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JNE

Quarterly refereed journal for studies & research (Educational & Human Sciences) No. 22

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Quarterly journal quarterly published every three months, according to the dates

below

13/01/......   13/04/......   13/07/......   13/10/......

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Published in this issue   **Index**

Prof. Dr. Omer El Sheikh Hago El Mahdi
Editor-in-chief of the Journal of Northern Europe Academy for Studies & Research
In the name of of Allah the Merciful

Editor-in-chief

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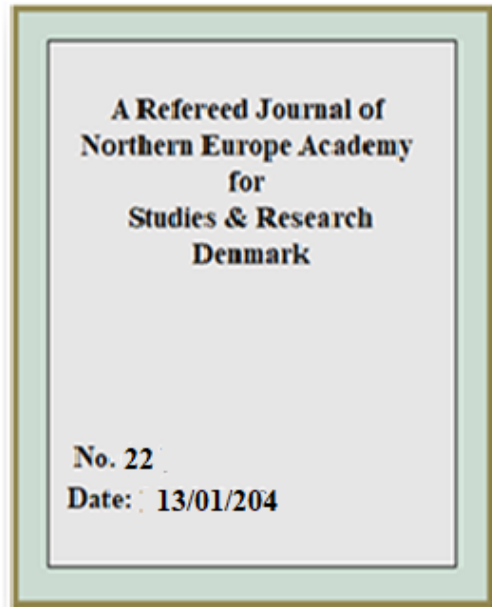
Character as a Symbol of Culture: A Study of Achebe's Things Fall Apart

prepared by

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Abstract

This study examines Chinua Achebe's protagonist Okonkwo in the postcolonial novel Things Fall Apart. Close reading focuses on Okonkwo as both a product and symbol of Igbo culture in Nigeria. The study analyzes Okonkwo in three roles – as a patriarch, father, and unwavering hero – finding he represents core Igbo values like masculinity, gender norms, and resisting change. His inability to adapt to colonial influences reflects the larger clashes in Igbo society during this period. Ultimately, Okonkwo's inflexibility and suicide metaphorically depict the 'falling apart' of Igbo cultural identity under colonialism. Okonkwo remains representative of his culture, and his fate parallels the demise of Igbo traditions. Thus, Achebe skillfully utilizes Okonkwo to provide insight into the cultural upheaval and human impact of colonialism on indigenous Nigerian communities. This analysis affirms Achebe's effective use of Okonkwo as a symbol encapsulating major societal transformations in Things Fall Apart.

Keywords: Chinua Achebe, Things Fall Apart, postcolonial literature, Okonkwo, Igbo culture, colonialism, cultural symbolism

1.   Introduction

The culture of society encompasses its shared symbols, language, values, beliefs, and artefacts. Kingsley Davis states that "culture is complex whole including art, music, architecture, literature, science and all aesthetic technology, philosophy and social institutions, religious and moral and aesthetic values.(Kingsley,1949). These different cultural symbols and values carry meaning for members of that culture. Studying them provides insight into the represented culture. Sometimes a single character can embody an entire culture. The novel Things Fall Apart by Chinua Achebe explores cultural themes. It follows Okonkwo, a proud Igbo man in the Nigerian village of Umuofia in the late 1800s. The novel depicts the clash between longstanding Igbo culture and encroaching British colonial rule. Through vivid portrayals of Igbo practices and convictions, Things Fall Apart intimately conveys a unique culture often overlooked in Western literature. The novel also examines colonialism's impacts on individuals and communities, and how it can lead to cultural decimation. Ultimately, Things Fall Apart powerfully explores cultural identity and its fragility when facing external forces. Igbo culture is a multifaceted culture of southeastern Nigeria. The Igbo are one of Nigeria's largest ethnic groups, with a rich history and traditions. The Igbo are known for their robust sense of community, hospitality, music, art, and cuisine. They hold strong beliefs in ancestors and spirits and emphasize education and diligence. They have a strong sense of justice and fairness, reflected in their traditional laws.

Chinua Achebe began writing during the colonial era and continued to chronicle Nigeria's political, social, and cultural transformations after independence from British rule. His works document the country's changes over the past century. He is a meticulous artist in full command of language. Achebe has a clear understanding of the writer's role in society. What sets him apart is his ability to grasp the historical complexities of his evolving civilization. In Things Fall Apart, Achebe examined a pivotal juncture in his country's history. The focus is investigating how social change affects the patriarchal social institution in a culture undergoing transition due to a clash with an alien culture. Achebe is a historical novelist who draws subjects, narratives, and settings from current events for his works. His novel Things Fall Apart is set in the late nineteenth century.

Nigerian town of Umuofia. Things Fall Apart by Chinua Achebe, with its colourful political, historical, and colonial themes, is reminiscent of E.M. Foster's A Passage to India and Joseph Conrad's Heart of Darkness. The most intriguing aspect of Achebe is how openly he addresses urgent modern social and political issues, maybe with a strong didactic intent to bring back the past and reflect the present in the remembered past.

An objective analysis of Achebe's works reveals carefully woven themes of social morality, archaic and confusing social mores, and cultural norms, vividly bringing their individual societies to life in superb allegorical and fictional form. His novels, particularly Things Fall Apart, stand out for their deep psychological understanding and exploration of the ethnological mentality of the common populace. Things Fall Apart is a meticulous examination of the effects of Western civilization on colonial people's sensibilities as a result of contact with the open culture and overly liberal religion of the Europeans. As described by Ferris (1973), the novel illustrates the two-fold role assumed by post-colonial African writers to both reclaim indigenous cultural practices endangered by imperialism, as well as expose the full atrocities of colonial rule as a hindrance to humanity's advancement. In his portrayal of Okonkwo as a symbol of Igbo traditions, Achebe (1973) seeks to "resurrect the cultural traditions" of his people who faced deterioration under colonial domination. Meanwhile, by depicting Okonkwo's tragic fate resulting from colonial imposition, Achebe also aims to describe "the horror of colonialism" and its damaging effects on native populations. The novel therefore captures Achebe's dual endeavours to restore aspects of Igbo heritage while casting light on colonialism as a destructive force.

Achebe utilized his novel as a stage to reflect the ominous legacy of British colonialism, which destroyed the traditional morals and cultural practices of Nigerian culture. In addition to pillaging this colonial country's tangible wealth, the British also shattered regular social cohesion by sowing the "Divide and rule" seeds. The clash between the ancient way of life and the contemporary manner that emerged with the coming of the white rulers is a major theme in Achebe's work. He highlights the common division between the "foreign" and the "local," and he describes the traits of the society at this time in history, such as social manners, customs, how people behave and react, and what they do, think, like, and detest. Things Fall Apart provides us with a social picture of a whole society through the story of Okonkwo's family. The novel reflects its writer's understanding of the social forces at work at the time and the way he uses his knowledge of human psychology to develop his central character Okonkwo. The novel dramatizes how circumstances are changing around the patriarch, particularly in the social realm, bringing about numerous changes in people's opinions regarding many topics, linking the themes of colonialism and patriarchy through the interaction of the personal and social. The traditional culture is represented and defended by Okonkwo, who advocates for traditional customs and the patriarchal system, in the cultural battle between the new and traditional cultures.

2.   Objectives of the Study:

This research study aims to provide a modest contribution to the field of African literature by examining the novel "Things Fall Apart" as a focal point. Specifically, the study seeks to explore the protagonist's role as both a product and symbol of the Igbo culture. The research endeavors to address the following inquiries:

1. In what ways does the Igbo culture shape Okonkwo's character?

2. How does the author utilize the protagonist as a representation of his culture?

3. Is Okonkwo's downfall primarily attributed to cultural or personal inflexibility?

These questions are explored to gain a deeper understanding of the significance of Okonkwo's character concerning the Igbo culture, the novel's exploration of cultural and personal rigidity, and its depiction of colonialism and patriarchy.

3. Significance of the study:

This study sought to provide perspective on the role culture plays in shaping character through its analysis of Okonkwo from Chinua Achebe's novel Things Fall Apart. While prior research has explored Okonkwo's suicide in depth, this paper posits that his death stemmed from weaknesses in Igbo culture when encountering other societies. In contrast to cultures like Indian and Egyptian that persisted through adaptation when facing Western influence, Igbo culture proved unable to adjust and ultimately dissolved. A key issue examined is the interconnection between colonial domination and patriarchal power structures as coexisting forms of subjugation. The analysis aimed to demonstrate how an individual can both embody and symbolize the cultural milieu that moulded their identity and worldview.

4. Literature review

There has been significant scholarly attention focused on analyzing the character of Okonkwo in Chinua Achebe's novel Things Fall Apart. Several studies have examined Okonkwo's suicide and its implications for understanding Igbo culture's response to socio-political changes brought about by colonialism. El Arbaoui (2018) viewed the novel as effectively portraying the postcolonial African reality through multifaceted characters and narratives. Hajo (2018) contradicted the notion that Igbo culture collapsed, arguing it was Okonkwo alone who fell apart due to a fatal violation of cultural norms driven by his personal ambitions. This perspective positions Okonkwo's downfall as a consequence of individual inflexibility rather than solely cultural forces.

Other researchers have interpreted Okonkwo's suicide through broader theoretical frameworks. Friesen (2006) proposed it was a deliberate act of rebellion empowering his people against colonial domination rather than an inevitable tragedy of cultural dissolution. Minima et al. (2017) analyzed it through a sociological lens as an irrational response to disruptive societal transformation and the intolerable conditions of foreign rule. Contextualizing the work within post-colonial theory, Şule Okuroğlu Özün and Nagihan Başkale (2019) stressed the necessity of understanding Africa's colonial past for interpreting such texts. Likewise, Emad Mirmotahari (2011) examined Things Fall Apart's narrative strategies for generating historiographic knowledge about this period. Additional studies have drawn existentialist and absurdist parallels between Okonkwo's fate and philosophers like Camus exploring rebellion amid cultural disintegration (Zimmerman, 1998; Anyawu, 2015). Okonkwo's rigid adherence to masculine Igbo ideals and pressures to conform are viewed as exacerbating his crisis of identity (Ouma, 2016; Inegbedion, 2017).

In summarizing extant literature, scholarly perspectives on Okonkwo diverge as to whether his downfall reflected individual frailties or inherent weaknesses in Igbo culture to adapt its patriarchal traditions amid social change. Regardless, his character functions as a potent symbol through which to examine the complex interplay between colonial domination and cultural resilience in Chinua Achebe's post-colonial magnum opus. The present study presents a contrasting viewpoint to the argument that Igbo culture and religion did not collapse but rather underwent a transformation. Instead, this research posits that Okonkwo's downfall serves

as a symbol of the broader decline of Igbo culture, which was unable to withstand the influence of foreign forces. While Achebe seeks to portray African societies as self-sufficient entities with a strong cultural identity, it is undeniable that colonialism brought about devastating changes, ultimately distorting the cultural fabric of African societies. In the case of Igbo culture, the extent of change is so profound that the society not only lost its cultural heritage but also its religious practices. Therefore, Okonkwo's tragic fate should not be attributed solely to his own inflexibility but rather seen as a reflection of the entrenched rigidity within the entire culture.

5. Methodology:

This theoretical study employed close reading and textual analysis techniques, drawing upon sources from the existing body of literature. Prior to focusing on the main character from Things Fall Apart as both a reflection and representative of Igbo culture, the paper began by reviewing relevant studies that had explored this topic. The data was categorized into three main sections for examination: the conflict between father and son, the patriarchal structure and view of women, and the protagonist's perception of change. Through a library-based analytical approach relying on meticulous evaluation and interpretation of the source text, the research aimed to gain new perspectives on how cultural forces can shape an individual character as portrayed in the selected work.

6. Discussion

6.1. The patriarch and women:

In Things Fall Apart, Achebe depicts Igbo society between 1850-1900. The protagonist Okonkwo represents his society at a moment of impending social change. This social change is dramatized through Okonkwo's story by portraying his reactions to the shifts happening around him. This includes his perspective on women's role in society, his response to the foreign Western culture, and his relationships with the younger generation, particularly his son. Achebe uses Okonkwo to illustrate the tensions within Igbo society as it confronted colonial influences. Okonkwo is a hard-core patriarch who rules his household with unrelenting rigidity, pervading the whole house and terrifying every member of the family. With an overwhelming personality, he completely subordinates his family making every member subservient to his iron will. Okonkwo is portrayed as an oppressive father and husband who intimidates his wives and children by threatening them with his loaded gun. He derives a sense of pride and identity from exhibits of hypermasculinity. " The obsession with masculinity is an essential shield marked also by the excessive indulgences expressed in Okonkwo's outrageous assertiveness and his intense repudiation of certain subjective values such as "gentleness" and "idleness." (Osei-Nyame, 151). The significance given to masculinity is not a personal obsession but a social tradition in Umuofia. One can argue that the beliefs of Okonkwo on the handling and treatment of issues termed feminine are cultural and not personal beliefs even if there is more extremism in Okonkwo's application of these beliefs than in other men in the tribe. Okonkwo does not demonstrate a romantic interest in women outside his marriages and disregards women as individuals, seeing them as threats to his masculine identity. His attitudes reflect his cultural upbringing and social environment. As the protagonist, Okonkwo serves as a representative of his Igbo society and its values. To understand his character better, one has to understand Igbo society at the time. The catalyst for change in Igbo society is the Western culture through the British presence that led to various social, economic and political changes. In Things Fall

Apart, we find a good example of what Fanon refers to as 'Cultural Racism' in which the colonizer makes the colonized" hate his language, dress, techniques, value-system, social institutions, historical past, religion and practically everything that is not connected with the colonizer." Okonkwo's life as R.S. Sharma tells us, "embodies the tensions that a society has to go through when a tradition fails to cope with change and when its exceptional individuals come to rely on their personal enterprise rather than relying on traditional wisdom."(38). Igbo society, described as a traditional society, is characterized by masculinity, hierarchy, self-containment, coherence, and organic structure. Polygamy is practised, allowing men to have multiple wives. The novel illustrates numerous instances of Okonkwo's exploitation and violence towards his wives. But the most discussed example is Okonkwo's beating of his fourth wife for being late. The Nigerian patriarch is unable to control himself and he immediately physically attacks his wife in the week of peace.

According to Weinstock and Ramadan, Okonkwo is consistently associated with masculinity and holds a deep mistrust, opposition, and tendency to attack anything feminine or associated with femininity. (1979). Okonkwo has a false concept of power that sees all human feelings like love, sympathy and compassion as feminine. He views everything around him through the lens of a male-female dichotomy. This dichotomy is best expressed through the story of the vulture and the tortoise, which has a very important symbolic meaning in the novel. This dichotomy exists within the fabric of Igbo society but Okonkwo is more rigid and inflexible than his society in ignoring the female principles in life. Beating one's wife is not an offence except in the week of peace. Okonkwo violates the sanctity of the week of peace by beating his wife for returning late from a visit. His obvious disregard for Ani the earth goddess and the source of all fertility shows his disrespect for the feminine.

Okonkwo holds to a rigid system of values in all situations and under all circumstances. He suppresses the feelings of tenderness and love because they are feminine qualities. This explains his relationship with both his father, Unoka, and his son. He hates his father and what he stands for. Unoka stands for " the poetry of life ' or the human feelings that are essential in man's life. He loves poetry, music, and merriment, the very things that Okonkwo despises. R.S Sharma tells us that in excluding the poetry of life Okonkwo" strikes at the very sources of renewal so that when the crisis finally comes, he finds himself utterly helpless" (1978).

In the context of traditional societies, the prevailing ideal for women is often depicted as one of willingly and happily submitting to their husbands and fathers, embodying the qualities of a submissive wife. In the novel, the majority of women are portrayed as having a resigned acceptance of their social reality, refraining from questioning or challenging male superiority. However, there are glimpses of women attempting to assert agency and make choices within the confines of the patriarchal system. Okonkwo's wives are representative of traditional women living in a polygamous setting. However, one of his wives, Ekwefi, stands out as a rebellious figure who leaves her first husband to live with Okonkwo. This portrayal suggests that Achebe aims to shed light on various female stereotypes and raise awareness about the oppressive nature of patriarchal societies. By highlighting the experiences of these women, the author encourages a reevaluation of societal norms that render women helpless and passive. Through the depiction of such characters, Achebe's intention could be seen as promoting the empowerment of women, urging them to challenge and overcome the constraints imposed by a patriarchal society. These portrayals serve as a means of challenging the status quo and prompting a reconsideration of gender roles and expectations. By showcasing women who dare to defy societal norms, Achebe encourages readers to question and challenge the oppressive structures that perpetuate the subjugation of women.

6.2. Father-son Relationship: -

One of the important aspects of the novel is the Father-son relationship or the relationship between the patriarch and his son. Okonkwo has three wives and eleven kids. He is a resolute father who never imagines that one of his sons will dare oppose him in anything. What is remarkable is that the son's revolt against his father in the novel is connected with the alien influence. It is the son's attitude towards the British presence that prompts his disagreement with his father. As a domestic tyrant, Okonkwo expects his sons to adopt whatever attitude he imposes on them without reservation or questioning. In his book, The Gender Knot G. Allan Johnson(2005), states that one of the important characteristics of patriarchy is "an obsession with control as a core value around which social life is organized". Patriarchs, thus "come to see themselves as subjects who intend and decide what will happen and to see others as subjects to act upon" Their status is threatened when they start losing control. In Things Fall Apart, the patriarch gradually loses control over his household and the world around him. Nwoye is fascinated by Western culture and religion. Lloyd Brown (1972) attributes the heavy hand with which Okonkwo rules his family to "Fear, the fear of being his father in "Failure and weakness". It is his distorted image of manhood that leads him to deal in a rigid way with other people. He even misunderstands his father and his own son. In trying to avoid his father's failure, Okonkwo becomes rigid and inflexible with no room for feelings and emotions. He classifies things and actions into two categories "womanly" and "manly." For him, as O.Solomon Lyasere(1978) tells us, "one is either a man or a woman; there can be no compromise, no composite". This distorted view of manhood shapes his attitude toward his son. He laments that Nwoye "has too much of his mother in him". Nwoye is capable of feeling and emotion and his soul is open to compassion and pity. Unlike his father, he is not willing to follow the rigid old values without questioning them". Nwoye is repelled by his father's equation of masculinity with violence and bloodshed(Lyasere,1978). Nwoye's conversion to Christianity serves as evidence of his receptiveness to new values and lifestyles, as well as a rejection of the perceived shortcomings of his own society. Essentially, Nwoye's decision to abandon his traditional beliefs and align himself with Christianity becomes an act of rebellion against his father and the society he represents. Nwoye becomes a symbolic embodiment of contradiction to his father, representing a complete denial of everything Okonkwo embraces and stands for. In Okonkwo's eyes, his son's defection is seen as a grave offence, as it involves renouncing the deities of their ancestors and associating with individuals whom Okonkwo perceives as effeminate and weak, akin to clucking old hens, which he considers a despicable abomination. He refuses to accept the new culture and decides to fight this powerful force that has enabled his son to revolt against him. Okonkwo feels helpless and unable to control his own son and prevents him from adopting the white man's culture and religion. The missionaries who came to Umoufia succeeded in converting many people to their faith, especially those who were not happy with their social lot. They also succeeded in shaking the private world of the great invincible patriarch whose word was undisputed in his tribe.

6.3 The Unchanging Hero: -

Achebe conceptualized change as an inherent and inevitable component of social evolution over lengthened periods of time. In Things Fall Apart, he constructs striking juxtapositions through his portrayal of pre-colonial Igbo society and the post-contact era, representing two divergent worlds. The traditional culture characterized by long-held customs and mores grounded in mytho-historical traditions comes into conflict with an emerging reality influenced by an external Western culture. Achebe employs the Igbo community of Umuofia as an exemplar of a society in flux, experiencing stresses as entrenched norms confront modernizing pressures. The novel dramatizes the dialectic between persisting patriarchal conventions and

novel Western norms disrupting indigenous social structures. Through its dramatization of this transitional phase, the work allegorizes the gradual dissolution of Umuofia's symbolic signifiers and ritual practices as imperial domination erodes cherished socio-cultural infrastructures. Overall, the text provides commentary on changing societal configurations through periods of substantial cultural contact and confrontation. By positioning the Igbo world in a state of liminality, caught between anchoring heritage and foreign interventionism, Achebe brings into relief the vivisection of autonomous civilizational psychologies resultant of colonial subjugation. In doing so, the work offered post-colonial audiences an empirical-fictional lens for interrogating the tragically bifurcated cultural consciousness of colonized communities navigating such turbulent transformational eras.

Okonkwo sees the traditional values of his society disintegrating and tries to protect these values by confronting foreign influence. Okonkwo is confronted with a difficult choice: either accept the new order that is emerging or stubbornly resist it, even if his resistance may ultimately prove futile. This decision poses a significant dilemma for Okonkwo, as he must weigh the potential consequences of either course of action. Okonkwo chooses to act against the forces of change though he is aware that he has no hope of succeeding in his mission. In the last part of the novel, Okonkwo appears as a lone man who finds the process of change around him incomprehensible and too quick for him to cope with. When he returns to his village, he is faced with a world" out of joint" and he sees it as his responsibility to "set it right". But he acts rashly without carefully measuring his steps. "Unable to change himself, he will not accept change in others, in the world around him, in the people of Umuofia" (Lyasere,1978). Okonkwo fails to view time as both a negative and positive force moving steadily, bringing about changes that help societies move forward. His death is viewed as "the result of his inability to understand the irreversibility of changes" (Ravichandra ,1998). The much-admired patriarch and strong, feared hero, finds himself alienated from his society. He is "swept aside" because he is unable to change or accept change. The change is rapid and radical and affects all social aspects. The encroachment of British civilization destroys the whole social fabric of Umuofia. There is no amalgamation of the new and the old but an erosion of the traditional values. Change in Umuofia takes Okonkwo by surprise like a nightmare that he has never expected. The institution of patriarchy was also affected by the process of change. The more he loses control, the more tormented he is with the sense of helplessness in the face of events. Okonkwo does not want to be reduced to just a shadowy figure of what he was – a colossus giant. He does not try to fight the forces of change; he never learns how to make concessions and accept changes. He tries to act as the defender of the old society. He does not accept falling into oblivion, being dropped by life and spending the rest of his life awaiting death watching events but not participating in them. Okonkwo's end is caused by his inability to come to terms with his reduced manhood.

As observed by Jameson (1986), in Third World literature the story of the individual protagonist frequently serves as an "allegory of the embattled situation" facing the wider public of third-world culture and society. Similarly, Hezam (2016) notes how in third-world works, "the private story of the individual is tied with the national story of the country," such that "the personal becomes the national and the family becomes the nation." This highlights how the individual narrative functions as a microcosm that reflects the broader public and political struggles confronting the third-world nation on a macro level, according to these theorists. As Erele (2000) points out, the import of Achebe's Things Fall Apart arises from this framework, in that it registers "an acute consciousness of historical and cultural discontinuity caused by the colonial encounter in Africa, and of its ontological implications." Specifically, the colonial encounter in the novel resulted in "cultural discontinuity" whereby Igbo culture and heritage could not withstand the disruption, as their traditional ways of life clashed with foreign imperial

imposition. Okonkwo's anguished death then takes on symbolic meaning, representing on one hand the shattering of long-held native values due to outsider influence. On the other hand, as Achebe preferred, it may signal the emergence of new social values that could revitalize society through adopting aspects of modernity while preserving cultural heritage.

Achebe perceived time as both fostering progress through steady modifications across generations, as well as posing risks to continuity through inevitable alterations.(Achebe, 1958). Some communities adeptly blended old traditions with new Western influences, creating a natural synthesis between local customs and an evolving world. Okonkwo and his Igbo culture faced such changes due to the missionaries' arrival. Symbolizing Igbo resilience, Okonkwo stubbornly clung to tradition despite challenges to values and practices. However, when exiled for accidentally killing a clan member, his traditional views led to a tragic end. By committing the shameful and cowardly act of suicide through hanging, Okonkwo brought great dishonour upon himself - underscoring the dysfunctional aspects of unyielding adherence to the past in a changing society (Achebe, 1958). His death symbolizes the destruction of traditional Igbo culture and values in the face of British colonialism. Okonkwo's rigid stance towards the new culture is the product of his personality which is in turn the product of Igbo culture. Igbo society failed to create a harmonious synthesis of the local and foreign cultures just as some other societies under British control did. Okonkwo is unwilling to accept the fall of Igbo society and decides to commit an abominable act of hanging himself on a tree, an act the culture he so much fights for, condemns. This act does not only mark the victory of Western ideology over the African belief system but also Okonkwo's final protest against the culture that lets him down. Ending his life through suicide reflects the seeds of self-destruction within Igbo culture that led it to commit cultural suicide by adopting a foreign culture. As the natives clearly stated in the novel the Imperial colonist has put a knife on the things that held Igbo society together and it has fallen apart. In this sense, the tragic end of Okonkwo depicts the overall fall of his people. Okonkwo thus symbolizes the erosion of the Igbo people's national identity and that of their surroundings. (Abu Jweid, 2016) Okonkwo functions as an allegorical representation not only of his own Igbo culture but also of other societies that have endured the dissolution of long-held traditions resulting from processes of Western imperialism over centuries. His individual downfall symbolizes the larger-scale erosion of cultural cohesion and national identity experienced by numerous groups facing the corroding effects of outsider domination on indigenous customs, values and worldviews. Okonkwo consequently serves as a microcosmic embodiment of the macro transformation imposed on colonized populations - representing the fragmented remains of once-unified communities unable to withstand the cultural assaults of Imperial occupation. In this allegorical capacity, his tragic fate speaks to the profound civilizational impacts that can arise from the imposition of foreign rule and the concomitant loss of autonomy and distinctive heritage it often precipitates.

7. Conclusion:

This study of Chinua Achebe's Things Fall Apart examines the protagonist Okonkwo as a representation of Igbo culture and a symbol of its demise under colonial rule. Through close reading, Okonkwo is analyzed in his roles as a patriarch, father, and unwavering hero within the clan. The study finds that Okonkwo embodies core Igbo values like masculinity, strict gender norms, and resistance to change. His attitudes and inability to adapt to colonial influences reflect the larger clashes occurring in Igbo society. Ultimately, Okonkwo's inflexibility and suicide at the end metaphorically depict the 'falling apart' of Igbo cultural identity.

Okonkwo remains a product of his culture and his downfall parallels that of Igbo traditions under colonialism. Achebe skillfully utilizes Okonkwo to provide insight into the cultural upheaval and human impact of colonialism on indigenous Nigerian communities. The protagonist gives a human face to the profound societal transformations that occurred in Nigeria during colonization. In essence, this analysis reaffirms Chinua Achebe's effective use of Okonkwo as a symbol encapsulating major themes in Things Fall Apart – illuminating Igbo culture and the turmoil wrought by colonialism. The novel provides a personal lens into the human costs of colonization through its culturally representative protagonist.

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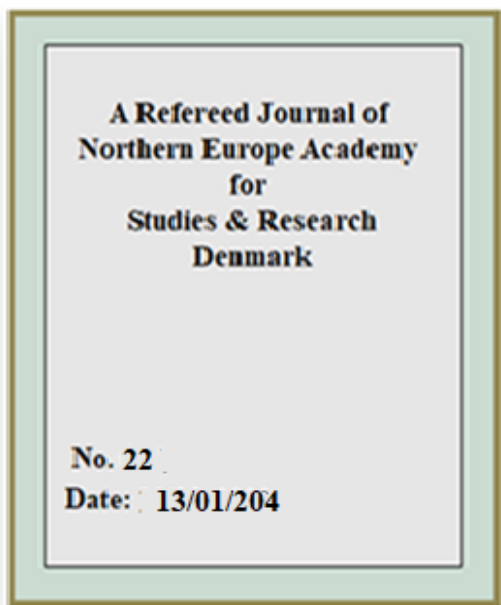
Cultural Challenges faced by Albaha 8th level Students in Translating Arabic Proverbs into English –

prepared by

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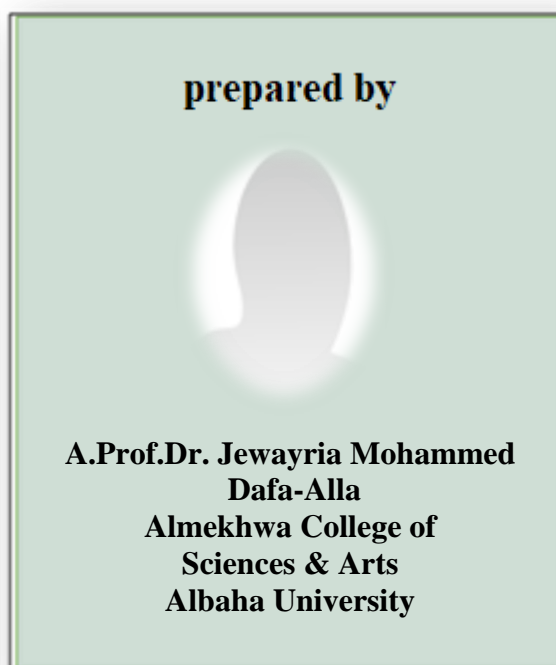
Abstract:

This study aimed at finding solutions for difficulties in translating Arabic proverbs into English which result of cultural differences. Considering Saudi students the study used a translation test which consisted of 15 proverbs to be translated by 30 students randomly chosen as a sample in Albaha University, Amehkwah College of Sciences and Arts College (Female Students Department.) The study also used a questionnaire which was introduced to 30 students who study translation at the English Department. Both the test and the questionnaire aimed at achieving the study objectives. To support the information stemming from the test and the questionnaire, relevant literature was reviewed. The study revealed that EFL students commit many errors in translating Arabic proverbs into English, the most apparent errors are the use of the wrong TL equivalent due to cultural variations between English and Arabic added the overuse of literal translation.. The study showed the lack of linguistic competence in both Arabic and English. Finally, the researcher suggested some solutions, first, a pre-test in English language must be applied to measure translation student's linguistic competence. **Furthermore,** a pre linguistic course, at a university level which covers both Arabic and English for three months, before beginning a translation course is very important to fill the gap in acquiring language skills. Using proverbs in the classroom in teaching English, in the warming –up step to familiarize the students with their cultural inheritance. Finally the researcher suggested annual competitions in translating Arabic proverbs for Albaha English departments.

Key words: Translation, TL, SL. EFL Student –Proverbs-Translation problems-linguistics competence

Introduction:

Many proverbs in Arabic culture carry moral lessons and ethical values. They guide behavior, offering guidance on topics like honesty, respect, humility, and generosity. Arabic into English translation of Arabic proverbs confronts many obstacles as linguistic variations between the two languages and the cultural differences of the two societies. However, when it comes to translating Arabic proverbs into English, Arab students often encounter many challenges stemming from cultural and linguistic differences. Firstly, the cultural specificity of Arabic proverbs poses a significant hurdle for translation. These proverbs frequently incorporate culturally specific references, allusions, or metaphors deeply rooted in Arabic history, traditions, or local customs. These references may be unfamiliar or lack direct equivalents in English, making it a prominent challenge for the Arab students to convey the intended meaning accurately. Furthermore, Arabic proverbs are often characterized by their

idiomatic nature, presenting a second layer of difficulty in translation. Another factor of proverbs translation difficulties is their linguistic structure as Arabic proverbs unique rhythmic patterns, rhymes, or wordplay employed in these proverbs may differ significantly from the structures found in the target English language. Translators must consider this linguistic difference, ensuring that the translated text retains the essence and poetic quality of the original proverbs.

Significance of the Study:

The study on translating Arabic proverbs into English holds great significance for multiple reasons. First, it contributes to the preservation and promotion of Arabic

cultural heritage. Arabic proverbs are an integral part of the nation oral tradition, embodying the collective wisdom, values, and experiences of its people. By translating these proverbs into English, the study ensures that this cultural rich is not lost or confined to a single language, but rather made accessible to a wider audience. It helps to safeguard and celebrate Arabic cultural identity, fostering pride and appreciation among Arab communities and beyond. Secondly, the study facilitates intercultural exchange and understanding. Arabic proverbs often contain insights into Arabs way of life, social norms, and historical contexts. These proverbs deserve study, including problems faced by students, added to displaying the suitable solutions for these problems.

Questions of the Study:

1-Is there any relationship between linguistic competence in both Arabic and English and students performance in translation?

2- What is the role of cultural variations between SL and TL in translation problems?

Hypotheses of study:

1-There is a strong relationship between translation difficulties and lack linguistic competence in both languages SL and TL.

2-Cultural variations between SL and TL play an important role in translation difficulties between SL and TL

3- The students are not familiar with some standard Arabic proverbs, which are not used by the elders, instead colloquial proverbs are used.

Research Objectives: To identify and analyze the specific challenges encountered when translating Arabic proverbs into English.

2. To examine the cultural specificity of Arabic proverbs and its impact on translation.

3. To investigate the linguistic structures and idiomatic expressions found in Arabic proverbs and their implications for translation.

4. To explore strategies and techniques employed in translating Arabic proverbs into English.

5. To assess the impact of translation choices on the preservation of the original meaning, cultural significance, and rhetorical devices of Arabic proverbs.

6. To provide recommendations and guidelines for translators working on the translation of Arabic proverbs into English. Methodology of the study: The methodology for the study on can follow the following steps:

1. Literature Review: Conduct a comprehensive review of existing literature on Arabic proverbs

2-Translation studies, and cross-cultural communication.

3-. Selection of Arabic   Proverbs: of different themes, cultural references, linguistic

structures, and cultural richness of Arabic proverbs.

4-Students translation Evaluation and analysis: to pinpoint translation problems and causes behind these problems

6. Development of Guidelines: Based on the findings and analysis, a practical guidelines and recommendations for translating Arabic proverbs into English. These guidelines should provide insights into the challenges and strategies identified in the

study and offer guidance to Arab students, translators, and professionals involved in translating Sudanese proverbs.

By following these steps, the study can provide a systematic and rigorous examination of the challenges and strategies involved in translating Sudanese proverbs into English, contributing to the field of translation studies and promoting effective intercultural communication

Limits of the study: Place: The study will be limited to the 8th level students from Girls Part of Albaha University –College of Sciences and Arts -Almekhwa, 8th level who study English –Arabic translation
Time: The academic year 2023 –first term.
Instruments of the Study
This study uses a test, which is compound of 15 Arabic proverbs to be translated into English. The test is designed to investigate the difficulties that students encounter when translating proverbs form Arabic into English due to cultural differences between the two peoples" Arabs and English" Arabic proverbs will be selected from Arabic resources of proverbs. A questionnaire will be introduced to the students about their familiarity of the proverbs of the test.
Translation Definition:
Catford (1965:1): Catford defines translation as: "the replacement of a textual material in one language "SL ”by equivalent textual materials in another language **"TL". Catford (1965:1). Nida and Taber (1962):** Nida and Taber define translation as (a reproduction in the receptor language of the closest natural equivalent of the source language massage, first in terms of meaning, secondly in the terms of style ". Nida and Taber (1969:12).**Nida and Taber (1974):** Nida and Taber have another definition:' 'Translation is far more than science, it is also a skill and in the ultimate analysis, fully satisfactory translation is always an art": 'Nida and Taber (1974:vii) **George Steiner (1975):**
In his famous book "After Babel.", considers translation as a human communication. Steiner, (1975). Larson (1984):Larson argues that" Translation means transferring of the source language into the receptor language". Larson, (1984:3).**Newmark (1981):**"It is rendering the meaning of a text into another language in the way that the author intended in the text." Newmark (1981:1).
Roger Bell (1991): Bell states that, "Translation is the expression in another language "or the target language” of what had been expressed in another language, preserving semantic and stylistic equivalent

"Bell (1991:5-6). Malmkjaer (1998): Malmkjaer considers translation a language teaching technique in foreign language teaching to ensure comprehension.
Generally translation can be defined as: "The transferring of a source language text, into a target language text, regarding linguistic and cultural equivalences, and the spirit of the source text."
Previous Studies: Many studies have been conducted on the issue of translating proverbs difficulties **(1)** Dweik and Suleiman (2013) examined Jordanian graduate students' problems in translating culture-bound expressions such as proverbs, idioms, collocations, and metaphors from Arabic into English. The results of the study revealed that graduate students faced several kinds of issues when translating cultural expressions. These challenges are generally related to1- unfamiliarity with cultural expressions, 2- difficulty to obtain the equivalency in the second language,

3- ambiguity of some cultural expressions, 4- lack of knowledge of translation methodologies and translation tactics. These findings lead the researchers to recommend that more courses be added to academic programs that prepare translators that deal specifically with cultural differences, cultural knowledge, and cultural awareness to narrow the cultural gap (2) **Mubarak et al (2014):** The "Hindrances in translation specific cultural concepts from Arabic into English"(The Journal of Humanities and Social Science volume 19, issue 3 years 11 (Mar. 2014) (www.isorijournal.org). The paper investigated the problems faced by undergraduate students in Sudan majoring in English language when translating specific cultural concepts from Arabic language into English language.. The study found out that undergraduate learners face various types of translating specific cultural concepts, and lack of knowledge of translation techniques and strategies. The study suggested teaching programs that deal with cultural concepts to overcome the problem of translating these concepts as phrasal verbs, fixed expressions, idioms, proverb, synonym, Arabization, and lexical gaps. **(2) Othman (2013)** "An analysis of the role of micro and macro levels in Rendering some standard proverb into English". A thesis submitted in accordance with the requirements for the degree of Doctor of Philosophy, the University of Leads, School of Modern languages and cultures. The study focused on the translation of proverbs, the meaning of their linguistics and their role in Arab culture. The sample of the study were fourth year students, university of Benghazi. The study found that some standard Arabic proverbs do not have their equivalence in the English language because of the large gap between the two languages and cultures. The students tended to incorrect selection of vocabulary that led to inaccuracies in translation, due to misunderstanding of the context for a given proverb. Interference of mother tongue due to literary translation. The study found out that" 25% "for semantic errors was caused by problems of synonym and so compound nouns errors. Only few students coped with high register of proverbs. At the macro level, students made numerous errors. The study found that the majority of errors" 30.5% " were of MD type "text left un-translated" followed by NO, "29-25%"only few students coped with high register of the given pro verbs. The researcher recommended students training in using dictionary skills and using macro levels analysis. '3-"Difficulties of Translating Proverbs from Arabic to English and Vice Versa Semester Four English Students as a Case Study. Abdelaziz Salhy (2020)) **Cadi Ayyad University A** research paper submitted in partial fulfillment of the requirements for the BA degree «Licence-es- Lettres"in English Studies – Linguistics *major*-Academic year: 2018 **– 2019**The study revealed that EFL students face many

obstacles when they attempt to translate proverbs. The most apparent obstacles are the use of the wrong TL equivalent, the overuse of literal translation, committing linguistic stylistic mistakes, the wrong choice of words and sometimes the lack of understanding**.**

Participants: The participants of the study are 30 8th level English Department students at Albaha University College of Sciences and Arts ,Almukhwa, who study translation. The participants are randomly chosen to participate during the first – term 1445 academic year.

Research Instrument:

To achieve the objectives of the study, the researcher designed a translation test which is compound of 15 Arabic proverbs to be translated into English of different levels. some have a direct equivalents ,others of indirect equivalents some hadn't equivalents. A questionnaire was also introduced to the students to realize their familiarity of the proverbs under testing   The proverbs of the test are displayed in table (1). .Students ' translation were checked by the researcher and analyzed to ensure the reliability of the test

 Validity and Reliability of the Test**: Translation professors were asked to judge the test validity. They advised the researcher to change some questions of the test to balance the difficulties aria of the proverbs introduced to the students Results and Discussion**: Results of students' performance in the test are presented first in (Table 1) below. Answers are presented in four categories: correct, literal translation, wrong, and   unanswered.. Results, which show frequencies are presented first and each statement in the test is discussed separately

Table (1)

Descriptive Statistics				
	Unanswered	**wrong**	**Literal Translation**	**Correct**
Valid	15	15	15	15
Missing	0	0	0	0
Mean	1.467	6.333	11.133	11.067
Std. Deviation	0.834	6.477	8.967	8.137
Minimum	0.000	0.000	0.000	1.000
Maximum	3.000	18.000	25.000	24.000

Table (2) Students Translation Analysis

No	Proverb	correct	Literal Translation	Wrong	Unanswered
1	اختلط الحابل بالنابل	21	3	4	2
2	ان اخاك من واساك	17	0	12	1
3	الجار قبل الدار والرفيق قبل الطريق	1	21	8	0
4	إذا لم تكن ذئبا اكلتك الذئاب	11	18	0	1
5	اعقلها وتوكل	9	2	17	2
6	أجرأ من أسامة	7	19	2	2
7	العلم في الصغر كالنقش علي الحجر	7	22	0	1
8	الدراهم مراهم	8	21	0	1
9	لا يحيق المكر السيئ لا باهله	12	10	6	2
10	بلغ السيل الزبى	2	8	18	2
11	على الباغي تدور الدوائر	19	4	4	3
12	المرء مرآة أخيه	24	0	6	0
13	أعلمه الرماية كل يوم فلما اشتد ساعده رماني	2	25	2	1
14	لبست له جلد النمر	2	10	16	2
15	من شابه أباه فما ظلم	24	4	0	2

Table (2) Descriptive Statistics
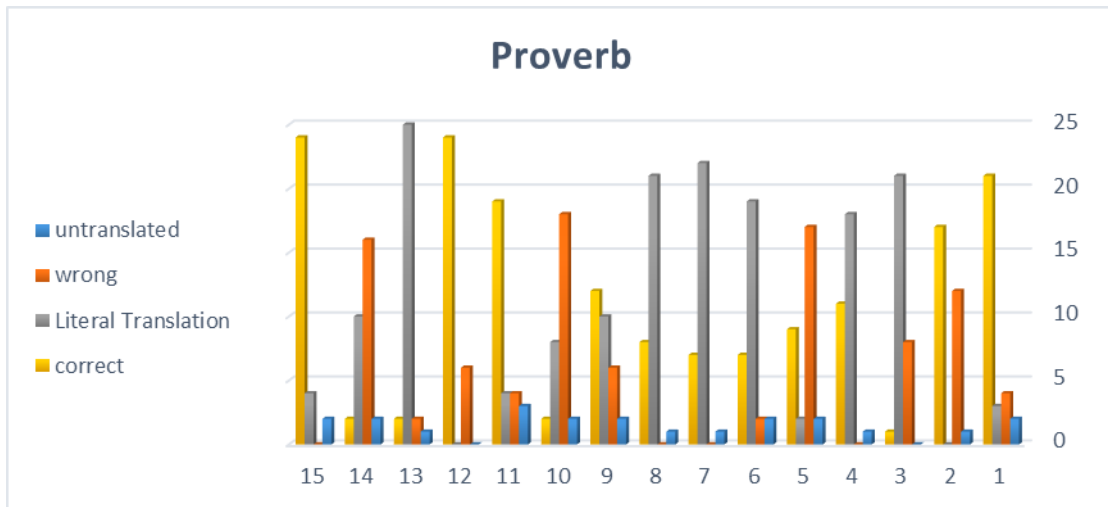
Discussion of student's translation:

Example of students wrong translation:1- اختلط الحابل بالنابل -11 اختلط الحابل بالنابل: The pregnant woman is mixed with the spearman. 2- Mix up the owner of nobility. This wrong translation reflects student's lack of linguistic competence in Arabic and English
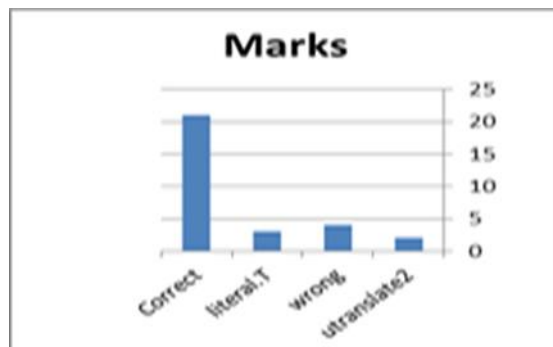
اخاك من واساك-

2- Students translation embodies errors as-They are your brother from 'wasak'   Your brother is the one who hurt you ان اخاك من واساك-

this proverb reflects الجار قبل الدار والرفيق قبل الطريق 3-الجار قبل الدار والرفيق قبل الطريق Arabic culture which gives great consideration for neighbors, so only 3.4% of the students translated it. Types of Students Errors : "Com anion. befor after friend"- 'the migent for the house companion
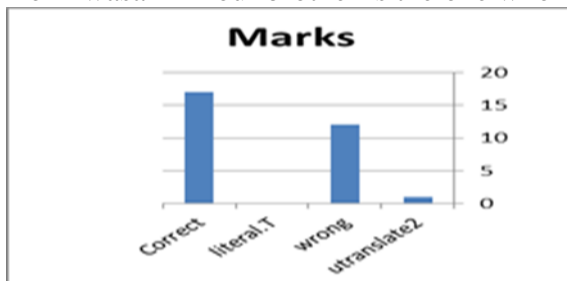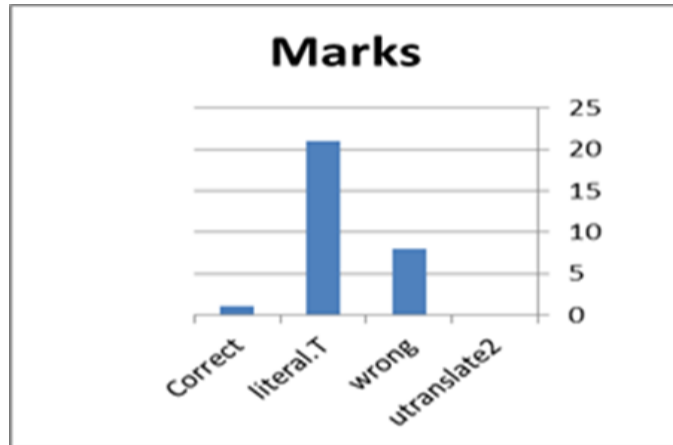
4- اذا لم تكن ذئبا اكلتك الذئاب-This proverbs reflects the Arabic culture which resulted of the hardship they suffered in the Bedouin - Jahiliyya period. Few students translated this proverb correctly- 36.6%. Examples of Errors: If you were a wolf you will be eaten by wolves
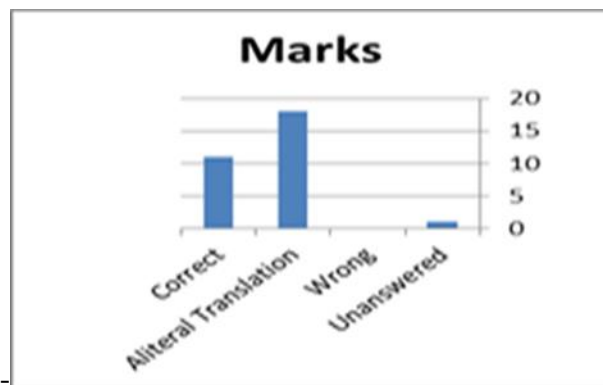
5-اعقلها وتوكل –this proverb is culture loaded. Only 30% of the students translated it. correctly. Examples of errors: Mind it and trust-Tie the camel and go on your way.. Trust in good. Make sense of it and trust. Tie it and trust. Buckle it up and go.
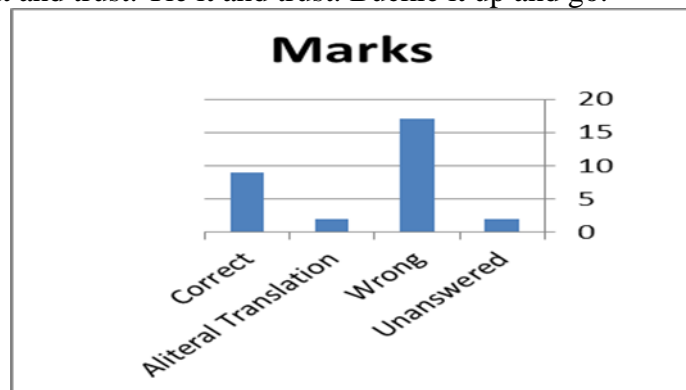
6 - أجرأ من أسامة --is proverb reflects the Arabic culture that respects bold
 Students who translated this proverb correctly conform only 23.3%. Examples of Errors as ;Brave from Osama-Brave more than Osama-A reward from Osama. Daring than Osama
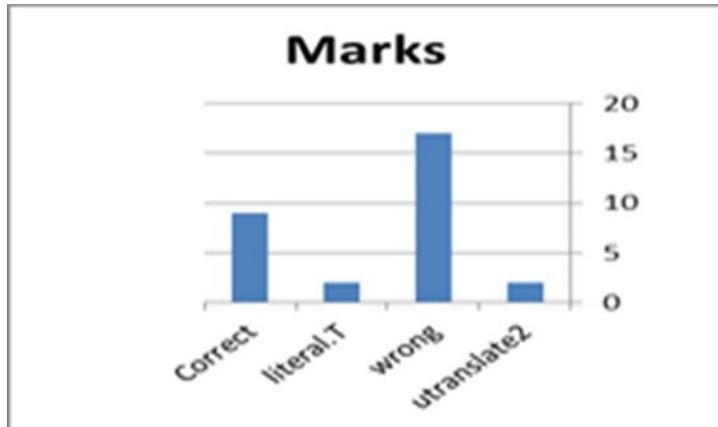
7--العلم في الصغر كالنقش علي الحجر

23.3% of the students gained the correct translation.

Examples of error:

Early sholt glows.. The knowledge from early is like writing on the wall
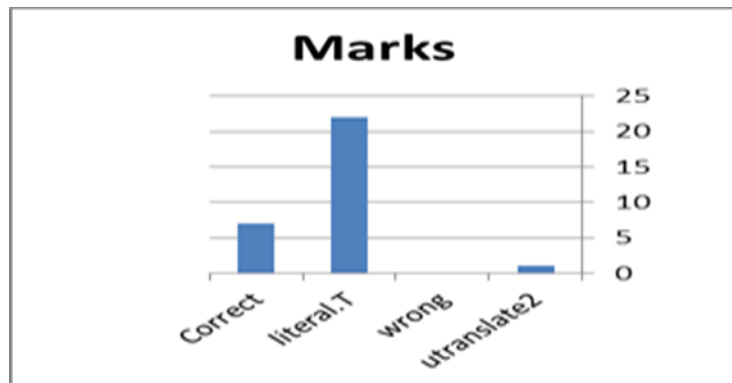
- 8 -دراهم مراهم

-Students percentage correct answers is 26%

Examples of errors: Drahems are ointments

-
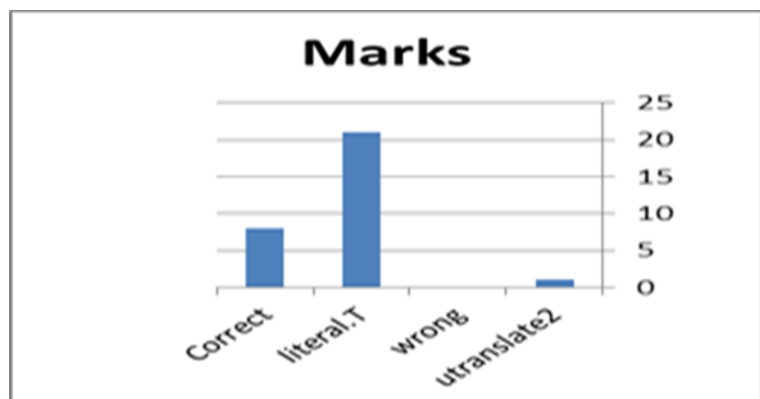
9-لا يحيق المكر السيء الا باهله

This proverb is a part of a Quranic verse 40% of the students responses are correct

Examples of errors: Not bad but cunning threat the family. Bad plans with even plans. Not bad but cunning threat to his family -
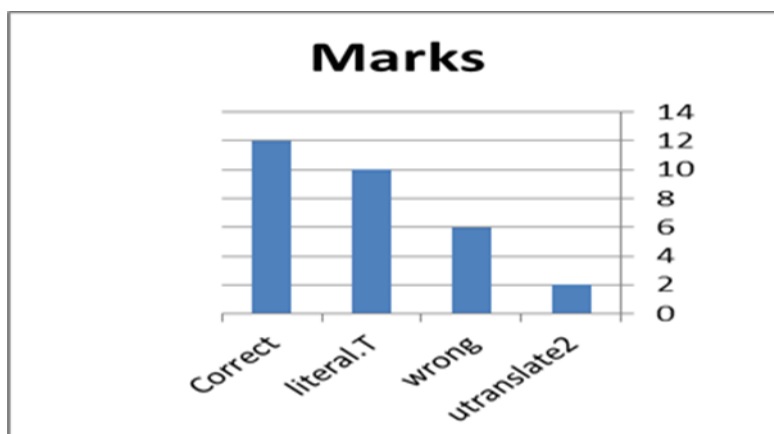
10 - بلغ السيل الزبي-

This old proverb is correctly translated by 6.8% of the students.
 Examples of errors:
All mountains reached the end of my tether. The torrent reached the level of the flood
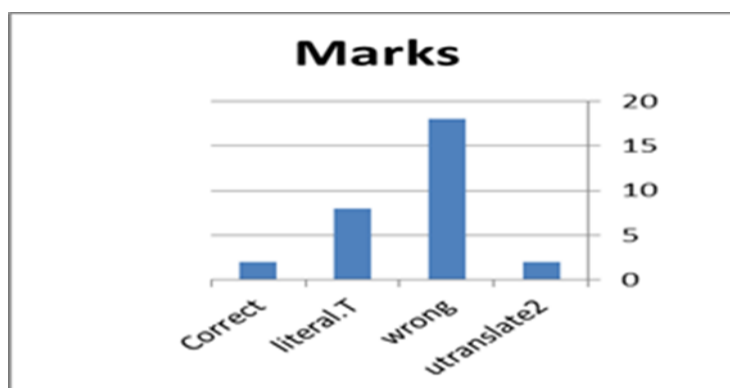
علي الباغي تدور الدوائر11

Students who translated this proverb correctly are 63.3% although this proverb reflects Arabic culture in revenge, but it is a universal proverb, so its equivalent is available.
   Examples of Errors Example of errors: Circles revolve around the   (haggage   )
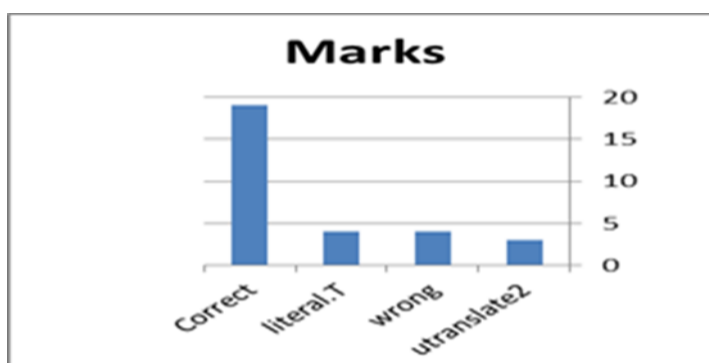
12- المرء مرآة أخيه

This proverb gained a high percentage of correct translation 80%Itis a prophetic saying. Examples of errors: A person brother believe. A man is his brother's wife. A man passed by his brother .A brother is like his brother

13-رماني- 13رماني فلما اشتد ساعده رماني فلما اشتد ساعده الرماية كل يوم اعلمه-
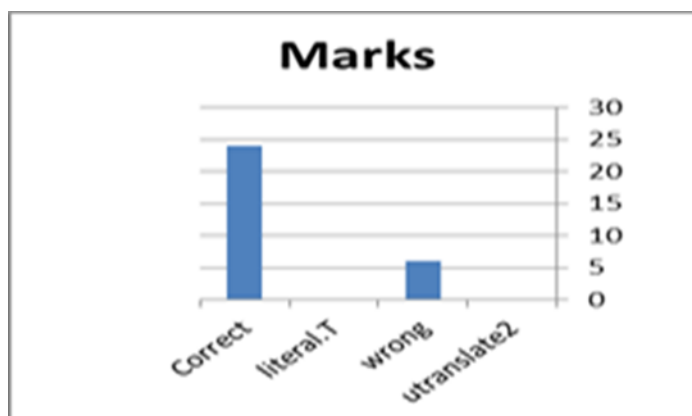
Students who had translated this proverb correctly conform 6.6%

Examples of Errors:.

Taught him to shoot every day when his arm because strong. I taught him and he shoot me.

I taught him a richer. I taught him every day when he got more he helped me

14-لبست له جلد النمر -

This proverb reflects Arabic culture in displaying power and courage when facing enemies 6.6% of students answers are correct

Examples of errors: She wore a tiger skin for him. He wore a tiger skin for him..
Tiger skin..Were skin tiger. She dressed him in a tiger skin

15-من شابه اباه فما ظلم

80% of the students translated this proverb correctly. Examples of errors:

Slimeler father. Whoever is young with his father what the injustice

Marks

Study Hypotheses
The first Hypothesis - There is a strong relationship between translation difficulties and the lack of linguistic competence in both languages SL and TL
.By looking the examples of wrong translating of 15 proverbs
1-Students translate the Arabic word (حابل) which means a net traps, as the pregnant woman in Arabic(Further more they translated نابل as nobility
2- Arabic words as (واساك -wasak) which means comfort-assist-relieve instead of being translated they, it is transfer, as the word(Osama - اسامة)
which indicates one of the lion names in Arabic. لا يحيق المكر السيء الا باهله the students translated (باهله -ts own people) as his family. They translated (فلما اشتد
رماني ساعده – became more powerful) as when he got more he helped me. The 14th proverb which contains the Arabic proverb لبست له جلد النمر the student understand the suffix تا (which indicates the personal pronoun I (as. the feminine suffix تا, so they translated (لبست I wore) as she wore- The last proverb (فما ظلم)as injustice.
Results:
Students translation of 10 proverbs which conforms two thirds of the translation test (3,4,5,6,7,8,9,10,13,14) between –(40%-6.65) Students translation reflects lack of translation competence in both Arabic language and English language which confirms the validity of the first hypotheses (There is a strong relationship between translation difficulties and lack linguistic competence in both languages SL and TL.)
The second Hypotheses - Cultural variations between SL and TL play an important role in translation difficulties between SL and TL. No doubt that cultural difference between Arabic and English controls the translation scene. Some proverbs used by Arabs have equivalences in English, so many students could translate these proverbs as (like father like son). (من شابه اباه فما ظلم- due to the universality of this type of proverbs, but some have no equivalences, as they carry the uniqueness of Arabic culture. The majority of

the students could not translate these proverbs correctly. These proverb are

اعقلها وتوكل-الجار قبل الدار والرفيق فيل الطريق-الدراهم مراهم-اذا لم تكن ذئبا اكلتك الذئاب ـ لبست له جلد النمر ـ اجرأ من أسامة ـبلغ السيل الزبي ـالعلم في الصغر كالنقش علي الحجر-اعلمه الرماية كل يوم فلما اشتد ساعده رماني

The students correct translation percentages of 10 proverbs which conform the majority of the proverbs in the test, proverbs confirms the validity of the second hypotheses.(Cultural variations between SL and TL play an important role in translation difficulties between SL and TL)

Table- 4-The Questionnaire Results:

Arabic Proverbs	I heard this proverb from old people	I read about this proverb	What does this proverb Indicates?	Meaning of proverbs in Arabic
اختلط الحابل بالنابل	22	7	10	1
ان اخاك من واساك	15	10	9	4
الجار قبل الدار والرفيق قبل الطريق	21	14	13	1
إذا لم تكن ذئبا اكلتك الذئاب	21	11	13	3
اعقلها وتوكل	10	7	1	2
أجرأ من أسامة	3	2	0	1
العلم في الصغر كالنقش علي الحجر	21	14	12	1
الدراهم مراهم	17	10	7	3
لا يحيق المكر السيئ الا باهله	6	4	3	1
بلغ السيل الزبى	5	3	1	2
على الباغي تدور الدوائر	4	1	1	2
المرء مرآة أخيه	12	9	1	1
أعلمه الرماية كل يوم فلما اشتد ساعده رماني	23	14	8	4
لبست له جلد النمر	2	0	1	1
من شابه اباه فما ظلم	18	12	4	3

The students' responses of the questionnaire revealed students lack of Arabic language competence. Most of them failed in giving the meaning of the proverbs in Arabic (1-4) of the 30 students could give the meaning of each proverb
 This also confirms previous studies done by two researchers ":
1- Jordanian graduate students' problems in translating culture-bound expressions such as proverbs, idioms, collocations, and metaphors from Arabic into English. When translating cultural expressions. These challenges are These challenges are generally related to1- unfamiliarity with cultural expressions, 2- difficulty to obtain the equivalency in the second language, 3- ambiguity of some cultural expressions,
 4- lack of knowledge of translation methodologies and translation tactics.(Dweik and Suleiman (2013)
5-The "Hindrances in translation specific cultural concepts from Arabic into English" the study revealed out that undergraduate learners face various types of translating specific cultural concepts, due to lack of knowledge of translation techniques and strategies (**Mubarak et al (2014):**

3-"The study found that some standard Arabic proverbs do not have their equivalence in the English language because of the large gap between the two languages and cultures. The students tended to incorrect selection of vocabulary that led to inaccuracies in translation, due to misunderstanding of the context for a given proverb. Interference of mother tongue due to literary translation" Othman (2013)

4-"The most apparent obstacles are the use of the wrong TL equivalent, the overuse of literal translation, committing linguistic stylistic mistakes, the wrong choice of words and sometimes the lack of understanding" **Abdelaziz SALHY (2019)**

Recommendations:

The researcher suggests the following to overcome the problems of Arabic-English proverbs translation: -

1-Apre-test in English language must be applied to measure translation student's linguistic competence,

2-A pre linguistic course, at a university level which covers both Arabic and English for three months, before beginning a translation course is very important to fill the gap in acquiring language skills. This course must regard:

a- The two languages linguistic differences.

b- Arabic English cultural variations.

c- Proverbs in both Arabic and English

3-Using proverbs in the classroom in teaching English, in warming –up step to familiarize the students with their cultural inheritance.

4--Offering annual competitions in translating Arabic proverbs.

Related Literature:

Characteristics of Arabic language: Due to Arabic language origin, as a Semitic language, Arabic has some peculiar and unique characteristics: as 1-It is written form right to left. 2-It has three numbers- singular, dual and plural and two genders- masculine and feminine.3-In Arabic, words generally are formed from roots (origins) and most the root words are tri -consonantal.- Arabic nouns and adjectives possess genders. The masculine nouns in Arabic accept feminine numerals and vice versa.5-The masculine nouns in Arabic accept feminine numerals and vice versa..6- In the verbal tenses the complete action is indicated by a suffix, and the incomplete action is denoted by a prefix. "katabat means she wrote but takatubu "means she writes. The suffix in the first example is(t) whereas the prefix in the second example is(ta) The word is (katab). 7-The masculine nouns in Arabic accept feminine numerals and vice versa.8-In the verbal tenses the complete action is indicated by a suffix, and the incomplete action is denoted by a prefix. The feminine suffix (ta ت) is used as a grammatical gender 9- The general order of words in a sentence comes first from the verb then the subject and lastly the object. VSO. 10- The masculine nouns in Arabic accept feminine numerals and vice versa. 11-. In the verbal tenses the complete action is indicated by a suffix, and the incomplete action is denoted by a prefix.12--.Arabic is a rich language with vocabulary. It has many synonyms for darkness, rain, moon, light, cloud, long, short and so on.

Translation Theories: Nida (1976) distinguishes three theories of translation: philological theories, linguistic theories, and sociolinguistic theories.

1- Philological Theories: These theories are concerned with literary texts. These theories are also called "Pre- linguistic Theories",

. The scholars as mentioned by Nida, focus   was the faithfulness (17-18 the centuries) to the text, especially in the case of Bible translation afterwards.

. Nida (Theories of Translation 19-32) points the concern of philological theories in dealing with the problem of the equivalence of literary texts by comparing and contrasting   the SL and the TL at the same time they focus on the literary quality, both the form of the text and its stylistic and rhetorical devices.

Linguistic Theories of Translation:

. Eugene Nida declares that; "linguistic theories of translation are based on a comparison of linguistics structures of source and receptor texts rather than on a comparison of literary genres and stylistic features ;Roman Jacobson introduced three notions called   translation,. 1-Intralingual translation: A kind of loose paraphrase or imitation, 2-interlingual translation traditional translation, 3- is intersemiotic translation.. Eugene Nida introduced the concept of dynamic equivalence later renamed functional equivalence. Afterwards in (1969) replaced the old concept with dynamic equivalence, referring to the process of finding the closest natural equivalence to translation units.

Sociolinguistic Theories of Translation:

Sociolinguistic theories of translation are discovered to satisfy the need of effective translation theories as   the growing interest in communication

Nida (1964) Sociolinguistic theories deal with the social registers or social (levels) of language and the problem of language in each other in geographic region (http//:www.goolbook.com.Samson community lesson 8.p.63). Nida (1994). (191-217)   explains the difference between linguistics (theories) of translation and sociolinguistic theories "while linguistic focuses primarily on the structures and processes of language, sociolinguistic focuses on the use of language, that is how and why people employ language to things". In sociolinguist theories of translation, the basic model is communication. Nida (1994). Explains the function of sociolinguistic approach as; "Providing information, establishing and maintaining proper interpersonal relation, expressing feeling. e.g. "Ouch, and Damn", changing the social status of others e.g. solemnizing marriage). The functions mentioned by Nida, are primarily sociolinguistic in that they relate to the use of linguistics. Catford theory of translation is primarily linguistic and related to surface structure equivalence considers the direction of the context situation and focuses on the differences between dialects and registers.

Communicative Theory: Nida (1991) relates the important contributions to understanding principles of translating which focus upon various processes in communication to linguistic working on the field of sociolinguistics e.g. Nabokov (1972) Hymens (1974). Nida considers the relation between sociolinguistic and translation a very natural one, as sociolinguistic deal primarily with language as it used by society in communication. Nida (1991) underlines the sociosemiotics perspectives as a fifth theory of translating.

Sociosemiotic   Theories of Translation: These theories as originally defined by Ferdinand de Saussure is" the science of the life signs in society". Social semiotics is thus the study of social dimensions of meaning and the power of human processes of signification and interpretation, which is known as semiotics. This science on social meaning- making practices of all types, whether, visual, verbal or aural in nature (Thibault, 1991) cited in Wikipedia, the free encyclopedia. Nida(1991) declares, the central focus in a sociosemiotic perspective on translation is the multiplicity of codes involved in any verbal communication. Nida, points out how the impact of extra linguistic and paralinguistic aspects like the background of

the speaker, people, play a vital role in their response to statement in the case of verbal or nonverbal, written or spoken communication. Nida outlines the advantages of the sociosemiotic approach:-This approach perceives language as the offshoot of a host of socio-cultural factors and hence rooted in the everyday world of reality, rather than in an ideal speaker community.

1-   It can't be verbally creative as it focus is on actually spoken language; it is not bound by reductive rules of language.

2-   It does not   conceive language as a rigid system with clear cut boundaries

3-   And well established meaning underlying it   .

4-   It takes into account the interdisciplinary of codes, which tends to expand the   boundaries of translation activity.

 http:wwwscribad. com:idoc149330223:theories- of Nida.

Functional Theories of Translation

        Manttari (Iranian Journal of Applied language studies, vol2, No1, 2010) (p.4).The primary purpose of translation action is to enable cooperative functionally adequate communication to take place across cultural barrier, and the source text is viewed as a mere tool for the realization of communicative functions.

Skopos Theory: According to Vermeer, the skopos states "one must translate, consciously and consistently, in accordance with some principle respecting the target text. The theory does not state what the principle is: this must be decided separately in each specific case.""to Christine Nord (1997:12) (The development of skopos theory has come as the foundation for general theory of translation which can embody a theory that deals with specific languages and cultures..)

Relevance Theory: Gutt (1991) believes that the ultimate purpose of translation is to have it be as relevant as possible to both the target cultural environment and the source language text, which is the foundation for contextual assumptions. The translator's responsibility as a communicator is to align the reader's expectations for the target language text with the communicator's intention in the source language text." Gut identifies two kinds of translations; indirect and direct translation which are broadly belong to free translation and literal translation.

 Translation Types: Scholars have different categorization of translation types. Roman

 Jakobson distinguishes three translation types   on the base of his semiotic approach to language (1959:45)

1-Intralingual translation: or rewarding (an interpretation of verbal signs by mean of other signs in the same language).

2-Interlingual translation: or translation proper(an interpretation of verbal signs by mean of some other language).

3-Translation transmutation: (interpretation of verbal signs by means of   nonverbal signs system.

Example	Translation type
Passed away:died	Intralingual translation
Passed away: توفى	Interlingual translation
Do not cross	Intersemiotic translation

Table -5-Roman Jakobson Translation Types as viewed by the Researcher

Katharina Reiss (1976) builds her classification on text types. She asserts four types according to SL text:

1- Informative: a plain communication of fact.

2- Expressive: a creative composition (poem).

3- Operative an including behavioral responses which aims at appealing or the reader / receiver as advertisement.

4- Audio medial texts, such as films, visual and spoken advertisements

2-4 Translation Methods:

Larson (1984:15) suggests two categories of translation method from based or literal translation and idiomatic translation. Larson adds (1984:16) " in applying the literal translation, there is rarely a true literal translation. The method spread from very literal to literal to modified literal, to near idiomatic ,and unduly free ", further Larson explains:

1- Very literal is an interlinear translation, for some purpose, it is desirable to reproduce the linguistic features of the source text, as for example ,in a linguistic study of that language.

2- Literal translation is a translation that sounds like nonsense and has a little communicative value. It may be very useful for the purposes related to the study of the source language, they are little help to the speaker of the receptor language who are interested in the meaning of the source language text.

3- Modified literal method is a way to modify order and grammar the source language in an acceptable sentence structure in the receptor language. However, the lexical items are translated literally.

4- Inconsistent mixture which mixes literal and idiomatic translation in the final draft of translation.

5- Near idiomatic translation that reproduces the meaning of the source language (the meaning intended by the original communicator) in the receptor language without losing the natural form of the source language.

6- Idiomatic translation which reproduces the meaning of the source language, that is the meaning intended by the original communicator in the natural form of receptor language.

7- The unduly free translation adds extraneous information which is not stated in the source text. it changes the meaning of SL,it distorts the fact of the historical and cultural setting of the source text.

Newmark (1988:54 – 47) displays eight terms. These terms are: word for word, literal faithful, semantic, communicative, idiomatic, free and

adaptation. Newmark's eight classification is divided into two scopes:

1-The methods closest to source language. 2-Methods closest to the target language. Newark (1981:22) adds two translation methods: 1-Communicative translation, in which the translation attempts is to produce the same effect on the target language readers. 2-Semantic translation, in which the translation attempts within the bare syntactic and semantic constraints of the target language to reproduce the precise contextual meaning of the author.

Translation Procedures: "Translation Techniques"

The French scholars Vinary and Darblent put the classification of translation procedures (1958).This early production was translated to English(1995)..Vinary and Darblent studied the exchange of lexical items between English and French and identified seven different methods of translation to take place. Vinary and Darblent

(1995:31) They divided these mechanisms in to two categories generally, direct and literal procedures:-

1-Direct translation procedures: They consist of the three sub- categories:

a- Borrowing: Borrowing is the taking of words directly from one language to another without translation. This usually used in terms of new technical or unknown concepts. e.g. laptop

b- Calque: It is almost like borrowing. A language borrows an expression from another language, then translates literally each of its elements, عليه السلام in Arabic and in English it becomes "Peace be on Him".

2- Literal translation –A word for word translation. According to the authors it is only possible between two relative languages.

2-Indirect translation (oblique translation) with four sub categories:-

These procedures include, transposition,- modulation., -equivalence.-and adaptation

Transposition: It is a grammatical change which is done without changing the sense. This procedure focuses simply on replacement and communicative dimension are regarded as something secondary.

Modulation: this procedure consists of using a phrase that is different in the source and target languages to convey the same idea. Through modulation the translator generates a change in the point of view of the massage without altering the meaning and without generating a sense of awkwardness in the reader of the target language text. Vinery and Darblent distinguished between obligatory (fixed) and optional or free modulations.

Equivalence (Reformation): In this sub-procedure, a translator replaced SL text through equivalents in TL text it used when the two languages have the same concept but are described by different stylistic or structural means. It is used for idioms and proverbs mostly.

Adaptation: this procedure consists of changing the cultural reference when a situation in the source culture does not exist in the target culture. It is a shift in cultural environment.

All the mentioned translation procedures can be applied more or less at the three levels of expression lexis, syntactic structures and message.

TRANSLATION STRATEGY

Loescher (1991, p.8) defines translation strategy as "a potentially conscious procedure for solving a problem faced in translating a text, or any segment of it. "As it is stated in this definition, the notion of consciousness is significant in distinguishing strategies which are used by the learners or translators. In this regard, Cohen (1998, p.4) asserts that "the element of consciousness is what distinguishes strategies from these processes that are not strategic."Jaaskelainen (1999, p.71) considers strategy as, "a series of competencies, a set of steps or processes that favor the acquisition, storage, and/or utilization of information."He maintains that strategies are "heuristic and flexible in nature, and their adoption implies a decision influenced by amendments in the translator's objectives Krings (1986, p.18) defines translation strategy as "translator's potentially conscious plans for solving concrete translation problems in the framework of a concrete translation task,"and Seguinot (1989) believes that there are at least three global strategies employed by the translators:

1-Translating without interruption for as long as possible
2-Correcting surface errors immediately;

3-Leaving the monitoring for qualitative or stylistic errors in the text to the revision stage

Translation Problems: According to Ervin and Bower (1953), translation difficulty can originate from three factors putting a translator into a blurred situation. They are (1) 'lexical meaning' (such as objective referents, homonyms, affective and figurative meaning, untranslatable concepts, and similar words), (2) Grammatical meaning' (e. g. syntactical requirements, and stylistic factors), and, (3) The 'functional equivalence in different cultural contexts'. However, what discriminates translation difficulty from text difficulty can be attribute to one item as 'equivalence' and its role in theoretical and practical translation Linguistic and Cultural problems of Translation Language and culture are two things that cannot be separated because culture affects language and language affects culture. This makes the language in one area different from another. The difference in the cultural background of each language is a unique phenomenon that occurs in society and is a difference that must be respected, not to be neglected. Moreover, it affects many items, including proverbs.

Problems of Arabic-English translation result of differences between SL and TL grammars **These problems can be viewed as:** The translation of verbs to be, had and models , tenses and articles, adjectives ,personal pronouns. and the translation of nominal, verbal, and conditional sentences. Stylistic problems another type of translation problems take place when translating some problematic types of style. These problems offered include: clarity, ellipsis, redundancy and extra position. As

19

regards the cultural problems discussed, they cover the problems underlying the translation of idioms, proverbs and culture-bound words Style refers to the form in which a text is molded. It is the way a speaker or writer expresses himself f/herself. A writer may begin his/her sentence in certain way, fronting a word or a phrase or a clause at the beginning of a sentence in an unusual way as suicide committed instead of the committed suicide The writer has such style according to his/her focus on what he writes first. Mentioning the fronting word is to draw attention at its importance to the meaning of the whole sentence. Other stylistic problems: are parallelism ambiguity Ghazala, (1995: 18-24)

Cultural Problems: These are problems that may appear in cross-cultural translation. Sapir (1929: 214) suggests that "no two languages are ever sufficiently similar to be considered as presenting the same reality. "The worlds in which different societies live are distinct worlds, not merely the same world with different levels"(The Journal of Academic and Applied studies, vol 2(5) May 2012, P. 80-81) The distance between languages, in geography, weather, religion, generate differences even in temper. Values are different and so traditions.This will lead the existence of words and expressions that are not found in TL, which brings the problem of un-trainability and non-equivalence Ghazala (1995:24)

Metaphor: Metaphor is a prominent phenomenon in most human languages, that enable both speakers and writers to make their speech and their writing more memorable, allow the audience to form mental pictures that will ever lasted of the topic and its content. .Metaphor is defined by Oxford English Learner's Dictionary as "a word or phrase used to describe somebody/something else, in a way that is different from its normal use, in order to show that the two things have the same qualities and to make the description more powerful.   .

Metaphor to Richards, the English rhetorician, is 'the essence of thinking', and 'the omnipresent principle of language', (1936: 73). Richards views the relationship between language and metaphor as the relationship that connects a car to a tenor. Tenor in this relationship refers to the concept, object, or person meant, and the vehicle being the image that carries the weight of the comparison. The words were first used in this sense by the critic.(ibid).**Kirby** (1997:522) states that metaphor was used by Greek great poet in the famous poem the Iliad as: " a cloud of foot–soldiers"Metaphor and Culture: **Dagut**(1976) believes that Metaphor and culture metaphor and culture are linked directly. As to Dagut culture can reflects people's values and beliefs about the world. These values and beliefs influence speakers' perceptions, expectations, and assumptions about the role of language in communication Dagut (1987:77) considers metaphor a real test for translators ability, as he states "metaphor presents a particular searching test of the translator's ability" Translation Equivalence: Equivalence is a key aspect of translation According to Catford, it is possible to generalize the condition for translation equivalence as the occurrence of translation equivalence that happens when a SL and a TL text or item are relatable to the same features of substance Catford (1965) According to Newmark (1988), foreign cultural expressions could be ecological, material, and social cultures. They also contain expressions associated with social organizations, political, religious, artistic, gestures and habits. These cultural expressions can be found in proverbs collocations, phrasal verbs and figures of speech including metaphors Translating cultural texts is not an easy task and translators should be aware of the culture they translate from and the culture they translation to. Proverbs have cultural aspects that cause difficulties to translators. For Dweik, & Suleiman(2013) These problemsare mostly related to: 1- unfamiliarity with cultural   expressions- 2- failure to achieve the equivalence in the second language, -3- ambiguity of some cultural expressions, -4- lack of knowledge of translation techniques and translation strategies. A prominent type of translation problems is untranslatability, which Catford (1965) relates to [1], "translation fails – or untranslatability occurs – when it is impossible to build functionally relevant features of the situation into the contextual meaning of the TL text" Untranslatability is considered as one of the most difficult challenges that every translator has to face at   translating –b- Terms which relate to special Arabic cultural nuances: a- Islam gives men the freedom to marry more than one wife, they may four wives which result many sisters and brothers have the same father but may be many mothers. English people as Christians a man marries for خاon wife whose daughters and sisters are sibling, but Arabic has the word for those who are from one the same شقيقthose who are half-brothers and the word father and the same mother. The two words are translated as(brother).Uncle indicates both father and mothers brother, but Arabic has different terms for both of for mother's brother "and -خال   for father's brother and" عم them. Arabic difficulties in translating some Arabic terms into English arise due to cultural differences between the two languages. Arabic being a 'Semitic language" as حلال-حرامEnglish is an Indo-European as following Islamic related Arabic terms terms are often originated in teachings Islamic. Still, these خلوة , صلة الرحم, صلاة- Arabic words have specific religious and social meanings, with English equivalents failing to render the exact meaning c-Contemporary proverbs and sayings in accordance with Islamic religion. A growing body of literature has examined the translation of proverbs in the last two decades. The translation of idioms and

proverbs has long been considered as a particularly problematic topic in translation

Proverb Definition: Fathi defines proverb as " A proverb is a brief expression that people like in both form and content, so it spreads among them and is passed down to successors from predecessors without change, applying it for similar situations for which the proverb has an origin, even if this origin is not known." (2001:6) **Proverb** (from Latin: *proverbium*) is a simple, traditional saying that expresses a perceived truth based on common sense or experience. Proverbs are often metaphorical and use formulaic language. A proverbial phrase or a proverbial expression is a type of a conventional saying similar to proverbs and transmitted by oral tradition. The difference is that a proverb is a fixed expression, while a proverbial phrase permits alterations to fit the grammar of the context. Collectively, they form a genre of folklore. (Wikipedia, the Free Encyclopedia) Meider (1985: 119) defines proverbs asa short, generally known sentence of the folk which contains wisdom, truth, morals, and traditional views in a metaphorical, fixed and memorable form and which is handed down from generation to generation'. Later in recent years, Mieder (2005) says that proverbs represent the component of culture of the nation's color. He continues, the traditional function of them is instructive, they contain 'wisdom, truth, morals and traditional views' verb is a type of fixed expression like idioms, stock phrases, catch phrases, allusions, quotations, and discourse expressions. According to Carter (2002, P.68), proverbs "have formal and semantic characteristics in common. They convey some kind of aphoristic truth, usually in simple present tense and are normally neither syntactically devisable nor substitutable.   .

Proverbial Language: as defined by Dictionary" (of a statement) commonly known, esp. because it is from a proverb or saying known by many people, or because it expresses a truth known by a particular group of people: e.g. for the first definition: An example of a proverb that can be used is '**Don't cry over spilt milk**', which means that it's a waste of time to be upset about something that can't be helped. If somebody messes something by accident, it might make you think of the proverbial spilt milk. A pproverbial phrase or an expression is a type of conversational saying similar to proverbs and transmitted by oral tradition, the difference is that a proverb is affixed expression while a proverbial expression permits alteration to fit the grammar of the context

Universality of Proverbs: Proverbs **often reflect and describe common human experiences and the law of nature**, they are thus universal. The same message can be discovered in proverbs in different cultures. Proverbs are often borrowed across lines of language, and religion, For example, a proverb of the approximate form "No flies enter a mouth that is shut" This proverb is similar to the Sumerian proverb "into an open mouth a fly enters" Proverbs about one hand are known in many countries e.g. the Swahili proverb, and the Arabic Sudanese idiom 'I haven't a mouth that catch flies ' The open mouse is known to speak words which eventually bring problems to the speaker 'One hand can't nurse a child and the English proverb 'One wing cannot make the bird fly' 'and the Arabic proverb "One hand cannot clap" Proverbs can be borrowed by translation., but also existing under the same meaning in all around truth by the folk, as the proverb" No smoke without fire, a very known proverb in Sudanese Arabic. Furthermore the proverb" Haste of the Pitch"and the Arabic Sudanese proverb "the haste of pitch that results having

blind puppies 'with another proverb about the cat's' haste The cat in her haste kittens blind kittens" This proverb which well known for Iraqi people, was used by the as " The pitch in her hurry whelps blind puppies (البزونة من عجلته تجيب ولدها عميين). Avishur, cited in Unseth (2017) believes that this proverb is not of Arabic Origins because he found it only in the Iraqi form of speaking areas

Peter Unseth (2017) **on the trail of the "hasty bitch,**
https://www.sil.org/contributor/unseth-peter-
https://www.diu.edu/documents/gialens/Vol11-3/Unseth-Hasty-Bitch.pdf" The English proverb "one man's meat, is another man's poison "which is equivalent to the Arabic proverb"Some people's disasters are other's benefits" Uniqueness of Proverbs Since they embody people cultural experiences. Learning the proverbs of one country the proverbs of will reflect its own culture and traditions as the English prover "Time is money Mieder (2005) says that Proverbs are found among all cultures, they occupied the universal ubiquitous genre of folklore all over the world irrespective of place, time, and economic development.

Arabic and English Shared Proverbs: there are shared proverbs between the Arabic and English:.

Table 3- Some of the   Shared Proverbs between Arabic and English

Arabic Proverbs	Meaning	English Equivalent
ان مع العسر يسرا	With hardship Goethe ease	After the storm, come sunshine
لا يلدغ المؤمن من جحر مرتين	A believer will not be stung twice from the same hole.	fool me once, shame on you; fool me twice, shame on me
ما نقص مال من صدقة	Charity doesn't decrease wealth	Alms never make poor
ان الحديد يفل بالحديد	Iron strikes iron	Diamonds cut Diamonds
الصديق عند الضيق	The real friend is that fiend who help at hardship	A friend in need is a friend indeed
القافلة تسير والكلاب تعوي	The caravan is moving although dogs are howling	The dog barks and the caravan moves
كالمستجير من الرمضاء بالنار	As that who to fire from hot sands	Out of the frying pan and into the fire
يعمل من الحبة قبة	He makes a dome out of a grain	He makes mountains out of molehills
الطيور على اشكالها تقع	Birds prefer to be with birds like their own kind	Birds of a feather flock together

بعيد عن العين بعيد عن القلب	Far from the eye, far from the heart.	Out of sight, out of mind.

Proverbs, Culture and Cross-Cultural Communication:

"Because its significance comes as coming from the cultural past whose voice speaks truth in traditional terms"As asserted by Arewa and Dundes(1965) "like other forms of folklore, a proverb may serve as an effective impersonal vehicle for personal communication (Arewa and Dundes 1964: 70). The authors give an example, "if parents use a proverb to scold or correct a child, they externalize this responsibility and transfer the onus onto an anonymous voice of authority from the past. Indeed," The authors relate the knowledge about proverbs to the parents,with whom other elders share this responsibility

What is Culture"**: Culture is defined by Merriam Webster 'Dictionary as' he customary beliefs, social forms, and material traits of a racial, religious, or social group also: the characteristic features of everyday existence (such as diversions or a way of life) shared by people in a place or time.: the set of shared attitudes, values, goals, and practices that characterizes an institution or organization,** the set of values, conventions, or social practices associated with a particular field, activity, or societal characteristic**, the integrated pattern of human knowledge, belief, and behavior that depends upon the capacity for learning and transmitting knowledge to succeeding generations**
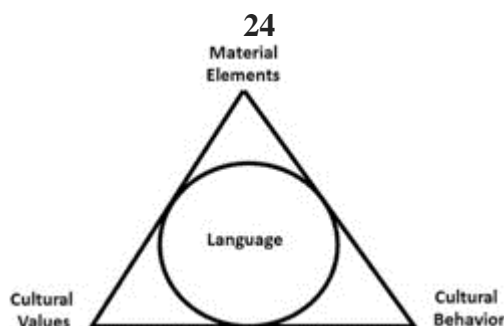
Cross-Cultural Understanding: Learning about proverbs from different cultures can foster cross-cultural understanding and appreciation. Smith (1920)It States that proverbs can help individuals gain insights into the perspectives and values of other societies. Since proverbs communicate shared experiences or lessons, they can tell us a great deal about the culture in which they are used (Smith 1920: 311).Proverbs and culture are related and connected by means of language as a abridge of communication among humans. This relation between language and culture gives culture the priority for language is born from the womb culture.

Cultural Translation: Dweik & Suleiman, (2013)distinguishes the exact problem of cultural translation in the following points: 1-The translator has to find out the

closest equivalent word of the SL in the TL.2- Cultural transference is a challenge to the

translator.3- These words(cultural references) have different meanings in different languages and cultures.4- The translator faces greatest challenge while transferring kinship words from one language to another."

Proverbs and Culture: Proverbs are culturally- bound linguistic expressions which express a moral, attitude or practical advice based on wisdom acquired through real life experience. A proverb's meaning cannot be fully understood from the individual meaning of the words that it contains, despite the fact that their meaning is transparent. **Mieder (2000), states that(Proverbs express traditional wisdom shared by all people of a culture). Mieder indicates the important role of proverbs as a cultural mirror that reflects a certain society values. Arabic society has unique values and traditions that spring out of its religion, manners and historical inherited literature. Proverbs are integral part of Arabic literary genres as'' oral prose''** Characteristics of the Arab-Islamic Culture of the Arab-Islamic which Could be examined by Hofstede's cultural dimensions theory "a framework for cross-cultural communication, developed by Geert Hofstede "According to this theory to Arab-Islamic culture is related to the culture of collectivism societies where the 'We' pronoun controlled the theme instead of the' I' pronouns.. (Hofstede, 1980) This characteristics results unique Arab-Islamic. traditions as **Social loyalty** which is of of great importance in Arab culture. Family is one of the most important aspects of the Arab society. Furthermore, **'the Face**:' as Nydell (1987) states that "self-respected pride rivalry and revenge, collectivism, hospitality, honor result of Bedouin values influence which remains strong, although about 90% live in villages or cities. The society is influenced by tribal traditions even in the cover of their bosoms" By looking Hofstede's cultural dimensions which concerns time orientation, "Long Term versus Short Term Orientation (Hofstede, 1980). ", which related to the choice of focus for people's efforts: the future or the present and past, we can easily locate Arab-Islamic culture among short –term societies that worship their past. This past of course include all the Arab traditions and Islam teachings among these teachings, Halal and Haram concepts**Haram and Halal: Pork meat,. blood. Even the meat of dead halal anima or an animal which is not slaughtered according to Islamic method**. Intoxicants especially alcoholic beverage is generally forbidden in Islam. This includes wine, beer or spirit. Arabic collocations are varied and colorful. These collocation reflect the Muslims and Arabs day life as: Ibn al-halal statuary indicates legitimate son, but the idiom denotes respectable, decent man/ woman. A man or a person who is spoken about, and suddenly appears, it is said to him at the moment he/she appears: "Ibin Halal- we are just talking about you". This dictum halal and haram may cause problem in translation and cultural conflict in communication, as one of the rich points that may lead to misunderstanding. The proverb: ابن الحرام يسويها. The son of haram (illegitimate son) digs a hole and the son of halal (ابن الحلال) falls in it.

Arab Values and Beliefs :1-. Arabic tribe status reached the peak by the appearance of a poet, a knight, a generous man, or a Wiseman. A country nowadays will be high valued if one of his citizens gain a Noble Prize, or their football team gain a cup. Another honor which is high ruled by Arab that is the sexual honor, which is connected by morality of female members. The first mentioned honor which

concerns the status of individuals and community "sharaf "indicates the western concept of dignity which denotes great respect repute. Arab culture is governed by collectivism, so once a woman lost her (ird)=purity (by being raped" or commits adultery, or have any sort of (Zina-=Bitch) at only sort, this makes the whole family or tribe lose their honor. Arab Beliefs: Arbs **belief in Monsters: They belief in Jinn,** Ghoul**,** Angaa "phoenix"العنقاء which is connected with the Arabic proverb "there are three impossible matters, the ghoul, the phoenix and the faithful friend". **Religious Funeral Rites**: The dying Muslim are not to be left alone. He /She is surrounded by many of his / her relatives, receiving their positive sayings, repeating the Shahada "There is no God but Allah, I witnessed there is no God but Allah and Mohammed is The messenger of Allah". The body will be washed and perfumes will be put on it. New white dress will be brought for the dead .To Muslims death is just a step towards the Hereafter.. A group of men carry the corpse, and put it in front of them, and pray. Benaida (2013) relates differences between the Arab and British cultures. Religions differences" in the UK a large proportion of the people are Christians, whereas in the Arab World the majority of the people are Muslims." To Benaida difference identifies the background of two societies' which is different and the method of leads to different points of viewing things. Benida adds an important point about religion which shapes people" values and principles "This factor when combined with the language factor shows the gaps and   differences   between   the   two   cultures.   "
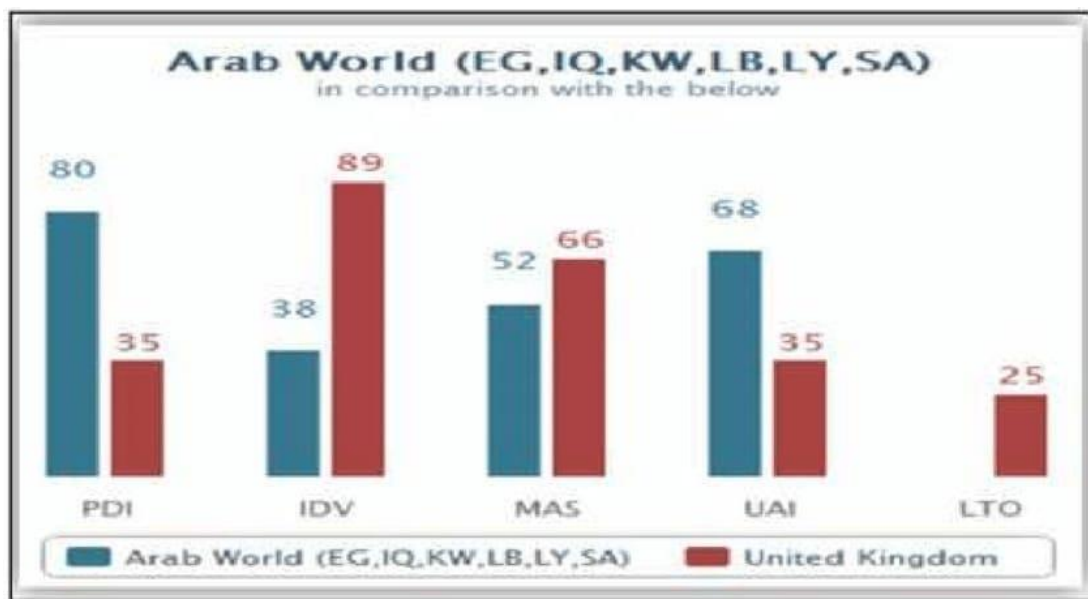
 The figure above shows Hofstede's study along with the results. Based on Hofstede (2001) dimensions, the Arab World society and British society, and their characteristics vary significantly on the four dimensions.(Cited from Benaida (2013)

Characteristics of Proverbs

Proverbs are fascinating elements of language that pack a lot of wisdom into a few words. They have several distinct characteristics that make them both memorable and effective in conveying messages. Here are some key features that define proverbs Arora (1984) provides the following characteristics, which embodies the stylistic features of proverbs: Arora (1984):1- Alliteration: Alliteration is when two

or more words that start with the same sound are used repeatedly in a phrase or a sentence as the English proverb" (Forgive and forget). The repeated sound creates the alliteration, not the same letter "The Arabic proverb (الجود بالموجود) resembles alliteration also.This proverb encourages people to donate according to what they own

2-Parallelism: Parallelism is a figure of speech in which two or more elements of a sentence (or series of sentences) have the same grammatical structure. English proverb("**Nothing ventured, nothing gained** "known adage is an example of parallelism)العبد في التفكير والرب في التدبير Meaning: man proposes, God dispoeses

3-Rhyme (When the cat is away, the mice will play intensify the rhythm of language, or to draw a comparison, emphasize, or elaborate on an idea. **In Arabic** **True friend is that you depend on at hardship.** (الصديق وقت الضيق)

-4--Hyperbole: The word **hyperbole**, from a Greek word meaning "excess, "is a figure of speech that uses extreme exaggeration to make a point or show emphasis. It is the opposite of understatement. You can find hyperbole examples in literature and everyday speech اليوم خمر وغدا امر Meaning:Today's joyful wine drinking tomorrow will be serious action

 5-Paradox: A paradox is a statement that may seem contradictory but can be true (or at least make sense). This makes them stand out and play an important role in literature and everyday life. Beyond that, they can simply be entertaining brain teasers. Meaning:عصفور

في اليد خير من عشرة علي الشجرة   A bird in a hand is better than ten in the tree.

7-Ellipsis (Once bitten, twice shy)

 She also proposed some internal features of proverbs as::

8-Personification (Hunger is the best cook)

9-Metaphor (Don't count your chickens before they hatched) Metaphor is regarded as the most important and wide spread figure of speech in poetry and proverbs. It compares two things by saying that the one is the other. in the eyes of his mother. القرد في عين امه غزال Meaning: The monkey mother see it as a gazelle

Proverbs language: proverb language brief, universal and simple, as explained as in the following examples :

1-Brevity (Shortness): according to Oxford learner's Dictionary This is one of the most striking features of proverbs which distinguishes them from other expressions. For example, "Time is money" is a short phrase, but it conveys the idea that time is a valuable resource. Arabic proverb (الصراحة راحة) Honesty is the best policy.

2-Universality: Proverbs often express universal truths or common experiences that are relatable to many people, regardless of their background. About this issue Wikipedia the free Encyclopedia states that " Proverbs are often borrowed across

lines of language, religion, and even time" Human experience is another factor of proverbs universality "Every cloud has a silver lining" .The Arabic proverb " القشة التي قصمت ظهر البعير"The straw that had broken the camel 's back is popular in many societies among the world.

3-Simplicity: Proverbs usually employ simple, everyday language. They avoid complex words or structures, making them accessible to people of all ages and educational backgrounds. For instance, "Birds of a feather flock together "uses simple words to convey that people with similar interests or characteristics will usually be found together.(اذا جاء القدر عمي البصر)

Sources of Arabic Proverbs:

Arabic proverbs have numerous sources, that may eliminated to three major springs:

1-The Holy Quran:. Allah the Almighty says: {If We had sent down this Qur'an on a mountain, you would have seen it humbled and coming apart from the fear of God. And these

 are examples that We set forth for the people. For God's sake, and such examples do We present: a mountain that you have seen   humbled and crumbling from fear. And such examples do We present to people For the people, that they might reflect"(Al-Hashr, verse 21) (Al-Kaylani, 1997 AD)

(وشهد شاهد من أهلها) (Yousof:26) (and a witness of her household bore witness
    Prophetic Hadith: Leave   what   doubt to what you do not doubt دع ما يريبك ". الي ما لا يريبك

Jahiliya Period (410-610 AD).   Arabs created proverbs from their daily life experiences ad used these proverbs in   different occasions of. Arabic oratorical speech includes wise sayings and proverbs. e.g. the oration of Qaṣṣ Ibn Saidah al-lyyadi where he declares: "من عاش مات ومن مات فات"He who lives must die, and he who dies has vanished"(Farhud, Ayyad Abdul Whab. R. eta al (1981:32) in: (www. now.edu.ng). Proverbs date back to the days before Islam, or what's known as Al Jahiliyya Period (A period in which they behave impatiently with those who ever challenge them). Arabs who doweled the desert early created a big number of the Arabic proverbs.

These proverbs are created from the experiences of their daily life. This life which was surrounded by dangers of all types as natural disasters and attacks of their enemies' 'almost other Arabic tribes " The hardship they suffered lead them to support each other encouraged   them to say proverbs that called to solidarity and hospitality, to escape both dangers "hunger that results of natural conditions   ' 'and death on the hands of their enemies. The Arabic proverbs for the mentioned causes concentrate on family relation, friendship-neighbors- The Arabs in their pre-Islamic era had many popular proverbs, which were in the form of unrhymed prose, and if we cannot take them as a standard for prose in that era due to their shortness, then in any case we see in them the Arab mentality and the Arab character, and in them we see the Arabic sentence that is strong, beautiful in its expression, precise in meaning, perfect in simile, and well-concise.. But pre-Islamic proverbs were mixed with Islamic proverbs to the point that it was difficult to distinguish between them unless the proverb was said in a historical incident or its speaker was known.

The Arabic proverbs created in Arabia Desert travel with the Arabic tribes to dwell with them and their descenders in what known as The Arabic countries. These proverbs in their new environment still used although there much water and food, less fear of invasion by other tribes, but it is the seed of culture that is rooted in Arabs everywhere inherited from their ancestors.. Proverbs, other type of prose in pre-Islamic period are short pithy sayings which are meant to teach morals and culture of the people. The two mentioned types Wasyah and Amthal وصايا و أمثال spring out of the nature to Arabic literature which tends to shortness.

Themes of Arabic Proverbs:

Abu Ali (1988) The Arabs paid more attention to proverbs than others and included them in almost all areas of life. In fact many Arabic proverbs are devoted to their daily life as religion, family relations, and neighborhood. Traditions, values and manners are carried also in their proverbs. Daif (1960) relates the theme of Arabs proverbs to the fearful and hard life they experienced, which pushed to appreciate endurance of adversity, boldness and courage which appears in Arabic proverbs themes

Education:

(Learning) at young age is like engraving on stone / which means education at young age stays and stuck in mind العلم في الصغر كالنقش في الحجر

تعلموا العلم من المهد الي اللحد ''Seek education from the cradle to the grave'.

Religion: Arabic Proverb: انت تريد وهو يريد والله يفعل ما يريد. Literal translation: You want what you want and he wants what he wants, but God does what He wants. Similar to: Man proposes, God disposes

b- Family: هذا الشبل من ذاك الاسد this cub is born by that lion –like father like son'

Friendship

الصيق وقت الضيق friend in need is a friend indeed. Meaning .Your friend is that one who helps you at your hardship. This proverb is equivalent to the English proverb "A friend in need is a friend indeed"

D - Neighbors: الجار قبل الدار Choose your neighbors before you choose your home

"Choose your neighbor before you choose your house"

Wisdom: عدو عاقل خير من صديق جاهل Better have a wise enemy than a foolish friend

Revenge: علي الباغي تدور الدوائر In general, the Arabic proverb says that oppressive people will be treated the same: that the status eventually returns to its original value after completing some sort of cycle.

Patience:

اصبر تنل. "Be patient (and you'll reach your goal)."On the surface, these two words are just "have patience

Generosity: سؤدد بلا جود كملك بل جنود **A high status without generosity like a king without soldiers.**

Money: الدراهم مراهم **Money is a remedy for any problem**

The Tongue: زم لسانك تسلم جوارحك **Hold your tongue so as to keep your**

Your limbs safe

Bravery: اجرا من قسورة **More brave than a lion**

Conclusion: This study aimed at investigating the causes of Arab cultural problems in translating Arabic proverbs into English. To solve the mystery the researcher introduced to instruments, attest which is compound of 15 Arabic proverbs and a questionnaire to test students' familiarity of these proverbs, in Arabic language. The study revealed the students lack of linguistics competence in both Arabic and English.. According to the findings the researcher recommends a pre-test for students, are course in both Arabic and English which aim at providing students by suitable knowledge about the two languages cultures, proverbs, differences and similarities. She also recommends annual competences in translating proverbs as a cultural tradition for both Arabic and English proverbs.

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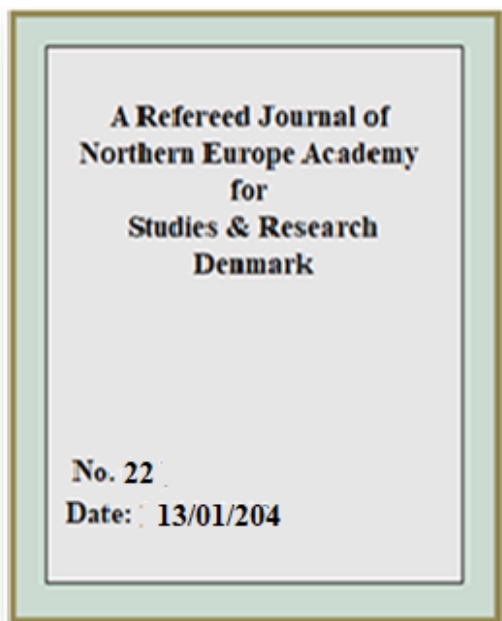
The Use of Object-Oriented GIS for Traffic Police Services in AR-RASS City

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Abstract

The expansion of a nation's road and transportation systems is crucial to that nation's economic development. Social interaction and economic growth happen because of these road networks within and between regions. It is among the most important ways to measure an area's social, economic, and business growth. This research deals with the problem of applying object-oriented GIS to the traffic road network in AR-RASS City. In contrast, it investigates the flexibility of object-oriented GIS in the analysis, measurement, and processing of traffic congestion based on data on traffic and spatial and temporal information in different ways. The planning and spatial evolution of the road networks in the study area was examined. The study used a descriptive-analytical approach by collecting data and information through various methods (reference books, periodicals, and websites). Also, through a primary method (the design question method), it was evident from the discussion that the new system of object-oriented GIS can be an essential reorganization of roads and traffic. While handling this system and the problems plaguing traffic management, this new system helps avoid all the difficulties that have been pending for many years within AR-RASS City. The study results show an immediate and urgent need for improvements and required changes in the road network, such as the construction of new roads. To increase the density of the road network, which gives another important and better prediction for the standards of the road network in AR-RASS City?

Keywords: Object-Oriented GIS; Traffic police Services; AR-RASS City; Global position system (GPS); Digital Map

1   Introduction

Countries pay special attention to their road networks because they are an essential part of the infrastructure that helps the economy grow and provides security and strength [1][2]. Road networks in cities are a conventional form of transportation that significantly interest many study communities [3][4]. With the city's population and car ownership expected to continue rising, traffic congestion is a pressing issue that must be addressed through research into urban road traffic networks. Transportation infrastructure is a human activity closely tied to place, highlighting its relevance in population activities. To make the idea of movement real, we need to build roads that go from one place to another. Transportation activities and decisions about how to use land often have a lot in common. For example, the way land is used and how easy it is to get to different places and destinations, which in turn affects how people travel and how much they travel. The road system, a component of the transportation system, is a particular land use that raises demand for transportation [5]. The vehicle is integral to land use planning because it makes it easy for people and things to get where they need to go. It also connects financial services to the transportation system and infrastructures, like bus stops, gas stations, and places to park cars. Poor roads and infrastructure in AR-RASS city caused traffic jams and made it harder to get from one place to another, which is the most important goal of the transport network. In general, trips took longer and required more work because the way land was used changed. This problem can be solved by rethinking land use and looking at other plans [2]. The most significant development in GIS over the past

ten years has been implementing the concept of object-oriented GIS. Data abstraction, which typically deals with algorithmic programs involving complex

complex data structures, has been linked to the advent of object-centered design. The fact that the data model is now object-centric rather than geometry-centric, as it was in the past, is perhaps the initial advantage of this field. As a result, the representation of reality no longer includes different geometric shapes connected to specific tables, but rather the phenomena are represented as they are, with all their attributes, interactions, and relationships, no matter how complex, a single object category in the database [6][7]. Object-Oriented Programming views a software system as a collection of "objects" with an identity, a state represented by member variables, and a behavior expressed by methods [8]. Instead of functions and procedures, OOP uses objects and class group items. The majority of contemporary programming languages are object-oriented, including PHP, Java, and C/C++. Every computer technology field uses object-oriented concepts. Object-oriented technology benefits more than only developers. IT professionals are applying technologies. That's why we hear so much about Object-Oriented Database Management Systems, OOPL, OOSD, OOSA, OOGIS, and others. GIS models complex objects using object-oriented technology and GIS. data models have three forms: vector data models depict geography as points, lines, and polygons; Raster models are arrays of cells that contain numeric values; The origins of triangular irregular networks (TIN) are a model of contiguous 3D coordinates (x, y, z) arranged in a grid of non-overlapping triangles. OOP implements object notions immediately rather than mimicking them with older languages. TIG RIS, Small world GIS, Geo Star, and Laser Scan's GAE are examples of object-oriented systems [9]. The objectives:

1. To investigate the role of GIS in the context of a load, measure, and manage traffic congestion based on traffic, location, and time on different highways.
2. To evaluate the system's incorporation into traffic enforcement and response to the needs of owners of both public and private cars about road conditions and traffic congestion at specific locations and times.
3. To figure out how well the system can direct transportation by gathering spatial and temporal data and information and figuring out the best way to get from one site to another in the city quickly and with less traffic. We should evaluate this in conjunction with the previous two steps.

2   Literature review
2.1   The Role of Object-Oriented Programming (OOP) in Modeling of Geographic Information Systems (GIS)

When creating new technologies for software development, software developers can no longer ignore the geographic information system (GIS) market due to its enormous growth in popularity. The idea of object-oriented programming (OOP), which includes GIS and software modeling in general, has completely changed the software development business. This article describes how to model a GIS program using the ideas found in Object-Oriented Programming Languages. The report dissected the ideal characteristics of GIS software using secondary source materials and a case study approach to assess the applicability of OOP in GIS modeling. Additionally, the features of existing GIS

modeling software have been thoroughly examined and the use of several OOP principles and methodologies has been discovered. Arc GIS, a GIS program, is used as a case study to demonstrate how closely geographic information systems software models resemble OOP implementation languages like C++, Java, and C#. Even if there were still certain GIS-related problems that could not be fully addressed by the software available today, the study discovered that OOP ideas were especially relevant to GIS modeling [9].

2.2 Object-oriented data model of municipal transportation

The issue of adequate transportation is consistently one of the primary challenges that every major city worldwide must confront. Using geographic information systems (GIS) to manage municipal transportation is rapidly becoming an essential trend. Additionally, the data model serves as the foundation for the transportation information system. The design of the system must give careful consideration to the data's arrangement as well as its storage. In addition to being able to fulfill the needs that transportation navigates, the data model must be capable of producing pleasing visual effects and managing and maintaining traffic information. In object-oriented theory and practice, roads are segmented and intersected at crucial spots. This research examined the corridor, marking, signs, and other transportation facilities, as well as their interaction with the segment and intersection, to create a municipal transportation data model to fulfill vehicle navigation, visual, and transportation needs. And management. Also, the research organizes various transportation data. The experiment indicates that this data model meets traffic control system application requirements [10].

2.3 Identification And Analysis of the Recreational Behavior Forms and the Needed Recreational Space Using Integrated Spatial and Object-Oriented GIS: Concepts and Statements

In recent years, Polish coastal recreation areas have changed how people spend their leisure time and how much place they need. This study tackles how to quantify and analyze these changes. Spatial knowledge helps determine what individuals do for fun and how much room they need. We believe integrated object-oriented Geographic Information Systems (GIS and decision-support technology should incorporate all geographical data. This study argues that existing theoretical methods, which focus on specifics and details, do not provide direction on their usage or evaluation. They don't understand spatial information processes or create appropriate data models. New GIS methods using object-oriented structures and expert system principles will help users comprehend GIS better. To depict spatial phenomena, a data model or object-oriented model that closely matches the user's understanding of the geographical object is likely the most important. Our research shows that most Polish users in this subject cannot immediately access information. They must employ SWOT analysis, which GIS does not offer. According to what has been seen, the identification and analysis of recreational behavior and corresponding recreational space must be defined as a systemic approach in which: (i) the recreational space requires an object, (ii) its state is defined by its values, and (iii) its utility is defined by its characteristics. The technique describes recreation space characteristics/services. Matrix and digital mapping are used to assess recreation space utilization. To build such a system, many organizational changes need to occur. It is shown that in many GIS, applications, organizational factors, not technical ones, determine their future and make way for new spatial analysis techniques [11].

2.4

The efficacy of present RESs in Khuzestan, Iran, was assessed using FAHP and GIS [12]. This study employed accident high crash zone data from the department of roads, health, statistics, forensics, police centers, surveying and geology, remotely-sensed, and GPS. Location services using automobile GPS data require this preprocessing. A novel online map matching method substitutes GPS locations with a probabilistic route prediction model [13]. [14] demonstrate a wireless environmental monitoring device that collects data from public transit. Complete the Smart City idea by sharing LoRaWAN network infrastructure with trash management and traffic monitoring. Find north in the head: geographic reference frame and map orientation. Geovisuali

Geovisualization and cartography use spatial reference frames. Changing humans' body-centered, egocentric reference system to object-centered, allocentric is tough. [15] [16] Use government open data and GPS technologies to construct an image-based traffic assistance agent with user-friendly interfaces to offer real-time traffic intelligence to users and relevant government agencies. Users may access cross-platform services on mobile browsers without installing the app. [17] used machine learning and spatial analysis to examine Luzhou traffic infractions. Hotspot maps for several violation categories were created in Arc map Geographic Information System (GIS) using frequency-based nearest neighborhood cluster algorithms to prioritize and execute treatment options. Create spatial and non-spatial data from primary and secondary sources. Live GPS and traffic camera data increase road data documentation and safety. GIS is used to map health infrastructure, assess accessibility and delivery barriers, and define healthcare facility locations. Assess Mysore's public healthcare accessibility using gis. Mysore health care infrastructure and services were assessed using GIS. The city benefits from ecologically friendly transportation that minimizes urban traffic. GPS and GIS are used to find shared motorcycle parking locations[18] [19][20]. [21] updates the state-of-the-art of important disaggregated and aggregated travel demand factors with MaaS. Cellphones, smartcards, GPS, and locations of interest aid surveys.

3   Materials and methods

Object-oriented GIS analysis tools were used to determine land and road use patterns and describe their characteristics. Using methods like surveys, statistical space analysis, and areas' topographical studies. This includes the best way to use land and how to evaluate it to figure out how cities will grow in the future and the role of the road network in the study area, which helps solve the problem. The research method depends as follows:

1. A description and compilation of data.(The images were digitized using ArcMap software)
2. Organizing and presenting the data.
3. A description of the data.
4. Data analysis and decision-making.

3.1   Location of the AR-RASS City Units

AR-RASS is one city in the Qassim region of Saudi Arabia. It covers an area of approximately 1600 square kilometers. AR-RASS city has a perfect geographical location, as it is located in the middle of latitudes 25–52 and longitudes 31–43, and it has

been a known city since ancient times. The city of AR-RASS has many small areas and well-known villages. I consider it a cultural and commercial center of the surrounding Badia of the presence of the markets, retail centers, civilization, and institutes [22]. About 385 kilometers separate AR-RASS City from Riyadh, the country's capital [23][24]. Figure 1 shows the location of the city. Figures 2 and 3, respectively, show the layer of administrative boundaries of the city's neighborhoods and the road network. Figure 4 shows the merging of the two layers of administrative boundaries of neighborhoods with the layer of the road network. Figures 5 and 6 also show the tables of road names and the names of the city's neighborhoods within the system.

3.2   Routes

AR-RASS roads are paved, and there is adequate and adequate lighting. To enhance traffic flow and people's mobility, the Municipality of AR-RASS is currently engaged in a project called "Structural Streets." Along the path taken by Prince Faisal bin Meshaal, the project will link the Northern Ring Road to the Southern Ring Road. The municipality is working to permanently connect the internal Southern Ring Road, which is currently used to connect the Eastern Ring Road to the Western Ring Road.

3.3   Population and Demographic Indicators

The method involves using GIS to evaluate the road network within the designated research region. For a GIS-based evaluation of an urban road network, you must collect data sources, digitize the web, build a transport network database, extract the network structure, and so on. In this study, Arc GIS 10 was used. These data came from different places, such as road and intersection titles, population, and automobiles. In addition, comprehensive data was available, including sector maps for AR-RASS city at a resolution of 1:1000, maps of the basic layout at a scale of 1:600.000, and satellite photos from the Quick Bird U.S. Satellite, boasting an accuracy of 60 cm. The process of digitizing all the roads, encompassing major thoroughfares, connecting streets, and minor roads, was carried out using satellite imagery. Furthermore, all the required measurements have been taken.

3.4   Spatial Statistical Analysis

We used the following stages as the foundation for the statistical study of the road network.
Determine the density of the city's road system about its size: The density of the roads is calculated by multiplying the length of the roads by the city's area and dividing the result by 100. $D = (\sum L/S) * 100\%$ (1)
where D = Density, $\sum L$ = Length, and S = area.
Figuring out how dense the road network is about how dense the population is: The population is the most important factor in how well the road system works and how easy it is to get to for business. $D = (\sum L/P) * 10000$ (2)
where D = Density, $\sum L$ = Length, and P = Population.
Road density as a percentage: $D = (\sum L/V) * 1000$ *(3)*

where D= Density, $\sum L$ = Length, and V Vehicles.
It is possible to compute the average number of proper cars: $M = P/VN$ *(4)*

Where M = mean occupants per vehicle, P = population, and VN = Vehicle number. [1][2].

Utilizing the Neighborhood Link Method, the distribution pattern of the roadways was examined. The continuous quantitative criterion used to determine the road network's spatial distribution serves as the basis for this measurement. GIS software was utilized to analyze statistical factors. To measure the real distance between each station and the adjacent station to determine the spatial distribution pattern of the road network. $R = 2D \ X \ (\frac{N}{A})2$ (5)

where R= Value of a local link, D= Actual distance between stations, N= number of stations on the road network, and A = Area. [1][25]
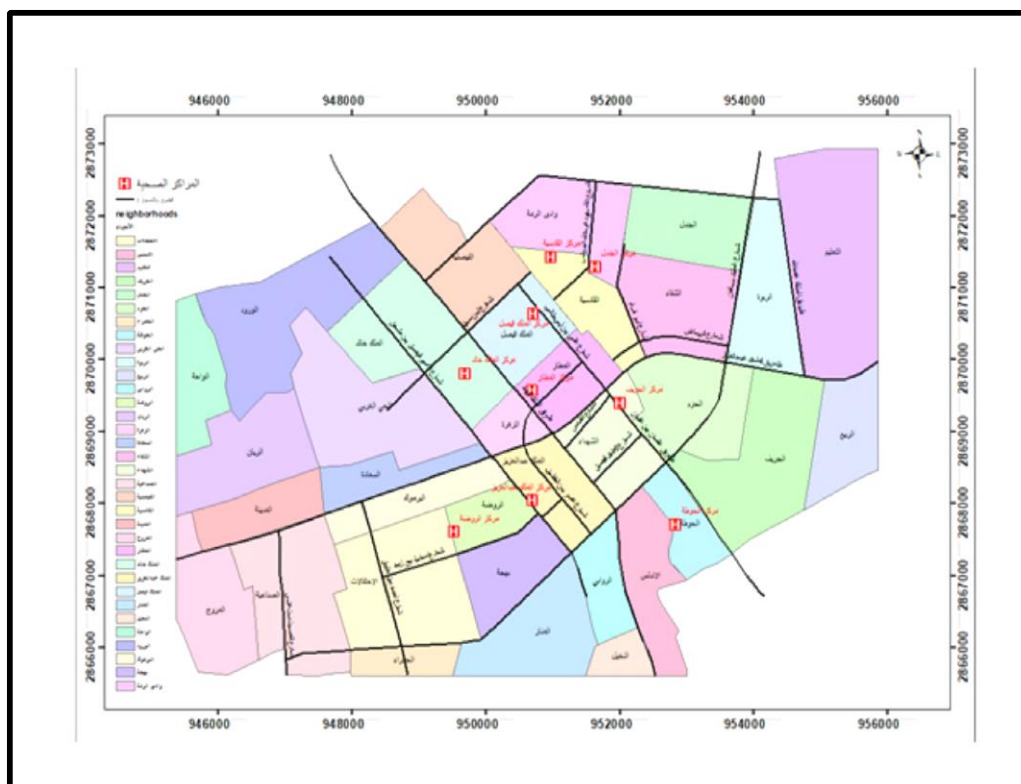
Fig. 4. Road layers and neighborhood boundaries.

4   Results and Discussions

They performed building levels of analysis using the data represented on the research area map. Four layers separate each layer; however, the road layer, which stands for the layer that contains the routes, connects the layers. Considering the average speed of roads and the amount of time needed to find the best way between two spots, such as police and accident sites, as well as hospitals, The classifications contain tables of their results from statistical processes, including traffic streets that have been classed as most severe and as cases of injury, whether an injury has resulted in death, and other categories.

FID	Shape *	Id	Name	NameA	Population	CentersNum
0	Polygon	0	King Khaled	الملك خالد	2626	1
1	Polygon	0	King Faisal	الملك فيصل	3956	1
2	Polygon	0	Almatar	المطار	7001	1
3	Polygon	0	alqadisia	القادسية	1090	1
7	Polygon	0	Wadi Rumah	وادي الرمة	3074	1
20	Polygon	0	Alhotah	الحوطة	1833	1
27	Polygon	0	Alshohda	الشهداء	5459	1
28	Polygon	0	King Abdulaziz	الملك عبدالع	4508	1
32	Polygon	0	Al ruwdah	الروضة	5367	1
4	Polygon	0	alshifa	الشفاء	2577	0
5	Polygon	0	alhazm	الحزم	2578	0
6	Polygon	0	Al Faisaliah	الفيصلية	45	0
8	Polygon	0	al gandal	الجندل	201	0
9	Polygon	0	alrabuah	الربوه	1407	0
10	Polygon	0	altaelim	التعليم	103	0
11	Polygon	0	Al wuroud	الورود	233	0
12	Polygon	0	Waha	الواحة	0	0
13	Polygon	0	Al-Rayyan	الريان	68	0
14	Polygon	0	Al Murooj	المروج	26	0
15	Polygon	0	alsinaeia	الصناعية	0	0
16	Polygon	0	alhamra	الحمراء	6	0
17	Polygon	0	Almnar	المنار	446	0
18	Polygon	0	alnakhil	النخيل	867	0
19	Polygon	0	alaindilus	الاندلس	367	0
21	Polygon	0	aljarif	الجريف	173	0
22	Polygon	0	alrbye	الربيع	0	0
23	Polygon	0	al gharbi	الحي الغربي	2150	0
24	Polygon	0	Al-Medina	المدينة	981	0
25	Polygon	0	alsaeada	السعاده	3008	0
26	Polygon	0	Alzahrh	الزهره	5796	0
29	Polygon	0	alrawabi	الروابي	2464	0
30	Polygon	0	alyarmuk	اليرموك	3091	0
31	Polygon	0	alaihtifalat	الاحتفالات	1912	0
33	Polygon	0	Bahjh	بهجة	3822	0

neighborhoods

Fig. 5. Table of roads

FID	Shape *	StreetName	NameAR
0	Polyline	King Fahd Road	طريق الملك فهد
1	Polyline	King Abdulaziz Road	طريق الملك عبدالعزيز
2	Polyline	Prince Faisal bin Mishal St	شارع الأمير فيصل بن مشعل
3	Polyline	King Salman Street	شارع الملك سلمان
4	Polyline	Othman bin Affan Road	طريق عثمان بن عفان
5	Polyline	Ibn Sina Street	شارع ابن سينا
6	Polyline	Ali Bin Abi Talib Street	شارع علي بن أبي طالب
7	Polyline	Al Quds street	شارع القدس
8	Polyline	King Faisal Street	شارع الملك فيصل
9	Polyline	Omar bin al-Khattab Street	شارع عمر بن الخطاب
10	Polyline	Ahmed Bin Hanbal Street	شارع أحمد بن حنبل
11	Polyline	Osama Bin Zaid Street	شارع أسامة بن زيد
12	Polyline	Riyadh Street	شارع الرياض
13	Polyline	Omar Bin Abdul Aziz Stree	شارع عمر بن عبدالعزيز
14	Polyline	Abu Tammam Street	شارع أبو تمام
15	Polyline	Al Hussein Bin Ali Street	شارع الحسين بن علي
16	Polyline	King Abdullah Road	طريق الملك عبدالله
17	Polyline	Al Shaheed Abdullah Al Ho	شارع الشهيد عبدالله الحوشا

Fig. 6. Table of neighborhoods

4.1 Classification of streets

The streets that are most likely to have accidents are in the following order:
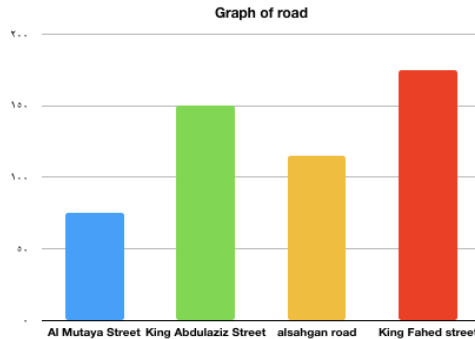
Fig. 7. Gravity-based classification of streets

The age groups driving the vehicles are classified into several types, as follows:

Table1 THE AGE RANGE DRIVING THE VEHICLES

Division	Age range
A	under 18 years old
B	18-30
C	30-40
D	40-50
E	50-60
F	Greater than 60

4.2 Classification of months most traffic accidents

In this category, accidents were divided according to their occurrence in the month observed, as shown in the figure below:
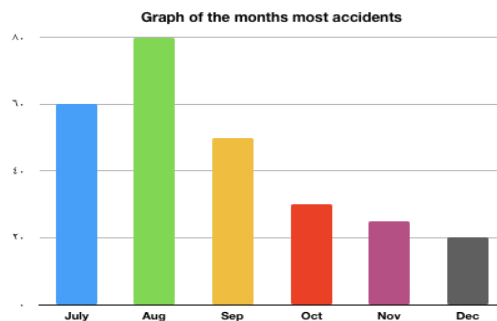
Fig. 8. Classification of months most traffic accidents

4.3 Accident classification in terms of the cause of the accident

Accidents were classified in this case according to the reason that led to the accident of negligence, recklessness, skipping, etc., as in the following figure.
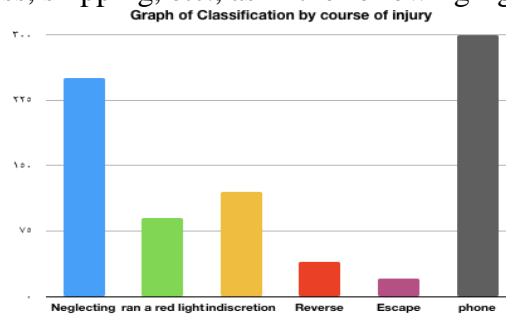
Fig. 9. Accident classification in terms of the cause of the accident.

After analysis, the following results were obtained.
1. Most accidents occur on King Fahd Street
2. Age group B (18-30) is the most common category of accidents
3. The car is the most class of vehicle for accident
4. August - the most month of accidents
5. It was found that the cases of serious injury more than deaths
6. The study found that negligence and phone use are the most common causes of accidents
7. The study found areas with a deficit in the hospital's coverage and the police station.

Table 2. POPULATION OF AR-RASS CITY [24].

City	Population								
	Saudi			*Non-Saudi*			*Total*		
	Males	*Females*	*Total*	*Males*	*Females*	*Total*	*Males*	*Females*	*Total*
Ar Rass	42104	42187	84291	18626	6634	25260	60730	48821	109551

5 CONCLUSION

This research used object-oriented GIS technology to produce maps. Link the service center layer and the main road layer in the study area to the road accident site layer. Then, classify the traffic accidents to identify some characteristics that aid the analysis. This will show the shortest distance between two places and the closest service center for the scene.

6 RECOMMENDATION

After the analysis of the study area, we reached a set of recommendations, the most important of which are the following:

1. Constant observation of equipment and road conditions.
2. To achieve the best outcomes and understand the causes of accidents, we advise studying, processing, presenting, and analyzing connected data through GIS.

3. Give the General Directorate of Traffic, the option to view analysis and visual processing through a Geographic Information System (GIS).
4. Holding training sessions and coordinating with the two leaders' intense training.

7   Acknowledgment

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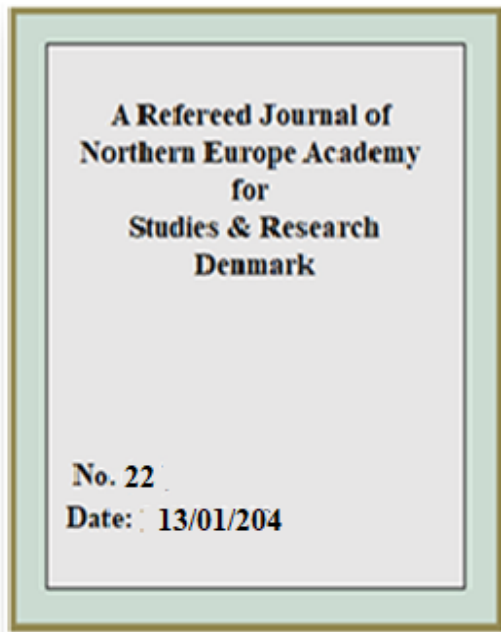
Investigating the Reasons of Using Arabic-English Code Switching during Saudi Students' Communication, Qassim Region, KSA

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Abstract

The objective of this study is to identify the motivations and purposes behind the use of Arabic-English code switching in communication among Saudi students in the Qassim Region. In Kingdom of Saudi Arabia, people use Arabic-English code switching to express their ideas, feelings, and opinions to others. This is because Saudi students need to improve the effectiveness and significance of their communication. Nowadays, some Saudi students-especially those who studied or traveled overseas—continue to communicate by alternating between Arabic and English codes. As a result, EFL students who speak only English in classrooms, colleges, or universities will not switch between Arabic and English, and they will develop strong and efficient English communication abilities. Thus, the primary goal of this study is to ascertain why Arabic-English code swapping is used in the Qassim Region, Saudi Arabia. To complete this study, the investigator employed a descriptive method to complete this study, and a questionnaire was designed to gather data. It used a likert scale, which has five response alternatives. One hundred (100) participants from Onaizah Colleges, Qassim region, K.S.A. made up the sample. The questionnaire results were analyzed by using SPSS 25.0 Statistical program. Results show that Saudi students use code switching between Arabic and English to demonstrate that they are fluent in the language and to gain social status. Graduates also use code switching between Arabic and English to give more clear and concise advice to their clients or coworkers. Finally, Saudi students use code switching between Arabic and English to communicate when they attend scientific meetings. The study recommends that Saudi students should communicate using either Arabic or English. Additionally, when teaching English, university lecturers and teachers should use the monolingual approach, and will speak English during classes to enable their students to communicate effectively either English or Arabic.

Keywords: Saudi Arabia, quantitative approach, communication, code switching, Arabic-English, and reasons.

1. INTRODUCTION

When a speaker switches between two or more languages during a same speech or dialogue, it's known as code switching. This phenomena is a genuinely amazing communication tool as it allows one to express a thinking, emotion, or other options to others. Not only can we express language freely who we are, but also has the power to influence our identity and sense of self. It is reciprocal: Language is a reflection of culture, and culture shapes our understanding of our identity and origins.

Certain techniques are employed by bilingual civilizations to facilitate more meaningful and efficient communication. One such tactic is "code switching," which is primarily seen in language classes for second languages. The employment of two languages in a

statement or speech is known as "code switching." It is a regular occurrence for multilingual speakers who share two or more languages to naturally confuse the two.

It is critical to comprehend the motivation behind Saudi students' code-changing during the discussion. Though it is not a recent issue, code-switching has been around ever since individuals began using languages in speech. People would, for instance, code-switch since language was not standardized. But as languages have evolved constantly, code flipping has become essential. In an L2 context, it was first adopted to be treated "like a local" in order to better explain a notion to speakers of that language. When in a group, another reason to switch codes would be to speak in private so that only the one being addressed would be aware of what is said.

Moreover, some people feel compelled to convert to a bilingual group in order to fit in. An illustration of this would be if an Arab struck up a conversation by stating "Hello Guys" as opposed to "Marhaba Shbaab." Some people code-switch with the intention of making others think well of them. This is especially true in the service sector, where workers may adopt a new accent or phrase in order to get greater tips or favors each time they do so. When foreigners, especially expatriates, use Arabic words or phrases in their speech, the Saudi Arabian people tend to be warmer to them. A member of the academic community or a more educated, elite group would use code-switching, introducing a term or phrase from outside to demonstrate their command of a second language. In order to convey their emotions or feelings, many language learners would switch codes because a word or phrase sounds more natural in a foreign language. Saying "thank you very much" substitutes for phrases like "Shukran, Jazilan," "you're welcome" (Ya Marhaba), "Ma'a Salama" (good-bye), or "Rehlah Saida" (good and safe journey). When a speaker has to maintain the flow of the discussion, they will code-switch to a different language when there isn't a word or phrase accessible in their own tongue.

This study is important to educational experts, psychologists, sociolinguists, decision makers, society elites and leaders in order to know the reasons that lay behind in using Arabic-English code switching during conversation or interaction among Saudi students in Qassim region. The primary goal of this study is to ascertain why there is code flipping between Arabic and English in Qassim region. In Arab nations where Arabic is primary language and widely used, code-switching between Arabic and English may be a linguistic occurrence or a need for communication. Therefore, this study assumes that people acquire attitudes, sentiments and thoughts in using Arabic and English code-switching.

BACKGROUND OF LINGUISTICS IN SAUDI ARABIA

Arabic language is the primary in the monolingual Kingdom of Saudi Arabia (L1). It is regarded as the medium for all verbal and written communication. The cultural and religious identity of the native Arabian people closely link to this monolingual Arabic speaker. Given that Arabic is the language of the Holy Quran, native Arabic speakers take great pride in their language. Arabic is the official national language of the Kingdom of Saudi Arabia and it utilizes in government offices, education, the media, and

communication (Khan, 2011). Nonetheless, as a member of the Gulf Cooperation Council (GCC), Saudi Arabia is giving English language instruction more weight.

The government acknowledges that English is essential for attaining success in research, technology, higher education, white-collar employment, and worldwide As a result, in order to continue their education, students must reach a certain level of English proficiency. English is taught in almost all government and private elementary schools in Saudi Arabia, and foreign language instruction begins in the second grade (Alsmaani, 2012; Rahman, 2011).

Given the background information above, it is worthwhile to look at the sociolinguistics of the Arabic–English code switching phenomenon. The purpose of this study is to ascertain why Saudis use code switching in their daily communications.

1.1.   RESEARCH QUESTIONS

The research methods address the following questions.
1- Why does Saudi Arabia use code switching between Arabic and English?
2- What is the reason behind Saudi students' daily usage of foreign terms and phrases in their conversations?
3- What thoughts and perspectives do Saudi students have on the effects of communicating in both Arabic and English by code-switching?

1.2.   THE HYPOTHESIS

The study hypothesized that:
1- Saudi students tend to use Arabic-English code switching frequently because English words are easier and faster to retrieve from their memory during the communication.
2- Arabic-English code switching deliver better and understandable tips to the workers, clients and students at work or university.
3- Arabic-English code switching helps Saudi students to describe specific emotions, feelings or opinions.
4- Arabic-English code switching motivates Saudi students to practice new English words and phrases that they have learned at schools and universities.
5- Saudi students tend to use Arabic-English code switching to participate in scientific meetings because there are no equivalent terminologies in Arabic.
6- Social prestige motivates Saudi students to use Arabic-English code switching.

2. LITERATURE REVIEW

Hans Vogt originally used the term "code-switching" in the research on multilingual speech in his "Language Contacts" article from 1954 (Auer, 1998). Later, Poplack (1980, P. 583) offered a frequently recognized classic description of code switching, characterizing it means "the alternation of two languages within a single utterance, sentence or constituent." A closer look at the majority of the following definitions revealed that they all communicate the essential idea of switching between several language codes. Gardner-Chloros, P. 1 (2009). For example, Code Switching is defined as "When bilingual people use two languages or dialects in the same sentence or dialogue."

Depending on where the transition occurs, two categories of code switching have been distinguished in the literature.

According to Migge (2015), P. 187, the first type of code-switching takes place when a clause or sentence borders are crossed, in which case "switches happen at clause or sentence boundaries so that each sentence or clause comes from a various language." It can appear at the ends of independent, compound, and simple sentences as well as dependent clauses (Liu, 2018). One of the discussions examined in this study is the source of the example given in (1). It is extracted from one of the conversations that this investigation looked into.

(1) Sarah ka:tbat kol al-alkitab. Can you believe it or not!

- Sarah has written-A PART (of) this book.
- "This book was written by her. Can you believe it?"

The first clause in the preceding example is spoken entirely in Arabic language, while the second clause is spoken entirely in English language. It is an illustration of code switching between Arabic and English. This type of code-switching is known as inter-sentential. Intra-sentential code switching, as defined by Migge (2015) on page 187, is the second type of code-switching. It entails the insertion of single elements or phrasal entities from one language into the morpho-syntactic frame or insertion of a sentence structure from another language, such as a noun, noun phrase, pronoun, adjective, verb, adverb, adverbial phrase, preposition, phrasal verb, or adjectival phrase can be the inserted constituent (Liu, 2018). In her research, Aljasir N. (2020) presents a sample of a conversation and shows how a totally Arabic sentence incorporates an English adverb.

(2) Safrna Ela Dubai wa aqam-na fi: hotel really fa:khir.
Travelled-1pl Dubai and stayed-1pl in hotel luxurious.
"We travelled to Dubai and stayed in a very luxurious hotel."

The need to investigate the causes why people who are bilingual switch between two languages during a discussion has grown in importance due to the growing number of bilinguals worldwide (Basnight-Brown & Altarriba, 2007). There is still a dearth of studies examining the specific factors that could cause code-switching during everyday interactions, despite cognitive linguists having conducted extensive studies on the representation and retention of languages in the minds of bilingual individuals (belazi et al., 1994; Bhatia & Ritchie, 1996; Bybee, 2010; Eppler et al., 2017; Green & Wei, 2014; Grosjean, 1997; Joshi, 1985, among others). I go over a few research that have looked into and explored how these characteristics affect speakers' behavior in the section that follows.

Numerous code switching studies have made an effort to look at participant demographics encompassing age, gender, and level of education. For example, Li and Dewaele (2014a) conducted extensive quantitative study on individual variations in the frequency of code-switching among multilinguals. The data analysis revealed a relationship between gender and increased code-switching usage. Dewaele and Li (2014b) also discovered that compared to their male counterparts, the usage of code-switching by female respondents was much higher when interacting with friends, family, and coworkers. The impact of age differed according on the person being interviewed: older participants utilized code-switching less with friends and coworkers and more with relatives and strangers. Lastly, code-switching between family and coworkers was more common among individuals with higher levels of education. Nevertheless, Dewaele and

Zeckel (2016) asserted in a more recent study involving 298 multilingual respondents from various countries that gender, age, and educational attainment had little to no impact on the use of code-switching.

Furthermore, other research has examined the potential impact of linguistic competency on code-switching and discovered that those with lower ability experienced greater difficulty than their more proficient counterparts. For example, Arabic-French bilinguals who are balanced or unbalanced exhibit code-switching in their natural speech was compared by Bentahila and Davies (1992). They discovered that the respondents' speech was significantly impacted by their age and the environment of their acquisition. The usage of French verbs and nouns "within a clearly Arabic background structure" was more common among imbalanced bilinguals, who were native Arabic speakers with poor French skills (Davies & Bentahila, 1992, P. 453).

The investigators explained the result by pointing out that imbalanced bilinguals acquired French in a structured school environment that relied on rote memorizing of lexical words, and they learnt it at an older age than their peers. The use of code-switching as reported by 582 Spanish-Catalan university students in Barcelona, Spain was investigated by Rodriguez-Fornells et al. (2012). The results of the data analysis indicated that those who learned Catalan later in life as a second language (L2) tended to switch more frequently to Spanish, which was their first language (L1).

Code-switching to the other language was negatively connected with either L1 or L2 proficiency. According to Li and Dewaele (2014a), Respondents with high skill levels who were multilingual, knew a lot of languages, and had learned them early in life environments reported increased code-switching. Similar findings were reported in a subsequent study by Zeckel and Dewaele (2016), who discovered the high skill in and early acquisition of a Foreign Language were substantially connected to more code-switching. In this context, Altarriba and Heredia (2001) argue that lexical understanding may not be the only reason bilinguals choose one language over the other. Rather, speakers may use one language more frequently in their frequent conversation; Because lexical items from that language are easier to retrieve from memory, they find using them to be quicker and easier.

According to a number of studies (e.g., Heredia & Altarriba, 2001; Wei, 2002), bilinguals would switch between languages to avoid misunderstandings when one language would be a better fit for expressing a thought or emotion. Furthermore, when there is no equivalent term in the other language, it can be employed as "a sociolinguistic tool" for emphasis, clarity, or to carry out a particular communicative function (Hughes et al., 2006). Moreover, it was found that the behavior of code-switching varied with the interlocutor. For instance, code switching was studied in three groups of Chinese-English bilinguals in the UK by Li (1995). Topic, interlocutor, and situational formality were discovered to have substantial effects on code-switching. Switches were common among friends but uncommon when communicating with foreigners. The behavior of code-switching differed between private and public situations.

Dewaele (2010), investigated the effect of interlocutor and topic on code switching in 20 multilinguals. The findings revealed that respondents used more code-switching to their (L1) when discussing personal and emotional matters than when discussing neutral topics. Strong emotional arousal "can force the speaker from monolingual language mode into bilingual language mode with more code-switching," according to Dewaele (2010, p. 219). Interestingly, a few respondents of Arab and Asian ethnicity used more code-switching to English when discussing feelings like rage, since it allowed them to express themselves more freely without being bound by societal standards. When chatting with strangers,

respondents were more likely to carry on the same-language exchange. Moving to their common language was preferred by the speakers if they were familiar with the interlocutors.

Albirini & et al. (2011) conducted another study to evaluate the morphosyntactic features in oral conversations gathered from Palestinian and Egyptian bilinguals who have been living in the United States. The results demonstrated that Arabic syntax influenced the participants' transitions to English. This showed that English was the embedded (i.e., contributing) language and Arabic was the dominant language of the speakers, acting as the matrix (i.e., base) language (cf. Joshi, 1985; Myers-Scotton, 1993).

The majority of research on code-switching among Arab speakers has been undertaken with immigrants or students who studied in other countries. For instance, Elsaadany (2003) studied code-switching among Arabic-English bilinguals from Saudi Arabia, Jordan, Egypt, Sudan, and Morocco who were living in the United States. The research looked into the motivations and reasons why speakers switched to English when engaging with fellow Arabs, among other things. The findings of the study demonstrated that code flipping was utilized to accurately transmit meaning and to emphasize understanding of the interlocutor's message.

3. METHOD

This study used a descriptive method to accomplish that goal. The researcher designed a questionnaire as a data collection tool. It used a likert scale, which has five response alternatives. To obtain the holistic students' opinions and level of agreement regarding the reasons for using Arabic-English code switching during Saudi Students' Communication, Qassim Region, KSA, the questionnaire contains 15 statements related to code switching. The researcher did a scientific analysis after presenting the questionnaire to the individuals.

3.1. POPULATION AND SAMPLING

The population were 1000 undergraduate students at Onaizah Colleges, and the random sample size was 100 respondents from Onaizah Colleges, Qassim region. The questionnaire sent to the sample to study the reasons for adopting Arabic-English code switching during Saudi students' communication. This study's sample consists of Saudi students (aged 16-45) from different places in Qassim Region, K.S.A. who speak Arabic as their first language (L1) and they have studied English as a second language (L2) for six years in intermediate and secondary Saudi schools. To find out if these factors affected the use of Arabic-English code switching, participants from all educational backgrounds and genders were invited to this study.

Table 1: Respondents Background Data

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	16 - 20	57	57.0	57.0	57.0
	21- 25	29	29.0	29.0	86.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	26 - 40	10	10.0	10.0	96.0
	41- 45	4	4.0	4.0	100.0
	Total	100	100.0	100.0	

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	36	36.0	36.0	36.0
	Male	64	64.0	64.0	100.0
	Total	100	100.0	100.0	

Educational Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Postgraduate Students	9	9.0	9.0	9.0
	Secondary Students	9	9.0	9.0	18.0
	Undergraduate Students	82	82.0	82.0	100.0
	Total	100	100.0	100.0	

English Exposure

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	3.0	3.0	3.0
	Often	23	23.0	23.0	26.0
	Rarely	12	12.0	12.0	38.0
	Sometimes	62	62.0	62.0	100.0
	Total	100	100.0	100.0	

3.2. DATA COLLECTING METHODS:

The study utilized a questionnaire as a tool to collect data for this investigation. It was created expressly for this study. It used a likert scale, which has five response alternatives, ranging from strongly agree to strongly disagree. There were a total of 20 items. It was divided into three parts: 1) participants' demographic information (gender, age, education levels, and employment status), 2) Exposure of respondents to English Language

frequently, and 3) the reasons for Arabic-English code switching in communication, which consisted of 15 items and investigated respondents' reasons for using Arabic English code switching.

4. DATA ANALYSIS, FINDINGS AND RESULTS

The data has been collected from the participants, that is, Saudi students at Onaizah Colleges, Qassim region. The questionnaire has processed statistically by using SPSS 25.0 Statistical program. The researcher analyzed and displayed the results of the questionnaire's items to investigate the reasons of using Arabic-English code switching during Saudi students' communication, revealing statistically variations between variables on the percentages for all survey variables. As detailed below, the researcher produced the graphical diagrams, then offered remarks and discussions.
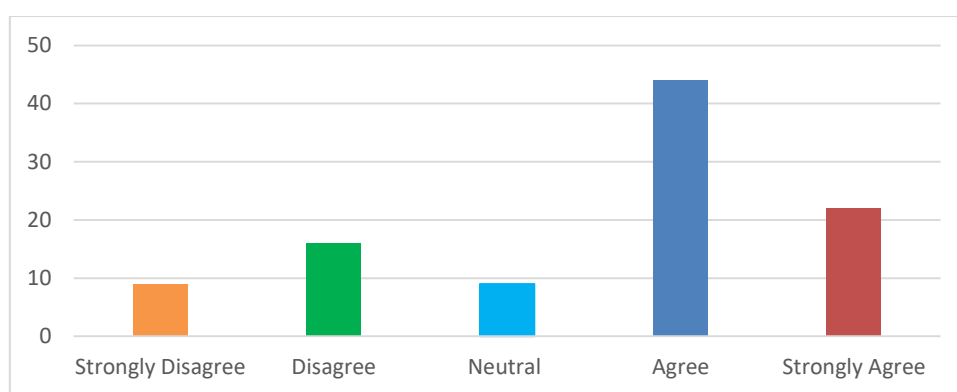
Figure 1. *Occurring Arabic-English code switching in daily interaction*

There is a substantial variation in participant results in variable (1) on survey, Statement No. 1 Arabic-English code switching has become a need in daily interaction among Saudi students in the Qassim region as the community has opened up to the rest of the world. The results show that agree has the highest percentage of 43.6% and strongly agree has the highest percentage of 22.8%, implying that 66.4% of the students agree with the statement "Arabic-English code switching has become a necessity in daily interaction among Saudi students in Qassim region due to the community's opening to the world." This result shows a statistically variation in favor of Saudi students agreeing that Arabic-English code switching has become a necessity in daily interaction due to Std. Deviation of 1.251 and the mean (3.54). Thus, this is a positive influence for students to use Arabic- English code switching in their daily interaction to speak effectively.

		Frequency	Percent	Valid Percent	Cumulative Percent
Table 2. *Using Arabic-English code switching frequently for retrieving from memory.*					
Valid	Agree	47	47.0	47.0	47.0
	Disagree	15	15.0	15.0	62.0
	Neutral	6	6.0	6.0	68.0

	Strongly Agree	20	20.0	20.0	88.0
	Strongly Disagree	12	12.0	12.0	100.0
	Total	100	100.0	100.0	

The study found a noteworthy variation in respondents' responses to questionnaire variable (2), second statement, referring to Saudi students in Qassim region regularly employ Arabic-English code switching because English terms are easier and faster to retrieve from memory. The results show that there is a substantial percentage of students who agree and strongly agree with 67%, and 27% disagreeing, with Std. Deviation of 1.299 and mean (3.48). This demonstrates a statistically significant difference in favor of agreeing that Saudi students in the Qassim region regularly employ Arabic-English code flipping because English terms are easier and faster to retrieve from memory.
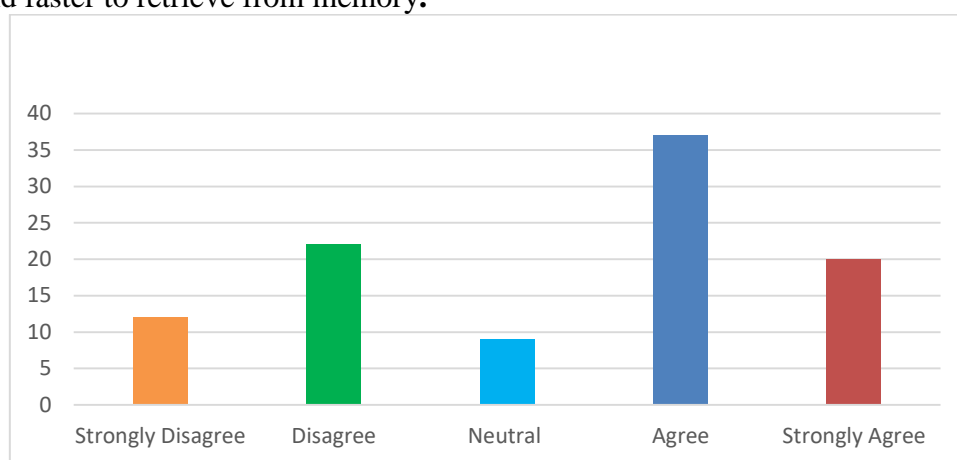
Figure 2. *Using Arabic code switching when saying something secret*.

According to statistics, Questionnaire statement number three, i.e., Saudi students in the Qassim region employ Arabic-English code switching to communicate when they wish to express something secret, discovered a substantial variation in the participants' answers to questionnaire variable (2). The results show that the greatest proportion for agree is 36%, followed by 21% for strongly agree, with Std. Deviation of 1.339 and mean (3.31). As a result, 57% of the students in the Qassim region acknowledge that when they want to discuss something secret, they employ Arabic-English code switching. This agreement encourages a cause-and-effect investigation for the use of Arabic-English code switching in Saudi Arabian communication.

Table 3. *Tending to Arabic-English code switching to fit in bilingual individuals*.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	54	54.0	54.0	54.0
	Disagree	9	9.0	9.0	63.0
	Neutral	7	7.0	7.0	70.0

	Strongly Agree	28	28.0	28.0	98.0
	Strongly Disagree	2	2.0	2.0	100.0
	Total	100	100.0	100.0	

Arabic-English code swapping is common among Saudi students in the Qassim region in order to accommodate bilingual individuals. Questionnaire Statement No. 4 demonstrates a highly variation in participants' results in the variable (4) on Questionnaire. According to the results, 54% agree, 28% strongly agree, with Std. Deviation of 3.97 and mean (.948). Thus, 82.2% of participants agree that Saudi students in Qassim region resort to Arabic-English code swapping to fit in multilingual individuals.
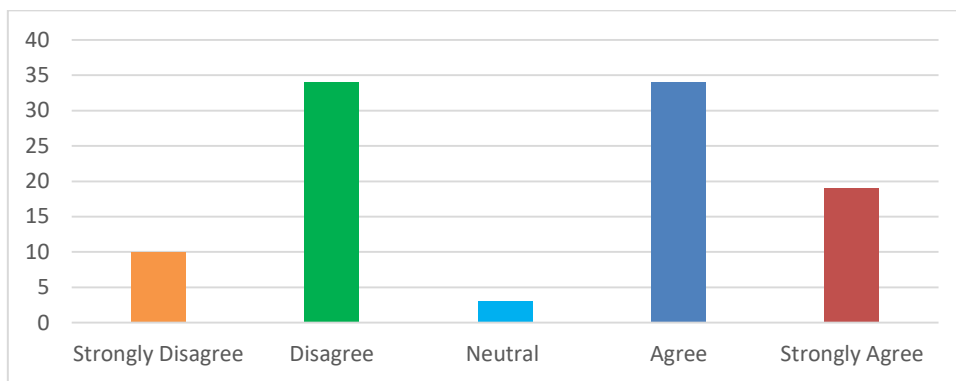
Figure 3. *Communicating with Arabic-English code switching for appreciation and respect purposes*.

According to the study results, questionnaire statement number (5) "Saudi students in Qassim region communicate with Arabic-English code switching for appreciation and respect purposes." The substantial difference in findings between respondents in questionnaire variable (5). The highest proportion reported was 34% for agree and 19.8% for strongly agree, followed by 34% who disagreed. As a result of the high percentages and Std. Deviation of 1.351 and the high of mean (3.18), there is a large difference in favor of agreeing that Saudi students in the Qassim region converse with Arabic-English code swapping for appreciation and respect. As a result, this outcome is seen as a cause that motivates students to employ Arabic-English code swapping for purposes of appreciation and respect.
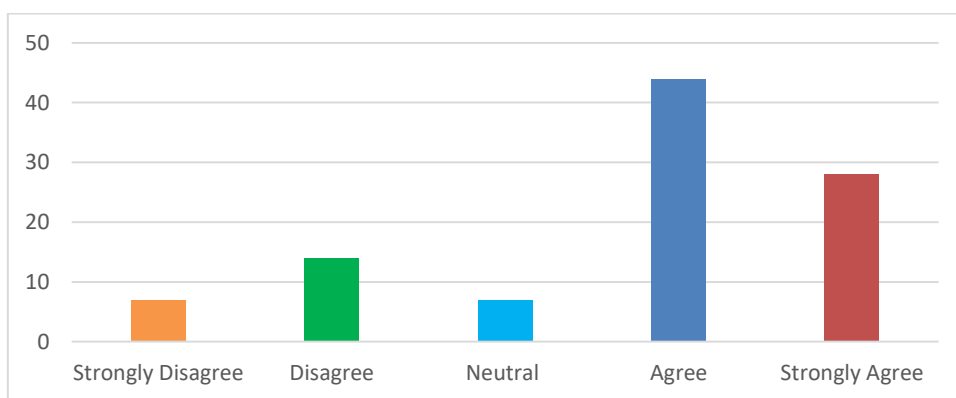
Figure 4. *Using Arabic-English code switching for better delivering and understanding*.

Graduates in the Qassim region use Arabic-English code flipping to provide better and more understandable suggestions to their employees or clients. Statement No. 6 shows a highly

significant variation in the outcomes of participants in variable (6) on the Questionnaire. According to statistics, there are 43.6% of participants agree, 28.7% strongly agree, with Std. Deviation of 1.215 and mean (3.72). Thus, this results show that graduate students in the Qassim region use Arabic-English code switching because they provide better and provide more intelligible suggestions to their workers or clients. As a consequence, the graduates believe that employing Arabic-English code flipping in communication is a good reason since their workers and clients comprehend the advice and directions swiftly.
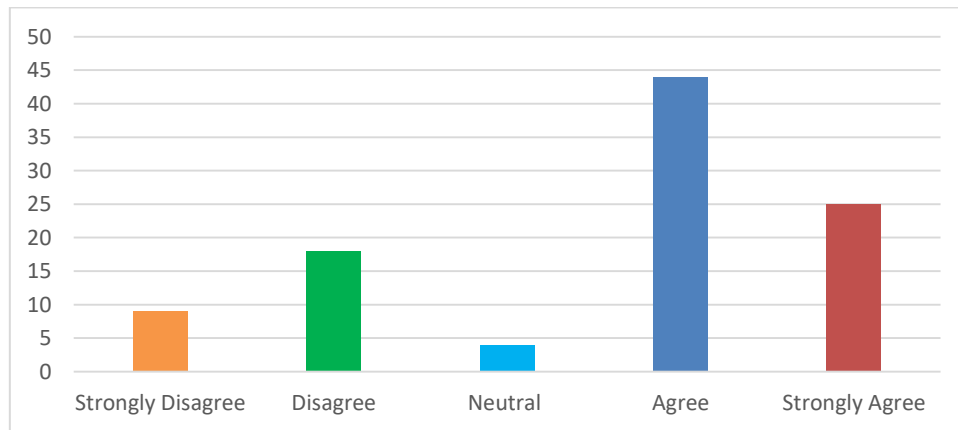
Figure 5. *Using Arabic-English code switching to gain social prestige*

According to statistics on figure 5, Questionnaire statement number 7, i.e., Saudi students in the Qassim region exploit Arabic-English code switching to obtain social status, demonstrate a significant variation between respondents' responses in variable (7) on the survey. The results showed that the percentages for agreeing and strongly agreeing were 43.6% and 26.7%, respectively with Std. Deviation of 1.288 and mean (3.58). As a result, 70.3% of students in the Qassim region agree that Saudi students use Arabic-English code switching to obtain social prestige. As a result, this outcome is regarded as a powerful motivator for Saudi students to adopt Arabic-English code flipping in order to obtain social respect.

		Frequency	Percent	Valid Percent	Cumulative Percent
Table 4. *Using Arabic code switching to show the familiarity with English Language as a second language.*					
Valid	Agree	62	62.0	62.0	62.0
	Disagree	9	9.0	9.0	71.0
	Neutral	2	2.0	2.0	73.0
	Strongly Agree	27	27.0	27.0	100.0
	Total	100	100.0	100.0	

According to statistics on table 4, Questionnaire statement number (8), which states that Saudi students in the Qassim region use Arabic-English code switching to demonstrate their familiarity with English as a second language, reveals a significant variation between respondents' results in variable No. 8 on the survey. The results show that the maximum proportion for agree is 62%, and the lowest percentage for strongly agree is 27%, with Std. Deviation of .807 and mean (4.07) As a result, 89.1% of participants agree that Saudi

students in the Qassim region use Arabic-English code flipping to demonstrate their competence with English as a second language. This agreement supports the rationale for Saudi Arabia's use of Arabic-English code swapping.
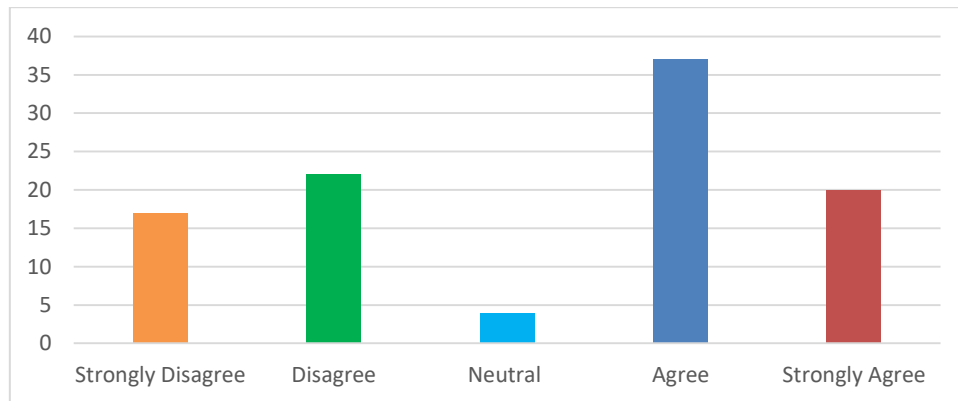
Figure 6: *Using Arabic English code switching to express certain emotions and feelings.*

Because some words or phrases sound better in English to convey particular emotions or moods, Saudi students in the Qassim region move between Arabic and English. There is a highly significant variation between respondents' responses in variable (9) on the questionnaire in statement number nine. According to survey results, 37% of respondents said they agreed, and 22% said they strongly agreed, with Std. Deviation of 1.431 and mean (3.21). This means that 57.4% of participants generally agreed that Saudi students in the Qassim region switch between Arabic and English when expressing certain emotions or feelings because some words or phrases sound better in English. Thus, this finding takes into account the rationale behind Saudi Arabia's use of Arabic-English code flipping.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	54	54.0	54.0	54.0
	Disagree	12	12.0	12.0	66.0
	Neutral	9	9.0	9.0	75.0
	Strongly Agree	21	21.0	21.0	96.0
	Strongly Disagree	4	4.0	4.0	100.0
	Total	100	100.0	100.0	

Table 5: *Using Arabic-English code switching for practicing English words and phrases*

Statistics on table 5, indicate that there is a significant variation between respondents' results in variable (10) on the survey. Statement number 10 states that Saudi students in the Qassim region use Arabic-English code switching to practice new English words and phrases that they have learned at schools and universities. The outcome shows that 21% of respondents highly agreed, while 54% of respondents agreed, with Std. Deviation of 1.046 and mean (3.76) Accordingly, 75.3% of participants generally concur that Saudi students in the Qassim

region practice new English words and phrases they have learned in schools and colleges by using Arabic-English code switching. The rationale behind Saudi students' use of Arabic-English code flipping is supported by this consensus.

		Frequency	Percent	Valid Percent	Cumulative Percent
Table 6: No suitable and available words or phrases in the language of conversation.					
Valid	Agree	47	47.0	47.0	47.0
	Disagree	15	15.0	15.0	62.0
	Neutral	9	9.0	9.0	71.0
	Strongly Agree	24	24.0	24.0	95.0
	Strongly Disagree	5	5.0	5.0	100.0
	Total	100	100.0	100.0	

The survey results on table 6, reveal that questionnaire statement number (11) "Saudi students in the Qassim region use Arabic-English code switching when there are no suitable and available words or phrases in the language of conversation."The substantial difference in findings between respondents in variable No. 11 on the survey. Agree received the biggest amount of votes (47%), followed by strongly disagree (24 %), and highly agree (71%), with Std. Deviation of 1.142 and mean (3.70). As a result of the high percentages, there is a large difference in favor of agreeing that Saudi students in the Qassim region employ Arabic-English code switching when there are no suitable and available words or phrases in the language of communication. Consequently, students begin to switch between Arabic and English in their conversational language.
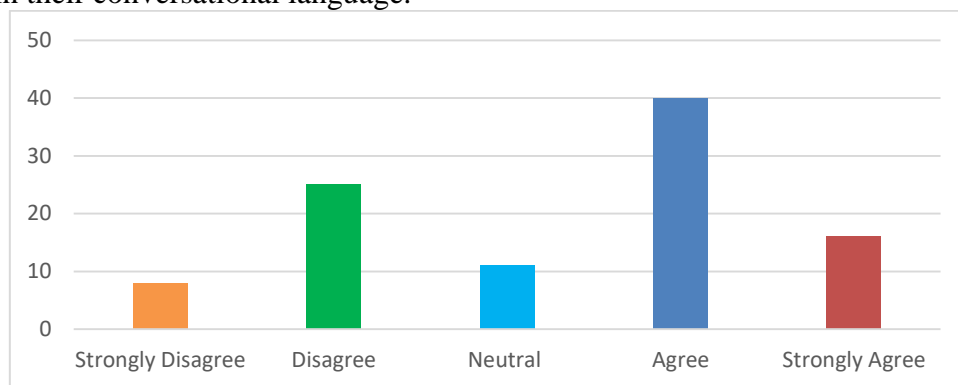
Figure 7: *Changing the coding between Arabic and English to keep the conversation going on.*

Saudi students in the Qassim region converse via Arabic-English code switching to stay engaged in the discourse. Questionnaire Statement No. 12 shows a highly significant variation between the answers of respondents in variable (12) on the survey. According to the survey results, 40% agree, 16.8% strongly agree, and 25% disagree, with Std. Deviation of 1.237 and mean (3.31). Thus, 56% of participants agree that Saudi students in the Qassim region communicate via Arabic-English code switching in order to stay engaged in the

discourse. As a result, this outcome is regarded as a motivation for employing Arabic-English code switching in communication, as speakers wish to remain engaged in the discourse.
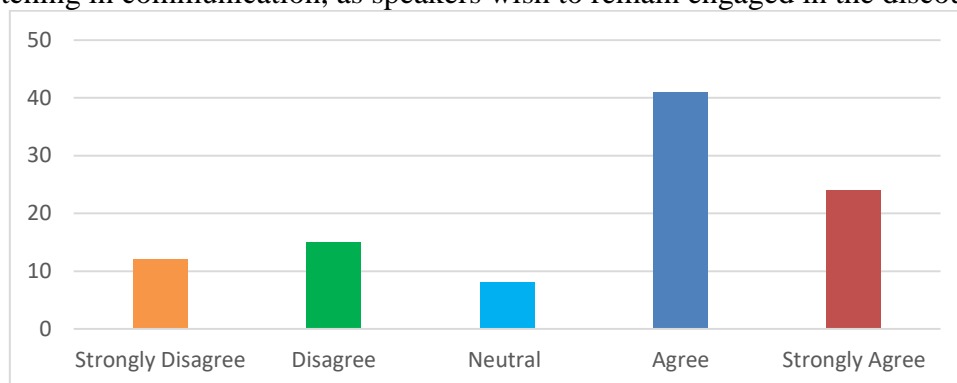
Figure 8: *Arabic-English code switching supplementing and strengthening speaker's speech.*

Questionnaire Statement No. 13 has a high significant variation between respondents results in variable (13) on survey. Saudi students in Qassim region believe that Arabic-English code switching enriches and strengthens speaker's speech. According to the survey results, 41% agree, 24% strongly agree, and 15% disagree, with Std. Deviation of 1.330 and mean (3.50). Thus, 65% of participants in the Qassim region feel that Arabic-English code switching enriches and strengthens the speaker's speech. As a result, the purpose of using Arabic-English code switching during conversations in Saudi Arabia is to augment and strengthen the speaker's voice.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	56	56.0	56.0	56.0
	Disagree	8	8.0	8.0	64.0
	Neutral	7	7.0	7.0	71.0
	Strongly Agree	26	26.0	26.0	97.0
	Strongly Disagree	3	3.0	3.0	100.0
	Total	100	100.0	100.0	

Table 7: *Using Arabic-English code switching for participating in scientific meetings*

Questionnaire statement number (14), i.e., Saudi students in the Qassim region employ Arabic-English code switching to engage in scientific meetings, found a significant variation between respondents findings in variable No. 14 on the survey. The results show the greatest proportion is 56 % for agree, 26 % for strongly agree, and 8% for disagree, with Std. Deviation of .962 and mean (3.94). As a result, 82.1% of participants agree that Saudi students in the Qassim region employ Arabic-English code switching to attend scientific meetings. This agreement validates the grounds for utilizing Arabic-English code switching in Saudi Arabian communication.
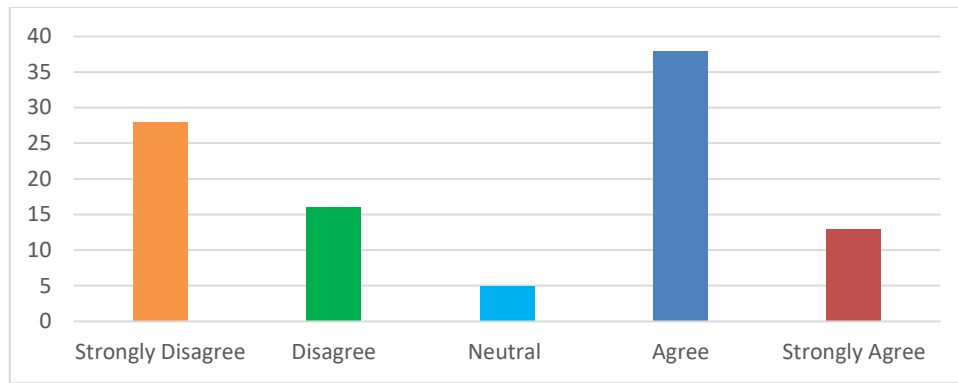
Figure 9. *Using Arabic code switching when saying something secret*.

According to statistics, Questionnaire Statement Number 15, i.e., Saudi students in the Qassim region use English terminologies when speaking Arabic due to a lack of Arabic and there are no equivalent terminologies in Arabic, reveal a significant variation between respondents results in variable (15) on the survey. According to the results, the largest percentages are for Agree, 13% for Strongly Agree, and 16% for Strongly Disagree, and 28 for disagree, with Std. Deviation of 1.355 and mean (3.04). As a result, 51% of students agree that Saudi students in the Qassim region utilize English terminology when speaking Arabic due to a lack of Arabic and the lack of corresponding terminologies in Arabic. This agreement highlights further reasons for employing Arabic-English code switching during communications in Saudi Arabia.

In answering the questionnaire's question, what are the reasons for employing Arabic-English code flipping during Saudi student communication? This study's subjects' responses are as follows: Their primary motivations for employing Arabic-English code flipping during Saudi student contact are as follows:

1. Arabic-English code switching has become necessity in daily interaction among Saudi students due to the community opens to the world.
2. Saudi students use Arabic-English code switching frequently because English words are easier and faster to retrieve from their memory.
3. Saudi students use Arabic-English code switching to communicate when they want to say something secret.
4. Saudi students frequently switch between Arabic and English code to accommodate bilingual folks.
5. Saudi students communicate with Arabic-English code switching for appreciation and respect purposes.
6. Graduates use Arabic-English code switching because they deliver better and understandable tips to their workers or clients.
7. Saudi students use Arabic-English code switching for gaining social prestige.
8. Saudi students employ Arabic-English code switching to demonstrate their knowledge of English as a second language.
9. Saudi students use Arabic-English code swapping to describe specific emotions or feelings since some words or phrases sound better in English.
10. Saudi students use Arabic-English code switching to practice new English words and phrases that they have learned at schools and universities
11. Saudi students use Arabic-English code switching when there are no suitable and available words or phrases in the language of conversation.

12- Saudi students use Arabic-English code switching to communicate in order to maintain engaging in the conversation.
13- Saudi students believe that Arabic-English code switching supplements and strengthens speaker's speech.
14- Saudi students use Arabic-English code switching to participate in scientific meetings.
15- Saudi students use English terminologies talking in Arabic due to lacking of Arabic and there are no equivalent terminologies in Arabic.

5. DISCUSSION

The above analysis indicates several reasons for employing Arabic-English code switching during Saudi students' communication in the Qassim region, Kingdom of Saudi Arabia. As a result, many factors were identified, such as Saudi pupils regularly switching between Arabic and English code because English terms are easier and faster to retrieve from memory. As a result, they encountered two types of code switching in communication: inter-sentential code switching and intra-sentential code switching.

The following are the primary reasons that motivate Saudi students to use Arabic-English code switching during communication: 1) Saudi students employ Arabic-English code flipping to demonstrate their knowledge of English as a second language; and 2) Saudi students utilize Arabic-English code switching to attain social status; and 3) graduates use Arabic-English code switching to provide better and more understandable suggestions to their employees or consumers. 4) Saudi students use Arabic-English code switching to participate in scientific meetings; 5) Saudi students use Arabic-English code switching frequently because English words are easier and faster to recall from memory; and 6) Saudi students use Arabic-English code switching to fit in with bilingual people, and; 7) Due to the community's opening to the world, Arabic-English code switching has become a necessity in daily interaction among Saudi students; 8) Saudi students use Arabic-English code switching to communicate to maintain engaging in the conversation; and 9) Saudi students believe that code-switching between Arabic and English enhances and supports the speaker's words.

The majority of respondents stated unequivocally that Saudi students use Arabic-English code flipping to demonstrate their competence with English as a second language, particularly while gathering with coworkers and acquaintances. The respondents discovered that Saudi students in the Qassim region interact via Arabic-English code switching for goals of appreciation and respect. As a result, the majority of students desire to be respected and acknowledged when they use English phrases or terms in Arabic discussion.

A genuine issue was a lack of exposure to speaking and arguments in pure English in class, which hampered mastery of English communication. The majority of respondents stated that they spent little time in class on speaking skills. Although most respondents acknowledged that Saudi students use Arabic-English code switching to practice new English words and phrases learned in schools and universities, there was little awareness of the necessity of speaking. They do not give their best to communicate and express their own opinions, emotions and feelings in English language. Notwithstanding, there are many speaking tasks that need practicing, communication skill has affected negatively to Saudi students.

Despite the fact that code-switching has a significant impact on Saudi students' attempts to transmit thoughts, ideas, and opinions, particularly in speaking and daily utterances, they show deep interest of speaking pure English or Arabic. Most importantly, all

of the students demonstrated an understanding of the importance of speaking up more than one language in order to communicate with others easily and effectively.

6. CONCLUSION

According to the study, code swapping is a communal phenomena that can be attributed to numerous fields of expertise. Linguists, sociologists, and psychologists are all interested in it. When a speaker has two languages in their repertoire and alternates between them, this is known as code switching. In areas where a particular language has a high level of covert prestige among people, code switching for social prestige is one reason for code switching that has not gotten much attention. The predicament is best illustrated by the current state of English in the Saudi community.

The research conducted in Onaizah Colleges, Qassim Region, Saudi Arabia. The primary research instrument was a questionnaire created specifically for this purpose to determine Saudi students' ideas, opinions, emotions and feelings regarding the reasons for employing Arabic-English code switching in their daily communication and utterances. Respondents were (100) undergraduate and graduate students, with an average age of 16 to 45, who mostly studied English. Almost all of them confirmed that they use Arabic English code switching in their Arabic utterances. They believed that the primary reason for using Arabic-English code switching in their utterances is to demonstrate their familiarity with English as a second language. However, when lecturers used Arabic-English code switching while teaching lectures, students saw it as a tool for having social prestige and greater communication the theme matter through the use of English phrases. Making the theme or issue clear is one of the other aspects, demonstrating command of the English language, and demonstrating knowledge in the English language.

Graduates in their firms, according to questionnaire responses, use Arabic-English code flipping because they communicate their utterances well and logically. They provide precise instructions to their employees or customers. It was also reported that Saudi pupils tend to flip between Arabic and English code to accommodate bilingual folks. As far as we know, there are so many foreigners and strangers from all over the world in Saudi Arabia that individuals seek English equivalents to facilitate conversation. As a result, they adopt Arabic-English code swapping as a communication option in their daily contacts. However, in the case of their interlocutors, they saw it as a technique of earning covert social prestige associated with the foreign language, which is exactly the case with Arabic speakers in the Qassim region utilizing English codes in their Arabic speech. They also believed that they primarily switched codes while conversing with their peers at social events and meetings. Respondents employed a large number of English words in their Arabic sentences and phrases when addressing a topic. From their vantage point, common people couldn't convince them to accept the topic they were trying to discuss.

Respondents thought that a student who utilizes English terms has a greater social position than a student who does not use English vocabulary. According to the responses of respondents, when teaching science, university lecturers often use English codes in Arabic classrooms because there is no Arabic equivalent for the subject, Technology, Law, Administration, or Psychology.

Saudi students could benefit from using the English language when discussing scientific terminologies in order to better transfer the knowledge; this is in contrast to the Code Switching that was evident in lecturers' Arabic speech. It is noted when someone uses code switching in a discourse or conversation to gain social status. He or she may be an ordinary person or a lecturer at a university. It is a means of showcasing one's social standing and academic proficiency. According to the researcher, Saudi students in the Qassim region have numerous reasons to adopt Arabic-English code flipping during conversation. The most important reason, however, is that Saudi students employ Arabic-English code flipping in daily interactions to demonstrate their fluency with English as a second language and earn *social prestige.*

The researcher sum up those Saudi students should communicate using either Arabic or English especially with those who have the same language. Moreover, when teaching English, schoolteachers and university lecturers should use the monolingual approach to teach their subjects or courses, and speak all in English during classes to enable their students to communicate easily and effectively with families, colleagues, employees, customers and foreigners.

Acknowledgements

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The Appendix, the Questionnaire of the Study

Parts 1: Participants' demographic information

1- **Gender:**   male/female
2- **Age:** 20-30   31-40   41- 50   51-60
3- **Education Level**: a. Secondary level   b. Undergraduate student   c. Postgraduate student
4- **Employment Status**: a. Student b. self-Employed c. Employed Part-or Full-Time d. Unemployed/Retired)

Part 2: Exposure of respondents to English Language frequently.

1. **English Exposure**: a. Often b. Sometimes c. Rarely d. Never
2. **Spoken English Proficiency**: a. Very good b. Good c. Fair

Part 3: The Questionnaire Items

1- Arabic-English code-switching has become a necessity in daily interaction among Saudi students, Quassim region due to the community opens to the world.
   a.Agree   b. Strongly Agree   c. Neutral   d. Disagree   e. Strongly Disagree
2- Saudi students in Qassim region use Arabic-English Code switching frequently because English words are easier and faster to retrieve from their memory.
   a. Strongly Agree   b. Agree   c. Neutral   d. Disagree   e. Strongly Disagree
3- Saudi students in Qassim region use Arabic-English code-switching to communicate when they want to say something secret.
   a. Strongly Agree   b. Agree   c. Neutral   d. Disagree   e. Strongly Disagree
4- Saudi students in Qassim region tend to Arabic-English code-switch to fit in bilingual individuals.
   a. Agree   b. Strongly Agree   c. Neutral   d. Disagree   e. Strongly Disagree
5- Saudi students in Qassim region communicate with Arabic-English code-switching for appreciation respect purposes.
   a. Strongly Agree   b. Agree   c. Neutral   d. Disagree   e. Strongly Disagree
6- Graduates in Qassim region use Arabic –English code-switching because they receive better and understandable tips to their workers or clients.
   a. Strongly Agree   b. Agree   c. Neutral   d. Disagree   e. Strongly Disagree
7- Saudi students in Qassim region use Arabic-English code-switching for gaining social prestige.
   a. Agree   b. Strongly Agree   c. Neutral   d. Disagree   e. Strongly Disagree
8- Saudi students in Qassim region use Arabic-English code-switching   to show their familiarity with a second language.
   a. Strongly Agree   b. Agree   c. Neutral   d. Disagree   e. Strongly Disagree
9- Saudi students in Qassim region use Arabic-English code-switching because certain words or phrases sound better in English language to express certain opinions, emotions or feelings.
   a. Strongly Agree   b. Agree   c. Neutral   d. Disagree   e. Strongly Disagree

10- Saudi students in Qassim region use code switching to practice new English words and phrases that they have learned at schools and universities.
   a. Strongly Agree   b. Agree   c. Neutral   d. Disagree   e. Strongly Disagree
11- Saudi students in Qassim region use Arabic-English code-switching when there is no word or phrase available in the language of conversation.
   a. Strongly Agree   b. Agree   c. Neutral   d. Disagree   e. Strongly Disagree
12- Saudi students in Qassim region use Arabic-English code-switching to communicate in another language in order to maintain engaging in the conversation.
   a. Strongly Agree   b. Agree   c. Neutral   d. Disagree   e. Strongly Disagree
13- Saudi students in Qassim region believe that Arabic-English code switching supplements and strengthens speaker's speech.
   a. Strongly Agree   b. Agree   c. Neutral   d. Disagree   e. Strongly Disagree
14- Saudi students in Qassim region use Arabic-English code switching to participate in scientific meetings.
   a.Agree   b. Strongly Agree   c. Neutral   d. Disagree   e. Strongly Disagree
15- Saudi students in Qassim region use English terminologies talking in Arabic due to lacking of Arabic and there are no equivalent terminologies in Arabic.
   a. Agree   b. Strongly Agree   c. Neutral   d. Disagree   e. Strongly
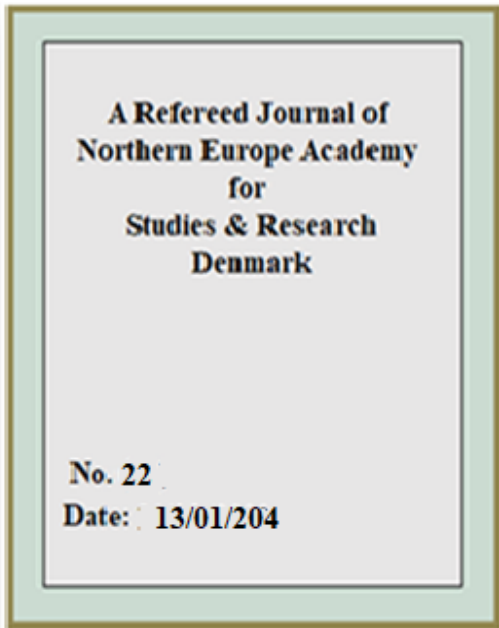
Assessing the English Examination for Science Track Students. A case Study of Faculty of Nursing Science, Batch (19), Semester (3), During the Academic year (2021 – 2022) at The National Ribat University, Sudan

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Abstract

This study set out to determine if the English test for the third semester or batch (19) of the National Ribat University, Faculty of Nursing Science in Sudan, was given in a way that adequately represented the subject matter and included a sufficient sample of the goals listed in the syllabus during the academic year (2021 – 2022). Descriptive research was used to accomplish this goal, while purposive sampling was carried out regarding the selection of the English exam papers. The data for the analysis was gathered from exam papers and syllabuses, while the English Examination question sheet served as the study's subject. In addition, the test items were analysed using the English syllabus. Afterwards, the data was retyped, and the syllabus was compared. Subsequently, each test item was examined individually to determine the percentage. The researchers finally noticed that not all of the syllabus was covered by the exam questions when invigilating the English language section. Furthermore, it was also clear that some textbook topics were underrepresented in the English language exam. Thus, the lack of representation prompted the researchers to look into the exam's content validity.

Keywords

Assessing, English examinations, Science track Students, Nursing Science

1. Introduction

Exams for English language proficiency in Sudanese universities have raised concerns. The goals of English language instruction have recently been modified to serve domestic requirements better and keep up with contemporary developments.

Exams are quality control instruments that we use to gauge how well the national educational goals are being met. Practical assessments have the power to assist instructors in improving their methods of instruction and students in modifying their study plans. Exams are another benchmark that can help decision-makers assess how well their kids are doing. Testing is the primary and most significant component of the educational process, according to (Wall, 2005).

The traditional definition of validity in testing and assessment is determining whether a test measures what it is supposed to measure accurately (Hughes, 2003: 26) or determining whether a particular test or any of its parts is appropriate as a measure of what it is supposed to measure (Henning, 1987: 170). The extent to which a test or assessment tool assesses every facet of the subject, idea, or behaviour it is intended to measure is known as content validity. It is described as every effort to demonstrate that the test's material should represent the content under study. To determine whether a test question targets a trait that the instrument is intended to cover, content validity measurement entails analysing each question individually and consulting with specialists. In this process, the test's objectives and the theoretical characteristics of the construct are compared. According to Carroll (1980: 67), defining the learners, assessing their needs, and tailoring the content to meet those needs are the steps necessary to achieve content validity in the assessment of English for Academic Purposes (EAP). Furthermore, Fulcher states that the core idea in establishing test validity in early approaches in the communicative language testing, depends on how best to sample from needs and the target domain" (p. 222–223).

1.1 Statement of the problem

The observed limitation of some question types and the excess of other kinds was the primary motivation for researching the content validity of the English Examination in the third

semester of the National Ribat University's Faculty of Nursing Science. When invigilating the English language segment of the exam, the first co-author of the research team observed that not all of the syllabus was covered by the exam questions. It was also evident that several textbook themes were not adequately covered in the English language exam. The researchers therefore investigated the exam's content validity in response to the dearth of representation.

1.2 Significance of the Study

Teachers' awareness of language testing may increase as a result of the study's findings. Additionally, the study motivates students to engage with the textbook's material. It also evaluates whether or not the test material appropriately reflects the subject areas that need to be examined by going over how the textbook's content categories are divided up among the practical exercises. Lastly, it is helpful for researchers to have a foundational understanding of what makes a good test and for all teachers to know in order to undertake additional research.

1.3 Objectives of the Study

This study aims to achieve the following objectives:
1. To assess the degree of alignment between all language topics covered in the syllabus and the English tests.
2. To assess the relationship between course objectives and the characteristics of English exams.
3. Investigating English exam characteristics from a content validity standpoint.
4. To assess the degree of correlation between the elements of the curriculum and those in the English exams.

1.4 Questions of the Study

1. How do the English exams at Ribat University's Faculty of Nursing Science, third semester, demonstrate the content validity?
2. How do the goals of the course relate to the characteristics of English exams?
3. How closely do all of the language areas listed in the syllabus align with the English examinations?
4. How do the items on the English examination relate to the syllabus?

1.5 Limitation of study

The study is restricted to batch 19, semester three of the National Ribat University's Faculty of Nursing Science, and conducted during the academic year (2012 -2022). The participants come from a single university, hence the outcome cannot be broadly applied.

2. Literature review and previous study

Exams for English language proficiency in Sudanese universities have raised concerns. The goals of English language instruction have recently been modified to serve domestic requirements better and keep up with contemporary developments.

2 .2-Testing

Testing is one of the assessment tools which we can use in the process of teaching and learning. The test is therefore, created based directly on an analysis of the student's English language demands. According to Huge (2003), the test is a tool designed to analyze students'

English language needs and quantify their language proficiency. As stated by Reynolds (2005), a test is defined as "an instrument or steps in which a sample of an individual action is obtained and scored using the basic standard". Although the term "test" has many different meanings, Gronlund and Linn (1990) defined it as a tool or routine process used to measure a sample of behaviour. Based on the previously described definitions, the author recognised that an exam is a specific assessment tool, which we can use for highlighting students' learning and motivation, by assigning one or more assignments. Feedback to the students may also come from the evaluation. The learning process uses assessments for a variety of goals.

2-3 Purpose of Test

Tests are used for a variety of purposes, including determining how well students have met course objectives and gauging their language proficiency. Huge (2003) clarified, "It is difficult to see how rational educational decisions can be made without tests, which will also be needed to provide information about the achievement of groups of learners." Another exciting feature of tests is that, according to Huge (2003), "Tests assist educators and employers in considering their future goals and identifying activities that will help them get there." Numerous kinds of tests are used in the learning process, including achievement, placement, diagnostic, and proficiency exams.

2-4 Types of Tests

Achievement assessments have a direct bearing on language courses since they measure how well students—individually, in groups, or throughout the course—have met learning objectives. There are two types of these tests: progress achievement tests and final achievement tests. Learning outcomes and the instructional materials should be included in achievement exams. Since there are hundreds of facts and terminologies, we expect students to learn in the time allotted, but practically it is impossible to have all the questions we would like to test. However, we can include comprehensive questions in the test that can allow to measure different aspects of the curriculum. Big (2003).

Tests of final achievement are also given at the conclusion of a course of study. Members of teaching institutions, official examining boards, and ministries of education may write and administer them. There is debate among language testers on the extent to which the content of these tests should be connected to the courses they are meant to assess.

Some testers believe that the content of a final achievement test ought to be directly drawn from a thorough course syllabus or from the books and other resources utilized. This strategy is known as the syllabus content approach. According to Huge (2003), the exam's content should be based on the material covered in class since "it only includes material that is believed to represent what the students have actually encountered, making it, at least in this regard, a fair test."

2-5 Construction of Test

Indeed, to construct an accurate test, we need to consider a trained designer. As stated by Farikah (2016) "Creating a set of tests is not as simple as it seems; there must be many qualifications or requirements to consider to make a good test with good quality for the students," .Teachers need to use an excellent exam to ensure accurate measurement. They have a difficult task ahead of them because a successful test must have several qualities, such as validity, reliability, objectivity, and practicality. Moreover, Brown (1995) stated that "the test is built based on the objective of syllabus" while discussing the test construction process.

For that, the instructor needs to be familiar with the goals and substance of the syllabus. The first step in the assessment process is determining the course material. Every subject covered in the course should be covered in the exam questions, with each topic given the proper weight. Bloom et al. (1956) stated that educational objectives is a fundamental benchmark for evaluation. The educational taxonomy theory used six main classes to address the cognitive objective: 1. Knowledge 2. Comprehension 3. Utilisation 4. Examination 5. Synthesis 6. Assessment.

In addition, creating tests is a real issue for lots of educators. It is a genuine difficulty that they encounter on a regular basis. Teachers' training is necessary to gain better skills in the most appropriate ways   to avoid hurting their students—most of the time accidentally, though. But how should one go about doing that? When creating a new test, we need to consider the following: What type of test is it going to be? Claims Hughes (1995:49). Success, ultimate or advancement, competence, assessment or identification? What are the specific goals it seeks to achieve? Which skills are going to be evaluated? How detailed do the results have to be? How precise are the needed outcomes? What is the backwash's significance?

2-6. Characteristics of Good Test

Harris (1990) discussed the qualities of a practical test. The following attributes are essential for a good test: validity, reliability, comprehensiveness, usefulness, and scalability. It needs to have a valid exam, the type of tests that provide assessment tools that adequately examine how well students are achieving the intended learning goals. These goals are explicitly expressed in terms of observable behaviour.
Furthermore, thoroughness is yet another trait of an excellent exam. A good test needs to be thorough enough to cover all aspects of the course material that is included in a single syllabus or almost all of it. Siddiek (2010) stated that, the comprehensive exam must   assess the learning outcomes of the curriculum or the target course that the students are being taught. Another characteristic of a good exam is its practicality and scalability, which includes being accessible to score and report as well as practical in terms of the allotted time, exerted effort, financial economy. Brown (2001).

2-7 Syllabus

Based on the students' level and the institution's programme, a syllabus is created. In addition, the syllabus that a teacher makes ought to match the abilities of the students. As stated by Richards (2001) "A syllabus is a specification of the content of a course of instruction and list of what will be taught and tested". However, according to Brown (1995), a syllabus primarily addresses the decisions required to arrange the linguistic material of a course or programme. Teachers can select from a wide range of classes and put the necessary materials while instructing students in a classroom. According to the description given, a syllabus is a teaching content that contains that includes a wide range of topics through which students will be taught, and then evaluated on in order to gauge their comprehension of the subject they have studied based on the syllabus. Indicator is crucial to the syllabus's content since it describes the level of competence that students must achieve.

2-8. Syllabus 'objectives

An alternative strategy is to base the test content on the curriculum objectives directly. There are many benefits to this. It first requires course designers to state their goals clearly. Furthermore, it enables exam results to demonstrate the extent to which pupils have met those

goals. This situation consequently increases the pressure on individuals in charge of creating the syllabus and choosing the books and other materials to make sure they are in line with the goals of the course.

Objective-based tests disrupt the cycle of subpar instruction, something that course-content-based tests, almost like a plot within itself, do not. It is much better to base test content on course objectives because this will yield more accurate data regarding student performance on both an individual and group level and will likely have a positive teaching ripple impact.

Focused on the goals of the course, according to Cliff (1981:27). The primary factor contributing to teaching inefficiency and effort dissatisfaction in the classroom is aimlessness. It is especially true when it comes to assessment; how can we, as educators, create an exam or set an assignment if we still need to determine the skills we want the students to learn? As a result, for the assessment to be appropriate, it needs to achieve the goals that have been established for the course. These goals could only be to impart a body of information or abilities, like problem-solving techniques, or they could be to help pupils develop particular beliefs or modify specific behaviours. Thus, the teacher's primary responsibility is to study the course goals before creating the test or task and then craft questions that are based on the content covered in the syllabus.

2-9. Material and Syllabus

The teaching and learning process revolves around the materials, which are essential components that educators must master before imparting them to their pupils. The teacher's materials must match the content of syllabus in order to achieve appropriate learning outcomes. As stated by Brown (1995), materials are any systematic explanation of the method and activities that are to be used in classroom instruction. To ensure that the materials presented in the classroom are adequately retained, a teacher's explanation of the teaching and learning techniques they use and the numerous exercises they assign as test questions must be organised methodically.)

Similar to this, the created test must be guided by the curriculum and measure the ability that the teacher is supposed to be teaching—in this example, language proficiency. Students find it more challenging to respond to tests that lack content validity.

2-10. Validity'

According to Hughes (1989: 22) and Henning (1987:170), "appropriateness of a given test or any of its parts as a measure of what it is purposed to measure" are two definitions of validity in testing and assessment. The former refers to determining whether a test "measures accurately what it is intended to measure." According to this perspective, validity inquiry entails determining if a test "actually does measure" the intended subject. It also assumes that when we construct a test, we have the desire to measure something and that the "something" is "real." We will be challenging these presumptions, which were ingrained in the terminology of validity studies from the first.

Furthermore, validity Validity can be computed technically using Sax (1980:258), which is actual variance divided by achieved variance. Since genuine variance cannot be calculated directly, it must, of course, be estimated in practice. We can define validity in a few different ways. "When a test measures what it says it will measure, it is valid." Garrett (1964:30). "When a test "measures what it ought to measure," it is considered legitimate. Ebel: (1972:436.) "Is the test measuring the things it's supposed to measure? It is a fair test if it does. Lado: (1975:30) "A test needs to be legitimate in order to be considered reasonable. The

accuracy of the test results collection, that it measures   purports is the fundamental definition of validity. Every description listed above places pressure on teachers to assess the students they instruct in courses.

2-11. Types of validity

There are various types of validity:

a. Construct validity
b. Content validity
c. Face validity
d. Criterion measure
e. Criterion-related validity
f. Empirical validity
g. Predictive validity.

Two of these kinds of validity are specifically pertinent to language research. The degree to which a test, questionnaire, checklist, rating scale, or other data collection tool effectively and sufficiently evaluates the specific skills or behaviour it sets out to examine is known as content validity. When it comes to Criterion-Referenced Tests, content validity is especially crucial because the test's content needs to match the material covered in the course as clearly states by Ibrahim Mohamed Alfaki (2012)

Moreover, content validity A test is considered to have content validity, according to Hughes (1995:27), if the items on it comprise and accurately represent a sample of the language abilities, structures, and other topics it is intended to cover. When a test   measures what it intends to measure, it has face validity. When the test provides adequate assessment on achieving pupils' intended learning objectives, which explicitly expressed in an observable behaviour—it is considered legitimate.

Furthermore, the adequacy of the items in the content on the final exam determines content validity. Test success is greatly dependent on the content validity of the sample of language abilities and structures. The student would be under pressure to read every content in his syllabus when multiple course components and skills are covered in the test questions. Additionally, a comprehensive test questions help teachers concentrate on teaching the designated subject for a selected course at the specified time. Exam content allows students and teachers to stay on course by adhering to a syllabus that subject matter experts have carefully crafted to support both individual and community education goals.

Additionally, content validity is an essential tool for the skills assessments that is commonly used in students' evaluation studies. According to Anderson (1975), content validity is the degree to which the test that is employing may effectively measure the traits or dimensions that we want to gauge. According to Chair (2003), content validity is the degree to which test questions accurately reflect the knowledge and abilities in the given subject. A standard method for evaluating content validity is to look at the design and construction process of the test.

2-12. Table of Specifications

According to Walelign (2006:62), the experience of the instructor determines how to create a table of specifications and assign relative weights to the subject's educational objectives. Planning and analysing the material for an achievement test is essential. Any educational material's achievement test must be represented by analysing its content to determine how

accurate the particular test is done by computing and then deciding on a relative weight based on an amount of time spent in teaching each subject.

2-13. Purpose of Table Specifications is

In order to achieve the goals of education, most crucial purpose of the table specifications is to ensure that the test is balanced and that the sample measurement reflects objective of the course and achieve learning outcome of the subject content that it intended to measure in the achievement test. The development of the mind, body, and soul is embodied in educational aims. It also includes the goal of favourably influencing learners' attitudes to achieve academic goals. Siddiek(2010).

2-14 Benefits of the Table of Specifications

With the amount of work put into teaching each subject, the table of specifications aids in creating a fair test simply because it assigns an actual weight to each component of the topic; each topic merits inquiry based on topic's significance. Course specifications also support in the systematic selection of an appropriate teaching content. The method gauges accomplishment's degree to a considerable extent; the instructor assigns questions at various difficulty levels in relation to those objectives. It dramatically boosts the student's trust in the fairness of the test, which will help the applicant manage his time. (Haramaya University, 2017, Ethiopia).

2-15 Component of the table of specifications

There are some elements listed below could be included in the table: a proportionate importance of each subject and vocabulary that will be gauged by how well students succeed academically. The proportional importance of the goals to be assessed. The number of questions for each topic and the level of the cognitive objectives in the test will be determined by the relative weights. Their relative weights will evaluate the test's question(s) for each level of objectives in Ethiopia. Similarly, Walelign (2006) discussed the importance of keeping specific ideas in mind when creating a table of specifications. When creating a table of specifications, we need to take into account the following principles:

- The subject's nature.
- The educational goals.
- Allotted time needed to teach each course based on the characteristics of learners in relation to their degree of study.

2-16 Backwash and Lack of Content Validity

In the study of applied linguistics, backwash is a crucial idea. It alludes to the potential effects and influences that the test may have on the process of instruction and learning. This impact may be advantageous or unfavourable. The validity of the test's content is closely related to the backwash idea. When test's validity is compromised, both teachers and students will suffer as a result. Teachers would have a far better opinion of testing if it consistently had a positive impact on instruction (Siddiek 2010).

According to Weir (1995), students are also able to perform well in language regions or skills where assessments are focused; in other words, students study and practise more of the language areas and abilities that are tested more heavily. By saying this, Weir suggests that learning a language is facilitated when all of the syllabus material is taken into account proportionately during assessment. Finally, test results that demonstrate topic validity—a measure of satisfactory sampling—can be used to estimate students' actual performance

levels. In other words, they promise to produce credible conclusions regarding students' language competency at a specific grade level. Communicative Language Testing, G. J. Weir, 1995. New York: Prentice Hall.

2-17 The effect of lacks content validity of test

In the event that the test is not valid, content standards—which outline precisely what students should understand in a given school year—or state-created curriculum either authored by teachers or the writers themselves—must be the starting point for achievement test item creation. Developing test items that assess the key competencies and knowledge acquired at a particular grade level is the aim of item writers. The grade-level content standards dictate how many and what kind of exam items are written (Siddiek 2010).

2. 18 Previous study

The Sudan School Certificate English Examination, as it was administered, needs to meet the criteria for being considered a standardised accomplishment test, according to Siddiek (2004). Additionally, it was discovered that the format of the Sudan School Certificate English tests (SSCE) needed to be clarified because it omitted most of the content that pupils were expected to learn from their textbooks. This lack of clarity led to the current scenario where the content validity of the school English exams could be better, which we will look into in this paper. According to Siddiek (2010), the SSCE was a proficiency test rather than an achievement test; therefore, instead of testing the content in the textbook, it concentrated on a broader range of general knowledge of English abilities. The exam's format is comparable to that of TOEFL or IELTS since it addresses language proficiency in its entirety rather than just syllabus topics.

Etika discovered the empirical proof of the English summative exam content validity produced by the expert team for the first-year students' odd semester. The study's conclusions demonstrate the poor content validity of the English summative test items given to first-grade pupils at SMA Dua Mei during their bizarre semester. The content analysis and the percentage both demonstrate it. She concluded that the English summative test is 72% valid in terms of conforming to the indicator based on the percentage. However, the Seminar discovered that just 40% of the test items on SMPAl-Zahra Indonesia during the even semester of 2010–2011 adhered to the English syllabus, indicating poor content validity. Put another way, because a large number of materials were absent from the test, it did not accurately reflect the learning objectives of the semester.

In order to determine whether the coverage of the English language tests given in the college fairly represents the coverage of the textbooks, Asmare (2008) discusses the content validity of the three years' worth of teacher-made achievement tests (TMTs) of English language at Hawassa College of Health Sciences. She does this by observing the contents of the textbook or syllabi and sample test papers. The study's conclusion demonstrates that the sample test papers' content does not accurately reflect the material covered in the textbooks.

According to Siddiek (2010), if a test lacks content validity, it indicates that the items do not cover the topics covered in the syllabus. As a result, the educational goals of the syllabus will not be met, and instruction will be done for no purpose at all. More actual teaching was needed because the majority of the teachers' efforts were focused on getting the kids to pass the tests and get the grades. The money would have been wasted since textbooks were ignored and not read. It's easy to conceive a book that is written but not intended to be read, so why would the Ministry of Education publish and provide thousands of copies to students? Why

did we have to pay for publishers, specialists, and educators when the intended audience—in this case, Sudanese secondary school students—would not utilise or refer to the textbooks?

Only 40% of the exam items at SMP Al-Zahra Indonesia's even semester in 2010–2011 complied with the English syllabus, according to Suminar's analysis of the school's content validity. Put another way, because a large number of materials were absent from the test, it did not accurately reflect the learning objectives of the semester. Evaluation of the EGSEC English Examinations' Content Validity Mekonnen Yibrah Haramaya University, Ethiopia (2017). The study's conclusions showed that there was little correlation and a varied degree of relationship between the material in the sample SATs and the textbooks. The study's findings generally indicate that there were issues with the exam papers' ability to sample each component of the language items fairly. Reading and grammar made up the majority of the exams, whereas the assessment system completely disregarded listening comprehension. The regional state's testing specialists and educators have no affiliation with NEAEA. In order to create an item bank, the NEAEA's test creators do not ask local subject matter experts and testing professionals to submit questions to the organisation. Teachers are unable to provide feedback to the relevant bodies in the quality assurance and examination agency regarding the content validity of the agency's tests because of their limited awareness and personal attitudes, which impact their practice of developing content-valid classroom-level assessments. The details about the work that teachers do at the school level are listed below 1. Clapham, C., Wall, D., and Alderson, J. (1995). Language Assessment: Development and Assessment. Cambridge University Press, Cambridge, UK.

Hanik and Fachrurozy's study is the most recent pertinent one. In the sixth grade of the public elementary school in Uduwanudistrict, they conducted research. The results show that

1. The three test formats are reliable.
2. Each test format's level of difficulty is fair.
3. The three formats' level of discrimination is excellent.
4. The multiple-choice format's distracters are mainly effective.

However, the content validity of the materials being tested only covers some of the fundamental competencies of the school-based curriculum.

In 2013, Ipek Ozera, *, Diana Garveya, Shawn M. Fitzgerald, and Ebed Sulbarana conducted research. The content validity index (CVI) of an English as a Foreign Language (EFL) grade-level test for Turkish primary school students showed low reliability (.52). In contrast, the reliability coefficients for the sub-subsections ranged from 77 to 91, indicating high item reliability.

An Analysis of the Content Validity of English Summative Test Items at the Even Semester of the Second Grade of Junior High School, published in 2014 by the Department of English Education Faculty of Tarbiyah and Teachers Training Syarif Hidayatullah State Islamic University Jakarta, shows that the research findings demonstrate the poor content validity of the English summative test items for the even semester of second-grade students at Al-Amanah Junior High School. The % shows it. The author concluded that the English summative test is 51% valid in terms of conforming to the indicators based on the percentage. Twenty-three items in the test correspond to the indicated indicators listed in the curriculum, and there are 22 items related to conformity. In their 2015–2015 search for the content validity of the summative test items of English for the tenth graders of Sma Negeri 1 Magelang in the school year 2015–2016, Ardhiyan Nugrahanto, Dwi Winarsih, Farikah English Department, Faculty of Education and Teachers Training Tidar University discovered that thirty-two items met the syllabus' requirements, while three items did not. With a rate of 91.42%, this indicates that the English summative test had strong content validity. However,

because one fundamental competency dominated the test items, the representation of the basic skills was not yet proportionate.

3. Methodology

The research approach used for this study is described in this chapter. It explains the population, the instrument, the sample selection process, the methodology, and the data collection processes.

3.1 Study design

The results of the chi-square test of significance and Cramer's V contingency coefficient to the English examination papers have been displayed using quantitative research methods. Additionally, the extent and strength of the association between the syllabus's contents and the contents of the English examination papers have been examined.

3.2 The Research Setting

Since the first co-author works at The National Ribat University, Faculty of Nursing Science, Semester 3 data (syllabus and substance of the English examination papers) were easily accessible, and the study was carried out there. The research was carried out during the academic year (2021–2022).

3.3 The sample

The study's focus was on the Faculty of Nursing Science's syllabus and the four papers from the English Examinations for the third semester. There were (50) questions total across four sections of the English exam papers with (22) as total marks. Section (1) consisted of a comprehension presentation, one passage, and ten true-false objective questions. The grammar-focused sections two, three, and four comprised (40) objective questions (true-false statements, gap-filling items, and multiple-choice questions with (78) as total marks.

3.4.1 Samples and Sampling Technique

The English exam papers from batch (19) were used as a reference. It was selected because of its ease of usage. Furthermore, a convenient sampling technique was used to choose the sample English examination papers because, prior to 2020, teachers had not readily or accessible prepared and delivered the sample exams. The researchers employed two data-gathering instruments to perform the study on the content validity of the tests. These were the curriculum and analysis for the English examination.

3.4. Procedures of Data Collection

The subsequent procedures were conducted in order to evaluate the content validity of the English exams. A list of syllabus objectives, a teacher's handbook, and a textbook containing the items for the English examination were gathered by the researchers, and this is how the task was completed:
1. A list of the objectives for the syllabus and a teaching guide were gathered, and the goals were used to code the materials.
2. Each component of the syllabus's allotted practice task frequency and number of periods were calculated and entered into a table.

3. The anticipated number of questions was ascertained using the tasks allocation table's frequency and compiled periods.

4. Next, the English Examination papers were examined to determine the number of items from each area.

4. Data analysis and desiccation

4.1 introduction

The purpose of this section is to summarise, evaluate, and interpret the study's key findings. the information gathered from the examination of test results and the syllabus's substance.**4.2 Data analysis**

4.2.1syllabus content

Table (1): Summary of total frequency of items in syllabus content areas and sample test papers

Items	Frequency of items in Syllabus content	Frequency of items in test
Passive	7	6
Phrasal verbs	4	-
Active verb	7	4
Future	5	2
Used to do	1	-
Preposition	6	4
For & since	1	1
For, during and while	1	1
Expression with make, do and have	4	-
Reading	5	1
Total	41 = 100%	19 6.3% of the syllabus

This table demonstrates that test papers did not cover slightly less than half of the syllabus's content areas. Reading comprehension, grammar, and vocabulary comprised the three main headings of the course. Each of these main syllabus headings was given a total number of periods, which was then taken and averaged, and their percentages were entered into a table. To determine whether exam papers are entirely or partially representative samples of the syllabus instruction, the number of expected questions from all major headings was computed using these prompts as functional exponents and the number of questions was compared with

the observed questions in the actual exam papers. The following category variables are thought to validate the study and help evaluate the content validity of the English tests.

4.2.2 Course objective

Table (2): Comparison of Course Objectives with syllabus items

Course Objectives	Items of syllabus	Percentage %
Reading	Reading	12.2%
Grammar	Grammar	78.1%
Vocabulary	Vocabulary	9.7%
Writing	Null	0%
Listening	Null	0%
Speaking	Null	0%
Use medical terminology in daily tasks	Null	0%
Total		100%

This table showed that the skills of writing, listening, speaking, and medical terminology of the course objectives should have been covered in the syllabus.

Course Objectives:

By the time this course ends, the learner will have mastered the following:
 ▪ Read, write, and record in English.
Comprehend written records, conversations, lectures, medical terminology, and library materials.
▪ Write papers, projects, case studies, and sentences.
Use your speaking and listening abilities to communicate in English.
▪ Read and understand English-language materials.
▪ Employ medical jargon in day-to-day activities.

Table (3): Conformity of Test Items with Syllabus

No	Summative Test Items Area	tems Number	Total Frequency
	The conformity test items based on the indicators of English syllabus	19	46.3%
	The inconformity test items based on the indicators of	22	53.7%

	English syllabus		
	Total	41	100

Table 3 shows that the items of the test indicated insufficient items of the test in the syllabus as the relationship between the two variables (here, I prefer to say perfect relationship or strength).

To explain (comparing the percentage with the classifications as follows:

Items of the Test to Syllabus Evaluation	
Range	Comment
76% to 100%	Good
56% to 75%	Sufficient
40% to 55%	Insufficient
Less than 40%	Bad

Table (4): Analysis of the syllabus content and test items

Items	Frequency	$X - \overline{X_1} = d$	Mean	(F d) 2	Variance(S1)	t-test	p-value
Passive	7	2.9		412.09			
Future	5	.9		20.25			
Used to	1	-3.1		9.61			
Preposition	6	1.9		129.96			
For &since	1	-3.1		9.61			
During &while	1	-.3.1		9.61			
Active verbs	7	2.9		412.09			

Phrasal verb	4	-.1			.16		
ocabulary	4	-.1			.16		
Reading	5	.9			20.25		
Total	41	0	.1		s=1023.79	25.6	
Analysis of the test items							
Passive	6	3.3			392.04		
Future	2	-.7			1.96		
Preposion	4	1.3			27.04		
For &since	1	-1.7			2.89		
During &while	1	-1.7			2.89		
Active verbs	4	1.3			27.04		
Reading	1	-1.7			2.89		
Total	19	0	.7		s=456.75	76.125	1 1	.00

Table 4 illustrates that there was insignificant different between syllabus content and the items of the test P-value > 0.05

Table (5): practical exercises in textbooks and test content

Table of specification	Content areas	Observed Frequency	Expected Frequency	O-E	(O-E)2	(O-E)2 /E
Frequencies of practical exercises in textbooks	Language focus (Grammar)	127	123	4	16	.13
	Increase your word power (Vocabulary)	4	3	1	1	,33
	Reading	5	11	-6	36	3.3
	Writing	-	-	-	-	
	Speaking	-	-	-	-	--
	Listening	-	-	-	-	-
Items in test content	Language focus (Grammar)	40	45	5-	25	.6
	Increase your word power (Vocabulary)	-	-	-	-	-
	Reading	10	4	6	36	9
	Writing	-		0		
	Speaking	-	-	-	-	-
	Listening	-	-	-	-	-
Grand total		186		$\sum$(O-E) = 0		$\sum$(O-E)2/E= 13.36
Cramer's Contingency Coefficient (V)						0.07

❖ Large calculated x2 value was evidence that the data were not sampled from the distribution that was expected

❖ Cramer's Contingency Coefficient (V) was close to 0 which indicates a weak association between items of syllabus and items of test.

4.3 Discussion

This study's primary goal was to assess the content validity of English language proficiency tests. The outcomes of the two research instruments—the examination of a textbook and a sample test paper—were examined and discussed. In this section of the study, the researchers have attempted to address the fundamental research concerns, as well as to combine, clarify,

and connect the findings of the data acquired using the two instruments. Furthermore, the study's results were presented in relation to the literature review and received strong support.

The first study question sought to determine whether or not all of the syllabus's content types are covered in classroom exams. The study showed that 46.3% of the exam items were based on the English syllabus, indicating a deficiency in test items compared to the syllabus. The findings of Simachew Gashayea (2019), Suminar (2011), Asmare (2008), and Siddiek (2004), who discovered that the sample exam papers' contents did not fairly reflect the material in the textbooks, corroborate this conclusion. Huge (2003) focused on the need for the test's content to be based on the material covered in the course because it only includes questions deemed to represent what the students have really faced. As a result, it can be seen as fair in this regard.

In response to the second question, the study sought to determine whether or not the course objectives are covered in the course content. 72% of the course goals were outside the syllabus, according to this analysis. Furthermore, Suminar (2010–2011) discovered that certain materials, including speaking and listening, that were left out of the test, meaning that they did not accurately reflect the learning objectives of the seven semesters. In support of the information above, Imrie (1981) stated that all course topics should be included in the test questions, with proper weighting given to each. Arthur Hughes further noted that "there is likely to be harmful backwash if the test content and testing techniques are at variance with the objectives of the course." Concerning the qualities of a practical test, Glenn Fulcher & Fred Davidson (2007) wrote: "A good test must have the following features: - It must be reliable, valid, complete, practical, and scoreable."

In response to question three, the study also sought to determine whether or not the tests had content validity. The researcher discovered that the substance of the syllabus and the exam items differed not significantly (t-test = 0.11 at fd 58 $p > 0.05$), indicating that the material was legitimate. Etika also concluded that the empirical data from the English summative exam for the first year's odd semester was reliable. However, Asmare (2008), Siddiek (2010), and the Department of English Education Faculty of Tarbia (2014) discovered that the school English examinations lacked content validity because the test was not thorough enough in relation to the syllabus content. The goals in the textbooks, which were meant to assist the student at that level, needed to be met as the exam items did not cover the syllabus by testing its components. "A syllabus is a specification of the content of a course of instructions and list of what will be taught and tested," according to a previous writing by Richards (2001). However, according to Brown (1995), a syllabus primarily addresses the decisions required to arrange the linguistic material of a course or programme. Instructors can select from a variety of classes and put the necessary materials in the classroom when they start presenting the content. Another characteristic of an excellent test is its comprehensiveness. A good test needs to be thorough enough to cover all facets of the course material, which is contained in a single syllabus. The comprehensive exam must also meet the learning objectives of the unit or target course that the students are being taught.

Additionally, the table of specifications used chi-square to analyse exam items and practical exercises from textbooks, finding a significant chi-square result of 13. The contents of the test items differed significantly from what was expected of them. A high computed $x2$ value indicates that the data are not representative of the predicted distribution. This situation leads us to the conclusion that the observed and expected contents of the test items differ significantly. As a result, the material covered in the English exam was needed to represent the contents of the textbooks adequately. For the reasons listed above, a well-designed table of specifications (TOS) is not the foundation upon which the process of creating the test items for the English examination is built.

Additionally, the test's inaccuracy can be attributed to two primary reasons. The first one relates to test methods and content. According to Huge (1999), "If the test is not content-validated, it will have a negative impact on both the teacher and the student (Siddiek, 2010)."

The fourth and last research topic looked at the relationship between the syllabus and test items. The elements in the syllabus and the exam items had a poor correlation, the researcher discovered. The resulting value of 0.07 was in close proximity to zero, signifying a feeble correlation between the syllabus items and the test items administered during the third semester of 2020 at Ribat University's Faculty of Nursing. Furthermore, Simachew Gashayea (2019) discovered in his research that there needed to be a shallow, positive correlation relationship between the test writer and the textbook's content. Cramer's V, which supports the data above, always takes a value in the interval [0, 1]. A high relationship or association between the expected and observed variables is indicated by a value of Cramer's V that is near to one; on the other hand, a weak correlation between these variables is characterised by a value that is close to zero.

5.1 Conclusion

Based on the results of the research of the English examination used at Ribat University, Faculty of Nursing Science-Semester three during the academic year (2021- 2022), the following conclusions are drawn.

1. There needs to be more test items in the syllabus.
2. Most of the course's objectives were not covered by the syllabus.
3. There was a weak association between items of the syllabus and items of the test made V=.07.

5.2 findings

1.   The elements of the assessment indicated insufficient items of the test to the syllabus
2.   Large calculated x2 value was evidence that the data were not sampled from the distribution that was expected
3.   Cramer's Contingency Coefficient (V) was close to 0, which indicates a weak association between items of the syllabus and items of the test.

5.3 Recommendations:

1. The Ribat University Faculty of Nursing Science should implement immediate improvement measures for examinations.
2.   Ribat University Faculty of Nursing Science students should pay close attention to striking a balance between the material in their textbooks and their exam materials. To address this, in-service training for the relevant examination bodies is necessary.
3.   The number of items should be increased from 110 to 120 in order to reflect the syllabus's aims and contents properly. This idea implies that tests that are longer tend to be more valid and trustworthy than those that are shorter.
4.   There is a need for further research in this field.

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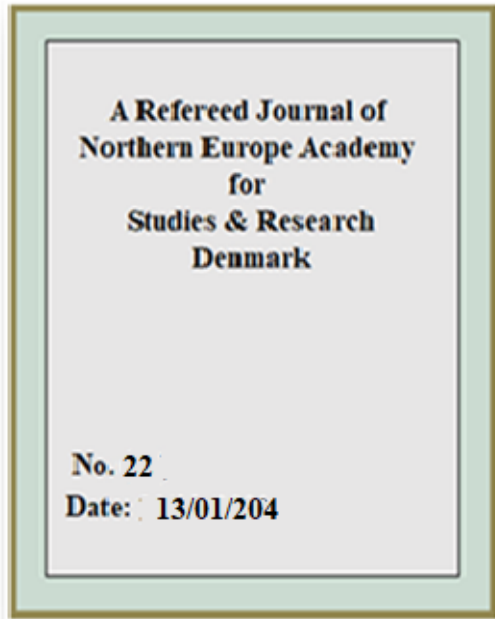
Using Self- and Peer-Correction to Enhance College Students' Writing Ability

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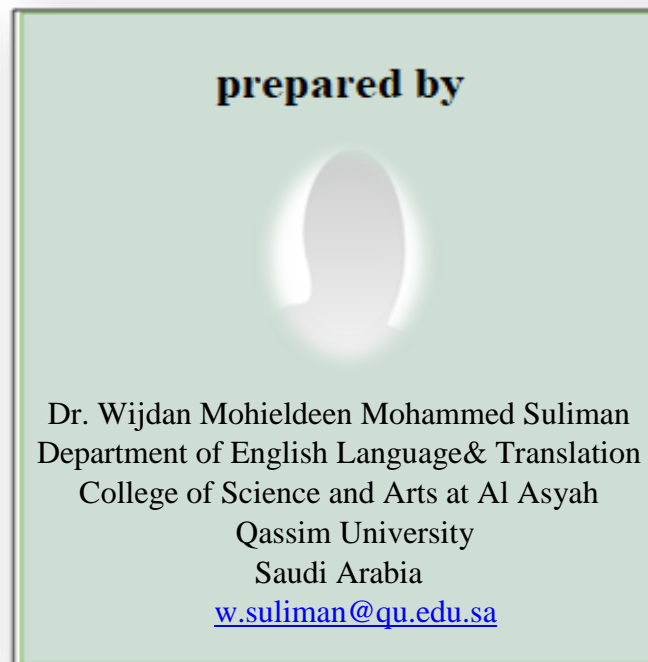
Abstract

This study examines the effects of self-correction and peer-correction strategies on the writing proficiency of students enrolled in foreign language courses at college of Sciences and Arts at Alasyah in Saudi Arabia . Furthermore, it investigates the function of error codes and error records in enhancing students' cognizance of linguistic errors in their written work, the relationship between self-determination and the efficacy of these strategies in the context of inclusive education policies in Saudi Arabia. This study adds to the literature on the potential advantages that students, specifically those with diverse learning needs, can derive from self-correction and peer-correction strategies in a foreign language classroom. Additionally, it illuminates the potential impact of cultural factors on the execution of these approaches. It applies the Wehmeyer's (1996) Functional Model of Self-Determination to evaluate students' success and adaptability in an inclusive education environment. The novelty of this study lies in its concentration on Saudi Arabian students with hearing impairments, a group that has been relatively neglected in prior scholarly investigations. The study findings have practical implications for Saudi higher education policy and the provision of services for hearing-impaired students, both of which are also discussed here.

Keywords: *peer correction – writing -foreign language, college students*

Introduction

The significance of possessing advanced foreign language communication skills has increased consequent to the recent trend of globalization. This statement is even more apt with respect to higher education, a stage where students often face the challenge of articulating their ideas in a logical and persuasive fashion in a foreign language. Development of writing skills among college students enrolled in foreign language courses is an essential aspect of foreign language education (Al-Ahdal & Abduh, 2021; Menke & Anderson, 2019). The integration of error codes and error records, alongside the implementation of self-correction and peer-correction strategies makes this learning process more effective as these inspire foreign language students to engage in a process of self-reflection and self-improvement while navigating the complexities of foreign language writing (Kadri & Hamada, 2018). Thus, the method has far-reaching ramifications for the field of foreign language education, surpassing the individual benefits of self- and peer-correction. It also underscores the importance of allocating consistent writing instruction throughout the week during class periods.

Most language classrooms, and foreign language classrooms more than the others, place greater emphasis on imparting content rather than developing specific language proficiencies (Hall, 2017). However, this study highlights the significance of devoting time and resources to the methodical advancement of writing processes. Instructors can allocate class time for these activities and integrate self-correction and peer-correction practices into the curriculum to create an environment that encourages students to actively investigate the intricacies of language and writing. This shift in pedagogical emphasis is consistent with the notion that foreign language

instruction should not only impart knowledge but also develop students' language skills so that they can communicate with confidence and efficacy. By analyzing the progression of writing proficiency among college students over the course of a semester, this study explores the field of foreign language education. An enhanced understanding of linguistic errors among students is cultivated through the deliberate application of self-correction and peer-correction methods in addition to the utilization of error codes and error logs (Luna López, 2021). An important consequence of students developing a sense of ownership over their language learning and critical self-evaluations is a substantial enhancement in their writing abilities (Jamrus & Razali, 2019). Furthermore, recognizing the critical nature of writing proficiency in facilitating effective communication in a foreign language, highlights the importance of dedicating consistent class time to writing instruction. Given the escalating level of global interconnectivity, the findings of this study are particularly relevant; they offer insightful perspectives that can be applied to enhance and direct foreign language instruction in a variety of contexts, including Saudi Arabia's educational system.

Review of literature

Peer Learning, peer correction, and self-correction

Peer correction, also known as peer editing or peer feedback, is a process in which fellow students assess and offer constructive criticism on the written compositions of one another (Patchan & Schunn, 2015). Academic settings frequently employ this approach in an effort to enhance students' writing skills. Considerable scholarly inquiry has been devoted to examining the effectiveness of peer correction, revealing its positive impacts on students' writing proficiency (Kang & Han, 2015). When assessing and offering constructive criticism on the work of their peers, learners augment their understanding of foundational tenets of structure, syntax, and conventions of written communication (Hyland, 2019). Active participation facilitates the ability of individuals to identify and rectify their own mistakes. Students can develop a sense of perspective, self-assurance, and critical thinking skills by reading texts composed by their peers (Ferris, 2003). Peer correction in the realm of writing involves students evaluating and offering constructive criticism on each other's written projects, generally within the confines of a classroom setting (Nilson, 2016). Ferris (2003) has discerned pivotal elements concerning peer correction in the realm of second language writing, as per his investigation. The author places significant emphasis on the fact that peer correction not only benefits the students receiving the corrections but also presents a substantial learning opportunity for those providing the feedback. Engaging in the process of assessing and correcting the written work of their peers enhances students' comprehension of writing conventions, grammatical usage, and vocabulary (Lee, 2017). In order for peer correction to be effective, it is necessary to provide students with clear and specific instructions regarding which aspects of the writing should be highlighted. Instructors may delegate the task of identifying grammatical errors, identifying organizational issues, or evaluating the application of specific vocabulary to peers (Link et al., 2022). Ferris (2003) emphasizes the importance of maintaining a balanced state of mind between identifying

mistakes and offering constructive criticism. While it is critical to identify errors, fostering an environment that is constructive and supportive for peer correction can be enhanced by acknowledging the writer's strengths (Tai et al., 2015). Furthermore, it is imperative that students are motivated to revise their work subsequent to receiving feedback from their peers. Implementing the recommendations and rectifications they receive throughout the revision process; they will ultimately enhance their writing capabilities.

Peer correction, apart from its inherent benefits, is universally acknowledged as an essential element in the language acquisition process. By offering supplementary input throughout the language acquisition process, it has the potential to augment the feedback provided by the instructor (Blake, 2013).

The domain of expertise concerning language acquisition is undergoing a shift from being solely occupied by language instructors to one that places greater emphasis on the needs and interests of the students. Peer feedback is widely recognized as a critical source of input, alongside instructor and self-assessment, in academic environments like English as a Second Language (ESL). Peer correction has been highlighted by Edge (1989) as a means to promote active linguistic thought among students through the identification of the most effective forms of expression. Furthermore, this exercise provides instructors with the opportunity to assess students' understanding of grammatical rules through their involvement in correcting each other's mistakes. Moreover, peer correction fosters a transformation in the educational path of students, wherein they become more dependent on their peers as opposed to their instructors, thus developing a sense of autonomy. To mitigate potential complications and maximize benefits, Topping et al. (2017) suggest specific protocols and principles. This includes the creation of assignments that genuinely encourage cooperation and interaction among students, the establishment of relatively small groups to ensure fair and active participation, and the establishment of clear responsibilities among students participating in peer tutoring to facilitate efficient assistance for their fellow learners throughout their academic trajectory. By incorporating these methodologies collectively, the role of peer correction in enhancing students' writing abilities and fostering a supportive academic environment is evident.

Amongst contemporary pedagogical approaches, self-correction has emerged as a prominent practice in conjunction with conventional error correction and instructor-provided feedback. Self-correction, as defined by Cameron et al. (2005), is an indirect mode of instruction in which instructors provide students with alternatives that empower them to recognize and correct their own mistakes. In the end, it is the instructor's responsibility to accurately identify the problems, taking into account the linguistic and writing abilities of the students. Self-correction is a fundamental component of the writing process, which entails a comprehensive examination and revision of one's work to identify and address errors, enhance coherence, and elevate the overall standard of writing (Shpit, 2022). Metalinguistic awareness is a critical component of writing self-correction. It entails the deliberate contemplation and manipulation of language as an object of scrutiny.

Error detection is an additional critical element by which authors identify and correct the discrepancies between the written content and the intended message (Leacock et al., 2022) which may manifest in various ways, including grammatical errors, misspellings, improper word usage, or awkward sentence construction. This self-correction is an iterative process in which authors revise and amend their own work on numerous occasions in order to improve its overall quality with each revision cycle (Escorcia et al., 2017). Peer or editor feedback can significantly impact this procedure, as can the degree of self-correction is influenced by the writing medium, the language proficiency of the author, and the purpose of the writing (Aghajani & Zoghipour, 2018). The degree to which writers develop their self-correction abilities differs, with seasoned writers generally exhibiting more robust self-monitoring and self-correction capabilities in contrast to inexperienced writers.

The role of correction codes begins the moment an error is identified. Correction codes are highly beneficial instruments comprising a structured system of symbols, abbreviations, or notations that are employed by educators, editors, or scholars to discern and annotate errors or mistakes (Bhavya et al., 2022). Their utility extends to a variety of critical functions. To begin with, correction codes empower educators or editors to accurately pinpoint the precise location and characteristics of errors present in a given text, thereby assisting students or authors in developing a more comprehensive understanding of their errors. Additionally, using these improves operational effectiveness by eliminating the need for extensive explanations of individual errors (Wiegmann & Shappell, 2017). This results in time saving for instructors and furnishes students with succinct points of reference to help them review their mistakes. Furthermore, these codes enhance lucidity by providing concise annotations that specify the precise nature of the error, thereby eliminating the need for extensive explanations. In conclusion, correction codes guarantee consistency by providing a standardized method for identifying errors, thereby ensuring that feedback on diverse written or assessment materials remains consistent and interpretable (Sovacool et al., 2018).

Error logs supplement the correction codes: they refer to comprehensive records or methodical documentation of linguistic errors committed by individuals as they occur in written or spoken form (Han, 2019). These records serve a multitude of objectives, such as language analysis, investigations into language acquisition, and instruction in languages (Chun et al., 2016). In the context of written accuracy, students have the option to supplement error codes with an error record. The students involved in the current study documented the number of errors they committed under different error categories—including punctuation, subject-verb agreement, word selection, and verb tense—in the error log.

Research Gap

Literature on the effectiveness of self-correction and peer-correction strategies in collegiate foreign language courses to enhance writing abilities is deficient in the Saudi context. While

there have been scholarly inquiries into language education in Saudi Arabia, little attention has been paid to pedagogical approaches such as self-correction and peer-correction, as they pertain to college courses in the second and third semesters. Furthermore, the implementation and results of these strategies may be significantly influenced by the cultural and educational subtleties that are unique to classrooms in Saudi Arabia, when compared to other regions. Given the unique obstacles and prospects that arise within this framework, it is necessary to conduct empirical investigations that scrutinize the effectiveness of self-correction and peer-correction approaches in collegiate settings in Saudi Arabia.

Research Questions

1. To what extent do self-correction and peer-correction strategies impact the development of writing skills among college students in foreign language classrooms?
2. How does the use of error codes and error logs contribute to students' awareness of linguistic errors in their writing?

Method

A convenience sample of twenty-two students from the College of Sciences and Arts at Alasyah in Qassim University, between the age groups 19 to 22, participated in the investigation. All these students were registered for English courses throughout the second semester of the 2022-2023 academic year. The participants were duly apprised of the study's aims and their informed consent to participate was obtained. Data were collected electronically to optimize efficiency and safeguard the anonymity of the participants. Emphasis was placed on upholding participant confidentiality and ethical considerations throughout the entirety of the procedure.

Instruments

A 25-item questionnaire was administered to evaluate levels of self-determination in accordance with Wehmeyer's (1996) Functional Model of Self-Determination. Four crucial domains were addressed in this survey: self-actualization, self-control, independence, and psychological empowerment. One of these dimensions was the intended measurement for each item in the questionnaire. The items comprising the questionnaire were deliberately chosen to guarantee lucidity and congruence with the particular facets of self-determination that were being examined. One open-ended question was also included in the questionnaire. The research utilized two out of the four written assignments provided in the course manual. In a planned task, participants were tasked with composing a paragraph delineating their preferred cuisine. In the second assignment, they were tasked with composing an essay pertaining to their preferred location. Essays were then randomly redistributed amongst the participants, and they were asked to examine them using the correction codes they were trained to use and log them onto the error logs. In a second phase, participants were asked to write the other two prescribed essays after going through the correction codes and error logs from the previous cycle. The writing quality as

well as the effectiveness of self-correction and peer-correction strategies were examined across these two writing cycles.

Ethical Consideration

In this investigation, ethical considerations were given paramount significance throughout the questionnaire administration procedure. Prior to their participation, all 22 students who were matriculated in the College of Sciences and Arts at Alasyah in Qassim University were furnished with thorough and inclusive information concerning the research's aims and purposes. All participants were adequately apprised of the details and granted informed assent, thus ensuring their voluntary agreement to partake in the study. The participants were duly informed of the voluntary nature of their involvement, and they maintained full autonomy to withdraw from the study without incurring any adverse repercussions. To ensure the protection of the participants' privacy, the responses were rendered confidential by anonymizing the data. In addition, the candidates were provided with detailed instructions regarding the procedure for completing and submitting the survey. Every concern and question that arose during the process was promptly addressed, and participants were encouraged to seek additional clarification when needed. To ensure compliance with the principles of ethical research conduct and to protect the autonomy and rights of the participants throughout the investigation, this approach was utilized.

Data Analysis

To investigate the research inquiries and postulates, this study employed a combination of quantitative and qualitative approaches during the data analysis phase. The quantitative data were constituted of the following variables: gender, academic level, type of hearing loss, and specialty. These characteristics were collected through the use of a 25-item survey. By applying descriptive and inferential statistical methods, an analysis was conducted on these data. Through the application of descriptive statistics, including measures of variability and central tendency, a synopsis of the data was produced. Utilizing inferential statistics such as ANOVA and t-tests, distinctions between groups in relation to the aforementioned variables were examined. The primary aim of conducting these statistical analyses was to identify any significant correlations or differences that were relevant to the research questions. The collection of qualitative and quantitative data was facilitated by the inclusion of open-ended questions in the survey. The responses provided by the participants underwent thematic analysis, which is a systematic process employed to identify recurring themes or patterns within the responses. Thematic analysis consisted of multiple stages, including data categorization, theme identification, and interpretation. The researcher conducted a comprehensive analysis and categorization of the responses with the intention of extracting noteworthy insights from the qualitative data. Through the integration of findings derived from qualitative and quantitative analyses, a thorough comprehension of the research inquiries was attained. By employing a triangulation approach involving qualitative and quantitative data, the study aimed to offer a more comprehensive and nuanced comprehension of the impacts of peer-correction and self-correction strategies, the utilization of error codes and error logs, and the correlation between self-determination and the effectiveness of correction strategies within the context of inclusive education policies in Saudi

Arabia. The data analysis procedure was carried out precisely, in adherence to the study's research objectives. By combining qualitative thematic analysis with quantitative statistical methods, the research strategy extracted insightful information from the responses of participants and numerical data. The implementation of this all-encompassing approach enabled a more comprehensive understanding of the results of the research.

Findings and Results

The error code rubric that was given to the students included symbols for 25 different problems, including run-on sentences, connectors, incorrect word order, connections, and spelling issues. The highest rates of errors were made by 11 students, while ten students committed five different types of errors at the lowest rate. It was interesting to note that, despite the fact that some students clearly possessed a higher level of English competence, they committed some of the most worrisome blunders. Six sorts of mistakes were made by three students, these pertained to word choice, unclear phrases, verb forms, and missing words. The researcher thought that while some of the errors were real difficulties for the learner, others, such as imprecise sentences and missing words, would be resolved if the student gained a better understanding of their audiences and were pushed to express their views more clearly in writing.

Table 1. Table of the Quantitative Result

Quantitative Findings	Key Statistics or Observations
Types of Errors	- 25 different problems identified (e.g., run-on sentences, connectors, word order, spelling)
Highest Error Rates	- 11 students had the highest error rates
Lowest Error Rates	- 10 students had the lowest error rates for five different types of errors
Common Writing Mistakes	- Most common mistakes: word choice, verb form, missing words
Error Persistence	- Similar kinds of errors persisted across various assignments
Impact of Error Analysis and Correction Strategies	- Exercises and discussions led to improved error recognition and correction
Improvement Over Assignments	- Some students reduced errors between first and final drafts
Changes in Error Count Between Assignments	- Two cases had the same error count in both first and final manuscripts
Revision Process Impact	- Students engaged in the revision process to detect and fix errors
Encouragement of Writing	- Students were motivated to write more and take chances to express themselves
Peer and Self-Correction Benefits	- Peer and self-correction strategies raised students' awareness of writing as a process

The word choice, verb form, and missing words were the most often made mistakes in the four writings that the participants provided. It was also discovered that similar kinds of errors persisted throughout the various assignments.

With the aid of this information, the teacher was able to develop exercises that would allow the students to practice the three different types of errors and express any uncertainties they may have had about them. These exercises included taking passages from the texts and sharing them with the class to discuss potential corrections and justifications for changing the word or verb forms. Some grammatical tasks were suggested for students to complete. However, these were only recommendations. Therefore, the students may or may not have complied.

On the other hand, in the second cycle, students never made the kind of blunder that involved uncertain parts. It is crucial to remember that the texts were peer and self-corrected, nevertheless. Therefore, the instructor hadn't yet provided feedback. As a result, the teacher might have discovered other mistakes that the students overlooked.

One could say that student 4 had the highest level of proficiency and only made one kind of mistake at a time. In other words, she only committed each of the six categories of errors she made once, although at various times. For instance, the missing word error in the final version of Assignment 1 was effectively self-corrected in the initial draft when there were errors in word form and subject-verb agreement. The same thing happened with the second Assignment, when the student made a word order mistake in the first draft, a word choice mistake, and a run-on sentence in the final draft. As a result of the students' extensions of their compositions at each level, which could have led to more unsupervised errors, we believe that various errors appear in different versions of the Assignment.

Table 2. Table of Qualitative Result

Qualitative Findings	Key Points/Themes
Types of Errors Identified	- Run-on sentences, connectors, incorrect word order, connections, and spelling issues were common.
	- Some errors seemed outdated despite students' English competence.
	- Six types of mistakes included word choice, unclear phrases, verb forms, and missing words.
Persistence of Errors	- Word choice, verb form, and missing words were consistently made errors across assignments.
Error Correction Strategies	- Teacher developed exercises to practice error types and encourage clear expression.
	- Students shared passages for class discussion on potential corrections and justifications.
	- Some grammatical tasks were recommended but not mandatory.

Student Proficiency	- Student 4 demonstrated higher proficiency and made errors in each category at different times.
Variability in Error Count	- Errors varied in number between the first and second assignments.
	- Five participants reduced errors, two had consistent error counts, and others improved.
	- More accuracy observed in the most recent iteration of Assignment 2.
Student Motivation and Writing Process	- Projects drove students to write more, experiment with language, and express themselves.
Revision Process	- Students engaged in detecting, categorizing, and fixing errors in the second draft.
Awareness of Writing Process and Correction Tools	- Emphasis on peer and self-correction aimed to raise awareness of the writing process.
	- Collaboration among peers facilitated ease in working together and addressing challenges.

It was found that the participants' errors varied in terms of the number of errors recorded in the error log between the first and second cycles of writing. Five participants showed a reduction in their mistakes, making one to six less errors. Both the first and second cycle outputs contained the same number of errors in two cases. In contrast, they were more accurate in the most recent iterations of Assignment 2. The participant only ever added one in the first draft of Assignment 1 and kept the same number of errors in the final versions of Assignment 2 in that one occasion. The last participant's change from writing a very restricted and condensed first text to a more accessible, longer piece may have contributed to her making more errors in the second than she did in the first. Between the two writing cycles, the peer and self-correction based on correction codes and error logs seemed to drive students to write more and take more chances because they valued the ability to try out new terms because they allowed them to express themselves.

Students also went through the revision process, which entails detecting, categorizing, and fixing errors, when they wrote in the second cycle of the exercise. Even though the quantity and frequency of mistakes are crucial indicators of progress, a more significant outcome was sought after—raising students' awareness of writing as a process and exposing them to the advantages of peer and self-correction in the hope that they will continue to use these steps and tools in their upcoming academic writing assignments.

In other words, because classmates shared the same academic standing, they were more at ease working on each other's writing, asking questions when they were uncertain, and coming up with and offering answers to both their own and their peers' challenges.

The comprehensive outcomes derived from the quantitative and qualitative components of this research illuminate the intricate characteristics of error analysis, correction methodologies, and their influence on the growth of writing proficiency among college students enrolled in foreign

language courses. The study's quantitative findings unveiled an exhaustive enumeration of 25 distinct categories of errors, comprising concerns such as misspellings and run-on sentences. Not only did learners with comparatively lower English proficiency commit these errors, but students with comparatively higher language competence also exhibited behaviors reminiscent of earlier phases of language acquisition. It became evident that specific errors, including imprecise sentences and omissions of words, could be corrected by developing a more profound comprehension of audience awareness and employing clearer expression. The qualitative results provided significant insights into the recurrence of errors in diverse assignments; in particular, word selection, verb conjugation, and omissions of words consistently emerged as prominent concerns. However, the instructor's proactive engagement, which encompassed the creation of error correction activities and collaborative discourse, led to enhanced error identification and rectification. Furthermore, the significance of peer and self-correction as efficacious mechanisms for enhancing students' consciousness regarding the writing process was emphasized by the qualitative data. Additionally, the research emphasized the personal development of pupils, as certain individuals exhibited a decline in errors during the process of honing their writing abilities. Particularly extraordinary was the level of proficiency demonstrated by Student 4, who addressed various error categories at different times and exemplified self-correction mastery. Moreover, the findings revealed that tasks that granted students the opportunity to expand upon their compositions promoted a greater output of writing, cultivating an atmosphere in which pupils were at ease utilizing language in an unconventional manner and articulating their thoughts. The synthesis of qualitative and quantitative data highlights the complex nature of error detection and rectification in foreign language classrooms. The results underscore the significance of utilizing targeted exercises, fostering peer collaboration, and encouraging self-correction as means to enhance writing abilities, regardless of the starting language proficiency of the students. Furthermore, the research emphasizes the significance of fostering a writing environment that promotes innovation and self-expression, all the while preserving a profound understanding of linguistic subtleties. In conclusion, these results provide significant knowledge for instructors who are interested in improving the efficacy of writing courses in classrooms where foreign languages are studied

Conclusion

Writing as a process approach, self and peer correction, and other valuable techniques may all be applied to the writing assignments found in standard English textbooks, and it can be concluded from this classroom experience. Through peer and self-correction, students learn to recognize their errors and make the necessary corrections. Moreover, they feel in command of their own education, this raises their level of independence from the instructor in contrast to what typically occurs in the classroom, where teachers show the common prevalent mistakes detected. It also motivates students to focus on their own mistakes in the tasks. Regarding assessment by peers, it has been noticed the students gave their partners guidance in an excellent, courteous way that gave them the chance to validate or disprove what they thought was right or wrong. Because the feedback was provided by a peer, the evaluation could occasionally be incorrect, but because the students were in the vicinity, they could question the student who gave the feedback for the

explanation, and with the teacher's assistance, they could determine who was correct, resulting in learning. It was also noted that the students improved their evaluation and analytical abilities starting with the second cycle because the number of errors decreased. Errors in pronouns, capitalization, spelling, and the rest that were made only once were all simple to fix. Even if peer and self-correction only somewhat aid students in improving their texts, the teacher will still have more time concentrating on problems that the students haven't been able to fix on their own. With the assistance of numerous sources, including error correction tools (the error log and error code), input from their peers and teachers, as well as their prior knowledge, the methodical processes of peer and self-correction helped students improve their writing abilities. The development of a learning community where everyone contributes to one another's learning may be the outcome of this formative mentality.

The study has been considered as an experimental, thus the researcher is not able to assert that peer and self-correction led to appreciable advancement. Nevertheless, during fulfillment semester, students were incredibly confident giving and taking peer critique, and attitudes toward writing appeared to develop. The researcher thinks that additional research should be done on both these procedures and their results. To achieve this, more English teachers in different program might receive training in the self- and peer-correction techniques as well as the writing as a process method. As a result, there is a better opportunity of examining their effects on the growth of writing skills and of giving learners consistency and homogeneity (at least to the extent possible and appropriate) in the method of handling errors and writing. This is particularly necessary in our situation since many of the students are aspiring English language teachers tasked with encouraging better literacy in their future students.

Recommendations

Students' writing abilities may be significantly improved through the implementation of continuous writing instruction that includes both self-correction and peer-correction strategies, according to the findings of this study. This shift in pedagogical emphasis aligns with the principles of foreign language education, which place greater emphasis on fostering students' language proficiency for effective communication rather than mere information transmission. By encouraging students to actively participate in the complexities of language and writing, this pedagogical approach develops a deeper understanding of linguistic errors and how to correct them. In the context of Saudi higher education, where English is often taught as a foreign language, the application of these strategies could potentially assist students in overcoming linguistic barriers and participating confidently in academic and occupational discussions. Furthermore, considering Saudi Arabia's endeavors to enhance its global reputation, the necessity for increasingly proficient English communication skills grows. By incorporating and applying these methodologies across diverse academic environments, one can potentially enhance student involvement, cultivate superior writing skills, and elevate language acquisition achievements. This study emphasizes the capacity of self-correction and peer-correction strategies to enhance

writing aptitude in the context of foreign language instruction and bolster the effectiveness of inclusive education endeavors. Through the promotion of active participation and self-reliance, educators possess the capacity to enable students to take charge of their own language acquisition endeavors and attain accomplishments in their vocational and academic endeavors.

Limitations

This study acknowledges several limitations that should be duly considered when interpreting the findings. It is important to acknowledge that while the study's limitations enabled the practical selection of twenty-two students as the sample size, this figure may not accurately represent the attributes of the entire college student body. The utilization of the convenience sampling method, which entailed participant selection predicated on their availability and voluntary engagement, introduces the possibility of bias. Moreover, it is important to note that the study's scope was restricted to a specific group of college students who were residents of Saudi Arabia. This limitation may hinder the generalizability of the findings to different educational or cultural contexts. Additionally, it is critical to mention that the data employed in this study were collected through self-report questionnaires, which is a response bias-prone technique that may not consistently reflect the students' actual behaviors and experiences. Due to the possibility that self-correction and peer-correction strategies will elicit varying responses from diverse student populations, it is prudent to exercise caution when interpreting the findings of this research in light of these limitations. To enhance the study's representativeness and overcome these limitations, future research should consider employing larger and more diverse samples, along with incorporating additional data sources such as interviews and observations, to provide a more comprehensive understanding of the impacts of these strategies on writing proficiency.

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APPENDIX A: ERROR CODE (ZEMACH & RUMISEK, 2003)

sp = spelling	The boy was afeared of the dog. (afraid)
wf = word form	They were education in many different countries. (educated)
wc = word choice	We bought the rug after describing the price. (discussing)
wo = word order	Mona is reading always on her bed. (is always reading)
sing = singular noun	John works as an investment brokers. (broker)
pl = plural noun	There are many advantage of living abroad. (advantages)
art = article	A enthusiastic employee is an asset for a company. (An)
inf = too informal	The committee is not gonna change the plans of the project. (going to)
? = meaning unclear	The government plans to create every child goes to school. (plans to create a fund allowing every child to go to school)
pron = pronoun	The company's profits continue to be good, so it will expand you product line. (its)
s / v = subject/verb agreement	Several people from my country attends the class. (attend)
v-tense = verb tense	Last year, we go to visit relatives in a neighboring city. (went)
v-form = verb form	I will be go to the dentist next week. (will go)
v-pass = passive verb	The workers forced to work for twelve hours by management. (were forced)
cs = comma splice	The store ended its sale, it marked the remaining goods. (…sale, and it).
ro = run-on sentence	If the temperature drops, the lake will freeze last year it froze for several months. (…freeze. Last year…)
frag = fragment	Because the cinema was old and no longer in use. (Because…in use, it was closed and the property was sold.)
co = connecting word	Examples: While we finished dinner, we went to meet the new neighbors. (After) The laboratory lacks modern equipment, or it is still used for many experiments. (but)
Inf = ger = infinitive/ gerund line through	The law attempts ending smoking in all public building. (to end)
Word = delete	
prep = preposition	Donations were given into the charity. (to)
punct = punctuation	The summer is long hot and humid (…long, hot, and…)
C = capitalization	The white house is the place of residence for the president of the United States. (White House)
π = start a new paragraph	
^ = add a word	Completion ^ the project is expected in six to eight months. (Completion of the projects…)(prep)

Appendix B: Error Log (Zemach & Rumisek, 2003)

Assignment	1	2	3	4	5	6	7	8	9
Type of error									
sp									
wf									
wc									
wo									
sing									
pl									
art									
inf									
?									
pron									
s/v									
v-tense									
v-form									
v-pass									
cs									
ro									
frag									
co									
Infin/ger									
x									
prep									
punct									
c									
⸗									
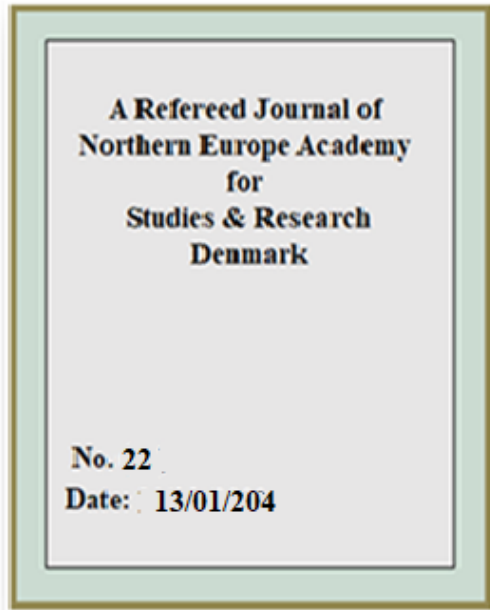
The Influence of Rhyming on Memory Recall in Children

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Abstract

This study examines the influence of rhyming words on memory recall in children across different age groups. Four key research questions guide the investigation: (1) Does the use of rhyming words improve memory recall in children? (2) What age group of children benefits the most from rhyming in memory tasks? (3) Are there differences in memory recall between rhyming and non-rhyming words in children's tasks? (4) What is the role of familiarity with rhyming words in memory recall?

The study employs paired t-tests to compare the means of recalled words between lists of rhyming and non-rhyming words within each age group. Results consistently show that rhyming words enhance memory recall in children of all age groups, supported by statistically significant differences.

While the study does not pinpoint a single age group that benefits the most, it highlights a consistent pattern of improved memory recall with rhyming words across different age groups. This suggests that rhyming words have a positive impact on memory recall in children.

The findings have significant educational implications, as educators can consider incorporating rhyming elements into teaching materials to enhance memory retention and learning outcomes in children. Further research is recommended to explore developmental trends in the effectiveness of rhyming and to investigate the role of word familiarity in memory tasks for children.

Key words: Learning ; Age distribution ; Education; Age ; Recall ; Memory;Cognitive ;Ability; rhyming ;non rhyming

Introduction

Enhancing children's memory retrieval capacities constitutes a fundamental facet of cognitive development and the initial acquisition of knowledge. Rhyme, a linguistic phenomenon characterized by the recurrence of comparable sounds or syllables afterwards, is a notable element in children's linguistic encounters, commonly observed in nursery rhymes, poems, and storybooks. Rhymes effectively captivate young individuals' cognitive faculties through rhythmic patterns, engendering enduring verbal encounters. Nevertheless, there needs to be more research investigating the possible cognitive advantages of rhyming on children's memory retrieval.

This research aims to examine the impact of rhyming words on memory retrieval in children, with a specific emphasis on three distinct age categories: 4-6 years, 7-9 years, and 10-12 years. By analysing the correlation between rhyming and memory performance, we aim to elucidate the cognitive mechanisms involved in this relationship.

The study utilizes a methodical approach to collecting and analyzing data, yielding practical consequences for educators and parents. The investigation of the influence of rhyming on memory retrieval has the potential to enhance the efficacy of early childhood education and language development initiatives. Moreover, this research

contributes to the scholarly comprehension of child development about language and memory, effectively bridging the divide between theoretical knowledge and practical application.

Aims and Objectives:

Aim: The aim of this study is to investigate the correlation between age and memory retrieval capabilities in children while also exploring potential variations among several age groups, namely 4-6 years old, 7-9 years old, and 10-12 years old.

Objectives:

1-To assess and compare the memory recall performance of children aged 4-6 years old, 7-9 years old and 10-12 years old.

2-To determine if there is a statistically significant difference in memory recall between the two age groups.

3-To explore the potential impact of age-related cognitive development on memory recall abilities.

4-To contribute to our understanding of age-related differences in memory recall and its implications for education and child development.

The study seeks to examine the impact of age on memory recall in children to offer valuable insights for educators, parents, and researchers invested in child development and learning.

Statement of the Problem

The focal point of this research revolves around comprehending the impact of age on the cognitive function of memory recall in youngsters. Retrieving information from memory is a fundamental cognitive process that holds significant importance in multiple learning domains and developmental processes in the early stages of life. The existing body of research supports the notion that there are notable transformations in memory capacities during the developmental stages of children. This research aims to examine and evaluate the precise influence of age on memory retrieval abilities, specifically targeting three unique age cohorts: 4-6 years old, 7-9 years old, and 10-12 years old. The ability to retrieve memories is a cognitive process that holds great importance in the context of children's growth and education. The cognitive reservoir by which children retrieve previously learned knowledge, abilities, and experiences is operationalized. In the educational setting, memory recall facilitates the retrieval and application of information acquired inside the confines of the classroom. In the realm of daily existence, memory recall assists individuals in various cognitive tasks such as problem-solving, language acquisition, and integrating novel experiences. Exploring memory recall in children holds significant academic interest and practical relevance for everyone engaged in child development, including educators, parents, and professionals. The process of cognitive development in childhood is characterized by its dynamic and complex nature. It comprises a variety of cognitive capacities, including memory, which undergo development and maturation across time. A

multifaceted interaction of biological, environmental, and experience factors drives the developmental changes observed in individuals. As the developmental process unfolds, children experience an increasing specialization of brain pathways, accompanied by the refinement and advancement of cognitive skills. The study accepts that cognitive growth is characterized by a non-uniform progression consisting of different stages rather than a linear and uniform one. The study specifically targets three distinct age groups: children aged 4-6, 7-9, and 10-12. The selection of these age groups is intentionally determined to encompass significant developmental milestones. The justification for this choice is based on the fact that children within these specific age ranges exhibit different cognitive stages and levels of cognitive development. This study investigates the variations in memory recall performance among different age groups to determine if these differences may be attributable to cognitive growth associated with ageing. Although a substantial body of literature is available on cognitive development and memory processes in children, there needs to be more research in terms of directly comparing memory recall capacities among distinct age groups. This study aims to address this disparity by conducting a thorough investigation of the role of age as a significant factor in influencing the memory recall abilities of youngsters. The statement recognizes the need for a more accurate understanding of the cognitive processes involved in memory retrieval as individuals age.

In brief, the present study investigates the complex association between age and children's memory retrieval capabilities, thereby addressing the research challenge. This study sheds light on the complex aspects of memory recall development in children aged 4-6 and 7-9 years. The primary objective is to generate significant insights to enhance our understanding of education and child development.

The Significance of the Study

The study holds importance due to its potential to enhance our comprehension of cognitive development in children and its practical consequences for diverse stakeholders, such as educators, parents, and researchers. The following are essential elements that contribute to the importance of this study:

1-Advancing Cognitive Development Knowledge: The present study enhances our comprehension of the developmental trajectory of cognitive talents in childhood, hence providing significant contributions to developmental psychology.

2-Informed Education: The findings of this study can be utilized by educators to build more effective teaching procedures, considering children's cognitive capacity at various stages of development. This has the potential to enhance student outcomes.

3-Empowered Parenting: Parents get information regarding the anticipated fluctuations in memory capacities across various developmental stages, thereby equipping them to offer specific assistance and participate in endeavours that promote cognitive advancement in their offspring.

4-Guiding Interventions: This study establishes a fundamental basis for evidence-based therapies and educational programs to assist children with difficulties linked to memory with the potential to enhance their academic achievements.

5-Fuelling Further Research: The data presented in this study provide a foundation for further investigation into the intricacies of memory development, thereby facilitating a more comprehensive comprehension of cognitive milestones and child cognition.

Literature Review

The phenomenon of acquiring vocabulary is frequently described as an inductive learning method. Nevertheless, this process involves a memory aspect since toddlers must both acquire and keep new words in their memory. Acknowledging that the capacity to recall words is equally important to obtaining them (Wojcik, 2013) is important.

Memory Recall and Phonological Features:

The ability to retrieve information from memory is a fundamental cognitive activity critical in various aspects of cognition, including learning, problem-solving, and academic performance (Baddeley, 1986). How information is organized and presented significantly influences the process of memory. An essential element of this framework is the phonological characteristics of the data, specifically the existence of rhyme. The influence of phonological characteristics on memory recall is a significant factor to consider in educational and cognitive psychology research, particularly when examining the memory performance of youngsters..

Effect of Rhyming on Memory Recall:

The impact of rhyming words on memory retrieval has garnered attention and scrutiny within cognitive psychology and education. Rhyming words exhibit phonological similarities, specifically by having matching end sounds, which results in their perceptual differentiation from non-rhyming words. An examination of existing scholarly works demonstrates an increasing amount of empirical support for the beneficial impact of rhyming words on the ability to remember information, particularly among children (Bryant et al., 1990; Chall et al., 1996; Hayes et al., 2000).

Children and Rhyming Words:

Numerous studies investigating children's memory recall indicate the advantageous influence of rhyming words. In a seminal study done by Cunningham and Stanovich (1990), it was observed that the memory ability of young toddlers was significantly improved when they were exposed to rhyming words as opposed to non-rhyming terms. The initial investigation underscored the importance of phonological similarity, particularly in terms of rhyme, in facilitating the encoding and retrieval of information in young individuals. Additional research has supported these findings (Gathercole et al., 2016; Schneider et al., 2021), strengthening the notion that rhyming phrases improve children's ability to remember information across various age cohorts.

Age-Related Differences:

The advantageous effects of rhyming on memory retrieval in youngsters are apparent, but scholarly investigations also indicate variations in the magnitude of this benefit

based on age. The study by Schneider et al. (2021) examined developmental patterns and observed discrepancies in the influence of rhyme within the age cohorts. Younger children may demonstrate a more prominent benefit than older children or adults, suggesting the existence of developmental intricacies in the impact of rhyme on memory retrieval.

Cognitive Mechanisms:

It is vital to comprehend the fundamental cognitive mechanisms that are accountable for the beneficial influence of rhyming on the retrieval of memories. The phonological loop considered a fundamental element within Baddeley's working memory model, is thought to have a pivotal function. The loop above engages in the processing and temporarily storing phonological information, enhancing the salience and memorability of rhyming words (Baddeley, 1986; Conway et al., 2009).

Educational Implications:

The findings of this study have substantial ramifications for the field of education. Educators can utilize this knowledge in order to develop instructional materials and practices that are more efficient and successful. Using rhyming components in instructional resources can augment memory retention and promote learning outcomes in children across diverse educational settings (MacDonald et al., 2017; Treiman et al., 2019).

Although the current study offers useful insights into the effects of rhyming on children's memory recall, there remains a need for additional investigation in this area. Further research can be conducted to examine developmental patterns in greater depth, elucidating the particular age cohorts that derive the greatest advantages from using rhyming techniques. Furthermore, a thorough investigation into the impact of word familiarity on memory tasks has the potential to provide a comprehensive comprehension of memory processes in children. The investigation of cross-cultural research may offer valuable insights into potential cultural variations in the efficacy of rhyming as a strategy for enhancing memory recall tasks (Sugiura et al., 2020; Xu et al., 2021).

In summary, the existing body of research consistently provides evidence in favour of the notion that the utilization of rhyming words has a beneficial effect on children's ability to remember information. However, this effect may vary depending on the stage of development. The field of study being discussed has significant ramifications for the realm of education, presenting possibilities for enhancing pedagogical approaches to enhance memory retention and academic achievements among youngsters.

Research Methodology

The data analysis process will encompass the computation of the average number of words recalled for rhyming and non-rhyming word lists within each respective age group. A t-test will be employed to ascertain whether statistically significant disparities in memory recall exist between the two categories of words. Age group disparities will also be analyzed using descriptive statistics. The initial stage of our

data analysis approach entails the computation of the average number of words recalled for rhyming and non-rhyming word lists across each age cohort. This computation will result in four separate averages: one for words that rhyme and one for words that do not rhyme, in the age categories of 4-6 years old, 7-9 years old, and 10-12 years old.

By computing these means separately for each age group and word list type, we gain insight into the average memory recall performance within these distinct categories.

T-Test for Group Comparison:

Following the calculation of means, we will employ independent samples t-tests to determine whether statistically significant differences exist in memory recall between rhyming and non-rhyming word lists for each age group. This step involves comparing the means of the two sets of word lists within each age category.

Conduct an independent samples t-test for the 4-6 years old ,7-9 years old and 10-12 years old age group to assess if there is a statistically significant difference in memory recall between rhyming and non-rhyming word lists for each age group.

The t-tests will provide p-values, which indicate whether the observed differences in memory recall between the two word list types are statistically significant. A commonly used significance level is α = 0.05.

Descriptive Statistics for Variability:

To gain a more comprehensive understanding of the data, we will compute measures of variability, such as standard deviations, for memory recall scores within each age group and word list type. Standard deviations provide insights into the spread or dispersion of memory recall scores.

In the discussion section of our research paper, we will thoroughly interpret the results of the data analysis. This includes discussing whether there are statistically significant differences in memory recall between rhyming and non-rhyming word lists for each age group. We will also consider the practical implications of these findings and their relevance to our research questions.

By following this comprehensive data analysis plan, we aim to rigorously investigate the influence of rhyming on memory recall in children, provide statistical evidence to support our conclusions, and contribute to the understanding of cognitive processes in early childhood development.

Data Analysis and Discussion

Table no.1 shows :Rhyming and non-rhyming words recalled for participants 4-6 years old age group

Participant ID	Rhyming words recalled list	Non rhyming words recalled list
A4	7	3

B4	7	4
C4	6	3
D4	4	2
E4	4	3
F4	5	2
G4	5	3
H4	4	3
I4	5	3
J4	5	4

This table summarizes the mean and standard deviation for rhyming words recalled and non-rhyming words recalled in the given age group.

Category	Mean	Standard Deviation
Rhyming Words Recalled	5.2	0.91
Non-Rhyming Words Recalled	3.0	0.63

In comparing the means of rhyming words recalled and non-rhyming words recalled the results will be as follow:

The mean for rhyming words recalled (5.2) is higher than the mean for non-rhyming words recalled (3.0). This suggests that, on average, participants in this age group performed better in recalling words that rhyme with each other compared to words that do not rhyme.

Cognitive Processing:The higher mean for rhyming words may indicate that participants in this age group have a preference for or find it easier to recall words that share phonological similarities (rhymes). This could be related to how our brain processes and stores information, with rhyming words potentially forming stronger associations.

Variability:It's also essential to consider the standard deviations: 0.91 for rhyming words and 0.63 for non-rhyming words. The higher standard deviation for rhyming words suggests more variability in the performance, indicating that while the mean is higher, there may be participants who performed exceptionally well in recalling rhyming words and others who performed less effectively.

In summary, the analysis indicates that participants in this age group tend to perform better in recalling rhyming words compared to non-rhyming words. However, the variability in the data suggests that individual differences and other factors may influence performance in word recall tasks. Further research and analysis could provide more insights into the underlying cognitive processes at play.

T-Test

Mean of Differences = 5.2 (rhyming) - 3.0 (non-rhyming) = 2.2

Standard Deviation of Differences = $\sqrt{(0.91^2 + 0.63^2)} \approx 1.12$

Number of Pairs = 10

t-statistic: t = (2.2) / (1.12 / √10) ≈ 3.14

Degrees of Freedom (df) = 10 - 1 = 9

For a two-tailed test at a 95% confidence level (α = 0.05), the critical t-value for 9 degrees of freedom is approximately ±2.262.Since the absolute value of the calculated t-statistic (|3.14|) is greater than the critical t-value (2.262), we can reject the null hypothesis.There is a statistically significant difference between the means of rhyming words recalled and non-rhyming words recalled in this age group.The paired t-test performed on the data for this age group indicates a statistically significant difference between the means of rhyming words recalled and non-rhyming words recalled. Specifically:

1- t-statistic and Significance: The calculated t-statistic is approximately 3.14.For a two-tailed test at a 95% confidence level (α = 0.05) and 9 degrees of freedom, the critical t-value is approximately ±2.262.

2-Analysis of Results:Since the absolute value of the calculated t-statistic (|3.14|) is greater than the critical t-value (2.262), we can reject the null hypothesis.This rejection of the null hypothesis suggests that there is indeed a significant difference between the means of rhyming words recalled and non-rhyming words recalled in this age group.

3-Implications:The statistically significant difference between the means implies that the type of words (rhyming or non-rhyming) had a notable impact on participants' word recall performance.Participants, on average, recalled a higher number of rhyming words compared to non-rhyming words.

4-Cognitive Interpretation:This result suggests that phonological similarity, such as rhyming, may play a role in memory recall for this age group. Words that share phonological characteristics like rhymes might be easier to remember or associate with one another.

5-Practical Considerations:If this study has practical implications, it could be relevant in educational settings or when designing memory-related tasks. The findings may suggest that incorporating phonological aspects, like rhyming, into teaching or memory enhancement techniques could be beneficial for this age group.

6-Limitations:It's important to consider potential limitations of the study, such as the sample size, participant demographics, and other factors that could influence word recall. Additionally, the study design and context may affect the generalizability of the results.

In summary, the paired t-test results suggest that there is a statistically significant difference in word recall performance between rhyming and non-rhyming words for this age group. This finding highlights the importance of considering phonological factors in memory tasks and may have implications for cognitive psychology and education. However, further research and analysis would be needed to explore the underlying mechanisms and potential applications of this result.

Table no.2 :Rhyming and non-rhyming words recalled for participants 7-9 years old age group

Participant ID	Rhyming words recalled list	Non rhyming words recalled list
A7	7	4
B7	6	4
C7	7	5
D7	7	4
E7	8	4
F7	7	5
G7	7	4
H7	6	4
I7	6	4
J7	5	3

This table summarizes the mean and standard deviation for rhyming words recalled and non-rhyming words recalled in the given age group based on the provided data.

Category	Mean	Standard Deviation
Rhyming Words Recalled	6.6	1.157
Non-Rhyming Words Recalled	4.3	0.448

In comparing the means of rhyming words recalled and non-rhyming words recalled for this new age group the results:

The mean for rhyming words recalled (6.6) is higher than the mean for non-rhyming words recalled (4.3). This suggests that, on average, participants in this age group performed better in recalling words that rhyme with each other compared to words that do not rhyme.

Cognitive Processing:The higher mean for rhyming words may indicate that participants in this age group have a preference for or find it easier to recall words that share phonological similarities (rhymes). This aligns with the findings from the previous data set, indicating that phonological factors play a role in word recall for this group.

Variability:It's also important to consider the standard deviations: 1.157 for rhyming words and 0.448 for non-rhyming words. The higher standard deviation for rhyming words suggests more variability in the performance, indicating that while the mean is higher, there may be participants who performed exceptionally well in recalling rhyming words and others who performed less effectively.

Consistency with Previous Data:The results from this age group are consistent with the previous data set, where participants also recalled more rhyming words on average. However, the magnitude of the difference in means and standard deviations varies between the two age groups.

In summary, the analysis indicates that participants in this age group tend to perform better in recalling rhyming words compared to non-rhyming words. The difference in

means suggests that phonological similarity, such as rhyming, continues to influence memory recall in this age group. However, it's essential to recognize individual differences and other factors that may contribute to the observed variability in word recall performance. Further research and exploration of potential influencing factors would be valuable for a more comprehensive understanding of these findings

T-Test

The paired t-test performed on the data for this age group indicates a highly significant difference between the means of rhyming words recalled and non-rhyming words recalled. Let's discuss and analyse the results:

t-statistic and Significance:The calculated t-statistic is approximately 7.50.For a two-tailed test at a 95% confidence level ($\alpha = 0.05$) and 9 degrees of freedom, the critical t-value is approximately ± 2.262.Since the absolute value of the calculated t-statistic (|7.50|) is much greater than the critical t-value (2.262), confidently the null hypothesis should be rejected.This rejection of the null hypothesis strongly suggests that there is indeed a highly significant difference between the means of rhyming words recalled and non-rhyming words recalled in this age group.

Magnitude of Difference:The magnitude of the difference in means is substantial. On average, participants in this age group recalled 2.3 more rhyming words than non-rhyming words during the task.

Cognitive Processing:The significant difference between the means indicates that participants in this age group have a clear preference for recalling words that share phonological characteristics, such as rhyming. This finding underscores the importance of phonological similarity in memory recall processes for this group.

Educational and Practical Implications:If this study has educational or practical implications, it suggests that incorporating phonological strategies, like using rhyming words, could be an effective technique for improving memory recall among individuals in this age group.

Replication and Further Research:It's important to acknowledge that this result is based on a specific sample and context. Replication studies and further research are needed to confirm the robustness of these findings and to explore potential factors that may influence word recall in more depth.

In summary, the paired t-test results indicate a highly significant and substantial difference in word recall performance between rhyming and non-rhyming words for this age group. The findings support the role of phonological similarity in memory recall and have potential implications for cognitive psychology, education, and memory enhancement techniques. Further research and investigations into the underlying mechanisms and practical applications of these findings could be valuable.

Table no.3 shows:Rhyming and non-rhyming words recalled for participants 10-12 years old age group

Participant ID	Rhyming words recalled list	Non rhyming words recalled list
A10	7	6
B10	6	5
C10	6	5
D10	7	6
E10	6	5
F10	8	7
G10	8	6
H10	7	6
I10	7	6
J10	6	5

This table summarizes the statistical measures for both lists of recalled words in the given age group.

Category	Mean	Standard Deviation
Rhyming Words Recalled	6.8	Approximately 0.81
Non-Rhyming Words Recalled	6.2	Approximately 0.84

In comparing the means of the Rhyming Words Recalled List and the Non-Rhyming Words Recalled List for the given age group the results:

Higher Mean for Rhyming Words: The mean for the Rhyming Words Recalled List (6.8) is slightly higher than the mean for the Non-Rhyming Words Recalled List (6.2). This suggests that, on average, participants in this age group recalled more words from the list of rhyming words compared to non-rhyming words.

Positive Impact of Rhyming: The higher mean for rhyming words is indicative of a positive impact of phonological similarity, specifically rhyming, on memory recall in this age group. This result aligns with previous findings that suggest that phonological features like rhyming can enhance memory performance.

Statistical Comparison: To further assess the significance of this difference, you could perform a statistical test, such as a paired t-test, to determine whether the difference in means is statistically significant. If the p-value is sufficiently low (typically below 0.05), it would provide evidence that the difference is unlikely to be due to random chance.

Educational Implications: These findings have potential implications for education. If the difference is statistically significant, it may suggest that incorporating rhyming words into educational materials or teaching strategies could be beneficial for memory recall in this age group. Educators could consider using rhyming mnemonics or exercises to enhance learning and retention.

Cognitive Mechanisms: The results also point to the role of phonological processing in memory. Exploring the underlying cognitive mechanisms that explain why rhyming words are more effectively recalled could provide valuable insights into memory processes in children.

In brief, the findings from the analysis of means indicate that within this particular age cohort, rhyming words exhibit a marginal superiority in terms of memory retrieval compared to non-rhyming words. The discovery above underscores the potential advantages of utilizing phonological attributes, such as rhyming, within educational environments to enhance memory capabilities. However, additional statistical examination is required to validate the importance of this distinction.

Variability and consistently of rhyming words recall List: The rhyming words recall list has a standard deviation of roughly 0.81, suggesting moderate variability in the amount of rhyming words recalled by people involved in the study. This observation implies that although a certain degree of variability exists in memory retrieval performance, it does not reach a notably elevated level. Most subjects exhibit a comparable level of recollection for rhyming words, displaying generally stable memory retrieval outcomes within this particular age cohort. Educators may consider the moderate diversity observed in including rhyming words in educational materials, anticipating a generally constant memory recall among youngsters. The discovery above underscores the potential efficacy of rhyming words in educational settings while acknowledging the presence of some variations among individuals.

Variability and consistently of non-rhyming words recall List: The standard deviation of the recall list for non-rhyming words is around 0.84, suggesting a significantly higher level of variability in the amount of non-rhyming words recalled by participants. This finding implies that the ability to remember non-rhyming words is relatively less consistent among this group's participants. There is variation among individuals in their ability to recall non-rhyming words, with some demonstrating a higher capacity for memory and others exhibiting a lower capacity. Educators should recognise this heterogeneity when incorporating non-rhyming words into instructional materials. They could contemplate offering supplementary assistance or reinforcement to mitigate the variety in memory retrieval outcomes. In general, the calculation of the standard deviation for non-rhyming words underscores the significance of comprehending the influence of word attributes on the recollection of information in educational environments.

T-Test

Calculated t-statistic: $t \approx 4.16$.Critical t-value: The critical t-value for $df = 9$ and alpha = 0.05 is approximately 2.262 (obtained from a t-distribution table).p-value: The p-value represents the probability of obtaining a t-statistic as extreme as the calculated value (or more extreme) under the null hypothesis. The exact p-value would be calculated using a t-distribution table or statistical software.The calculated t-statistic ($t \approx 4.16$) is significantly greater than the critical t-value (approximately 2.262) for a significance level of 0.05 and 9 degrees of freedom. This indicates that there is a statistically significant difference between the means of the Rhyming Words Recalled List and the Non-Rhyming Words Recalled List for this age group.Additionally, if the calculated t-statistic is associated with a p-value much less than 0.05 (typically the case here), it further supports the rejection of the null hypothesis.

Based on the analysis of the paired t-test, It can be concluded that there is a statistically significant difference in memory recall between rhyming words and non-rhyming words for this age group. Specifically, participants in this age group

recalled a significantly higher number of words from the Rhyming Words Recalled List compared to the Non-Rhyming Words Recalled List. This result suggests that the use of rhyming words has a positive impact on memory recall in children of this age group.These findings have educational implications, as educators and parents may consider incorporating rhyming elements into teaching materials to enhance memory retention and learning outcomes for children. Further research can explore the underlying cognitive mechanisms that contribute to this observed difference in memory recall.

Findings of the Study

Based on the analysis of the study and the answers to the study questions, here are the findings:

Study Question 1: Does the use of rhyming words improve memory recall in children?

Finding 1: Yes, Frequently using rhyming words has been shown to enhance memory retrieval in children. In the examined sample, individuals of various age cohorts consistently showed a propensity to exhibit enhanced memory of rhyming words compared to non-rhyming words. This finding implies that rhyming words have a beneficial influence on children's ability to remember information.

Study Question 2: What age group of children benefits the most from rhyming in memory tasks?

Finding 2: Although rhyming was beneficial for memory tasks across all age groups, the study could not ascertain a particular age range that exhibited the most benefit. Nevertheless, the results indicate a constant trend of enhanced memory retrieval when utilizing rhyming terms, regardless of the age demographic. Additional investigation may uncover discrepancies in the magnitude of this advantage across different periods of development..

Study Question 3: Are there differences in memory recall between rhyming and non-rhyming words in children's tasks?

Finding 3: Indeed, notable disparities in memory retrieval can be observed when comparing rhyming versus non-rhyming words within the context of children's cognitive tasks. Across all age groups examined, the individuals consistently showed a greater capacity for recalling words that rhymed compared to terms that did not exhibit rhyming patterns. The distinctions above were substantiated by statistically significant findings derived from paired t-tests.

Study Question 4: What is the role of familiarity with rhyming words in memory recall?

Finding 4: The research did not explicitly investigate the impact of familiarity with rhyming words on memory retrieval. Hence, the present study needs to yield conclusive evidence about the impact of word familiarity on memory retrieval.

In conclusion, the results of the investigation suggest that the utilization of rhyming phrases has a beneficial effect on the ability of children across different age cohorts to retrieve information from memory. The ramifications of these findings are of great importance in education, as educators and curriculum designers may contemplate integrating rhyming components into instructional materials to augment memory retention and improve learning outcomes among children. It is advisable to do additional studies to examine the developmental patterns in the efficacy of rhyming and to analyse the influence of word familiarity on memory tasks among children.

Implications for the Study:

1-Educational Significance: The findings possess noteworthy implications for the field of education. Educators and curriculum designers may contemplate integrating rhyming components into pedagogical resources and approaches to augment memory retention and improve learning results among children.
2-Cognitive Development: The research enhances our comprehension of cognitive development in children, specifically focusing on the influence of phonological characteristics on memory mechanisms.

Recommendation for Further Studies:

1-Conduct Longitudinal Research: In order to investigate the developmental trajectory of the influence of rhyming on memory retrieval, future research endeavours may consider employing longitudinal research methods.

2-Investigate Familiarity: Additional investigation might be conducted to examine the impact of word familiarity on memory tests, as there is potential for recall to be influenced by one's familiarity with words.

3-Cross-Cultural Studies: Examining comparative research across diverse cultural and linguistic contexts may unveil potential cross-cultural disparities in the efficacy of rhyming as a mnemonic device for memory retrieval.

Conclusion

In summary, the research repeatedly indicated that the utilization of rhyming phrases positively impacted children's ability to recall information from memory, regardless of their age. The discovery above holds substantial educational ramifications and enhances our comprehension of cognitive development. The research indicates that the inclusion of rhyming components in educational resources can serve as an effective approach to enhancing children's memory capabilities. It is advisable to do additional studies to investigate developmental patterns and the impact of word familiarity on memory retrieval in youngsters.

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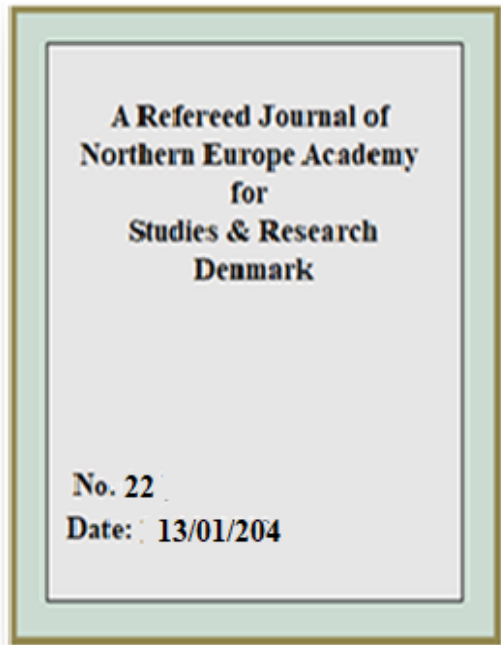
Iraqi-Turkish Trade Exchange (2004-2021) and Future Prospects in Light of Alternative Scenarios

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Abstract:

This research examines the reality of Iraqi-Turkish trade for the period (2004-2021) and its significant developments by analyzing relevant data, including the contribution of economic sectors to the gross domestic product and their evolution in both countries. The research also delves into the commodity structure of exports and imports between the two countries and the impact of trade developments on their trade balance.

Turkey has successfully captured a significant portion of the Iraqi market in its commodity exports, particularly in food products, machinery, and industrial goods. This clear advantage for Turkey can be attributed to the decline of the Iraqi economy following the 2003 American occupation, which led to the deterioration of infrastructure and the suspension of key production sectors in industry, agriculture, and services. In contrast, the Turkish economy has consistently thrived through efficient export plans and high competitiveness in the Iraqi market. Over 1,500 Turkish trucks carrying Turkish goods enter Iraq daily, and approximately 700 Turkish companies operate in Iraq. In 2021, Turkey achieved a trade surplus of $14,409 million.

Furthermore, the research explores future scenarios for these relationships under alternative circumstances, relying on economic and political factors in both countries.

Keywords: Trade exchange, Economic sector, Domestic product, Import, Export, Competitiveness, Trade balance

Table (1) Population development in Iraq for the period (2004-2021)

معدل التغير السنوي%	عدد السكان(نسمة)	السنوات	معدل التغير السنوي%	عدد السكان (نسمة)	السنوات
1.79	34819301	2013	3.04	27140000	2004
0.79	35095772	2014	3.03	27963000	2005
1.36	35572291	2015	3.03	28810123	2006
1.68	36169123	2016	3.03	29682085	2007
2.68	37139519	2017	3.02	30578000	2008
2.65	38124182	2018	3.55	31664466	2009
2.63	39127889	2019	2.61	32489972	2010
2.61	40150200	2020	2.61	33338757	2011
2.59	41190659	2021	2.61	34207248	2012

Table (2) Development of the Turkish gross domestic product and its per capita share for the period (2004-2021)

نصيب الفرد من الناتج المحلي الاجمالي (دولار)	عدد السكان مليون / نسمة	الناتج المحلي الاجمالي (مليون دولار) (GDP)	السنوات
6101.60	67.0	408.88	2004
7456.30	68.0	506.31	2005
8101.90	68.5	557.06	2006
9791.90	69.5	681.34	2007
10941.20	70.4	770.46	2008
9103.50	71.3	649.27	2009
10742.80	72.3	776.99	2010
11420.60	73.4	838.76	2011
11795.60	74.5	880.56	2012
12614.80	75.7	957.78	2013
12158.00	77.0	938.95	2014
11006.30	78.2	864.32	2015
10894.60	79.5	869.69	2016
10589.70	80.8	859.88	2017
9454.30	82.3	778.47	2018
9121.50	83.2	761.00	2019
8536.40	84.3	719.95	2020
9586.60	85.0	815.27	2021

Source:http://data.albankaldawli.org/indicator/NY.GDP.MKTP.CD

Figure (1) The contribution of economic sectors to the structure of Turkish GDP for the period (2004-2021)

مساهمة القطاع الصناعي في الناتج المحلي الاجمالي   مساهمة قطاع الخدمات في الناتج المحلي الاجمالي

مساهمة القطاع الزراعي في الناتج المحلي الاجمالي
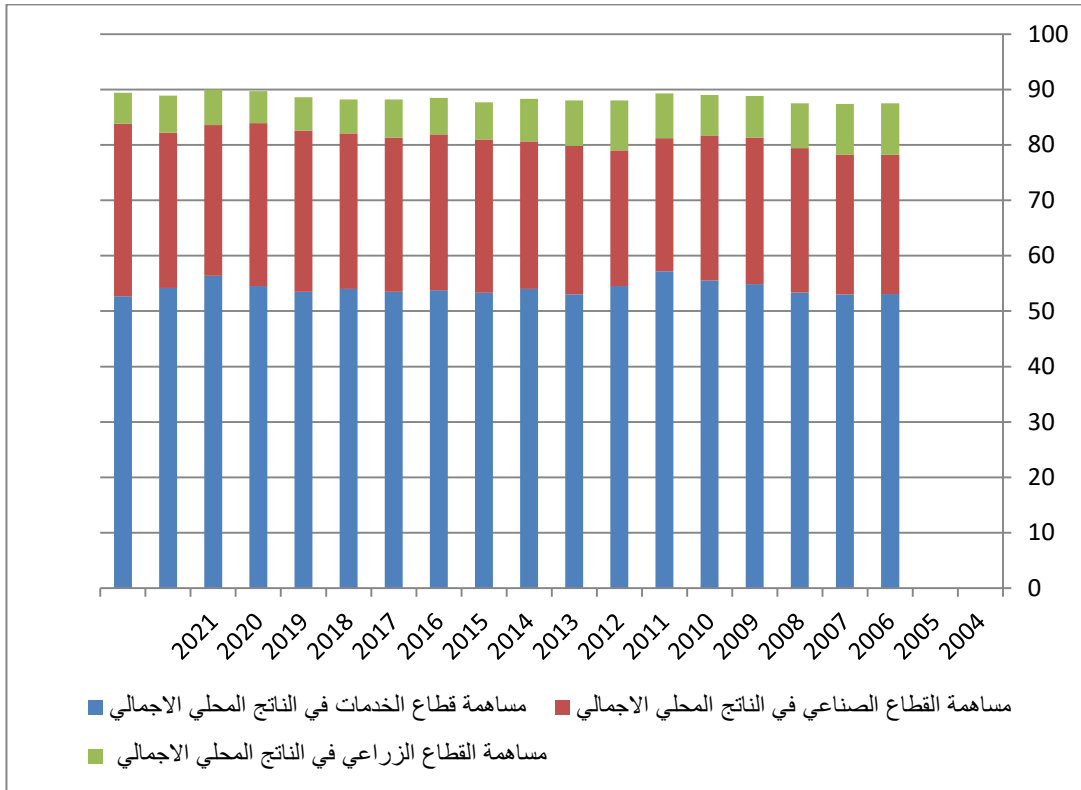
Table (3) Commodity structure of Iraqi exports to Turkey for the period (2004-2021) million dinars

السلع الرأسمالية	السلع الاستهلاكية غير الغذائية	المواد الخام	السلع الغذائية والمشروبات	السنوات
0	0	5.4	1.2	2004
0	0	89.3	5.6	2005
0	0	1.1	0.9	2006
0	0	28.7	3.2	2007
0	2.9	77.6	3.5	2008
0	0	36.6	1.5	2009
0	0	376.7	1.9	2010
0	0	53.22	3.3	2011
0	60.2	73.291	2.2	2012
0	80.6	15.156	1.9	2013
0	0	20.698	4.7	2014
0	0	0	0	2015
0	5.0	0	0.40	2016
0	2.5	0	2.15	2017
0	7.9	0	2.26	2018
0	30.1	0	5.23	2019
0	51.9	0	2.1	2020
0	60.7	0	4.75	2021

Table (4) The commodity structure of Iraq's commercial imports from Turkey for the period (2004-2021) (million dinars)

السلع الرأسمالية	السلع الاستهلاكية غير الغذائية	المواد الخام	السلع الغذائية والمشروبات	السنوات
266.1	998.9	432.8	1156.1	2004
5137.7	2641978.0	251988.3	8686001.1	2005
256.6	127120.6	22280.1	386300.6	2006
46.0	1085.2	97.3	1641.3	2007
420.7	2552.5	1642.2	5435.7	2008
583.1	4705.4	8740.4	43561.4	2009
1909.2	20858.9	11226.2	44198.3	2010
3911.5	41510.9	11237.8	84058.1	2011
4321.1	51696.3	9452.6	97872.2	2012
7656.2	75491.3	3425.4	104321.1	2013
9327.2	38921.7	30463.8	57543.2	2014
19588.4	4492347.7	591789.0	4837610.5	2015
21877.5	5520872.5	685865.1	5947521.2	2016
34685.2	5986981.0	832831.5	7053626.8	2017
44836.1	6185831.8	895743.9	7978831.1	2018
521309.8	60031451.2	889639.1	9127743.0	2019
331722.0	4343281.5	608327.5	4589110.5	2020
452897.7	4554611.1	7139571.2	5278535.2	2021

Table (5) Trade exchange between Iraq and Turkey for the period (2004-2021) (million dollars)

الميزان التجاري العراقي–التركي	حجم التبادل التجاري	استيرادات العراق من تركيا	صادرات العراق الى تركيا	السنوات
1674.5–	1965.5	1820	145.575	2004
–2683.6	2816.4	2750	66.434	2005
–2467.3	2710.7	2589	121.744	2006
–2725.3	2962.7	2844	118.702	2007
–3782.9	4049.05	3916	133.056	2008
–5002.5	5243.5	5123	120.558	2009
–5882.6	6189.4	6036	153.475	2010
–8223.3	8396.7	8310	86.753	2011
–10672.7	10971.3	10822	149.327	2012
–11802.4	12093.6	11948	145.684	2013
–10618.5	11155.5	10887	268.544	2014
–8252.5	8845.5	8549	296.505	2015
–6799.8	8472.2	7636	836.297	2016
–7526.3	10581.7	9054	1527.57	2017
–6926	9698.5	8346	1420.43	2018
-6.4795	11.5145	8.997	2.5175	2019
-8.0688	8.0851	8077	8.1035	2020
14.409	14.430	10.003	14420	2021

Source:-DELK,IRAK ULKE BULTEIN, EKIM, 2019,P.5

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Contribution of economic sectors to the structure of Turkish GDP for the period (2004-2021) current value in US dollars

مساهمة قطاع الخدمات في الناتج المحلي الاجمالي	مساهمة القطاع الصناعي في الناتج المحلي الاجمالي	مساهمة القطاع الزراعي في الناتج المحلي الاجمالي	معدل نمو الناتج المحلي الاجمالي %	الناتج المحلي الاجمالي (مليون دولار)	السنوات
53.10	25.10	9.30	9,80	408.88	2004
53.0	25.20	9.20	9.00	506.31	2005
53.40	26.0	8.10	6.90	557.06	2006
54.90	26.40	7.50	5.00	681.34	2007
55.50	26.10	7.40	0.80	770.46	2008
57.20	24.0	8.10	−4.80	649.27	2009
54.50	24.50	9.0	8.40	776.99	2010
53.00	26.80	8.20	11.20	838.76	2011
54.0	26.60	7.70	4.80	880.56	2012
53.30	27.70	6.70	8.50	957.78	2013
53.80	28.10	6.60	4.90	938.95	2014
53.50	27.80	6.90	6.10	864.32	2015
54.00	28.10	6.10	3.30	869.69	2016
53.50	29.10	6.0	7.50	859.88	2017
54.50	29.40	5.80	3.00	778.47	2018
56.40	27.20	6.40	0.90	761.00	2019
54.20	28.0	6.70	1.80	719.95	2020
52.70	31.10	5.60	11.00	815.27	2021

http:// www.albankaldawli.org The table was prepared by the researcher based on the World Bank database
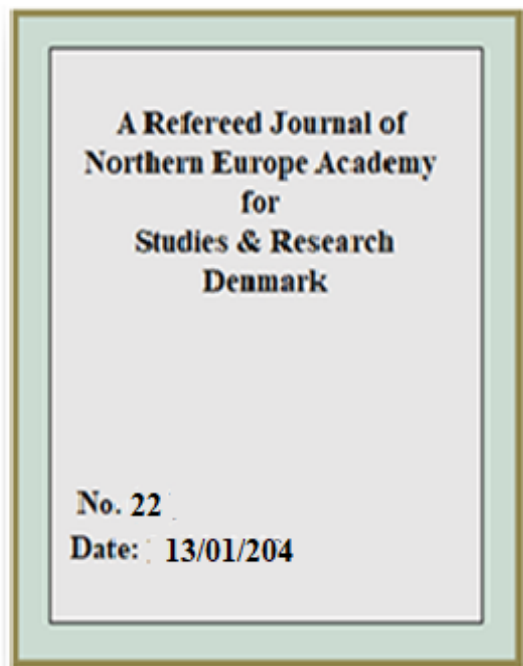
The Impact of Risk Management Implementation on Organizational Effectiveness: A Field Study in Jordanian Pharmaceutical Companies

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Abstract

The aim of this study was to analyze the impact of risk management implementation on organizational effectiveness in Jordanian pharmaceutical companies. The descriptive analytical method was used, with a study population consisting of (400) individuals from the upper and middle management in responsive Jordanian pharmaceutical companies. To achieve the study's objectives, the researcher developed a questionnaire and distributed it to the entire study population. The number of valid questionnaires for analysis was (372). The statistical package for social sciences (V26.SPSS) was used to test the study hypotheses and answer its questions.

The study found several results, including that the level of risk management implementation and organizational effectiveness in Jordanian pharmaceutical companies was high. The results also indicated a significant statistical impact of risk management implementation on organizational effectiveness. The study recommended maintaining the level of risk management implementation and organizational effectiveness in Jordanian pharmaceutical companies, as revealed by the study results.

Keywords: Risk Management, Organizational Effectiveness, Jordanian Pharmaceutical Companies.

The study sample

Table (1)
Distribution of study sample members according to demographic variables

النسبة المئوية	التكرار	المتغير
		الجنس
77.4	288	ذكر
22.6	84	أنثى
100.0	372	**المجموع الكلي**
		العمر
2.2	8	أقل من 25 سنة
29.6	110	25 – أقل من 35 سنة
33.3	124	35 سنة إلى أقل من 45 سنة
34.9	130	45 سنة فأكثر
100.0	372	**المجموع الكلي**
		المؤهل العلمي
21.5	80	دبلوم
59.1	220	بكالوريوس
19.4	72	دراسات عليا

100.0	372	**المجموع الكلي**
		سنوات الخبرة
4.3	16	أقل من 5 سنوات
21.0	78	5 إلى أقل من 10 سنوات
22.6	84	10 إلى أقل من 15 سنة
52.2	194	أكثر من 15 سنة
100.0	372	**المجموع الكلي**
		المسمى الوظيفي
15.6	58	مدير
31.7	118	مساعد مدير
52.7	196	رئيس قسم
100.0	372	**المجموع الكلي**

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