

## A Kaleidoscopic Look into New and Trusted Ways of Teaching and Learning Language, Linguistics and Literature

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2012 has been a monumental year for 3L The Southeast Asian Journal of English Language Studies as the journal has had many firsts this year. For a start, we are now a quarterly journal with issues in March, June, September and December. We began with one issue in 1992 then moved to two issues in 2010, a good eighteen years later, and in 2012 we embarked on four issues. From a mere twelve odd articles per year we are now publishing about fifty odd articles today and this is indeed phenomenal.

2012 also marks the twentieth year of the journal. We have had an illustrious twenty years, publishing articles in the fields of language studies, linguistics and literature. In these twenty years the journal has maintained its quality and publishing standards and the number of submissions which has increased tenfold over the last few years is testament to its academic standing.

2012 is an auspicious year as it marks the migration of the journal to an online submission system. We are indeed pleased to have made this transition fairly quickly and with minimal complications with the support of a great editorial team and the backing of UKM Press and Universiti Kebangsaan Malaysia. Henceforth, all submissions and reviews will be done on this online system. While authors, reviewers and readers have to register to access the system, the journal remains an open access journal and all articles can be accessed by anyone who is registered with the system.

Volume 18 (4), the last issue for this year, carries 18 articles and 1 book review. As usual we have put together an interesting blend of papers on research in language, linguistics and literature from Malaysia, Bangladesh, Thailand, Turkey, India, and Iran.

Budsaba Kanoksilapatham's *Facilitating Scholarly Publication: Genre Characteristics of English Research Article Introductions and Methods* provides an insightful view of the rhetorical structure and linguistic features of research articles in biomedical engineering and is a welcome contribution to the field of genre analysis. This interesting article serves to develop genre competence for scholars by enhancing the writing of research articles to help foreground the scholarship of developing countries, especially in the Southeast Asian context. Knowledge of rhetorical structure and linguistic features of biomedical engineering articles will provide the much needed information for novice writers to help them get published in scholarly journals.

In *Revisionings of Hamlet: The Crux of an Interpretive Paradigm*, Mohammad Safaei & Ruzy Suliza Hashim introduce four types of revisioning of Hamlet and argue that these can be attributed to a psychological reaction to Shakespeare and the socio-political context of the time. Using an interpretive paradigm, they claim, can provide better insights into the revisioning phenomenon in this century. What is important is we understand any revisioning of Hamlet is a transformation of and a response to a particular way of reading the play.

Songyut Akkakoson revisits the field of strategic awareness and examines the Thai situation where tertiary students need to be able to access knowledge in science and

technology from English texts. *Raising Strategic Awareness of Thai EFL Students of Science and Technology Disciplines through Metacognitive Strategy Training* proposes an alternative model of teaching reading in English using explicit strategy training in a naturalistic environment. The findings indicate that better awareness of content and strategies can lead to better strategic choices and improved comprehension.

Shaila Sutana attempts to debunk the simplistic notion that the Bangla language is being polluted by English in its prominent role as the language of globalization and colonization. *Problematising the Popular Discourses about Language and Identity of Young Adults in Bangladesh* explores the significant position of the English language in Bangladesh and the historical, political, ideological and socio-cultural significance of Bangla in relation to its different regional varieties and indigenous language. The author posits that there needs to be better awareness and understanding of linguistic hybridity of young adults in their creative, strategic and pragmatic mixture of Bangla and English.

*Black Woman, Indoctrination of the Male, and Subversion of the Patriarchy in Ngugi's Weep Not, Child* by Nasser Maleki and Pedram Lalbakhsh provides a refreshing perspective on the positioning of African literature in English. Taking a social feminist stance, the authors attempt to understand female oppression in Ngugi's work by contrasting the strategies men and women adopted to oppose the colonialist power. This they propose will paint a more accurate picture of the Kenyan matri-culture and the role of women to educate their predecessors to help create an equal and liberal society.

Sasan Baleghizadeh and Elahe Moladoust in *An Investigation of Teacher-provided versus Student-made Vocabulary Notebooks* highlight the importance of vocabulary learning and compared teacher-provided notebooks (TPVNs) with student-made vocabulary notebooks (SMVNs) to identify differences in orthographic knowledge, form and meaning, syntagmatic association, paradigmatic association and grammatical function. It was found that the TPVN group performed better in productive modes of meaning and form, knowledge, paradigmatic association and grammatical function while SMVN was better at receptive syntagmatic association. They claim that the SMVN group did not include unfamiliar words because they assumed they could simply guess the meaning from the context; they were just too lazy to do this and they did not have time to do this. This paper provides interesting insights to educators as vocabulary learning is an important element in the quest to help learners become effective readers,

The next paper explores idiomatic expressions, a particularly challenging and difficult topic for second language learners to acquire. In *The Influence of Cross-linguistic Similarities on L2 Idiom Production*, Masoomah Yeganehjoo, Yap Ngee Thai, Mardziah Hayati Abdullah, and Tan Bee Hoon examine how shared knowledge in Persian and English can facilitate the production of idioms in speech by competent Iranian EFL learners. The findings reveal that at the lexical level, knowledge of the Persian language facilitates the retrieval of English idioms while the abstractedness of the Persian conceptual primes was not as beneficial. This suggests that Iranian EFL learners depended on the lexical system for idiom processing during speech while with improved mastery they would also rely on the conceptual system.

In *A Deconstructionist Reading of William Blake's A Poison Tree*, Davood Mashhadi Heidar & Davoud Reza Zamzia follow five steps in their deconstruction of Blake's poem to mark inconsistencies and contradictory points which make the meaning inaccessible to readers, hence marginalizing them. The researchers demonstrate that the otherness in the text has been suppressed by the monologic, dominant power of language and by deconstructing the text the otherness is addressed. In their words, 'deconstruction is simultaneously a critique of the categories proffered by a text, and an exposé of the text's unacknowledged challenges to its own premises' (Heidar et. al 2012, p. 119).

Mansoor Tavakoli, Salva Shirinbakhsh and Mohsen Rezazadeh delve into the field of reading comprehension and culture in *The Effect of Cultural Adaptation on EFL Reading Comprehension: The Role of Narrative Nativization and Foreign Language Attitude*. This paper examines Persian EFL learners' attitudes towards nativization in reading texts to understand whether literal or inferential nativization is most effective in helping them comprehend a short story. They found that nativization of culture specific language does have a positive influence on inference and literal comprehension and while the learners did not support nativization of culture specific words in English short stories they were positive to studying the original English stories.

*The Concept of Patriotism and Struggle against Imperialism in the Selected Poems of Mehmet Akif Ersoy and W. B. Yeats* provides an interesting comparison of two poets from two different regions. Ali Yigit examines the similarities and differences in the poets' description of the Turkish and Irish people's resistance to imperialism through *The Independence March* and *Easter 1916*. Ali Yigit argues how both poems served as morale boosters in times of great difficulty and helped raise the peoples' desire for independence with Ersoy being more of a political activist in his poem and Yeats being a cultural nationalist.

The next article looks into two fields which has been researched extensively, that of language learning strategy use and motivation. Masoud Rahimi Domakani, Ali Roohani and Roghayeh Akbari in their paper *On the Relationship Between Language Learning Strategy Use and Motivation* investigate the process of learning and the relationship between instrumental and integrative motivation and language learning strategies among Iranian EFL learners. The researchers found that Iranian tertiary learners have generally positive attitudes towards learning English, are moderate strategy users and were more integratively motivated.

Sresha Yadav and Smita J. in their paper, *Victim of Fate or Choice: a Study of Greene's the Heart of the Matter*, dissect the protagonist, Scobie, to help us understand his behavior and actions. We are provided with a kaleidoscopic view of Scobie's life and learn how his immediate environment shapes his choices.

In *Perceptions of Iranian High School EFL Teachers and Students toward Teaching and Learning Reading Skill*, Karim Sadeghi and Shiva Bidel Nikou also take us into the world of reading. They examine how teachers are teaching this skill and how learners view this teaching and found that learners were generally very satisfied with the way they were taught reading. They would however prefer if the teachers would explore other resources besides the textbook, pictures and whiteboards and blackboards. It is proposed that Iranian teachers need to enhance their continuing professional development to become more creative teachers.

English negation is a difficult concept to master as it requires knowledge of morphology and syntactical aspects of the language. Khazriyati Salehuddin in *The Acquisition of English Negative Constructions by a Malay Bilingual Child* investigates the acquisition of such constructions of a Malay child who was acquiring English and Malays simultaneously. Khazriyati reveals that it is the differences in the acquisition pattern which are especially interesting and surmises that while mother tongue can influence the speech production of a bilingual child, the pattern of transformational rule does not vary with that of a monolingual child.

*Reflective Practice through Video Recording and Journal Writing-A Case Study* by Samrajya Lakshmi examines how reflective practice allows one ESL teacher in India to make necessary changes to his teaching practice and professional development. Samrajya Lakshmi posits the teacher became more critical and distanced towards his habitual practices and made better informed decisions in class. Overall being reflective proved to have educational value

for this teacher and can be a mechanism for change and serve as a “sense of meaning and significance” (Clandinin & Connelly 2000, p. 42)

Seyed Javad Habibi and Sara Soleimani Karbalaei in *Always, Already: Present Tense in J.M.Coetzee’s Disgrace* attempt to use the present tense to create a comprehensive three dimensional reading of Lurie. The authors offer a new framework ‘pattern’ together with the notion of time and intertextuality to study the narrative and highlight the stream of consciousness narrative technique to understand the inner world of Lurie in *Disgrace*.

*Translation and Conflict: Two Narratives of the Same Coin* looks at the Palestinian-Israeli conflict and the issue of translation. Mohammad Ahmad Thawabteh equates the narrative to the metaphor of Nakba (the catastrophe) and suggests possible paths to help translators construct social and political reality more accurately.

For the book review section, Sharifah Raihan Syed Jaafar reviews a new volume entitled *A New Universal Script (“Alphabet”) Accommodating the Phonemic Idiosyncrasies of All the World’s Languages*. This first volume by Prasanna Chandrasekhar takes a look at phonic and phonemic classification by examining the problems existent in the languages of the world before going on to look at the possibility of a universal script for India to bridge the North - South divide.

#### REFERENCES

- Clandinin, D.J. and Connelly, F.M. (2000). *Narrative Inquiry: Experience and Story in Qualitative Research*. San Francisco: Jossey-Bass.