary to develop an ample affective framework to overcome learner’s anxiety of learning the target language” (Dufeu, 1994, p. 89-90). Good language learners need to see a reason for doing something. As Graham (1997) declares said, “For learners, a vital component of self-directed learning lies in the on-going evaluation of the methods they have employed on tasks and of their achievements” (p. 170). Good language learners should set up the environment to create more opportunities to make choices and to direct activities.

Creating a safe space where students are free to attempt and practice language without reprisal is “necessary to develop an ample affective framework to overcome learner’s anxiety of learning the target language” (Dufeu, 1994, p. 89-90). As Breen (2001) points out, any adequate theory of second language acquisition has to account for three key factors and, crucially, their interrelationship. The three factors are: (1) what the participant brings to the process of second language acquisition (2) The nature of the actual language learning process, and (3) the outcomes from the process in terms of linguistic. Although the importance of communication strategies is widely recognized, “little has been discovered about the developmental nature of CSs in L2 production” (Ellis, 1994, p. 402). According to Palmberg (1978, p. 1), communication strategies refer to “those systematic devices a second-language learner uses in attempting to express precise meaning in the TL”. According to Yoder and Staugler, (2004), there are four types of communication opportunities: a) Conversation/Interaction: these are usually unstructured and could be with friends, siblings or adults. b) Academic Participation: the communication that occurs within an educational activity which usually involves specific topic vocabulary.

- c) Language/Literacy Learning: specific instructional tasks for learning reading and writing skills.
- d) The Basics: needs, wants and routine messages

## RESEARCH QUESTIONS

The present study was set out to answer the following research questions:

- What communication opportunities do MA students of English defined as good language learners create?
- What communication strategies do they use?

## METODOLOGY

### *Participants*

The participants of this study were selected from university students majoring in TEFL (Teaching English as a Foreign Language) in MA grade studying at Islamic Azad University of Sanandaj in Iran. To complete the purposes of the present study, 55 learners from the TEFL learners in Islamic Azad University of Sanandaj were chosen randomly. The participants of the present study were 29 females and 26 males between the ages of 24 and 35. They were with different levels of language. It is necessary to say that gender was not examined in this study.

### *Instruments*

The researcher used two the following questionnaires to achieve the goals of the study:

1. The Tao Zhao Communication Strategy Questionnaire (CSQ) modified based on the sets of communication strategies used by Dörnyei and Scott (1997), Nakatani (2006), Mariani (2010), and Somsai and Inatarprasert (2011). This questionnaire includes 34 items, including items of strategies for coping with communication problems (CCP), items of strategies for understanding interlocutor's messages (UIM), and items of strategies for carrying on the conversation as intended (CCI).

This questionnaire is used by the researchers in various contexts to measure learners' communication strategies used to cope with communication problems, to understand interlocutor's messages, and to carry on the conversation as intended. Prior to the study, the communication strategies questionnaire was piloted on a group of 20 EFL students whose characteristics were similar to those of the target group answered the questionnaire used in this study. The purpose behind piloting the test was to estimate its reliability. The reliability index for the code-switching strategy use questionnaire estimated through Cronbach's Alpha showed acceptable values ( $r = 0.734$ ).

2. A qualitative open ended interview was conducted by researcher to investigate the communication opportunities good language learners create. This instrument was a semi-structured interview which was basically based on some aspects the researcher wanted to know about the communication opportunities created by good language learners. In the open-ended semi-structured interview, 8 questions were asked to investigate the communication opportunities

created by good language learners. The interview questions were submitted to two experts in the field of TEFL to review. Based on their reflection, some items in the interview were changed and several new items were added. The exact time of each interview varied between 15 to 35 minutes (see appendix III) depending on the participant's desire to speak. All interviews were recorded, transcribed and coded based on the participants' opinion

## RESULTS AND DISCUSSION

### *Quantitative Results*

To investigate and analyze the data related to Iranian good EFL learners' using communication strategies in this study, descriptive statistics were used. They were obtained via Communication Strategy Questionnaire (CSQ) and the Tao Zhao Communication Strategy Questionnaire (CSQ).

To analyze the Likert-scale, responses of the good language learners' communication strategies using, frequency distributions and percentages were calculated through the statistical package for the social sciences (SPSS, version 21). The participants were requested to indicate the extent to which they agree with one special trait to determine the amount of their communication strategies using for EFL learning at Azad University. Language learners in this study expressed the amount of their agreement with 19 strategies for coping with communication problems to be more effective communicators.

The information related to the "Using familiar words, phrases or sentences" strategy is contained in Table 1 is seen, 96.4 percent of students chose "agree" and "strongly agree" options. Approximately 86 percent of the respondents expressed their feelings about "correcting one's own pronunciation, grammar and lexical mistakes"; "referring to mobile phone dictionary or another type of document"; "spelling or writing out the intended words, phrases, or sentences"; "asking the interlocutor to confirm that one's made oneself understood"; and "appealing help from the interlocutor either verbally or non-verbally" strategies in strongly agree or agree level as well.

Approximately 78.2 percent of the respondents expressed their feelings about "drawing a picture"; "thinking in Persian before speaking"; "using nonverbal language such as body language"; "referring to objects or materials"; and "making up a new word in order to communicate a desired concept (word-coinage)" strategies for coping with communication problems (CCP) by choosing agreement and strongly agreement options.

Approximately 77 percent of respondents mentioned that they "strongly agreed" and "agreed" with "repeating what the interlocutor has just said"; "correcting the incorrect and inappropriate utterances by oneself"; and "speaking Persian instead when one doesn't know how to say in English" strategies in strongly agree or agree level as well. But only 67.2 percent of the respondent "strongly agreed" and "agreed" with "thinking first of a sentence one already knows in English and then trying to change it to fit the situation" strategy for coping with communication problems (CCP).

Approximately 77 percent of respondents mentioned that they “strongly agreed” and “agreed” with using simple expressions; using synonym or antonym”; and “making use of expressions found in some sources of media (e.g. movies or songs)” strategies for coping with communication problems (CCP).

By looking at the following table, it is seen that 10.9 percent of participants have chosen “correcting the incorrect and inappropriate utterances by oneself” and “speaking more slowly to gain time to think” strategies.

It is also observed that 9.1 percent of participants have chosen disagreement for “using synonym or antonym strategy; speaking Persian instead when one doesn’t know how to say in English”; and “making use of expressions found in some sources of media (e.g. movies or songs) strategies”.

Table 1 shows that 7.3 of respondents disagree with “making up a new word in order to communicate a desired concept (word-coinage)” and “referring to objects or materials” strategies.

The data of Table 1 shows that only 7.3 percent of the respondents chose “strongly disagreement” and “disagreement” options for “drawing a picture”; “correcting one’s own pronunciation, grammar and lexical mistakes”; and “thinking in Persian before speaking strategies”.

As is seen, 10.9 percent of the participants showed their “disagreement” with “appealing help from the interlocutor either verbally or non-verbally” and “using nonverbal language such as body language” strategies.

Data in Table 1 also shows that only 3.6 percent of the respondents chose “strongly disagreement” and “disagreement” options for “asking the interlocutor to confirm that one’s made oneself understood” strategy and 14.6 percent of the respondents chose “strongly disagree” and “disagree” options for “thinking first of a sentence one already knows in English and then trying to change it to fit the situation” strategy. But only 5.5 percent of the respondents chose “strongly disagreement” and “disagreement” options “for Spelling or writing out the intended words, phrases, or sentences” and “repeating what the interlocutor has just said” strategies

Table 1: Summary of the items of strategies for coping with communication problems (CCP)

Items of strategies for coping with communication problems (CCP)		Choices					Total
		strongly disagree	disagree	undecided	agree	strongly agree	
1.Using familiar words, phrases or sentences	Count	0	1	1	32	21	55
	% within Item	0.0%	1.8%	1.8%	58.2%	38.2%	100.0%
2.Using simple expressions	Count	0	5	10	25	15	55
	% within Item	0.0%	9.1%	18.2%	45.5%	27.3%	100.0%
3.Drawing a picture	Count	1	3	8	21	22	55
	% within	1.8%	5.5%	14.5%	38.2%	40.0%	100.0%



	Item						
4.Using synonym or antonym	Count	0	5	10	19	21	55
	% within Item	0.0%	9.1%	18.2%	34.5%	38.2%	100.0%
5.Correcting one's own pronunciation, grammar and lexical mistakes	Count	1	3	3	25	23	55
	% within Item	1.8%	5.5%	5.5%	45.5%	41.8%	100.0%
6.Repeating what the interlocutor has just said	Count	0	3	10	18	24	55
	% within Item	0.0%	5.5%	18.2%	32.7%	43.6%	100.0%
7. Correcting the incorrect and inappropriate Utterances by oneself	Count	0	6	7	33	9	55
	% within Item	0.0%	10.9%	12.7%	60.0%	16.4%	100.0%
8.Speaking more slowly to gain time to think	Count	0	6	3	15	31	55
	% within Item	0.0%	10.9%	5.5%	27.3%	56.4%	100.0%
9.Speaking Persian instead when one doesn't know how to say in English	Count	0	5	8	21	21	55
	% within Item	0.0%	9.1%	14.5%	38.2%	38.2%	100.0%
10.Thinking in Persian before speaking	Count	1	3	8	21	22	55
	% within Item	1.8%	5.5%	14.5%	38.2%	40.0%	100.0%
11. Referring to mobile phone dictionary or another type of document	Count	0	7	1	19	28	55
	% within Item	0.0%	12.7%	1.8%	34.5%	50.9%	100.0%
12. Using nonverbal language such as body language	Count	1	5	6	21	22	55
	% within Item	1.8%	9.1%	10.9%	38.2%	40.0%	100.0%
13.Spelling or writing out the intended words, phrases, or sentences	Count	0	3	4	27	21	55
	% within Item	0.0%	5.5%	7.3%	49.1%	38.2%	100.0%
14. Referring to objects or materials	Count	0	4	8	27	16	55
	% within Item	0.0%	7.3%	14.5%	49.1%	29.1%	100.0%
15.Thinking first of a sentence one already knows in English and then trying to change it to fit the situation	Count	3	5	10	13	24	55
	% within Item	5.5%	9.1%	18.2%	23.6%	43.6%	100.0%
16.Asking the interlocutor to confirm that one's made oneself	Count	1	1	10	21	22	55
	% within Item	1.8%	1.8%	18.2%	38.2%	40.0%	100.0%

understood							
17. Appealing help from the interlocutor either verbally or non-verbally	Count	1	5	6	21	22	55
	% within Item	1.8%	9.1%	10.9%	38.2%	40.0%	100.0%
18. Making use of expressions found in some sources of media (e.g. movies or songs)	Count	0	5	9	23	18	55
	% within Item	0.0%	9.1%	16.4%	41.8%	32.7%	100.0%
19. Making up a new word in order to communicate a desired concept (Word-coinage)	Count	0	4	8	27	16	55
	% within Item	0.0%	7.3%	14.5%	49.1%	29.1%	100.0%

Language learners in this study expressed the amount of their agreement with 10 strategies for understanding interlocutor's messages (UIM) to be more effective communicators. Based on the results of the data analysis, 76.4% of respondents announced their agreement with the "asking the interlocutor to slow down; asking the interlocutor to write out the key word"; and "noticing the interlocutor's gestures and facial expressions" strategies for understanding interlocutor's messages (UIM) by choosing "agree" and "strongly agree" options.

Approximately 78% of respondents announced that they "strongly agreed" and "agreed" with "asking the interlocutor for a repetition"; "asking the interlocutor to simplify the language"; and "asking the interlocutor to give an example" strategies for understanding interlocutor's messages (UIM).

Table 2 shows that 87.3 % of the participants stated their agreement with "appealing for assistance from other people around" and "trying to translate into Persian little by little to understand what the interlocutor has said" strategies for understanding interlocutor's messages (UIM).

In Table 2, the data shows that about 70.9 % of the respondents chose "strongly agree" and "agree" options for the eighth strategy for understanding interlocutors messages (UIM) "guessing the meaning of what the interlocutor has said", while the disagreement with this communication strategy is 0%.

The data shows that about 85.5 % of the respondents chose "strongly agree" and "agree" options for the 6th strategy for understanding interlocutor's messages (UIM) "trying to catch the interlocutor's main point", while the disagreement with this communication strategy is 1.8 %.

Table 2: Summary of the items of strategies for understanding interlocutor's messages (UIM)

Items of strategies for understanding interlocutor's messages (UIM)		Choices					Total
		strongly disagree	disagree	undecided	agree	strongly agree	
1. Asking the interlocutor to slow down	Count	0	2	11	25	17	55
	% within Item	0.0%	3.6%	20.0%	45.5%	30.9%	100.0%
2. Asking the interlocutor for a repetition	Count	1	5	6	21	22	55
	% within Item	1.8%	9.1%	10.9%	38.2%	40.0%	100.0%
3. Asking the interlocutor to simplify the Language	Count	0	7	5	20	23	55
	% within Item	0.0%	12.7%	9.1%	36.4%	41.8%	100.0%
4. Asking the interlocutor to write out the key word	Count	0	5	8	21	21	55
	% within Item	0.0%	9.1%	14.5%	38.2%	38.2%	100.0%
5. Asking the interlocutor to give an example	Count	1	3	8	21	22	55
	% within Item	1.8%	5.5%	14.5%	38.2%	40.0%	100.0%
6. Trying to catch the interlocutor's main point	Count	0	1	7	14	33	55
	% within Item	0.0%	1.8%	12.7%	25.5%	60.0%	100.0%
7. Appealing for assistance from other people around	Count	0	3	4	27	21	55
	% within Item	0.0%	5.5%	7.3%	49.1%	38.2%	100.0%
8. Guessing the meaning of what the interlocutor has said	Count	0	0	16	22	17	55
	% within Item	0.0%	0.0%	29.1%	40.0%	30.9%	100.0%
9. Trying to translate into Persian little by little to understand what the interlocutor has said	Count	0	3	4	27	21	55
	% within Item	0.0%	5.5%	7.3%	49.1%	38.2%	100.0%
10. Noticing the interlocutor's gestures and facial expressions	Count	3	3	7	20	22	55
	% within Item	5.5%	5.5%	12.7%	36.4%	40.0%	100.0%

The data in Table 2 shows that only 3.6 % of the respondents chose disagreement option for “asking the interlocutor to slow down” strategy and 12.7 % of the respondents chose “strongly disagreement” and “disagreement options for “asking the interlocutor to simplify the language” strategy. But only 5.5 % of the respondents chose disagreement option “appealing for assistance from other people around” and “guessing the meaning of what the interlocutor has said” strategies for understanding interlocutor's messages (UIM).

According to the data obtained from the Table 2, 9.1 % of the students stated their disagreement with “asking the interlocutor to write out the key word” strategy for understanding interlocutor's messages (UIM).

The data in Table 2 shows that 10.9 % of the respondents chose “disagreement” option for “appealing for assistance from other people around” strategy and 11.0 % of the respondents chose “strongly disagreement” and “disagreement” options for “noticing the interlocutor's

gestures and facial expressions” strategy. But only 7.3% of the respondents chose “strongly disagreement” and “disagreement” options for “asking the interlocutor to give an example” strategy for understanding interlocutor’s messages (UIM).

Language learners in this study express the amount of their agreement with 5 strategies for carrying on the conversation as intended (CCI) to be more effective communicators. About, 76.3 % of respondents announced that they “strongly agreed” and “agreed” with item 1 “trying to enjoy the conversation”, while only 14.5 % of them were expressed that they disagreement with this strategy for carrying on the conversation as intended (CCI).

Overall, 92.7 % of respondents stated their agreement with “sending continuation signals to show one’s understanding” strategy for carrying on the conversation as intended (CCI) is at “agree” and “strongly agree” level.

Overall, 83.6 % of respondents stated that they “strongly agree” and “agree” with strategy 3 for carrying on the conversation as intended (CCI) “feeling all right for taking risks while speaking”, while their disagreement with this communication strategy is less than 2.0.

Table 3: Summary of the items of strategies for carrying on the conversation as intended (CCI)

Items of strategies for carrying on the conversation as intended (CCI)		Choices					Total
		strongly disagree	disagree	undecided	agree	strongly agree	
1. Trying to enjoy the conversation	Count	0	8	5	30	12	55
	% within item	0.0%	14.5%	9.1%	54.5%	21.8%	100.0%
2. Sending continuation signals to show one’s understanding	Count	0	0	4	32	19	55
	% within item	0.0%	0.0%	7.3%	58.2%	34.5%	100.0%
3. Feeling all right for taking risks while speaking	Count	0	1	8	24	22	55
	% within item	0.0%	1.8%	14.5%	43.6%	40.0%	100.0%
4. Feeling all right if the conversation does not go smoothly by keeping talking	Count	0	3	4	27	21	55
	% within item	0.0%	5.5%	7.3%	49.1%	38.2%	100.0%
5. Responding to the interlocutor despite an imperfect understanding of the message	Count	0	6	4	31	14	55
	% within item	0.0%	10.9%	7.3%	56.4%	25.5%	100.0%

You can see the respondents’ level of agreement with “feeling all right if the conversation does not go smoothly by keeping talking” strategy for carrying on the conversation as intended (CCI) in the Table 3 Based on the obtained data, 38.2% and 49.1 % respectively is at “strongly agree” and “agree level”. But 5.5 % of the respondents “disagree” with this strategy for carrying on the conversation as intended (CCI).

In the Table 3, the information related to the “responding to the interlocutor despite an imperfect understanding of the message” strategy shows us that about 82.0 % of the respondents chose

“strongly agreement” and “agreement” options with this strategy, while their disagreement with this communication strategy is less than 11.0.

Table 4: Descriptive Statistics for questionnaire items

Item	N	Minimum	Maximum	Mean	Std. Deviation
1	55	2	5	4.33	.610
2	55	2	5	4.44	.788
3	55	1	5	4.00	1.122
4	55	3	5	4.02	.782
5	55	2	5	3.96	.881
6	55	2	5	3.91	.908
7	55	2	5	4.29	.994
8	55	2	5	4.24	.999
9	55	1	5	4.13	.904
10	55	3	5	4.27	.592
11	55	2	5	3.82	.841
12	55	2	5	3.84	.938
13	55	1	5	4.20	.911
14	55	2	5	4.02	.972
15	55	2	5	4.07	1.016
16	55	2	5	4.05	.951
17	55	1	5	3.91	1.221
18	55	2	5	4.04	.816
19	55	2	5	3.98	.933
20	55	2	5	4.20	.803
21	55	2	5	4.22	.762
22	55	2	5	4.15	.911
23	55	1	5	4.05	1.026
24	55	2	5	4.00	.861
25	55	1	5	4.09	.967
26	55	1	5	4.05	1.026
27	55	2	5	4.00	.861
28	55	2	5	4.07	1.016
29	55	1	5	4.09	.967
30	55	2	5	4.22	.762
31	55	1	5	4.05	1.026
32	55	1	5	4.09	.967
33	55	2	5	4.05	.951
34	55	2	5	4.22	.762

### Qualitative Results

To investigate and analyze the data related to Iranian good EFL learners' employment of communication opportunities, an open-ended semi-structured interview was used. This semi-structured interview focused on 8 questions regarding communication opportunities good language learners create.

*First question:* What do you think your English level and particularly your speaking skill are like?

Based on the results of the data analysis in the interview, 20% of respondents announced that they are at upper intermediate level. About, 80% of them said that they are advanced and fluent.

Table 5: Learners' speaking level

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Upper intermediate	2	20.0	20.0	20.0
Advanced and fluent	8	80.0	80.0	100.0
Total	10	100.0	100.0	

**Second question:** Would you mind describing your personality (quiet or talkative, relaxed or tense, ...)?

The data in Table 6 shows that 70 % of the respondents are Talkative and 30 % of the respondents are quiet people. About, 60 % of the respondents are Relaxed But only 40% of them have Tense personality.

You can see that 70% of the respondents are extroverted people. But 30 % of the respondents are introverted persons. About, 60 % of respondents stated that they are intuitive, while 40 % of respondents stated that they are sensing people. Overall, 70 % of respondents stated that they are perceiving persons and 30% of them have Judging personality.

Table 6: Learners' personality

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
Talkative/Quiet	Talkative	7	70.0	70.0	70.0
	Quiet	3	30.0	30.0	100.0
	Total	10	100.0	100.0	
Relaxed/ Tense	Relaxed	6	60.0	60.0	60.0
	Tense	4	40.0	40.0	100.0
	Total	10	100.0	100.0	
Introversion/ Extroversion	Introversion	3	30.0	30.0	30.0
	Extroversion	7	70.0	70.0	100.0
	Total	10	100.0	100.0	
Intuitive/ Sensing	Intuitive	4	40.0	40.0	40.0
	Sensing	6	60.0	60.0	100.0
	Total	10.0	100.0	100.0	100.0
Feeling / Thinking	Feeling	5	50.0	50.0	50.0
	Thinking	5	50.0	50.0	100.0
	Total	10	100.0	100.0	
Judging/ Perceiving	Judging	3	30.0	30.0	30.0
	Perceiving	7	70.0	70.0	100.0
	Total	10	100.0	100.0	

**Third question:** which competency do you think you need to communicate in English effectively? Interview data showed that the necessary abilities for good language learners to communicate in English effectively are improving four macro skills at the same time and communicative competence.

**Fourth question:** do you think volunteering yourselves to answer in class is effective in creating communicative opportunities?

Interview data show that volunteering of learners to answer in class is effective in creating communicative opportunities. Good language learners believed volunteering is helpful to: a)



believe in ourselves and especially in our speaking ability to communicate in public b) increase self-confidence and comfortable feeling c) increase relationship skills and create communication opportunities d) share something important with others.

*Fifth question:* do you think, being at ease and enjoying using English effect on creating communication opportunities?

Interview data show that being at ease and enjoying using English in class are effective in creating communicative opportunities. Good language learners believed being at ease and enjoying using English is a necessary factor in communication. Being at ease and enjoying using English increase learners' motivation to create communication opportunities.

*Sixth question:* In what situation do you feel most comfortable (most willing) to communicate: in pairs, in small groups, with the teacher in a whole class? Why?

The data obtained from Interview show that level of proficiency and also your personality play important roles in selecting situation where good language learners feel most comfortable (most willing) to communicate. They believed working in small groups and team works are conducive to learning.

*Seventh and Eighth Questions:* Do you as a good language learners, read or watch news about foreign countries; talk about situations and events in foreign countries with your friends and/or classmates for creating communication opportunities?

Interview data show that good language learners like reading or watching news about foreign countries; talking about situations and events in foreign countries with your friends and/or classmates as good opportunities to communicate with each other.

### ***Discussion***

In the present study, the researcher first investigated the employment of communication strategies by good language learners. To confirm the goals, 55 good English language learners answered the communication strategy questionnaire. Data collection of this part was done through The Tao Zhao Communication Strategy Questionnaire (CSQ) which essentially was based on strategies for coping with communication problems (CCP), strategies for understanding interlocutor's messages (UIM), and strategies for carrying on the conversation as intended (CCI). The findings related to the communication strategy questionnaire are in line with Dörnyei (1995); Larsen-Freeman and Long (1991); MacIntyre (1994); Somsai and Intaraprasert, (2011); & Tarone, (1983). Dörnyei (1995), suggested that "some people can communicate effectively in an L2 with only 100 words".

The quantitative analysis of the data reported showed that the most effective communication strategies chosen by good language learners for coping with communication problems (CCP) are: 1. Using familiar words, phrases or sentences; 2. Correcting one's own pronunciation, grammar and lexical mistakes; 3. Referring to mobile phone dictionary or another type of document; 4. Spelling or writing out the intended words, phrases, or sentences; Thinking in Persian before speaking; 5. Asking the interlocutor to confirm that one's made oneself

understood; and 6. Appealing help from the interlocutor either verbal or non-verbal strategies. According to the data obtained from The Tao Zhao Communication Strategy Questionnaire (CSQ), most of the respondents mentioned that they “strongly agreed” and “agreed” with 1. Asking the interlocutor for a repetition; 2. Asking the interlocutor to simplify the Language; 3. Appealing for assistance from other people around; 4. Trying to translate into Persian little by little to understand what the interlocutor has said; and 5. Asking the interlocutor to give example strategies for understanding interlocutors’ messages (UIM).

Interview data revealed that the necessary abilities for good language learners to communicate in English effectively and to gain mastery over learning speaking issues are 1. Improving four macro skills at the same time; 2. Communicative competence; 3. Improving body language to convey meaning; Increasing their motivation to success in foreign language learning; 4. Up-to-date speakers' knowledge and information; 5. Understanding what others said to them; and Self-confidence.

## CONCLUSION

This study tried to find out the employment of communication opportunities and strategies by good language learners. The study was conducted to investigate the following questions: 1) what communication opportunities do MA students of English defined as good language learners create? 2) what communication strategies do they use? By learning a new language, learners engage obtain new information, express their feelings and emotions, and exchange opinions with other learners and the target people effectively. To answer question two, the data collected via The Tao Zhao Communication Strategy Questionnaire (CSQ) to investigate Iranian good EFL learners’ agreement with three kinds of communication strategies including: strategies for coping with communication problems (CCP), strategies for understanding interlocutor’s messages (UIM), and strategies for carrying on the conversation as intended (CCI).

Based on the obtained data from interview, being at ease and enjoying using English in class is effective in creating communicative opportunities. This study has profound implications for educational researchers, EFL teachers, EFL learners, administrators and future research: a) findings from this study help teachers to provide learners with a variety of b) the learners' awareness of communicative opportunities and strategies, c) increase good learners confidence during communication in English d) help teachers to provide suitable environment for learners to create and employ communicative opportunities and strategies.

### *Limitations of the Study*

Like any other study carried out in an EFL context, there will be some possible limitations on this study that can restrict the validity and generalizability of findings of the study:

- The small sample size of participants restricted to Sanandaj EFL university students may not be representative for all of the other EFL students.
- The effect of age range, gender and L1 background (Persian or Kurdish) undermined in this study may be considered as an effective factor on students' amount of attitude.
- It will be possible that learners' responses may not be representative of their real behavior.

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## ON THE IDEAS OF LANGUAGE EXPERTS ABOUT INDIVIDUAL DIFFERENCES OF IRANIAN EFL LEARNERS

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### ABSTRACT

*In the present paper, the researchers intend to explore more into the issue and shed light on the different aspects of individual differences in language learning. In this regard, the researchers studied the vast volume of the related literature for the purpose of clarification of the issue. In line with this purpose, the researchers studied the differing views of language experts about their ideas on individual differences of English as a foreign language (EFL) learners. The number of participants who were interviewed in the study (N=10) were selected from among Language experts in higher education Institute Farahmand Larijan, Iran. Both males and females (6 males and 4 females) participated in the study. Their age ranged from 28 to 50. All of them were non-native English teachers and had B.A or M.A degree. The participants' major was English Language Teaching, literature and Translation. The findings indicated that out of ten language experts being interviewed, all of them believed that language teachers should be familiar with the individual differences of the students. Almost over half of them said that teachers should pay more attention to factors such as motivation and language proficiency. Also, in their view, age and environment were the most important factor of individual difference.*

**KEYWORDS:** Language Experts, Individual differences, Iranian EFL Learners

### INTRODUCTION

Karami Zarandi (2013) in her M.A thesis stated that Oxford and Ehrman (1992) believe that in order to offer efficient instructions, teachers should learn to identify and comprehend significant individual differences among their students. This is especially important to speed up second and foreign language learning. In her thesis, she also states that many factors influence students using language learning strategies: age, sex, attitude, motivation, aptitude, anxiety, task requirements, learning styles, individual differences, cultural differences, beliefs about language learning, and language proficiency.

It is quite evident that individual differences such as language proficiency, age, gender, personal learning styles and even psychological type of personality that language learners have can affect

the learners' success in language learning. The more an English teacher is aware of such differences, the more s/he can be successful in his job. As you know, individual difference plays a great role in the learning of a second or foreign language. If teachers get more familiarity with the issue of individual difference, they will be more successful in their job. The significance of individual differences in education has long been recognized. It is a matter of general acceptance for any language expert that individual difference is an important issue in the area of language learning. Now having knowledge of such differences is vitally necessary for a teacher in planning the education of a particular child.

Therefore education is closely tied up with the issue of individual differences. In fact, teachers can improve the quality of education with a minimum of effort, time, and expense by recognizing which of the differences between individuals are due to training, and which are due largely to the degree of maturity. Precise knowledge, and not idea, along all these lines is essential, if we are looking for making progress. Individual differences must be recognized by the teacher because they are directly related to the needs of the students. Teachers are required to have enough information about physical, emotional and intellectual differences which must be met for the students.

Mansouri (2011) in her thesis entitled on the Relationship between Iranian EFL Learners' Goal-Oriented and Self-Regulated Learning and their Use of L2 Learning Strategies states that according to Ehrman (1990), Galbraith and Gardner (1988), Oxford (1992), Oxford and Ehrman (1993), Scarcella and Oxford (1992), and Skehan (1989), a considerable number of studies have shown that students' individual differences play an important role in foreign or second language learning. Learners' individual differences include learning styles, learning strategies, learning aptitude, age, gender, culture, and the affective domain (i.e., motivation, anxiety, self-efficacy, tolerance of ambiguity, etc.). But learners may differ from each other in the goals, styles and strategies they set for learning a foreign language and the degree to which they control or direct the mental processes involved in language learning. It is obvious because not all language learners have the same goal for learning a language and not all language learners exercise the same degree of regulation over their learning.

The teacher must have knowledge of many techniques to adapt the learning condition to the individual needs of the student. Any program or educational system must respect the issue of differences in individuals and traits. The evidence shows that the degree to which the individual has different traits also varies. There are a wide range of abilities, capacities, needs, and interests in any school and teachers should account for differentiated approach to education at all levels. Until the differences among the students in a given center are identified, education cannot be on a safe and sound ground. If we fail to accept differences by behaving all the students alike, in fact our educational system will not succeed. Unfortunately, in the past, the experts as a tradition used to over-emphasize the similarities, rather than differences in individuals. We should bear in mind that people differ in capacities, intelligence, social training, and physical power, as well as in age and gender. Therefore, the schools should be flexible and adaptable to the needs of the students.



## REVIEW OF LITERATURE

It seems evident that individual differences can affect the process of language learning. There are no two persons who are exactly the same as each other from the personality, physique or even from the intelligence point of view. We as language teachers should be quite familiar with these facts in order to help improve our students' language proficiency. Sometimes, an English teacher should be a psychologist. Sometimes, he should be a social-worker. Because he is dealing with different types of students, with different abilities and with different views and expectations about the language learning. Some of them are slow and dull and some of them are quick and sharp. They do not learn the language in the same way. There are different factors that can increase or at least affect their level of individual differences in language learning. The environment in which they are living, the culture that they are having, the family in which they are brought up, all can affect their process of language learning. Therefore, a successful teacher should get acquainted enough with the issue of individual differences.

Alemi.,et al (2013) in their article entitled *willingness to communicate in l2 English: impact of learner variables* stated that according to Oller and Perkin (1978), willingness to communicate (WTC) in a second language as one of the recent additions to this list is a specialized area of research in foreign language learning. Second language scholars have attempted to understand what factors can signify individual differences in the success of second language learning. They have proposed that these affective factors, which cause individual differences in L2 learning behavior, can cause individual differences in the success of second language learning because some second language behaviors are productive, whereas the others are less productive or even counterproductive. Furthermore, Alemi.,et al (2013) in their article state that according to Gardner (1985), attitudes, self-confidence, motivation, personality, and language apprehension have been signified as factors to shed light on the individual differences in second language learning.

Yarahmadi (2011) in her article entitled *Extravert Iranian EFL Learners and Critical Thinking* stated that "The examination of variation in human behavior is referred to as the study of individual differences". In her article, according to Kiyani (1998), personality is defined as one of the individual differences which is widely accepted as having an effect on learning in general and second language acquisition in particular. The examples are integrativeness, attitude, aptitude, and motivation. In Yarahmadi's article, it is stated that extroversion and introversion are considered as two subcategories of personality factors. It was first used and developed by Carl Gustav Jung. Also, in her article, it is stated that according to Cook, personality factors such as introversion and extroversion may affect language learning".

Ashouri., et al (2010) in their article stated that according to Brown (2001), risk-taking which is a variable of individual differences, is defined as eagerness to try something novel and different without putting the primary focus on success or failure regardless of embarrassment in learning. Because of a strong intention of achieving success on learning, language learners are willing to absorb new knowledge from their teacher. The easiest way to interact with teachers is to take the risk. Although it may be too awkward to make a mistake, a good learner should require this trait to succeed in second language acquisition. Ashouri further quotes Brown as stating "interaction

requires the risk of failing to produce intended meaning, of failing to interpret intended meaning, of being laughed at, of being shunned or rejected. The rewards, of course, are great and worth the risks". In other words, risk-taking is a crucial interactive process to learn a language in the ESL/EFL classroom. Azmand (2014) in her article entitled "The Relationship between Iranian EFL Learners' Willingness to Communicate, Intrinsic and Extrinsic Motivation, and Self-Esteem" states that according to Allwright and Hank (2009), individual differences are believed to affect the process of learning and acquiring a second or foreign second language. She also quotes Razmjoo and Hoomanfar (2011) and Skehan (1989) as stating that learners are different with regard to their attitudes toward the second language, motivation, age, and personality. They bring their differences to the social space (classroom) where learning takes place. These individual differences are deemed to affect the acquisitional process in negative or positive manner and have to be studied in different contexts.

Alemi., et al (2013) in her article entitled Willingness to Communicate in L2 English: Impact of Learner Variables states that according to Oller and Perkin (1978) and Rubin (1975), second language scholars have attempted to understand what factors can signify individual differences in the success of second language learning. They have proposed that these affective factors, which cause individual differences in L2 learning behavior, can cause individual differences in the success of second language learning because some second language behaviors are productive, whereas the others are less productive or even counterproductive. Furthermore, Alemi, et al (2013) states that according to Gardner (1985), MacIntyre (1994), Onwuegbuzie, Bailey, and Daley (2000), and Schumann (1975), attitudes, self-confidence, motivation, personality, and language apprehension have been signified as factors to shed light on the individual differences in second language learning.

Haji Maibodi., et al (2015) in their article called "The Impact of Individual Differences on the Interlanguage Pragmatics of Iranian EFL learners in Institutional Discourse" stated that according to Kasper and Schmidt (1996), the study of learner characteristics or individual differences such as language proficiency, gender and age has a long-standing interest in the field of ILP as factors affecting pragmatic competence. Haji Maibodi., et al (2015) in their article also stated that according to LoCastro (2001), research on individual differences in second language acquisition (SLA) has always tried to explain the relationship between socio-affective factors and second language acquisition. Haji Maibodi., et al (2015) in their article also state that according to Van Geert and Steenbeek (2005a), individual differences naturally follow from the fact that individuals tend to actively select and manipulate the contexts in which they function. Moreover, Lewontin (2000) as cited in Haji Maibodi., et al (2015) states that "individuals not only determine what aspects of the outside world are relevant to them, but they actively construct a world around themselves and are constantly altering it."

Sadripour., et al (2015) in their article entitled Iranian EFL learners' logical intelligence and their use of speaking strategies in communication: a correlational study stated that although Gardner's multiple intelligences theory attracted the attention of many researchers during past decades and many researchers emphasized the effectiveness of the application of MI theory, it seems that many instructors ignored the importance of individual variations. Teacher awareness of

individual differences and applying various techniques and materials instead of considering all students the same may be very useful to improve learners' achievement. Teachers are required to use different activities and tasks which accommodate different types of intelligences and make the process of learning fair, easy and enjoyable. Considering each individual's special ability to learn may increase the sense of self confidence among them. EFL learners are recommended to increase their autonomy and independence by using speaking strategies. Curriculum designers are required to design learners' curriculum according to individual variation and use various activities and tasks for different students.

## RESEARCH QUESTION

To this end, the following research question were posed and investigated in this study:

R.Q1: What are the ideas of language experts about Individual Differences of Iranian EFL learners?

## METHODOLOGY

### *Participants and Setting*

The number of participants who were interviewed in the study (N=10) were selected from among Language experts in higher education Institute Farahmand Larijan, Iran. Both males and females (6 males and 4 females) participated in the study. Their age ranged from 28 to 50. All of them were non-native English teachers and had B.A or M.A degree. The participants' major was English Language Teaching, literature and Translation. All of them had experienced English teaching either at public or private schools. Concerning teaching experience, those participants with less than five years of teaching were considered novice teachers (N=6), and those whose experience was more than 20 years were regarded as experienced ones (N=4).

### *Instrumentation*

Research into individual difference has not relied so far on qualitative instruments. The following instruments were used by the researcher to collect the required data:

An interview has been carried out face to face on university teachers, Farahmand Larijan, on Dec. 17, 2016 on Friday at 12 to 15 P.M. It was a teacher-made interview. The interview questions have been checked by two ELT university professors. Language experts were asked about the title "Individual Differences of Iranian EFL Learners". They have been teaching English language for about 10-15 years. All had M.A. or B.A. in Teaching, with professional level of knowledge according to their backgrounds and records of year. Teachers were kindly interviewed and their interviews were recorded for later listening and analysis, and even, to some extent transcribed. Their answers were classified and organized under certain labels in order to be able to conclude about the issue easily. With regard to the reliability and validity of the answers, they were checked by two raters, and finally the two raters came to one unified conclusion about the answers of the interview questions.

### **Procedure**

All the participants were familiarized with the purpose of the study prior to starting to answer the questions. The researchers introduced the questions to the teachers and provided some guidance on how to answer the interview questions and they also controlled the questions to them. The interview questions were given to the participants. It contained 5 questions for asking the ideas of language experts about individual differences in Iranian EFL learners and takes 10 minutes to answer them. The questions were open-ended. The researcher explained each part of the questions that was difficult for the participants to understand. The data collection started in September 2016 and the process continued in the summer in the institute of Farahmand Larijan (Iran). The instrument was administered to EFL experts in the Institute of Farahmand Larijan, Iran which were specific based on the obtainability of the researchers.

### **RESULTS AND DISCUSSION**

The results of the research indicated that out of ten language experts being interviewed, all of them believed that language teachers should be familiar with the individual differences of the students. Almost over half of them said that teachers should pay more attention to factors such as motivation and language proficiency. Also, according to the participants, factors such as going abroad, going to language institutes, reading stories and watching movies were among the important factors that can foster students' language learning. Also, in their view, age and environment were the most important factor of individual difference.

*The following lines are related to the interview questions and the answers of the participants:*

***1-what aspect of individual differences do you think affects your learning of a second language positively?***

I. For the first question; 60 percent of Language experts believed that high motivation could positively affect learning of a second language. About 25 percent of them said that Language proficiency could affect learning of a second Language. And the rest said that both motivation and language proficiency could affect the learning of a second language.

***2-what is your attitude about learning a second language?***

II. For the second question; 30 percent of them said that students will learn how to speak better if they travel abroad. 40 percent of them believed that institutes can have better roles and be effective in promoting the student's speaking than that of going abroad. And 30 percent suggested that reading stories and watching movies can improve their learning of a second Language.

Generally speaking, some of the Language experts even believed that even many years ago, when the number of students was great and even laboratories were available, the effects and outcomes were not so favorable.

**3-Among the following items, which one do you think helps you more in learning a second language? Why?**

**age, sex, attitude, aptitude, anxiety, task requirements, learning styles, self-confidence, personality, and language proficiency, culture, and the affective domain (i.e., motivation, anxiety, self-efficacy, tolerance of ambiguity.**

III. Almost all the Language experts came to this conclusion that age could be the main factor of individual differences, as far as language learning is concerned.

**4-what was your English mark in university entrance exam? Why do you think it is so?**

IV. For the fourth question; 50 percent of them said that their mark was over 60 percent. Because, they adopted certain learning styles which were suitable for getting prepared for university entrance exam.

**5-how much do you think your environment could help you improve your second language?**

IIV. Almost all of them believed that environment can affect learning of second language.

In terms of the above-mentioned results, the researchers suggest that teachers work on the ways of increasing students' level of motivation, since high motivation can positively affect the process of language learning and on the other hand, low motivation can adversely affect this process of language learning.

Also, language proficiency as another factor of individual difference is an issue that the researchers should study more about it. Because we as researchers should have enough knowledge in order to be able to improve the language proficiency of the students in different situations, in different places, with different students with different degrees of motivation.

Since the factor of age plays an important role in the process of language learning for the student, language programmers should also recognize the factor of age and program the language instruction for different age ranges. Because children learn the language in one way and adults learn in another way. Therefore there should be special programs for different age ranges in order for the learning to take place effectively.

Also, we should try to provide the student with conducive environment which are suitable for their learning. Because a good environment can have a positive effect and a bad environment can have a negative effect on the learning of the student. Another important issue to explore is whether language experts have the same idea or different ones in an ESL context. Therefore the researchers strongly suggest that the same research be carried out in an ESL context to see whether it leads to the same or different results.

## CONCLUSIONS

The major purpose of the study was to investigate the Ideas of Language Experts about Individual Differences of Iranian EFL Learners. From the details in the sections given above, one can conclude that individual differences play a crucial role in the achievement of a second language. At present, the scientific study of the role of these differences in second language

learning may not be very cultured and advanced, but there can be some hope that the growing attention of the requirement to emphasize on the individual learner and his individuality in a language learning situation will petrol the need to study the occurrence in a comprehensive and practical manner. Also, the analysis of these differences reiterates the commonly held belief that a teacher, particularly a language educator, apart from informing information must also be a psychologist who can revise his/ her teaching methodology tolerating to the influences connected to the individual differences in Iranian EFL learners. It is not sufficient to just identify that all learners are different from each other. The educator should also be knowledgeable and should have enough willingness to help the learners use these differences to their advantage in the process of second language acquisition. The limitations of the study included the limited number of participants with whom the researchers did not have an easy access. Another limitation was that in the past, there has been no such qualitative research in this area on individual differences.

Thus it is hoped that the study of EFL Iranian individual differences and their educational suggestions pave the way for making more progress and advancement in the area of second language learning and teaching.

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**Appendix 1**

The key words used in the answers of the interviewees

Category 1	Category 2
1-(a)= High motivation (b)= Language proficiency (c)= Age (d)= Environment (e)= Personality	4-(a)= Anxiety (b)= Attitude (c)= Culture (d)= Goal (e)= Learning styles
2-(a)= Learning strategies (b)= Selfff-efficacy (c)= Tolerance of ambiguity (d)= Aptitude (e)= integrative	5- (a)= Extrovert (b)= Motivation (c)= They fell a need learn English (d)= Age (e)= Interest
3-(a)= Extrovert (b)= Intrinsic goals (c)= Problem about language learning (d)= Learning strategy (e)= Culture	