Perception of Culturally Loaded Words by Arab EFL Learners

Abdel Rahman Mitib Altakhaineh (Corresponding author)

School of English Literature, Languages and Linguistics, Newcastle University, UK

Tel: 44-747-313-1314 E-mail: a.r.m.s.altakhaineh@ncl.ac.uk/tkabd@yahoo.com

Aseel Simak Zibin

School of English Literature, Languages and Linguistics, Newcastle University, UK

Tel: 44-745-919-1601 E-mail: a.zibin@newcastle.ac.uk/aseel_zabin@hotmail.com

Abstract

Societies are defined by their cultures which are deeply entrenched in their minds, and thus reflected in the way they perceive the world around them, and in their communication with others. Hence, this study investigates the extent to which Arab EFL students' understanding of culturally loaded words is similar to that of native speakers of English and whether their English proficiency level plays a role in their understanding of these words. The sample consists of three groups; 10 native speakers of English (NS), 10 advanced learners of English (ALS) and 10 intermediate learners of English (ILS) studying at the University of Jordan in Amman, Jordan. The respondents were asked to rate the suitability of seven culturally loaded words in fully contextualized sentences. The study concluded that EFL learners both (ALS) and (ILS) have insufficient awareness and comprehension of culturally loaded words. Statistical analysis of the three groups' ratings demonstrated that (ALS) understanding of culturally loaded words seemed to approximate to that of the (NS) but still their results differed statistically from those of the native speakers. Additionally, the English proficiency level of the (ALS) and the (ILS) did play a role in their perception of culturally loaded words.

Keywords: Culturally loaded words, Perception, EFL learners, Culture, Vocabulary

1. Introduction

Language and culture are tied together by an indivisible bond. McDevitt (2004) argued that the attempt to learn language and culture separately is impracticable. It may not be possible to learn a certain language without being exposed to its culture, since this may increase the possibility of a communication breakdown, when we are communicating with speakers of other languages. Such problem may result from lack of knowledge of what is considered proper and acceptable and what is not in other cultures.

We use our language to communicate with each other and to establish social relationships with people around us. Kramsch (1998) stated that "language expresses cultural reality" in that, it is easy to communicate with people who speak our language because we have the same social and cultural background (p.3). Thus, we do not encounter many problems in interpreting their speech correctly.   However, when we are communicating with speakers of other languages, we have to be careful as we may say something we believe to be appropriate in our culture when it turns out to be offensive or inconsiderate in their culture. In a recent study, Hwang (2006) compared the cultural values in English and Chinese, he pointed out that a certain act of politeness in the Chinese culture may be considered as violation of privacy by native speakers of English. He concluded that in cross cultural communication, it is necessary to think about what we say beforehand, bearing in mind its appropriateness in others' culture, and act accordingly to avoid communication failure and misconception. Our cultural awareness can help us have a successful conversation with speakers of other languages and develop our ability to convey massages. According to Bada (2000), EFL students encounter many difficulties in conveying messages to native speakers of English, because they are not aware of the cultural factors related to these speakers and that is what calls the need for cultural literacy in ELT (cited in Genc & Bada, 2005).

Al-Fallasi (2007) reported, in a study she undertook to explore compliment responses by Arabic speakers and native speakers of English (NS), that some compliment responses by Arabic speakers are regarded as odd or insincere by some NS of English. This is due to the fact that they are not aware of the culture that lies beneath the surface, and goes beyond these responses and vice versa. She concluded that such communication problems may occur as a result of first language (L1) influence on second language (L2).

Lado (1972) referred to the "lexical items which have similar primary meaning [in both L1 and L2] but widely different connotation as culturally loaded words (cited in Liu & Zhong, 1999, p. 177)". While denotation refers to the literal dictionary definition of a word, connotation refers to the implied meaning of a word, with the positive or negative associations that are connected to it in addition to its main meaning (Hornby, 2000). Some words have different connotations across cultures. For instance, "owls" have positive connotation in some western cultures; they are regarded as the creatures of wisdom and knowledge whereas in the Arab culture, "owls" have negative connotation and are associated with death and misfortune. In the Arab culture, it is believed that owls bring about people`s demise, a gloomy future and a dreadful luck to anybody who sees them or mentions them. The word "old" is used by a Chinese speaker to refer to a respectable person, but in western

cultures, it is considered offensive to be called "old" in many contexts. An old person is usually conceived of as being weak, fragile and inactive.

A study conducted by Dehghani (2009) emphasized that translation of words with different connotations across cultures into other languages is regarded as a hard task by translators, due to the fact that some of these words do not exist in the culture of other languages. Thus, a translator has to exert much effort in rendering such words into the target language correctly, by providing the most approximate word to the original one in the source text.

It is undeniable that English is becoming more and more important in Jordan over time. Hamdan and Abu Hatab (2009) reported in their study of the growing status of English in Jordan that people do not consider English as a foreign language any more. Nowadays, it is viewed as a universal means of communication and an important factor in developing Jordan socially, economically and culturally. Accordingly, it is very important and highly recommended for Arab EFL students to be aware of the various aspects of the English language, and be able to understand the cultural elements pertaining to this language and its society.

According to Liu and Zhong (1999), little attention has been dedicated to the area of culturally loaded words; conducting studies that pertain to vocabulary was not given due importance in the past and has started to gain momentum recently. Their study examined Chinese EFL learners' perception of some culturally loaded words in English context. For example, the word "laborer" has a positive connotation in Chinese but a negative one in English. They concluded that Chinese EFL learners have insufficient awareness and comprehension of culturally loaded words. This paper relies on their study and investigates:

1. The extent to which Arab EFL students' understanding of culturally loaded words is similar to that of native speakers of English.

2. Whether their English proficiency level plays a role in their understanding of these words.

2. Methodology

2.1 Sample

The respondents were divided into three groups; group 1 included 10 (6 males and 4 females) American and British native speakers of English (NS) who study Arabic at the University of Jordan, their ages were between (18-23 years),and 20 native speakers of Jordanian spoken Arabic studying English at the University of Jordan, their ages ranged between 18 and 24 years were divided into two groups. Group 2 included ten4[th]year female students whose GPAs (grade point average) ranged between 3.8 and 3.00 out of 4.00, those students were considered as advanced learners of English (ALS). Group 3 consisted of ten1[st] year female students who were considered as intermediate learners of English (ILS). The third group has studied English for twelve years at private schools in Amman. All the respondents in group2 and group3 were females because the majority of students specializing in English at the University of Jordan are females. Moreover, all respondents in group 1 and 2 have never lived in a foreign country before, and they do not have a parent who is a native speaker of

English. Their backgrounds were checked to ensure the credibility of the test.

2.2 The test

The test included seven vocabulary items "politician", "drink", "drugs", "lover", "simple", "date", and "owl"(seeAppendix1).A sentence was composed for each word; the words were placed in certain contexts where the respondents were asked to rate the appropriateness of the seven words in the sentence using a 5-point scale, in which,**1** meant suitable and the respondent would use the word; **2** meant maybe suitable and the respondent would probably use the word; **3** meant the respondent was not sure; **4** meant may be unsuitable and the respondent would not probably use the word; **5** meant unsuitable and the respondent would not use the word. For test reliability, a native speaker of English, who has an MA in applied linguistics, and an English teacher at the British Counsel in Jordan checked the clarity of the sentences and stated that they are easily comprehensible and common.

In general, "politicians" are regarded as important and effective figures in Jordan, who have a sophisticated status amongst people, while in some western cultures the word "politician" may have a negative connotation; it refers to "someone who uses different situations to try to get power or advantages for himself (Hornby, 2000,p. 1017)".According to Arabs, the word "lover" generally means a loving and caring person, therefore, it does not imply a sexual relationship between the partners only a platonic relationship. Many people in Jordan use the word "lover" to refer to a partner in a non-sexual relationship, and would not assume that people use it to mean a sexual relationship. This is due to the fact that the Jordanian society is very conservative. Thus, they only believe in sex after marriage. However, in western cultures a "lover" is "a partner in a sexual relationship outside marriage (Hornby, 2000, p. 797)".Jordanians think that the word "simple" means a modest and a humble person, who is not arrogant and does not show off, whereas in western cultures "simple" is used sometimes to describe a person who is not very intelligent and not very special (Hornby, 2000). The word "date" is often used by Jordanians to refer to an arrangement or an appointment to meet someone at a certain time, but in western cultures "date" is used sometimes to refer to a romantic meeting with a boyfriend or a girlfriend."Drink" is used by Jordanians to refer to any kind of drink except alcoholic drinks; it is well-known that drinking alcohol is forbidden in Islam and the majority of the population in Jordan is Muslim, whereas in western cultures, "drink" is usually used to refer to alcoholic drinks. When Arabs hear the word "drugs", the first thing that comes usually to their minds is illegal substances; many people may not know that drugs could be used to refer to a medical substance used as a medicine (Hornby, 2000). Finally, the word "owl", as mentioned before, has a positive connotation in some western cultures, they are considered to be the creatures of wisdom and knowledge, whereas in the Arab culture "owls" have a negative connotation and are associated with death and misfortune.

2.3 Research Hypotheses

In the course of this research, the authors formulated the following hypotheses and set out to test them:

Hypothesis 1 (H1): There are statistically significant differences between the answers of group1 (NS) and group 2 (ALS).

Hypothesis 2 (H2): There are statistically significant differences between the answers of group1 (NS) and group3 (ILS).

Hypothesis 3 (H3): There are statistically significant differences between the answers of group2 (ALS) and group3 (ILS).

2.4 Statistical Analysis

The Statistical Package for the Social Sciences (SPSS) was used to process the data obtained in the test. The following statistical procedures were applied to analyze the data:

1. Percentages and frequencies were used to represent the distribution of the respondents in terms of age, year (only group2 and group3) and GPA (only group2). They were also used to analyze the answers of the three groups to each question on the test (see Appendix 2).

2. Means and standard deviations of the answers were calculated in order to analyze the responses of each group concerning the words on the test.

3. T-tests were conducted to test the three hypotheses and to determine whether there are statistically significant differences between the three groups. The t-tests were used to compare; first, the results of (NS) and (ALS);second, the results of (NS) and (ILS),in order to test the first question i.e. the extent to which Arab EFL students' understanding of culturally loaded words is similar to that of native speakers of English. Finally, the results of (ALS) and (ILS) were compared to test the second question i.e. whether their English proficiency level plays a role in their understanding of these words.

3. Results and Discussion

For the reader's convenience, below are the sentences used in the test:

1. Two people are having a conversation at work, one of them says to the other:

I hear your uncle has recently become a politician, that's good news for your family.

2. People are having a conversation at work.

John: how about a drink at break-time?

Brad: I am in.

Jamal: me too.

John to Jamal: really? I thought you didn't drink.

3. Sarah and Rana are driving to work.

Sarah: I'm not feeling well, let's stop here for a minute; I need to get some drugs.

Rana: ok.

4. Students are reading a story in a classroom. In the story there is this sentence "Suzan is a good lover"

A student says: just like my girlfriend. She is a great <u>lover.</u>

5. Two friends are talking about another girl named Julia.

Kate: do you like Julia?

Ruba: yah, she is nice, easy to talk to and very <u>simple</u>.

6. John and Layla are friends, John asks Layla:

John: what did you do about your backache?

Layla: I have a <u>date</u> with the doctor Ayman Mahmod tomorrow.

John: he is your father's friend right?

7. Two partners working at a company dealing in knowledge solutions, they are trying to decide what to call their new project.

James: do you think we should call it the <u>Owl</u> Solution?

Ali: do you think this is a good name?

Table 1 below shows the means and standard deviation of each word on the test by the three groups.

Table 1. Means and standard deviations of each word by (NS), (ALS), and (ILS)

word	(NS)=10		(ALS)=10		(ILS)=10	
	M	SD	M	SD	M	SD
Politician	2.80	1.75119	2.20	1.54919	1.90	0.99443
Drink	1.80	1.22927	2.90	1.59513	2.60	1.50555
Drugs	3.10	1.44914	3.30	1.82878	3.50	1.95789
Lover	3.60	1.83787	3.00	1.49071	2.60	1.57762
Simple	4.60	0.51640	3.10	1.52388	1.90	1.28668
Date	4.20	1.22927	4.00	1.41421	3.30	1.33749
Owl	2.60	1.42984	2.90	0.73786	3.30	1.25167

As shown in table 1, the results of group1 (NS) indicate that the words "lover", "simple" and "date" were rated as being unsuitable or maybe unsuitable by 70%, 100%, and 90% of the respondents with the means 3.60, 4.60 and 4.20 respectively (for more details see Appendix 2).The (NS) considered the word "lover" to be unsuitable in the context of the test; they explained that it is impolite to describe someone to be a "great lover", let alone your girlfriend or boyfriend. As for the word "simple", they indicated that it is an insult to describe someone to be simple, for them "simple" implies stupid. 50% of the respondents thought the word "drugs" unsuitable, whereas the other half considered it suitable. The former group explained that the word "drugs" carry somewhat a negative connotation even though it is used to refer to medicine in some contexts, while the latter group argued that the context

clearly shows that the word referred to medicine, therefore it is suitable. On the other hand, the words "politician" "drink" and "owl" were rated as being suitable and maybe suitable with the means 2.80, 1.80, and 2.60 respectively. The respondents argued that there is nothing wrong with being a politician. In addition, having a drink is normal according to native speakers of English (NS), even if it is an alcoholic drink. As expected, 60% of the respondents thought the word "owl" to be a good choice to be the name of a project concerned with knowledge.

A careful study of the means of group2 (ALS) indicate that the words "drugs" and "date" were considered unsuitable or maybe unsuitable by the respondents given the mean ratings 3.30and 4.00 respectively. With regard to the word "simple", half of the respondents thought the word unsuitable whereas the other half considered it suitable. The former group was aware of the negative connotation of the word which was similar to the response of the (NS), the latter considered the word a compliment as it implies being humble not arrogant. However, the words "politician", "drink", and "lover" were considered as being suitable or maybe suitable; their means were 2.20, 2.90, and 3.00 respectively. Similar to the word "simple", the respondents thought the word "lover" to be praise, that is, it alluded to a kind-hearted and caring person. Moreover, the respondents were not aware of the fact that the word "drink" referred to alcoholic drinks, perhaps if they were familiar with the other connotation of the word, they would have rated it inappropriate. In addition, 80% of the respondents were not sure about the word "owl" (see Appendix 2). The authors asked the respondents about their answers and discovered that most of them did not know the meaning of the word "owl" even though they were 4th year students.

At-test was applied to test the first hypothesis, the results show that there were statistically significant differences among the native speakers of English (NS), and the advanced learners (ALS) overall ratings. Table 2 shows the results of group1 (NS) and group2 (ALS).

Table 2. Results of t-test of differences between group1 and group2

T. Value	N	d.f	Sig
26.604	10	9	0.000

An examination of table 2 demonstrates that the statistical significance (0.000) is lower than (0.05), which leads to the conclusion that there were significant differences between the results of group 1 and group 2. A look at table 1 shows that group2 understanding of culturally loaded words seems to approximate more closely to the native speakers' of English (NS) understanding on the words "date" and "drugs". The respondents were aware of the other meaning of the word "date", a romantic meeting; they were able to tell that the word was not appropriate in the context of the test. The respondents indicated that the connotation of the word was familiar to them because they watch American and British movies, the fact that assisted them in perceiving the meaning of the word correctly in context. The same applies to the word "drugs", although in the context of the test "drugs" referred to medicine,

the respondents argued that the word has a negative connotation and that another word should be used. However, it is worth noting that the similarity between the results is inadequate since most of their ratings were significantly different from those of the native speakers of English (NS) group. In addition, the extent of inadequate similarity varies rather noticeably from word to word.

Concerning the results of group3 the intermediate learners (ILS),a look at table 1 indicates that the words "politician", "drink", "lover", and "simple" were rated suitable and maybe suitable by (ILS) with the means 1.90, 2.60, 2.60, and 1.90 respectively. Similar to the (ALS), the respondents did not know that "drink" referred to alcoholic drinks in the test. The respondents' answers indicated that the word "lover" has a positive connotation as it describes someone to be loving and sweet, whereas the words "drugs" and "date" were considered unsuitable and maybe unsuitable with the means 3.50 and 3.30 respectively. The respondents thought that the word "drugs" referred to illegal substances. Only 40% thought the word "owl" to be unsuitable and maybe unsuitable (see Appendix 2). The authors interviewed some respondents after the test and found out that their ratings of the word "owl" were due to the fact that the word does not fit in the sentence; they found it odd for the word "owl" to be placed in the context and their rating had nothing to do with its meaning. The respondents were more concerned with the structure of the sentence rather than its meaning.

In order to test the second hypothesis (H2), a t-test was used and the results are shown in table 3.

Table 3. Results of t-test showing the differences between group1 and group3

T. Value	N	d.f	Sig
25.625	10	9	0.002

A glance at table 3 warrants that there were significant differences between the results of group 1 and group 3. The results of the two groups in table 1 indicate that group3, the intermediate learners (ILS), perception was similar to that of the (NS) on the word "drugs". They understood only the negative connotation of the word "drugs" but they were not aware of the other meaning of the word, even though their results concerning the word were similar, the reasons behind their ratings were completely different from those of the native speakers of English (NS). Put differently, their perception of the words varies considerably from that of the (NS). Table 4 shows the results of group2 and 3, a t-test was applied to determine whether their English proficiency level played a role in their understanding of culturally loaded words.

Table 4. Results of t-test showing the differences between group2 and group3

T. Value	N	d.f	Sig
25.250	10	9	0.000

Table 4 clearly shows that there were statistically significant differences between the results of group2 the advanced learners (ALS) and group3 the intermediate learners (ILS).Put another way, their understanding of culturally loaded words differs considerably. For instance, (ALS) considered the word "simple" somewhat inappropriate, given the mean 3.10, in the context in which it was used, while (ILS) considered it appropriate with the mean rating 1.90.(ALS) understanding approximated that of native speakers while the (ILS) did not. This may be caused by L1 influence on L2 where the respondents have translated the word directly from Arabic, in which; the word "simple" generally has a positive connotation.

4. Conclusion and Recommendations

The results of the three groups provide clear evidence that the (ALS) and the (ILS) have inadequate understanding of culturally loaded words. Although the results of the advanced learners (ALS) approximated the results of the native speakers (NS) concerning some words in the test, there were still statistically significant differences between the answers of the two groups. On the other hand, the results of the intermediate learners (ILS) did not approximate those of the native speakers even though there were somewhat similar answers; the motives behind them were completely different. The English proficiency level of the (ALS) and the (ILS) did play a role in their perception of culturally loaded words. In other words, the three hypotheses were confirmed. The results showed that EFL learners transfer their knowledge of their culture and the connotations associated with it into the other language whether in speaking or writing. Therefore, it is very important for EFL learners to be made aware of the different connotations of words in English. This awareness may help them accomplish a better understanding of other language speakers, and thus improve their communication and speaking skills. This could be achieved by having more contact with native speakers of English at the university or outside of it. Additionally, curriculum designers need to incorporate and highlight the importance of culturally loaded words through well-structured activities and tasks. More studies need to be conducted about the lack of awareness of culturally loaded words by EFL learners in different languages and the methods that should be used to acquaint them with such words.

References

Al-Fallasi, H. (2007). Just say "Thank You": A study of compliment responses. *Linguistic Journal, 2*, 28-42. [Online] Available: http://www.linguistics-journal.com/index.php/2007-index/14-index/2007/103-just-say-thank-you-a-study-of-compliment-responses (July 23, 2013)

Dehghani, Y. (2009). Challenges in translating culturally loaded words and phrases. *AARE*

International Education Research Conference. Victoria, Australia. [Online] Available: http://www.aare.edu.au/09pap/deh09871.pdf (October 16, 2013).

Genc, B., & Bada, E. (2005). Culture in language learning and teaching.*The Reading Matrix, 5*, 73-84. [Online] Available: https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&cad=rja &sqi=2&ved=0CC8QFjAA&url=https%3A%2F%2Fmedia.startalk.umd.edu%2Fworkshops %2F2009%2FSeattlePS%2Fsites%2Fdefault%2Ffiles%2Ffiles%2FCULTURE%2520IN%25 20LANGUAGE%2520LEARNING%2520AND%2520TEACHING.pdf&ei=BDAGU9-fMc SRhQedpIGAAg&usg=AFQjCNFjBmkSYSCvwtCOQ9smSuQPw-DP3A (March   5, 2012)

Hamdan, J., & Abu Hatab, W. (2009). English in the Jordanian context. *World Englishes, 28*, 394-405. http://dx.doi.org/10.1111/j.1467-971X.2009.01599.x.

Hornby, A. S. (2000). *Oxford advanced learners' dictionary of current English*. Oxford: Oxford University Press.

Hwang, C. C. (2006). From culture-specific expressions to intercultural competence. *Us-China Foreign Language, 4*, 1-6. [Online] Available: http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&ved=0C C4QFjAA&url=http%3A%2F%2Fir.ntut.edu.tw%2Fretrieve%2F31805%2F10970-ae-pa-200 607_2p.pdf&ei=_TAGU9fNMpOzhAeImIGADg&usg=AFQjCNFgte_IxQou55UNs7VF3dCl 7I6ixA&bvm=bv.61725948,d.d2k (March 5, 2012)

Kramsch, C. (1998). *Language and culture*. Oxford: Oxford University Press.

Liu, D., & Zhong, S. (1999). Acquisition of culturally loaded words in EFL. *Foreign Language Annals, 32,* 177-187. http://dx.doi.org/ 10.1111/j.1944-9720.1999.tb02390.x

McDevitt, B. (2004). Negotiating the syllabus: A win-win situation. *ELT Journal, 58*, 3-9. http://dx.doi.org/ 10.1093/elt/58.1.3

Appendix

Appendix 1. The Test

Question: read the following sentences and indicate if the underlined word in each sentence is socially suitable in these contexts by choosing one of the following numbers:

l=suitable and I would use the word

2= maybe suitable and I would probably use the word

3=Not sure

4=maybe unsuitable and I would not probably use the word

5=unsuitable and I would not use the word

1- Two people are having a conversation at work, one of them says to the other:

I hear your uncle has recently become a politician, that's good news for your family.

1-   2-   3-   4-   5-

2-people are having a conversation at work.

John:how about a drink at break-time?

Brad: I am in.

Jamal: me too.

John to Jamal: really? I thought you didn't <u>drink</u>.

1-   2-   3-   4-   5-

3-Sarah and Rana are driving to work.

Sarah: I'm not feeling well, let's stop here for a minute; I need to get some <u>drugs</u>.

Rana: ok.

1-   2-   3-   4-   5-

4-Students are reading a story in a classroom. In the story there is this sentence "Suzan is a good lover"

A student says: just like my girlfriend. She is a great <u>lover.</u>

1-   2-   3-   4-   5-

5-Two friends are talking about another girl named Julia.

Kate: do you like Julia?

Ruba: yah, she is nice, easy to talk to and very <u>simple</u>.

1-   2-   3-   4-   5-

6- John and Layla are friends, John asks Layla:

John: what did you do about your backache?

Layla: I have a <u>date</u> with the doctor Ayman Mahmod tomorrow.

John: he is your father's friend right?

1-   2-   3-   4-   5-

7-Two partners working at a company dealing in knowledge solutions, they are trying to decide what to call their new project.

James: do you think we should call it the <u>Owl</u> Solution?

Ali: do you think this is a good name?

1-   2-   3-   4-   5-
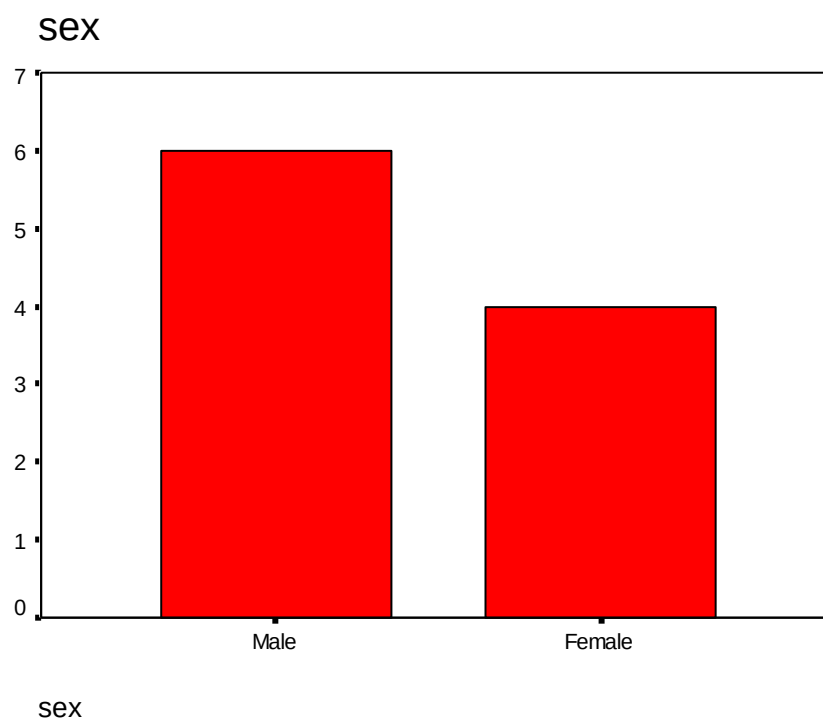
Appendix 2. Characteristics of the respondents

Characteristics of the respondents (Group1):

1. Sex

Table 1. Characteristics of respondents according to sex
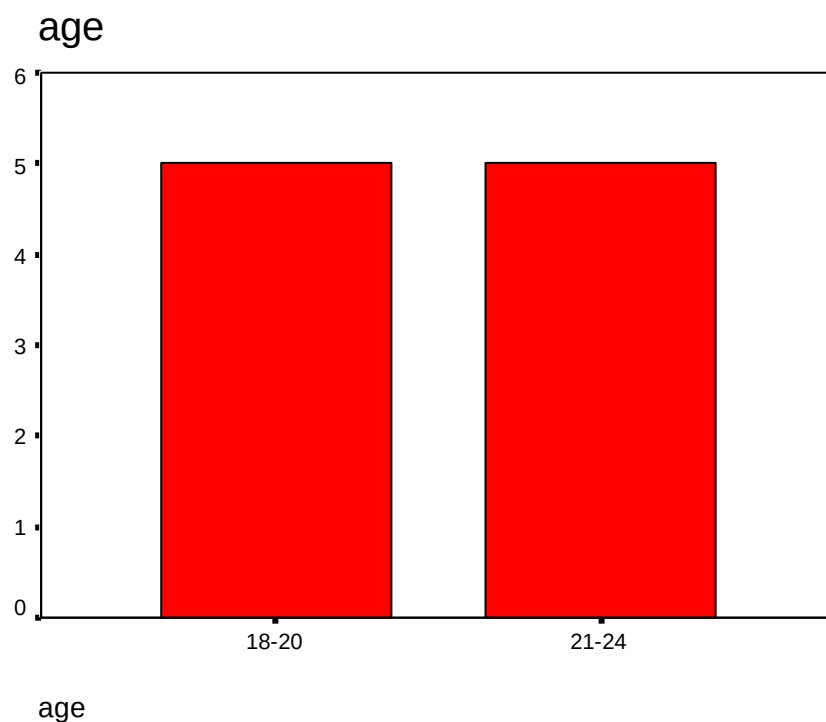
Sex	Freq.	%
Male	6	60.0%
Female	4	40.0%
sum	100	100%

sex

sex

2. Age:

Table 2. Characteristics of respondents according to age

Age	Freq.	%
18-20 year	5	50%
21-24 year	5	50%
sum	100	100%

age

age

(Questions)

Group 1:

The following tables summarize the results of each question on the test by group1:

1-Two people are having a conversation at work, one of them says to the other: I hear your uncle has recently become a <u>politician</u>, that's good news for your family.

Table 3. The First Question

Question	Freq.	%
Suitable and I would use the word	3	30.0%
Maybe suitable and I would probably use the word	3	30.0%
Maybe unsuitable and I would not probably use the word	1	10%
Unsuitable and I would not use the world	3	30%
Sum	10	100.0%

2-people are having a conversation at work.

John: how about a drink at break-time?

Brad: I am in.

Jamal: me too.

John to Jamal: really? I thought you didn't drink.

Table 4. The Second Question

Question	Freq.	%
Suitable and I would use the word	6	60.0%
Maybe suitable and I would probably use the word	2	20.0%
Maybe unsuitable and I would not probably use the word	2	20.0%
Sum	10	100.0%

3-Sarah and Rana are driving to work. Sarah: I'm not feeling well, let's stop here for a minute; I need to get some <u>drugs</u>.

Table 5. The Third Question

Question	Freq.	%
Suitable and I would use the word	1	10.0%
Maybe suitable and I would probably use the word	4	40.0%
Maybe unsuitable and I would not probably use the word	3	30.0%
Unsuitable and I would not use the world	2	20.0%
Sum	10	100.0%

4-Students are reading a story in a classroom. In the story there is this sentence "Suzan is a good lover"

A student says: just like my girlfriend. She is a great <u>lover.</u>

Table 6. The Fourth Question

Question	Freq.	%
Suitable and I would use the word	3	30.0
Maybe suitable and I would probably use the word	2	20.0
Unsuitable and I would not use the world	5	50.0
Sum	10	100.0

5-Two friends are talking about another girl named Julia.

Kate: do you like Julia?

Ruba: yah, she is nice, easy to talk to and very <u>simple</u>.

Table 7.the fifth question

Question	Freq.	%
Maybe unsuitable and I would not probably use the word	4	40.0
Unsuitable and I would not use the world	6	60.0
Sum	10	100.0

6- John and Layla are friends, John asks Layla:

John: what did you do about your backache?

Layla: I have a <u>date</u> with the doctor AymanMahmod tomorrow.

John: he is your father's friend right?

Table 8. The Sixth Question

Question	Freq.	%
Suitable and I would use the word	1	10.0
Maybe suitable and I would probably use the word	4	40.0
Unsuitable and I would not use the world	5	50.0
Sum	10	100.0

7-Two partners working at a company dealing in knowledge solutions, they are trying to decide what to call their new project.

James: do you think we should call it the Owl Solution?

Ali: do you think this is a good name?

Table 9. The Seventh Question
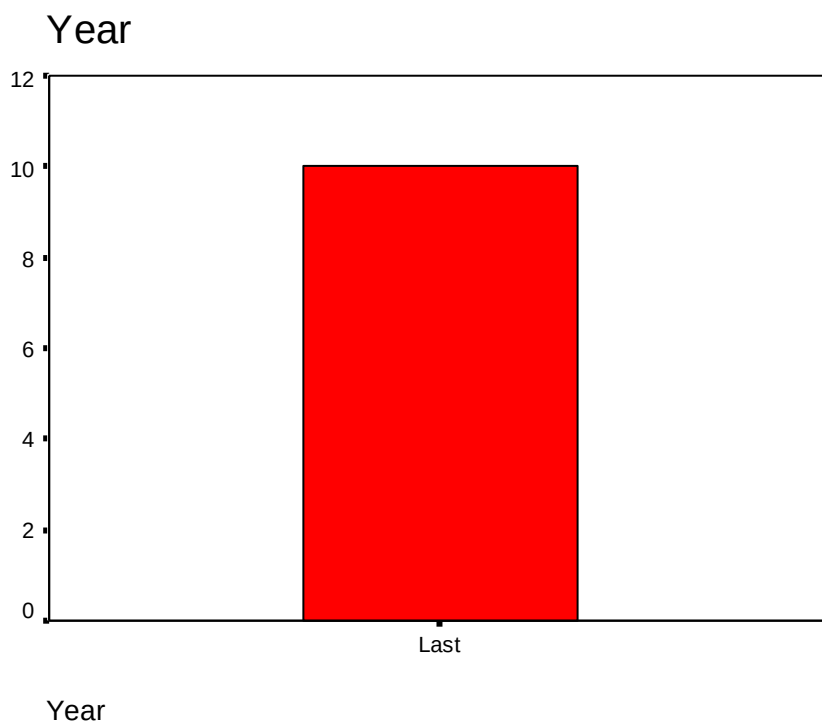
Question	Freq.	%
Suitable and I would use the word	2	20.0
Maybe suitable and I would probably use the word	4	40.0
Not sure	2	20.0
Unsuitable and I would not use the world	2	20.0
Sum	10	100.0

Group 2:

2. Year:

Table 10. Characteristics of respondents according to the year of study
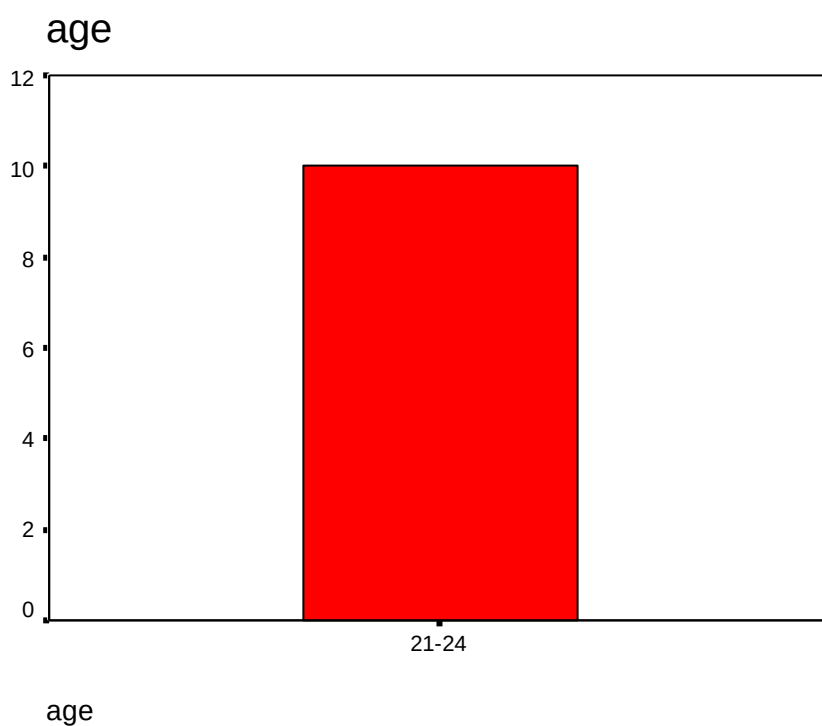
Year	Freq.	%
(4th) last	10	100%
Sum	100	100%

Year

Year

3. Age**:**

Table 10. Characteristics of respondents according to age
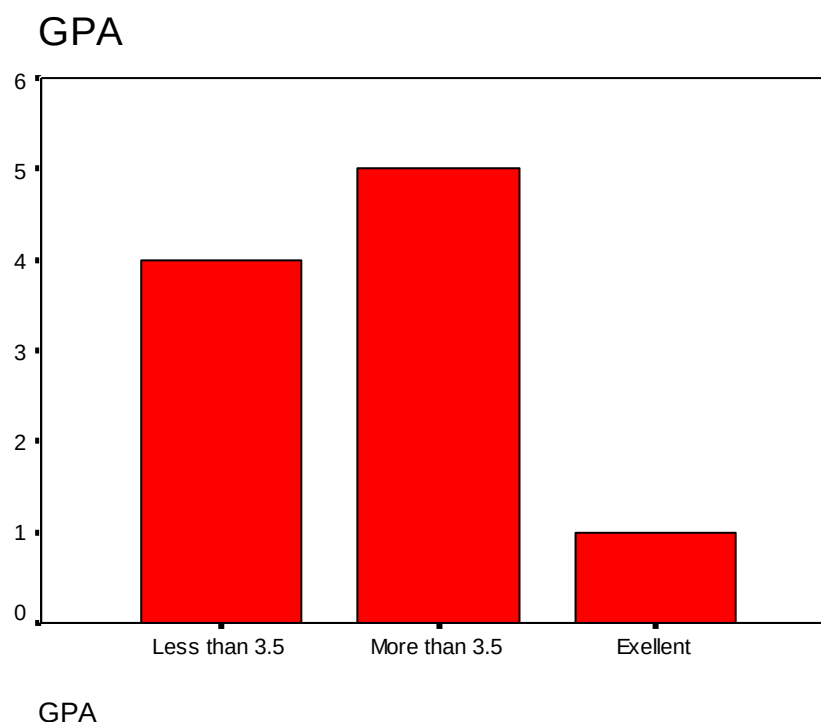
Age	Freq.	%
21-24 year	10	100%

age

age

4. GPA:

Table 11. Characteristics of respondents according to the GPA

GPA	Freq.	%
Less than 3.5	4	40.0%
More than 3.5	5	50.0%
Excellent	1	10.0%
sum	100	100%

GPA

(Questions)

1) Two people are having a conversation at work, one of them says to the other: I hear your uncle has recently become a politician, that's good news for your family.

Table 12. The First Question

Question	Freq.	%
Suitable and I would use the word	5	50.0
Maybe suitable and I would probably use the word	2	20.0%
Maybe unsuitable and I would not probably use the word	2	20.0%
Unsuitable and I would not use the world	1	10.0%
Sum	10	100.0%

2-people are having a conversation at work.

John: how about a drink at break-time?

Brad: I am in.

Jamal: me too.

John to Jamal: really? I thought you didn't <u>drink</u>.

Table 13. the second question

Question	Freq.	%
Suitable and I would use the word	2	20.0
Maybe suitable and I would probably use the word	3	30.0
Not sure	2	20.0
Maybe unsuitable and I would not probably use the word	3	30.0
Sum	10	100.0

4-Students are reading a story in a classroom. In the story there is this sentence "Suzan is a good lover"

A student says: just like my girlfriend. She is a great <u>lover.</u>

Table 14. The Third Question

Question	Freq.	%
Suitable and I would use the word	1	10.0%
Maybe suitable and I would probably use the word	4	40.0%
Not sure	2	20.0%
Unsuitable and I would not use the world	3	30.0%
Sum	10	100.0

5-Two friends are talking about another girl named Julia.

Kate: do you like Julia?

Ruba: yah, she is nice, easy to talk to and very <u>simple</u>.

Table 15. The Fourth Question

Question	Freq.	%
Suitable and i would use the word	2	20.0%
Maybe unsuitable and I would not probably use the word	2	20.0%
Not sure	1	10.0%
Maybe unsuitable and i would not probably use the word	3	30.0%
Unsuitable and I would not use the world	2	20.0%
Sum	10	100.0

6- John and Layla are friends, John asks Layla:

John: what did you do about your backache?

Layla: I have a <u>date</u> with the doctor Ayman Mahmod tomorrow.

John: he is your father's friend right?

Table 16. The Fifth Question

Question	Freq.	%
Suitable and I would use the word	1	10.0%
Maybe suitable and I would probably use the word	1	10.0%
Maybe unsuitable and i would not probably use the word	3	30.0%
Unsuitable and I would not use the world	5	50.0%
Sum	10	100.0

7-Two partners working at a company dealing in knowledge solutions, they are trying to decide what to call their new project.

James: do you think we should call it the <u>Owl</u> Solution?

Ali: do you think this is a good name?

Table 17. The Sixth Question
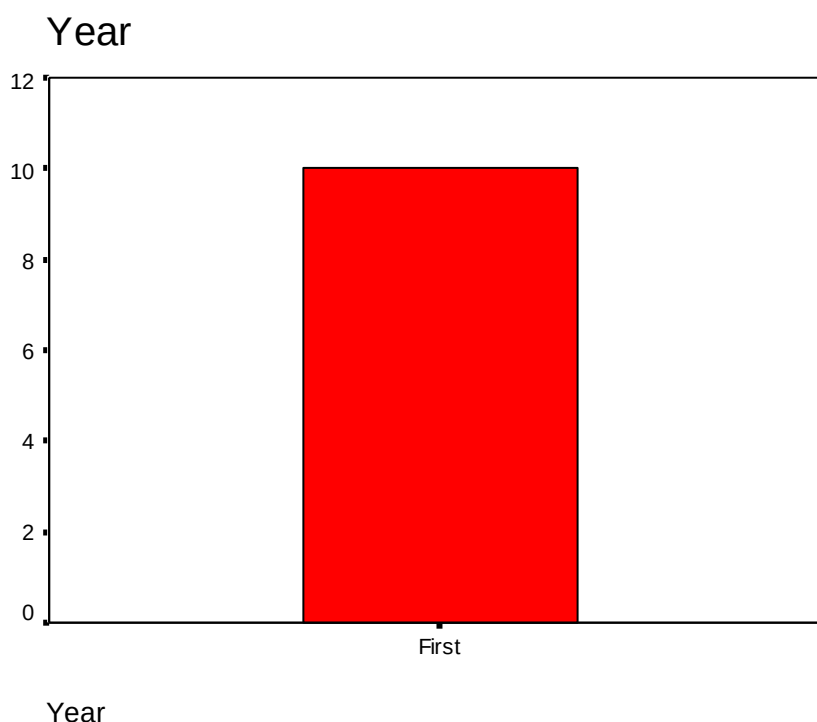
| Question	Freq.	%
Suitable and I would use the word	1	10.0%
Not sure	8	80.0%
Maybe unsuitable and I would not probably use the word	1	10.0%
Sum	10	100.0%

Group (3):

2. Year:

Table 18.Characteristics of respondents according to year of study

Year	Freq.	%
First	10	100%
sum	100	100%

Year

Year

3. Age:

Table 19.Characteristics of respondents according to age

Age	Freq.	%
18-20 year	10	100%
sum	100	100%

1-Two people are having a conversation at work, one of them says to the other: I hear your uncle has recently become a politician, that's good news for your family.

Table 20. The first question

Question	Freq.	%
Suitable and I would use the word	4	40.0%
Maybe suitable and I would probably use the word	4	40.0%
Not sure	1	10.0%
Maybe unsuitable and I would not probably use the word	1	10.0%
Sum	10	100.0%

2-people are having a conversation at work.

John: how about a drink at break-time?

Brad: I am in.

Jamal: me too.

John to Jamal: really? I thought you didn't drink.

Table 21. The Second Question

Question	Freq.	%
Suitable and I would use the word	4	40.0%
Maybe suitable and I would probably use the word	3	30.0%
Not sure	2	20.0%
Maybe unsuitable and I would not probably use the word	1	10.0%
Sum	10	100.0

3-Sarah and Rana are driving to work. Sarah: I'm not feeling well, let's stop here for a minute; I need to get some <u>drugs</u>.

Table 22. The third question

Question	Freq.	%
Suitable and I would use the word	3	30.0%
Maybe suitable and I would probably use the word	1	10.0%
Unsuitable and I would not use the world	6	60.0%
Sum	10	100.0%

4-Students are reading a story in a classroom. In the story there is this sentence "Suzan is a good lover"

A student says: just like my girlfriend. She is a great <u>lover.</u>

Table 23. The Fourth Question

Question	Freq.	%
Suitable and I would use the word	4	40.0%
Maybe suitable and I would probably use the word	1	10.0%
Not sure	1	10.0%
Maybe unsuitable and I would not probably use the word	3	30.0%
Unsuitable and I would not use the world	1	10.0%
Sum	10	100.0

5-Two friends are talking about another girl named Julia.

Kate: do you like Julia?

Ruba: yah, she is nice, easy to talk to and very <u>simple</u>.

Table 24. The fifth question

Question	Freq.	%
Suitable and I would use the word	5	50.0%
Maybe unsuitable and I would not probably use the word	3	30.0%
Not sure	1	10.0%
Unsuitable and I would not use the world	1	10.0%

Sum	10	100.0

6- John and Layla are friends, John asks Layla:

John: what did you do about your backache?

Layla: I have a date with the doctor Ayman Mahmod tomorrow.

John: he is your father's friend right?

Table 25. The Sixth Question

Question	Freq.	%
Suitable and I would use the word	2	20.0%
Not sure	2	20.0%
Maybe unsuitable and I would not probably use the word	5	50.0%
Unsuitable and I would not use the world	1	10.0%
Sum	10	100.0

7-Two partners working at a company dealing in knowledge solutions, they are trying to decide what to call their new project.

James: do you think we should call it the Owl Solution?

Ali: do you think this is a good name?

Table 26. The seventh question

Question	Freq.	%
Suitable and I would use the word	1	10.0
May be suitable and i would probably use the word	1	10.0
Not sure	4	40.0
Maybe unsuitable and I would not probably use the word	2	20.0
Unsuitable and i would not use the word	2	20.0
Sum	10	100.0%