

اللغة الإنجليزية في الكويت : ممارسات وتوجهات

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الملخص

إن الانتشار الواسع للغة الإنجليزية يقع في الدائرة الممتدة كما هي مبنية في نظرية كاتشرو. تعتبر اللغة الإنجليزية في هذه الدائرة كلغة أجنبية وتدرس كمادة أساسية في المدرسة وتستخدم كذلك كوسيلة تواصل مع أنواع الإنجليزية الواقعة في الدائرتين الداخلية والخارجية. وعليه تدفع دولة الكويت لاكتساب اللغة الإنجليزية من خلال طرحها للغة الإنجليزية كمادة أساسية في التعليم العام. ويمتد هذا الاهتمام إلى التعليم العالي حيث ترعى جامعة الكويت اكتساب اللغة الإنجليزية من خلال تدريس أغلب المقررات الدراسية بها لا سيما الكليات العلمية.

يتركز بحثنا هذا على نظرية التقييم كما هي مبنية في اللغويات الوظيفية النظامية، وكما تم مناقشتها في ليبوفسكي ومحبوب. وعليه يتناول البحث الاختيارات اللغوية للطلبة من خلال طريقة تعبيرهم عن آرائهم وانطباعاتهم عن أسائدتهم كتابة، والتركيز على التقييم المكتوب للاستدلال على ماهية الانطباع الشائع لديهم، ونوعية وسيلة التقييم المفضلة عندهم. ويتناول البحث كذلك الخصائص اللغوية التي تشير لاستخدام الطلبة للإنجليزية بطريقة كويتية.

يهدف بحثنا هذا إلى تسليط الضوء على مجال بحثي نادر معني بمستوى ومكانة اللغة الإنجليزية في دولة الكويت. دلّت النتائج النهائية على أن استخدام هذه المنهجية لاستخلاص النتائج حول خصائص الإنجليزية في الكويت غير مجدية. وبينت كذلك من خلال اختيارات الطلاب اللغوية بأن "الحكم" كوسيلة من وسائل التقييم هي الأكثر شيوعاً.

الكلمات المفتاحية: الإنجليزية الكويتية، نظرية التقييم، الكويت، اللغويات الوظيفية، اللغة الإنجليزية.

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الاستلام: 2022/7/18، التعديل النهائي: 2022/11/28، إجازة النشر: 2022/12/11

<https://doi.org/10.34120/0117-041-163-010>

Practices and Perception towards Usage of English in Kuwait

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Abstract

The status of English in Kuwait occurs in Kachru's Model third circle (Expanding Circle). In this circle, English is used as a foreign language. However, English in Kuwait is not only a subject taught in schools, but also widely used in business communication, social events, and media. The study tends to achieve a twofold aim: 1) to excavate participants' perceptions of their course and course instructor and 2) to flesh out Kuwaiti linguistic features. The data come from the Appraisal Approach proposed by Lipovsky and Mahboob which enables participants to freely narrate and write what they think. The participants are students from the College of Engineering and Petroleum at Kuwait University. The narratives collected are all evaluations that express the students' perceptions of English for Specific Purposes (ESP) instructor and course. The research provides insights for students into the way English is used in the so-called nonnative contexts. The significance of the use of this approach lies behind the fact that most such studies use purely figures and numbers which only reflect a passive assessment. The appraisal approach provides richer and deeper insights for researchers since it analyses written discourses of the students. The data suggest that Judgement was the most salient attitude projected by the participants. Further, it was found that the use of narratives to elicit practices and features about language usage in nonnative contexts does not seem to be sufficient to carry out such an analysis.

Keywords: Kuwaiti English, Students' attitudes, Appraisal Framework, Kuwait, Perception

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Submitted: 18/7/2022, Revised: 28/11/2022, Accepted: 11/12/2022.

<https://doi.org/10.34120/0117-041-163-010>

To cite this article: Al-Ajlan, Munirah & al-Qenaie, Shamlan. Practices and Perception towards Usage of English in Kuwait. *Arab Journal for the Humanities*, 41, 163, 2023, 307-325.

1. Introduction

The Universality lity of English in Kuwait is still considered to be largely unexplored. The wide spread of English occurs in the Expanding Circle, where English is not only a foreign language and a main subject in school, but also a language that is used to communicate with both Inner Circle speakers and Expanding Circle speakers (Jenkins). This paper aims to investigate two main issues: (1) the students' attitudes towards English for Specific Purposes (ESP) in the engineering field; and (2) highlight any patterns of English used by Kuwaiti students. Kuwait has encouraged the acquisition of English language by introducing English as a main subject in the school curriculum. In Kuwait University (KU), English is the main language of instruction in medical, technical, and scientific colleges. Also, all faculties across KU offer remedial and foundation English language subjects. In almost all English language teaching (ELT) classrooms, students are required to improve the four language skills: reading, writing, listening, and speaking. This paper uses the data from written narratives by Kuwaiti students.

In general, undergraduate students were required to write different text types, so they can express their ideas, opinions, experience of life, or simply to show understanding of a reading comprehension (i.e., abstract writing of an article). Sulisty and Heriyawati argue that students' ideas should be put into a sufficient content and take into account style of organization and language use dealing with grammar, vocabulary, and mechanics. In addition, Kusumawardhani (135) tells us that writing must be related to the content, the language, and grammatical rules. In other words, EFL students must develop their writing skills in order to be able to communicate their ideas and thoughts through the written texts. This requires them to improve other sub-skills such as grammatical rules, writing structure, word choice, and appropriate expressions.

2. English In Kuwait

Globalisation and modernisation have a large impact on the Arab world (including Kuwait) where the use of English has dramatically increased. However, the society still holds resistance to this use of language (not only older generations, but also people who hold pride in the Arabic language and Arab identity). Mahboob and Elyas emphasize that the English language status is significant due to its economic value. In other words, Kuwait and the neighbouring countries depend on foreign expats who work in companies, restaurants, stores, etc. This renders the English language invaluable in such societies.

2.1. Introduction to Kuwaiti English

Prior to the development of Kuwaiti English as a variety (discussed below), English passed through different stages that we delineate briefly. The first official stage dates back to the protection treaty between the British Empire and Kuwait in 1899 (Alhajeri),

in which the British protected Kuwait from surrounding powers at that time. The treaty resulted in spreading English and establishing formal schools as time progressed (Alenezi). For instance, Almubarikiyah school, where basic subjects such as Arabic were taught, was opened in 1911. Then, in 1921, another school was opened that incorporated the teaching of English. It was named Alahmadiyah after Sheikh Ahmad Aljaber (Alyousifi; Alhajeri). In 1966—another important period—education for both boys and girls expanded, and KU was established. Perhaps the most significant period was that of the Iraqi invasion of Kuwait in 1990 and the Liberation of Kuwait in 1991 that was led by the US, which, in turn, resulted in Kuwaitis accepting English almost collectively (Alenezi). These stages forged the way in establishing Kuwaiti English.

Over the past decade, a considerable progress has been accomplished in the second language acquisition (SLA) research when transferring the label of L1 interference or language fossilization to L1 transfer or better, cross-linguistic influence. This L1 influence on L2, according to many scholars, has been viewed as 'issues' and 'deficit' in learning English. Mahboob and Elyas take a valid approach in viewing these 'issues' in Saudi Arabia. They refer to these mistakes as 'features' of a new English variety, namely Saudi English.

In the same vein, AlAjlan ("English as a Lingua Franca") examined English in Kuwait as a possible variety with unique traits rather than a set of weak English or fragile English. AlAjlan analysed this use of English using Kachru's Model by employing one hundred ELF Kuwaiti students; the study found that Kuwaitis use English to communicate with both native and non-native. However, the study had several limitations, one of which is that it overlooks the language's influence on one's identity. According to Al-Haq and Smadi, learning English leads to Westernisation; thus, English is strictly tied to culture and religion (307). However, using English, or any other L2, is far from weakening national identity or corrupting religious commitments. While Kachru's Model had potential in many researches, it has widely been critiqued for its shortfalls in embracing bilingual communities.

Kuwaiti English is a legitimate variety in its own merit that is equally on par with other varieties of English, such as Nigerian English, Indian English and British English. Alenezi, who is the first to investigate in society and across all areas of Kuwait including all strata, be they Kuwaitis or non-Kuwaitis, using Schneider's Dynamic Model. As pointed out by Alenezi, Kuwaiti English adequately serves the people's sociolinguistic realities. He places this variety at the Nativisation stage of the model while arguing that the term should not denote homogenous language practices but rather heterogenous ones in the sense that different people and groups are varyingly doing different things at the same time. Such varieties are used differently from Metropolitan Englishes (Galloway and Rose; Sergeant).

While Alenezi argues that, from a historical perspective, English in Kuwait gained significant prominence- as mentioned earlier- in the region from 1991 (after liberating Kuwait by the US-led coalition) onwards, one cannot deny the role of technology in promoting the use of English nowadays. English remains the most used language of the Internet, allowing it to be the *Lingua Franca* of technology and the language of the digital age. Thus, English and technology are intertwined (Crystal). On the sociolinguistic end, English is by no means only used for international purposes or only with expats whose L1 is not Arabic. In fact, Alenezi provides empirical evidence showing that English is now also used between siblings, for instance, which highlights the fact that English has become an integral part of Kuwaitis' daily lives. At the linguistic level, Alenezi indicates that there are two sets of people using English in Kuwait, namely those whose English is influenced by Arabic or is almost Arabic-free. However, both sets of people exhibit strong evidence of L1 in their English speech production at varying degrees, governed by a number of factors such as identity. He concludes that Kuwaiti English serves the people's needs and is used differently from Metropolitan Englishes such as American English. In this study we take Alenezi's establishment of Kuwaiti English as a starting point.

This study contributes to research on educational contexts from an area that has as yet received scant attention, namely ESP. We set the scene by addressing how mainstream research is conducted in the Gulf region in general and Kuwait in particular. As Alenezi points out, although sociolinguistics-based research is scarce, the region teems with studies situated within ESL/EFL contexts. Research in the Gulf region has paid a lot of attention to language attitudes and English language teaching and pedagogy; at the same time, little work has been done on the linguistic features pertaining to English language practices there. Grammatical features have taken the lion's share of the linguistic features that have been investigated. For instance, Fussell (28) examines resumptive repetition in the UAE and the impact of L1 on such linguistic practices. A more recent example is that of Hopkyns et al., which scrutinises how English language users at a university in the UAE are drawn to translanguaging and shift between English and Arabic.

Similarly, research on English in Kuwait is no different where mainstream research is carried out within EFL contexts that focus on more or less the same issues. A number of features have been investigated, such as the tense aspect (Algharabali and Taqi), the order of prenominal adjectives (M. Alotaibi and A. Alotaibi), resumptive pronouns in English relative clauses (Khalil; M. Alotaibi and A. Alotaibi), locative alternation (A. Alotaibi, "The Acquisition"), inflectional morphemes (A. Alotaibi, "The Use of Inflectional"), and tag questions (A. Alotaibi and M. Alotaibi, "Syntactic Proficiency"). Other research has paid more attention to pragmatic and discoursal features, such as Arabic-influenced and Islam-based greetings in English (Algharabali), affectionate greetings (M. Meinhoff and J. Meinhoff) and compliments (Alotaibi, "An Analysis").

Collocation has as yet received little attention and is often inspected manually rather than with corpus linguistic techniques – which might not offer an acute account of the subject matter. Among such studies are those of Farghal and Al-Hamly and Alotaibi et al. Such studies reveal in broad strokes that Kuwaitis use English distinctly when compared with British English or American English, with Arabic having a strong impact and influencing collocation. For example, to describe coffee as strong, Arabic uses /gahwa/ (coffee) + /Θəgi:la/ (heavy), which results in *heavy coffee* instead of *strong coffee* (Alotaibi, “The Comprehension” 6). The same applies to binomials. They are used the same way in Arabic – literal translations from Arabic include *sell and buy* and *take and give* (A. Alotaibi and M. Alotaibi, “The Acquisition of Binomials” 32).

The present study diversifies the type of research conducted in educational settings by taking a psycholinguistic trajectory and simultaneously focusing on ESP contexts.

2.2. Inarrative Writing And Appraisal System Framework

The main data of this study is a corpus of students’ written narratives. Below, we detail the background of narratives as a communication genre. Adopting Toolan’s, we refer to narrative as:

a recounting of things spatiotemporally distant: here’s a present teller, seemingly close to the addressee (reader or listener), and there at a distance is the tale or the topic (1).

We chose this definition for its broad sense. Rugen describes the narrator writer as recounting personal experiences or set of story events, which occurred spatially (in a different *place*) and temporally (at a different *time*: *whether its past, present, or an imaginative future*).

Narrative is regularly classified as a main form of communication in which texts of all types may be presented. The narrative text help students communicate their ideas through different stories and events, different characters, and different identity(ies). Adam argues that narrative writing can indeed develop imaginative thinking and participate in literary understanding in students. In other words, ELT teachers are urged to implement the narrative writing in their ELT classrooms to enhance students’ skills.

Knapp and Watkins state that not only does the narrative have a powerful social role, but also it aims to entertain and amuse the reader. The written narratives help in negotiating identities, justifying the students’ behaviour and opinions (Carranza; van Dijk), and displaying agency (Georgakopoulou). The latter, as we will show in this corpus, involves the gendered identity(ies) construction through the students’ narratives.

The narrative research has been the interest of many fields such as sociolinguistics, linguistics, and discourse analysis for over the past decades. The narrative research goes

back to Aristotle who outlined the structure of plots in narratives in his *Poetics* work. Recent frameworks were influenced by Labov and Waletzky's work. They bring to the fore specific criteria that tell us whether we can refer to a specific text as a narrative or not. According to these criteria, the narrative is a complete structured whole that includes a beginning, a middle, and an end. Labov and Waletzky's model emphasises on the higher level of structural analysis. It is a fully formed narrative that consists of six stages. The following table (reproduced) outlines these elements and provides their function and their linguistic forms in narrative.

Table 1. Narrative elements

Narrative category	Narrative question	Narrative function	Linguistic form
ABSTRACT	What is the narrative about?	The indication that the story is about to begin and the speaker wants to draw the attention from the listener.	A short summarising statement (or a word), provided before the narrative launches. In a spoken discourse, speakers start with 'okay'; in a written text, usually, it is the title.
ORIENTATION	Who or what are involved in the story, and when and where did it take place?	This sets the scene and helps listeners to identify the contextual information: the time, place, persons, activity and situation of the story.	Characterised by past continuous verbs; and Adjuncts of time, manner and place.
COMPLICATING ACTION	Then what happened?	Considered to be the main core of the narrative which provides the 'what happened' element of the story. It is also called the 'problem' of the narrative.	Temporally ordered narrative clauses with a verb in the simple past or present
RESOLUTION	What finally happened?	It is the final event or the 'rounding off' which recapitulates the final key event of the narrative closure. It also can be the 'solution' to the complicating action.	Expressed as the last of the narrative clauses that began the Complicating Action
EVALUATION	So what?	It is an addition to the main story, to highlight attitudes, to make the story clear, to command the listener's attention.	Includes: intensifiers; modal verbs; negatives; repetition; evaluative commentary; paralinguistic features, embedded speech; comparisons with unrealised events.
CODA	How does it all end?	Signals that the story is complete and has ended, it also brings the listener back to the point at which s/he started the narrative.	Often a generalised statement which is 'timeless' in feel.

It is important to note that evaluation can be produced during any stage of the narrative for it is fluid and can occur in any linguistic form based on the evaluative job it has. Patino Santos explains that evaluation has 'a central role as the element of the narrative in which the teller suspends the action in a critical moment taken to present his/her views on the situation or the subjects depicted in the narration. It is in this evaluation that the reason for narrating certain events becomes explicit' (12). Evaluation is used to indicate the speaker's attitudes and emotions towards the narrated events and is accomplished through evaluative devices, like negative encoding hyperbole and exaggeration, marker emphasis in voice, and gratuitous and aggravated signals (Georgakopoulou and Goutsos).

Through narrative, students will develop their imagination and cultural gaps in the text (Adam). Further, Knapp and Watkins have stated that narrative also involves the sequential events that consist of orientation, sequences/events, and resolution. Narrative text is a text which has these elements: setting, plot, theme, characters, problem, and solution and in some cases, evaluation.

The student writers are taught to follow the generic structure of a narrative text, i.e., orientation, sequences of events (the problems occurred), and resolution (Gerot and Wignell). In order to achieve this entertaining purpose of a narrative text, students need to comprehend the narrative style in terms of vocabulary, sentence structures, and other language features in the plots or sequences, characters, problems, and solutions or other aspects of the story. One of the ways to develop the stories is using appraisal, or the evaluative use of language (Fareed et al.).

3. Methodology

The aim of this study is to investigate how engineering students use English language expression and word choice in order to evaluate the course. The data collected are narratives of Kuwaiti engineering students who are studying in KU. Due to the limited time and availability, we are focusing only on 10 narratives. The participants were asked to write a personal narrative piece about their educational journey, their motivation to choose engineering and their attitudes to the ESP course they are studying as well as to narrate their opinion of their ESP instructor. We should note that all narratives were completely anonymous. This provided great aid in navigating the gender identities of the students. Once the narratives were collected, we entered the data into the qualitative analysis software package QSR NVivo 11 (Bazeley and Jackson). We then started coding the data according to the items of the Appraisal Analysis framework. The codification phase assisted in identifying themes, items, linguistic features, and patterns, which are relevant to this study. Maguire and Delahunt state that 'Coding reduces lots of data into small chunks of meaning' (3355). Indeed, the narrative texts collected had few evaluation statements about the ESP students and why they have chosen this field of study (engineering).

The study adopts Lipovsky and Mahboob's Appraisal Analysis. Unlike the conventional thematic analysis, which only investigates themes, appraisal approach explores the three main categories: Graduation, Attitudes, and Engagement. We bring below a System of Appraisal explained in Lipovsky and Mahboob.

Table 2. System of Appraisal (reproduced from Martin and Rose).

Values expressed by the speaker/writer	Affect	Judgement	Appreciation
	Constructing emotional responses	Assessing people's behaviour	Evaluating performances
Graduation	Force	Focus	
	The use of intensifiers, downgrades the speaker/writer's attitudes	Sharpens/ blurs the speaker's/writer's attitudes	
Engagement Speaker's/writer's negotiation of their own position	Monogloss	Heterogloss	
	Shows dialogic disengagement	Recognises alternative viewpoints	

An appraisal approach explores, describes, and explains how linguistic choices are employed for evaluating, adopting stances, constructing identity(ies), and managing various positionings and relationships (White).

Martin and White point out that attitude is related to the feelings one has. This includes detecting an emotional reaction to an incident, judging others for their behaviour, and evaluating things and people. Within attitude, Martin and White state that feeling, affect, judgement, and appreciation are all attributes that come under the term attitude.

Attitudes show us how writers convey their feelings and appreciation of things (in this paper through their narrative writings). First, there is Affect, which is the positive or negative expression people feel to show whether they are happy or sad, confident or anxious, interested or bored (Martin and White). There are few types of emotions within affect (inclination, happiness, security, and satisfaction).

The first one, inclination, is used to express one's feelings of desire toward something (hope, want, miss, wary). The second is happiness, which looks at the degree to what extent the speaker (writer) is happy or sad. It could also involve the feeling of liking or disliking something (love, cheerful, hate, and sad). When the speaker feels safe and cheerful, they express security feeling which can also involve anxiety and stress. Security is the third component of Affect, which includes: Confident, comfortable, frightened,

and uneasy. The last type is Satisfaction, which includes those feelings of achievement and goals attained. It also involves activities in which people are engaged with (enjoy, busy, bored, and angry). We further elaborate on these by outlining the attributes in the following table. (For in-depth elaboration, see Martin and White; Mahboob and Lipovsky.)

Table 3. Subcategories of Attitudes (adapted from Martin)

Affect	Inclination	Hope, want, miss, wary
	Happiness	Love, happy, cheerful, sad
	Satisfaction	Enjoy, busy, bored, angry
	Security	Confident, comfortable, frightened, uneasy
Judgement	Normality	Unusual, normal behaviour, familiar, odd, old fashion
	Capacity	Powerful, competent, weak, unproductive
	Tenacity	Adoptable, brave, unreliable, impatient
	Veracity	Honest, tactful, deceitful, manipulative
	Propriety	Good, polite, arrogant, greedy
Appreciation	Reaction	Good, bad, exciting, predictable
	Composition	Easy, consistent, different
	Valuation	Creative, real, genuine, insignificant

4. Data And Analysis

As mentioned earlier, the data in this study come from narratives of engineering students in KU. For the purpose of this paper, we focus on 10 narrative essays from both male and female students. We bring below some statements of their writings and analyse them accordingly. The analysis investigates two parts. The first part analyses the students' attitudes to their teacher and ESP course. The second part looks at the feature of Kuwaiti English used in their writings.

(1) There is nothing to say. The doctor *have* been a perfect [JUD: Capacity] thank you very [Grad: Force: Intensity] much [APP: valuation] we really [Grad: Force: Intensity] love you [AFF: happiness]

Example (1) is a clear statement taken from a male's narrative essay. It includes how the student is evaluating his teacher. We note the use of Kuwaiti English linguistic feature subject-verb agreement. Mahboob and Elyas tell us that the misuse of subject-verb agreement is not really a mistake, but rather a common feature of a new variety of English used in Saudi Arabia, which is akin to the Kuwaiti case. Another example

of this is also found in the next example (2).

(2) She is perfect [JUD: Capacity] I think she don't have to change anything [JUD: Normality].

Example (2) has two tokens of Judgement, **Capacity** and **Normality**, taken from a female student. The student uses an inscribed value *perfect*. The same Judgement token is invoked in the second part *she don't have to change anything*. We note the student uses the standard subject-verb agreement in the first part. The second part *she don't* is a clear use of the non-native feature. A third example of the subject-verb agreement also appears in the following example.

(3) She speak very [Grad: Force: Intensity] fast [JUD: Normality: unusual] I wish I understand her [Affect: INC: wish] she should slowly speak with the students.

Example (3) is taken from a male student who is apparently dissatisfied with the way the teacher speaks. The first part includes Judgement and Graduation of Force Intensity *very* of how the teacher speaks. Then he shows inclination of desire of wishing the teacher would speak slowly so he would understand her. Another subject-verb agreement of Kuwaiti English is shown in this student's narrative writing. Another feature we found in students' writings is the use of the adverb before the verb *slowly speak* while Standardized English uses verb adverb order.

(4) I don't think I'm qualified [JUD: Capacity + AFF: Confidence] to write anything about her.

Example (4) is taken from a male student who posits himself as unconfident to be able to judge his instructor. This positionality of the student is perceived as having less power and authority which the instructor has. The power of position, knowledge, and language skill have all obstructed this student to evaluate the instructor.

(5) She is a very great doctor [GRA: Force: Intensity + JUD: Capacity], She is very creative and innovative [GRA: Force: Intensity + JUD: Tenacity].. she always [GRA: Force: Intensity] concentrated on conversations and convincing her students more than just wanting them to memorize without understanding... she is very flexible [GRA: Force: Intensity + JUD: Capacity].. she always [GRA: Force: Intensity] motivates her students and give them hope [App: Reaction].. I really enjoyed every single class I attended with her [GRA: Force: Intensity + AFF: Satisfaction: enjoy] ...I would be more than happy [GRA: Force: Intensity + AFF: Happy] to see you in 221 [AFF: INC: hope].

Example (5) is a male's evaluation of the instructor. The first part of this evaluation is mainly Judgement and two tokens of Graduation of Force Intensity *very* and *always*. The student then depicts Affect, chiefly satisfaction, happy, and enjoyment of his ESP

teacher. This is shown by his wish to register in her advanced class.

(6) I had amazing course [AFF: Satisfaction] and I learned to many [GRA: Force: quantity] things from her [App: Reaction], and I am very [GRA: Force: Intensity + App: Valuation] thankful for her effort for teaching us [APP: valuation], Nothing else to say just THANK YOU [APP: valuation].

Example (6) is taken from a male's narrative text. The student describes the course as *amazing*. This indicates Affect of **Satisfaction** towards the material being taught. The student also explains that he had learned a lot by expressing Graduation of Forced Intensity and Appreciation. In the last part, the student is expressing gratitude by appraising appreciation.

(7) The teacher was perfect [JUD: Capacity] . She was concerned [AFF: INC: wary] about our grades and that is a virtue [JUD: Veracity] that every teacher should have [AFF: INC: hope]. her correcting of our mistakes in the class shows how much she cares [AFF: Satisfaction + GRA: Force: Intensity] for us as students and how she dealt with our mistakes in class in such manner [JUD: propriety] that shows how respectful to us [JUD: Propriety: Admiration]

Example (7) is another evaluative case taken from a male student. Just as in examples (1) and (2), the student describes the instructor as perfect; then explains how she was concerned about the students' grades. He appraises the Judgement item Veracity by describing her action as virtue. The student also appraises the Affect item to hope that all teachers are required to acquire. The teacher's concern about the students' performances is explained by bringing the teacher's practices in classroom; correcting mistakes and dealing with the students in a good manner. Mahboob and Lipovsky explain that in some cases, 'evaluations are appraising two things simultaneously' (157). In the following example, we note how the evaluation items Affect and Judgement occur here.

(8) Your smiley face spread happiness everywhere or at least for myself surely [AFF: happiness].. you really [GRA: Force: Intensity] gave me the feel that you are my big sister not my course doctor only [AFF: Satisfaction + JUD: Veracity].. all what I am trying to say that you are really nice and beautiful person [JUD: Propriety].. keep going like that doctor and thanks for the wonderful course we had with you [Appreciation: Valuation].

In example (8), the male student shows many tokens of Affect and Appreciation. This is achieved by evaluating the teacher's performance in dealing with students where he explains that he felt like a big sister. This is shown using the intensifier *really*. The use of the intensifier *really* is employed again to judge the teacher's personality *nice and beautiful*. In this example, the student constructs a male gender identity having the

stance of describing his teacher as beautiful. This gender construction is also shown in the following example (8).

(9) She has good looking [JUD: Propriety]. She doesn't need to enhance her teaching performance [APP: Reaction] because she is great [JUD: Capacity] with the students and she treat them in respectable way [JUD: Propriety].

Example (9) is taken from a male student. He starts with evaluating the outer look of his teacher. Something that raised gender stance as the previous example. The student raises the teacher's capacity as great and appraises **Judgement** item Propriety towards the treatment as *respectable*.

(10) When we first started the course, she was very strict [JUD: Capacity + GRA: Force: Intensity]. Always giving us homework and things to work on [APP: Composition: Complexity + GRA: Force: Intensity]. She was strict on time no one comes after her [JUD: Capacity]. Then I understood it was for us [APP: Reaction]. In the end of the course I learned so much [GRA: Force: Intensity+ APP: Composition: Balance] because she taught us very well [JUD: Capacity+ GRA: Force: Intensity] to be on time and to ask questions in class [APP: Valuation+ Reaction].

The last example (10) is taken from a female student who believes that the teacher has been *strict* for the students' own benefit as they learned to be on time. The use of the Force intensity *very strict*, *always*, *so much*, and *very well* are all linguistic choices used to show inscribed attitudes.

The previous examples show how students expressed their attitudes in their narrative writings, both inscribed and invoked. We bring below a table that distributes the attitudes in their writings.

Table 4. Summary of distribution of attitudes towards ESP instructor

Attitude	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	Total (frequency)
Affect	1	0	1	1	3	1	3	2	1	0	39%
Judgement	1	2	1	1	3	0	4	2	2	3	57%
Appreciation	1	0	0	0	0	4	0	1	1	4	4%
Total	3	2	2	2	6	5	7	5	4	7	100%

Table 4 above presents the findings on the distribution of attitudes in the ESP students' narrative writings (N stands for narrative). As we mentioned, 10 narrative writings were focused on and analysed to explore how students evaluate their ESP course and their instructor.

Table 4 demonstrates the predominance of Judgement in the students' writings constituting (57%). Affect comes next with (39%), and finally Appreciation accounting only (4%). We explain this predominance of both Judgement and Affect in the ESP students' writings as due to the students' gender identities as the narrative writings were collected from more male students. The male students express their attitudes according to their target gender (male students to female instructor). While Feldman's study found that students tend to rate same-gendered teachers a little higher than opposite-gendered teachers, in the present study male students were more attentive and eager to write their narrative writings and express their evaluation about the course and the teacher of an opposite gender.

The appraising item of Affect is very significant because it shows the writer's feeling/emotion. Judgement and Appreciation are also useful for they assist the teachers' behaviour and enhance teacher's performances. We outline below in Table 5 the items distribution within the Affect used in the students' writings to express attitudes.

Table 5. Items distribution of Affect

Attitude	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	Total (frequency)
Inclination	0	0	1	0	1	0	2	0	0	0	33%
Happiness	1	0	0	0	1	0	0	1	0	0	25%
Security	0	0	0	1	0	0	0	0	0	0	8%
Satisfaction	0	0	0	0	1	1	1	1	0	0	33%
Total	1	0	1	1	3	1	3	2	0	0	100%

The detail categories and samples of attitudinal words presented here maps out the description of appraising items of affect. It displays the predominant Affect types in the narratives, which are Inclination (33%) and Satisfaction (33%) evenly, followed by Happiness item (25%), and finally Security (8%). We note how Inclination and Satisfaction account as the highest within the Affect. This can be explained, as students are comfortable expressing feelings and emotions in English text writing. As Arab students, mainly male students were taught by a female instructor, these students use the narrative texts to express feelings, empathy, and emotions; something that might be embarrassed to show in a face-to-face communication.

Table 6. Item distribution of Judgement

Attitude	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	Total (frequency)
Normality	0	1	1	1	0	0	0	0	0	0	15%
Capacity	1	1	0	0	2	0	2	0	1	3	50%
Tenacity	0	0	0	0	1	0	0	0	0	0	5%
Veracity	0	0	0	0	0	0	1	1	0	0	10%
Propriety	0	0	0	0	0	0	1	1	2	0	20%
Total	1	2	1	1	3	0	4	2	3	3	100%

We analyse the items within Judgement in Table 6. We note that the predominant Judgement type in students' narrative texts is Capacity accounting for (50%), followed by Propriety with (20%), Normality (15%), Veracity (10%), and finally Tenacity (5%). Within the Judgement items, the narrative texts show how social esteem ranks higher than social sanction (70% vs 30%). We can interpret this by claiming that students show their evaluation towards their ESP teacher/course by evaluating the behaviour of the teacher: her capability, normality, and tenacity to deliver the lecture.

Table 7. Item distribution of Appreciation

Attitude	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	Total (frequency)
Reaction	0	0	0	0	0	1	0	0	1	2	33%
Composition	0	0	0	0	0	0	0	0	0	2	17%
Valuation	1	0	0	0	0	3	0	1	0	1	50%
Total	1	0	0	0	0	4	0	1	1	5	100%

The last table, Table 7, indicates the appreciation items in the ESP students' narrative texts. We note the distribution of the items as follow: Valuation (50%), Recreation (33%), and then Composition (17%). It can be noted that valuation is the highest distribution within the narrative texts. This could be explained by pointing out that evaluative responses by the students (appraisers) is transferred from them and is presented as a characteristic that belongs to the evaluated appraised person. It also shows the purpose this use of the evaluation/appreciation of valuable quality and impact. We also used these short narratives to attempt and elicit some linguistic features of the variety of English used in their writings. A couple of linguistic features of Kuwaiti English were found in these narratives, which include new grammatical variations in the syntactic structures (see Mahboob and Elyas). They call for more in-depth research to investigate and explore the sociocultural and sociopolitical norms that these new varieties possess.

5. Conclusion

Although mainstream research is carried out in ESL/EFL contexts, it is yet to be explored in ESP settings in general, and in the Kuwaiti context in particular. The findings of the current study are significant not only for ESP literature, but also Kuwaiti English where more studies are needed in this context. Despite increasing awareness of the varieties of World Englishes in general, only a few studies (e.g., Alajlan, "English as a Lingua Franca"; Mahboob and Elyas; Elyas and Picard) have fruitfully looked at English varieties used in the Arabian Gulf. The use of Appraisal Analysis to investigate students of engineering attitudes towards their ESP courses and tutor affords a fruitful understanding of the Kuwaiti students' perception to the material being taught and to the ESL instructor. The use of the Appraisal Analysis yields new aspects; giving voice to the Kuwaiti ESP students to evaluate their learning experiences through narratives writing. While previous research had focused on thematic analysis and students' (and teachers') surveys to investigate attitudes results (e.g., Alajlan, "Students' Attitudes"; Yang, Powell and Gibbs), they barely included any linguistic analysis. The Appraisal framework suggested by Lipovsky and Mahboob was used to explore the linguistic features used to express attitudes of students. 'Judgement' was the most frequent category of attitude expression. The results further suggest that the use of narratives to elicit practices and features about nonnative language usage is not quite sufficient.

This research definitely opens doors to new research to investigate the different varieties of Englishes, especially in the Arabian Gulf region, using novel tools and approaches.

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Arab Journal of Administrative Sciences

رئيس التحرير: أ. د. عوض خلف العنزي

- صدر العدد الأول في نوفمبر ١٩٩٣
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