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REVIEW PAPER

CHARLES DICKENS' DISPLAY OF SOCIAL SPACE AND CLASS HIERARCHY IN GREAT EXPECTATIONS

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ABSTRACT

In Victorian era English society social class was based on an inflexible system built around an individual's profession, their familial ties, and other cultural elements such as behavior. This system means that moving up the social ladder was difficult for anyone who was not born into an upper-class family. However, when the Industrial Revolution came, 19th century society witnessed drastic changes since suddenly, economic opportunities presented themselves and social mobility became something that viable. In Great Expectations Charles Darwin finds an excellent opportunity to present to readers the realities of the inflexible Victoria era social structure. Through the different characters included in the novel, the author paints a picture of the cultural, social, and psychological factors that separated the different social classes in early English society. Each of the characters were carefully crafted to give the audience as much insight into the physical and psychological dimensions of social classes as possible.

Keywords: Social space, class mobility, Victorian society, social class, education, stratification

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INTRODUCTION

In Early English society, social class was defined by profession and family backgrounds. Respectable members of society had to be born into upper-class families or have some ties to such families. However, in modern society, social status is a much more complex matter since it is a combination of many different factors (Bećirović & Polz, 2021), including an individual's morality and character. The Industrial Revelation and all developments that followed from it disrupted the rigid structures of Victorian society and provided new opportunities for people in lower social classes to advance into higher classes by taking the initiative and working hard to improve their lives and living standards. In *Great Expectations,* Charles Dickens uses his main and supporting characters to provide a glimpse of how life in Victorian society was and how social stratification and class mobility were played out in this early inflexible society (Upham, 2012). Since the society in the novel was modelled after Victorian society just before the Industrial Revolution, it offers an excellent opportunity to compare elements of social class and class mobility between this early society and today's modern society. Before embarking on this discussion, it must be understood that social class exists on three dimensions – physical, psychological, and social spaces – and the social space is born from the intersection of the physical and psychological dimensions (Tang & Liu, 2015; Bećirović & Akbarov, 2015). It is within the social space that the psychological and physical components of class interact and shape an individual's place and approach to life. Moreover, in the novel, Dickens defines the physical space along the lines of financial wealth and social power. The novel also makes it clear that, in Victorian society, social class was determined by an individual's wealth, level of education, and living standards, making class stratification and class mobility central themes throughout the novel (Tang & Liu, 2015). In other words, social stratification is depicted as the classification of members of society into different groups depending on factors such as income, educational achievement, and professional occupation. Under such a system, individuals within the same social class share several similarities and are more likely to interact with members of the same class than those of other classes. Following the Industrial Revolution, one of the most significant changes in English society was that advancement from one social class to the next became more viable than it was in the Victorian era.

Since Dickens addresses societal issues that are both sensitive and serious, his novel has received praise and criticism in equal measure. The best evidence of this division among scholars can be seen in the fact that Pip – the main character – has been characterized in different ways depending on the reviewer in question. For instance, there are those scholars who consider Pip to be an impostor: a snob who has purchased his gentleman status with money instead of earning it (House, 1942; Chesterton, 1989). According to other critics, Pip is a symbol of social mobility and what it takes to advance in society. These scholars consider Pip's experiences and his development throughout the text to be the perfect depiction of social mobility and the evolution of democratic societies (Tocqueville, 1856). That the same character can be interpreted in many different ways speaks to Dickens' ability to construct characters with whom different audiences could relate. Like Pip, many of the other characters in the novel have deeper meanings that go beyond their surface experiences to address concepts of social constructs and the different spaces to which people belong. Through the novel, Dickens shows the different dimensions of social space. The physical dimension is represented by the move from the marshes of Kent to London, while the psychological dimension is expressed in how different characters think about their lives and places in society. Dickens makes it clear through the characters that the social space influences social mobility differently for different people. Furthermore, the novel sheds light on the impact of personal attributes and ambition on social mobility and achievement. Since the novel addresses many aspects of social stratification and advancement, it is an excellent candidate for analysis to understand how different eras compare to one another in the way society is structured and how it operates.

This article purposes to present a critical analysis of Victorian society as presented in *Great Expectations* and compare it to modern society. Lv (2016) notes that the novel represents a valuable literary work that addresses components of social pace and class, societal stratification, and social mobility as they relate to Victorian society and its transformation to English society as it is known today. Therefore, the analysis will be conducted by examining elements of the class system, spaces, and mobility as depicted in the novel in modern society. Furthermore, the analysis will also examine the various themes Dickens brings up within the text (such as education and morality) and their association with social class and mobility. In examining class stratification from multiple angles, the author will be able to present an exhaustive discussion of the similarities and differences between modern and Victorian societies. It must be appreciated that this thesis is intended to be more than a simple review of the novel. Instead, the author intends to borrow and incorporate literature from a multitude of sources to develop a comprehensive analysis of how modern and Victorian societies compare in as far as social stratification and mobility are concerned. This paper will, therefore, present a critical analysis of Dickens' Great Expectations paying special attention to the theme of social class and how it is related to concepts such as criminal behavior, education, and ambition. The author will examine the social class and mobility from Charles Dicken's perception of Victorian society as presented in the novel then compare it to modern society.

CLASS AND MOBILITY IN GREAT EXPECTATIONS

An individual's social status and position in society are ultimately a function of class systems. These systems adopt simple measures to classify members of a society into different social classes. Some of the common standards used for categorization included financial power, educational attainment level, and affiliation with political or other influential individuals. As a result of such classification, members of a specific social class gain a sense of familiarity accompanied by feelings of superiority or inferiority depending on the class one is assigned. Conversely, class stratification is responsible for keeping individuals from different social classes separated depending on their relationship to power and influence. Therefore, class systems and class stratification allow for the division of society into different groups based on factors such as socioeconomic status, lifestyle, cultural background, religious affiliations, and race (Tang & Liu, 2015; Delić & Bećirović, 2018). Even in modern society, factors such as education and wealth continue to play a key role in dictating an individual's social status (Bećirović & Akbarov, 2016). Today, a child born into a family where the parents are doctors, lawyers, or engineers has better odds than one born to parents who are peasant farmers. This reality is embodied by the stark contrast between Estella and Pip: although they were both born into poverty, the fact that Estella grew up in a wealthy household – under Miss Havisham – meant she had the opportunity to grow up into a beautiful, educated upper-class woman with whom Pip was infatuated (Johnston, 1992). Through this example, Dickens gives his audience insight into how the unequal distribution between those in the upper class and the bourgeoisie serves to maintain societal structure and facilitate class stratification. Tocqueville (1856) notes that this type of class stratification was a critical element of Victorian society and revealed itself in the physical and psychological dimensions of social class. The difference between Satis House and Joe's dwellings represents the psychical space differences between the upper and lower classes. On the other hand, Pip's move to London upon joining the elite social class proves that there is a psychological component to social class. In other words, in his mind, Pip knew that he could not really belong to the upper class unless he could move from the marshes. Also, the dynamics between Joe and Pip change after Pip moves to London because they now belong to different social classes. Instead of referring to Pip by name, Joe starts calling him "sir," a title associated with the upper class.

As a concept, "space" refers to an indication of position as determined through an object's expression of proximity, vicinity, or distance in relation to something else. When used within the context of class systems, space refers to the psychological, physical, and social characteristics associated with specific social classes. Physical and social spaces are often considered the same since social space refers to the intangible web of relationships that occur within physical spaces (Hall, 1996). In other words, the social space is inherently a product of the physical space in which an individual finds themselves. The psychological space, on the other hand, defines that worldview that shapes an individual's internal thought processes and beliefs as well as their outlook of the world. This space can be subdivided further into open space, oriented space, and feeling space (Gilmour, 1994). Therefore, the main function of social stratification is to organize members into specific social classes and instil in them feelings of superiority and inferiority so as to propagate the existing class structure.

Although physical resources such as money can improve one's social space (think Pip's move from Kent to London), there is a need for development in the psychological space for the individual to be fully convinced that they have achieved their desire of joining the upper class. Essentially, among the bourgeoisie, everyone has their beliefs and perceptions of what it means to belong to the upper class, and they will not feel like they have succeeded in climbing the social ladder until they are living the life they imagined. This complex association between the physical, social, and psychological spaces is visible in Pip's character in *Great Expectations* (Astuti, 2018). When the audience is fast introduced to Pip, Dickens makes it evident that he thinks very little of his life under Joe's roof. These feelings of inadequacy are exacerbated when he meets Miss Havisham and Estella for the first time and is intimidated by their wealth. Due to the class difference between Estella and himself, Pip concluded it was impossible to pursue her until he was in the same social space (Tang & Liu, 2015). Therefore, to get to the psychological space he associated with the upper class, Pip pursued education, changed his way of clothing, and even his living standards. Through Pip's development, Dickens shows that the three spaces are intertwined. As Waters (1997) notes, Dickens shows that effective communication skills and a good education were critical to being accepted as a member of the upper class since they ensured that one could act as expected of their class. For instance, as the characters show, those belonging to the upper social classes were expected to look down upon the lower classes (Miah, 2014). At the very first opportunity, the reader will realize that Pip started to look down upon Joe since he had now climbed the social ladder and joined the upper class.

While analyzing the book *The Great Expectations* by Charles Dickens, it is evident that there is an opposing view in terms of space. The two main opposing spaces are that of the village, which is referred to as the marshes, and the city in London. These two locations can be referred to abstractly as rural vs. urban. For example, the Joe's Forge, Jolly Bargemen, and Pumplechook's house illustrate life in the village. Life in the marshes is presented by limekiln and the hulks. The urban paradigm is reflected by the Thames River, the Pocket household, Jagger's office, Barnard's Inn, and Wemmick's house in Walworth. These examples prove a clash between the urban and the rural setup, further demonstrating the social stratification in society. The dual nature of the narrator can also further illustrate the concept of space and the difference in social class.

A close analysis of this text gives a negative connotation to the marshes. For example, the wetlands are considered dark and dusky when Pip ventures into them. Another illustration of the marshes being dusk or negative is illustrated by Pip's feelings while in the village. The author demonstrates that Pip will always feel at home while in the town hence personifying the concept of space in the village. The word triumphant is also an indication that Pip does not feel happy in London and is finally relieved to go to the village where he is always happy. Dickens paints a grim and gloomy picture of the marshes as seen from Pip's perspective using such phrases as, "it is dark once again, a melancholy wind blows, and the marshes are very dismal and oppressive" (Dickens, 1992). This image is further justified when the author creates an impression of Pip leaving everything behind on his trip back home. This illustration indicates the social space between life in the village and the urban center in London. Moreover, it reveals that Pip crosses from one social class and moves to the following social class.

The physical environment provides the medium within which social interactions and task performance occur, determining how the social and psychological spaces interact. The implication is that when people meet in their physical settings, they act in ways consistent with the social norms applicable in that setting and in accordance with their worldview as it is shaped within their psychological space. Christoph (2009) acknowledges that psychological space acts as a buffer between the individual and their physical environment, which is critical in shaping social interactions between different people as it allows for the identification of each other's motives and intentions. Moreover, it is this same relationship that allows an individual to be aware of their environment and how it shapes their actions.

In the novel, the audience is introduced to Herbert when Pip is still a boy, and the two meet later after Pip moves to London, where he becomes a gentleman. During their first encounter, they develop a rivalry and end up fighting over Estella (Upham, 2012). However, when they meet again later in life, they develop a good friendship now that they both belong to the same social class and even end up living together. Furthermore, Herbert played a critical role in shaping Pip's path to gentleman status, but the latter's habits eventually proved harmful to both of them as they accrued large debts due to their lavish lifestyles. Another character who embodies upper-class behaviour is Wemmick, who is first introduced to Pip in Mr. Jaggers' office. The narrator explains that the character's demeanour in the office and at home was completely different. Wemmick was a serious and professional person in the office but warmer and more approachable in his home. From these examples, it is evident that the upper class was made up of educated, wealthy, and high-status individuals (Tang and Liu, 2015). Collectively, the novel makes it clear that the upper and lower social classes differed significantly in both psychological and physical dimensions. A critical look at Pip and Estella's dynamics is sufficient to illustrate these differences. Since Estella had grown up in an upper-class Victorian household, she had learned to despise and look down upon people who did not fit within her social class, such as Pip, who lacked quality education.

The author also creates the aspect of space by the term bar, which is repetitively used in his illustration (Parkinson, 2010). The bar is a physical border between the outer world and inside the bar in the sense that you can only go through the bar upon getting permission from the owner Miss Havisham. In addition, the concept of space is also contrasted by the lighting inside the bar and that outside. The quality of the light inside the bar is dark, while outside, it is bright. In this case, it symbolically indicates the change in space due to the lack of objects and the lack of wind blowing. Miss Havisham is also reported to be having other private rooms like the secret chambers, an indication of the difference between the outside world and the inside of the bar. The author also sees and draws the concept of social space when Pip enters Satis house. It is said that Pip falls in love with a house, and he is willing to adapt and bring the notion that he is familiar with such kind of a surrounding. Satis house represents houses in London existing in the rural village, indicating a higher social order in society. The author uses this house to illustrate a direct contrast between the higher social class, who have wealth, and the lower social class, who lacks wealth, education, and aspirations. In this case, the author brings out the idea of civilization vs. uncivilization and translates it into the form of inner space versus finite space.

As the name suggests, Victorian society refers to English society under Queen Victoria's reign, whereas modern society as it is today is largely built around life after the events of the Second World War. Based on depictions of Victorian society as presented in *Great Expectations,* it is plausible to conclude that modern society provides better opportunities for those in the lower social classes. The reason is, unlike its earlier counterpart, modern society is not very hung up on social status and class stratification. As Magdalena (1999) correctly states, in Victorian society, material possession and physical presentation – clothes and jewellery – were the main determinants of social status as opposed to modern society's adoration of an individual's personality and character as crucial indicators of social class. The novel makes it evident how an individual's class shaped their psychological space. Characters such as Mrs. Joe and Pip show that in the Victorian era, those in the lower class aspired to achieve the success of their upper-class counterparts but also envied the elites' position.

On the other hand, those in the upper social class were expected to look down on those in the lower classes with disgust. Dickens (1992) shows just how important social class was in determining people's behaviour toward each other. Sole because Pip and Estella belonged to different social classes, Pip was in despair since his class did not allow him to pursue someone like Estella, while she was rude and demeaning to him because he was from a poor background. Furthermore, due to the rigid class system, those in the upper class were not interested in uplifting people from lower social classes. This reality can be seen in how Miss Havisham preferred enrolling Pip for an apprenticeship under Joe instead of sponsoring his education. Ironically, when Pip becomes a gentleman and moves to London, he becomes rude and dismissive to Joe and his sister despite the fact that they were the ones who brought him up (Menezes, 2012). In today's world, it is easy to find people from different social classes living in close proximity without cases of those higher up the social ladder explicitly discriminating against their counterparts at lower levels (Dervić & Bećirović, 2019). However, in Victorian society, the rigid class stratification meant that the upper classes made every effort to separate themselves from those in the lower classes and make it absolutely clear that they did not belong with them.

Social mobility refers to upward or downward movement along the social ladder that comes as the result of an individual experiencing change in one of the many dimensions of socio-economic well-being. As a result of such a change, they end up either climbing up or falling down the social ladder. While upward mobility is desirable, downward mobility is stressful and undesirable due to the significant hit in social status that comes with it. In many cases, social mobility takes place over several generations within the same family. Puji and Thoyibi (2018) refer to this phenomenon as intergenerational mobility, which involves social changes over different generations within the same family. For instance, among immigrant families, it is common for second or third-generation immigrants to be the ones to complete higher learning and secure better jobs than first-generation immigrants. On the other hand, intragenerational mobility occurs over the course of one generation's lifespan and can be upward or downward (Witzleben, 2018). An example of such a scenario would be an individual working hard and building wealth in their early years and squandering it in late adulthood. In the novel, Dickens shows how wealth influences social space and facilitates class mobility when Pip uses his newly-acquired wealth to move to London and improve how he presents himself (Tang & Liu, 2015). His new place in society changed his perception of himself and his self-worth as he leveraged his physical space to attain the gentleman status for which he longed. The fact that the London elite accepted him only after he had learned to present himself as a gentleman reinforced his beliefs about the value of a solid physical space.

In modern society, social mobility can be the result of any number of different factors, including technology, population changes, environmental factors, or social institutions (Bećirović, 2012). As an example, following the Industrial Revolution, technological advancements have led to the reshaping of the economy by creating new jobs while making others obsolete. *Great Expectations* provides readers with an opportunity to identify the differences between class stratification in the Victorian era and modern society (Eagleton, 2018). Through characters such as Miss Havisham and Magwitch, Dickens makes it clear that material possessions were significant indicators of social status regardless of how they were earned. Lest some drastic change happened (such as crime or being sponsored), it was hard to move up the social ladder. Through the lives of the blacksmith (Joe) and his wife, the reader is brought to terms with the realities of poverty during the Victorian era. These lower-class members of society had to work hard to improve their education and build wealth so they could advance within society. However, for many of them, joining the family business or trade meant the end of their ambitions since it locked them into the social class into which they were born (Upham, 2012). A critical analysis of the novel shows that this is the fate that waited Pip were it not for Magwitch, who supported his dreams of being a gentleman.

Meanwhile, there is a general perception of space in London, especially by the look of Barnard's inn, which is referred to as a dingy collection of shabby buildings encompassed with dust and decay. The author tries to explain that the outlook development of the space in London in Jagger's office is hopeless. The author can also contrast Jaggers Lair's character, which is seen to be ambiguous shroud and darkly, and compares this to Miss Havisham's dwelling back in the village. In contrast, Wemmick's office illustrates an attitude of an efficient private lawyer. Wemmick is a middle-class man who has to work hard to attain social class and improve his living standards. Wemmick is willing to go and dine at Jagger's home yet cannot access the Walworth Castle due to its privacy and professional nature. In this case, the author tries to bring out the differences between the profession and life. Further, the author is trying to illustrate that the Walworth house is impenetrable due to the difference in social class and social space. Wemmick can juggle between the two social classes, leaving him a middle-class gentleman who has to hustle his way up.

Role of education and wealth in moving to the higher class

People who are well educated tend to put their knowledge in action hence acquire wealth and power. Due to the knowledge acquired, one can secure good jobs that provide a higher pay thus one can be able to climb to the next social life (Sinanović & Bećirović, 2016). Power is acquired through knowledge and wealth, which is among what differentiate social classes in the society. A stable reinforcement can be acquired when one is able to understand their rights and the distribution of resources' hence education plays a major role (Selboe, 2010). The unequal distribution of financial and educational sub-spaces is a huge factor in the formation of social spaces. However, there are other factors like interactions with intellectual people and avoiding people with undesirable personalities. The people from lower class lack in the resources required to interact with the intellectual people and avoid the criminal class actively. The intellects and the people from higher classes enjoy a special social space which is unable to be achieved by the people from lower class due to lack of physical and psychological space development (Bourdieu, 2018). After getting education and money, Pip managed to find his social space in the upper class even though the prevalent tradition was that the class was defined by birth and stayed that way. The rigid Victorian Society would never let anybody switch their class just by getting education. However, the modern society provided this privilege to anyone who is willing to put in effort for developing his social space. If the industrial revolution and democracy had not been evolved at that time period it would have been hard for Pip to move between classes due to the rigidness of the traditional society.

Effect of morality in the class of a person in the modern society

Morality is a critical factor that affects a person behavior and on how one interacts with others. Dickens has described the behavioral changes which occur due to social mobility. Initially Pip was a moral, warm and honest character when he belonged to the labor class. The visit to the Manor House brought various changes in his values and ambitions. After moving to London and gaining an upgraded social space, Pip's behavior totally changed. The new structure allowed the people to switch their class (Mills, 1970). Although it is not shown that the system is totally changed but the inflexibility of the traditional system was not there. This allowed Pip to move from labor class to the higher educated class. The movement from upper to lower class is also described by Dickens when Pip loses his wealth and faces a shortfall. Pip even switched his class to lower criminal class by helping Magwitch's escape.

Class stratification the center was moral character of a person which was developed through education. The modern society offered a way for the common people to get educated and move to higher classes. The labor class is a lower class but *Great Expectation*s states that there is another class, even lower to that known as the criminal class (Nakajima, 1993). Pip's benefactor Magwitch was also a criminal but due to the physical and social power moving in the higher classes. Pip judged him for his criminal activities and was of the view that morality and loyalty are more important than wealth (Upham, 2012). In this scenario people like Magwitch can be considered in the lowest criminal class. Pip was also involved in criminal activities when he facilitated his benefactor's transportation to another country.

Importance of social mobility in the development of the social space which enables one move to high class

Hence, through inter-generational mobility, many families have been able to rise to the high class since there is change in occupation. Upgrading of the occupation affects the social space and increases the mobility rate from one generation to another. However, after the industrial revolution and transformation of the society, the moral character and values started to gain significance for class definition. The modern society considers that the moral character and the nature of a person have great impact on the class definition. The Victorian Society was inflexible and did not allow people to move between the classes. The modern society allowed the social mobility which provided the opportunity for moving from one class to another (Upham, 2012). This opportunity of social mobility enabled Pip to move from the labor class to the higher class. Dickens has described in detail the characteristics of the prevalent Victorian class system having the lowest criminal class and the higher class of rich. The genesis of the modern society and its norms are also described during the process of Pip's transformation from lower class into the upper class. The difference of the Blacksmith house and the Manor house has beautifully painted by Dickens to show the importance of physical space and property in the class definition of a person (Morris, 1991). The character Estelle treated Pip with a harsh attitude which made him realize that he was being treated like a common person. He developed affection for Estelle but was aware that he is not able to pursue her because of his physical and social space. Another important point is that Pip also discovered that Estelle was not born into the elite class rather her parents belonged to criminal class and was not a real daughter of Miss Havisham (Haque, 2018). This is when he realized that it is possible to fit in into a higher class on the basis of one's physical and psychological space just like Estelle. It became clear in his mind that in order to get the affection of Estelle it is essential for him to become a gentleman. This comparison made him realize that his social identity is too common and physical resources are essential for improving his social class.

How to eliminate the lower class from the society through collective social construction

Even though He found out that Estelle does not originally belong to the elite class rather her parents belonged to a criminal class. Other than Pip if any other characters mobility is shown that is the character of Estelle. After becoming the member of the higher class her behavior became arrogant. Upon arriving London, he felt and thought complexes and sense of inferiority in different areas which compelled him to work on those areas (Kurtuluş, 2013). Pip's brother in law, Joe, and his sister both raised him but after becoming a gentleman he begins to be uncomfortable around them. He was even uncomfortable and unsure when he was attending her sister's funeral. Although he had moved into the higher class but he was in a state of confusion and stress in the process of finding the right way to behave during his social mobility.

The automatic assumption of class by birth and other hindrances made the movement within classes a difficult phenomenon. Pip realized that in order to get a higher social space he needs to get education and earn more wealth. He is the only character which manages to move from one class to another successfully (Nica, 2005). If it were not for the social mobility of the modern society, Pip would never have moved from his class to the upper class. He started to be ashamed of his family and felt uncomfortable around them after becoming a gentleman of the high class. It must also be noted that Pip was only able to perform this transformation from an unexpected benefactor (Miah, 2014). If it was on his family or his chosen career path it would have never happened. Due to this benefactor Pip was able to get education which enabled him to roam within the higher class. The common people were not able to change their class easily on their own in the Victorian society (Upham, 2012). Having seen how Victorian society was structured, it is time to look some of the lessons that can be learned on how to build lower social classes and alleviate them from poverty. Some of these approaches include providing them with adequate education and employment opportunities since these have been shown to be among the main drivers of social mobility. Moreover, promoting equity in workplaces and promoting community health and welfare will also go a long way in facilitating social class mobility.

METHODOLOGY

The scope of this study is very wide, evidenced by the number of research questions and hypotheses. As a result, to ensure the coherence and relevance of the study, a textual analysis will be conducted. Note that apart from rhetorical analysis/criticism, other approaches to textual analysis like content and interaction analysis can be conducted. However, rhetorical analysis will be the main approach since the research will be done through a spatial lens (Astuti, 2018). Where applicable, other approaches to textual analysis will be considered, especially if they have more potential in answering the research questions in an easy and robust manner.

Since this study is basic research that tries to explain the class stratification and social mobility, the rhetorical criticism approach will be taken for different research questions (and hypotheses), but the results will be discussed collectively (Morris, 1991). The basic concepts for this study are inspired by the constructs and spaces which are described in *Great Expectations.* While its time of publication renders its content culturally irrelevant from a modernist perspective, the novel documents and marks an essential transition in the social spaces that led to the emergence of the modern civilization as we know it.

The goal of the study is to present a critical analysis of the novel within the contexts of social class and social mobility. To achieve the objective, the researcher will present answers to the following research questions:

- How can class system and class stratification be defined from Dickens's perspective?
- What does social mobility mean?
- What are the different dimensions of social space?
- Are there any differences between Victorian and modern societies?
- How do education levels and wealth influence social mobility?

Data Sources and Search Strategy

Note that it is essential that any claims made during the rhetorical analysis of Dicken's *Great Expectations* be corroborated by external high-quality sources. Yet, rhetorical analysis lacks neither a systematic framework that aids the researcher to look for high quality sources nor an adaptable search strategy. Therefore, the framework for systematic literature reviews is adapted, if only to help find corroborating papers in the body of knowledge and ensure it is of high quality. For instance, the search for papers will be done with the following databases: Academic Search (EbscoHOST), JSTOR, and Sociological Abstracts. Other websites will include Web of Science, Social Science Research Network, and the Google Scholar. Hosting of papers from these databases offers a diverse set of journals and their inclusion in the literature search process will result in the collection of the most relevant papers on the subject matter. The higher the diversity of papers to be subjected to the inclusion and exclusion criteria, the more the researchers gain the autonomy to only consider the highest quality papers.

On the other hand, the search strategy will be strategic by using terms like: Class and social segments of society, social space as physical and psychological space, social mobility in Victorian Society in *Great Expectations*, and social mobility in the modern day compared to Victorian Society. Note that this is not the exhaustive list of the search terms. Instead, the search strategy will continuously be evolved depending on the features of the specific database, the research question in mind, and the inclusion and exclusion criteria (Chesterton, 1989). As a result, each research question of hypothesis will have its own customized search strategy. While such an approach would be time intensive, the benefits of finding and using high-quality sources to corroborate my textual analysis outweigh the losses.

RHETORICAL ANALYSIS/CRITICISM

The rhetorical criticism was conducted in two steps. First, the research questions and hypotheses outlined above were used to analyze the text *Great Expectations*. As a result, different types of rhetorical criticism (as well as other approaches to rhetorical analysis) were used depending on the research question. These included, but not limited to historical criticism, oral histories, historical case studies, feminist criticism, and social movement criticism, among others. Research questions like "How can social mobility through development of social space allow a person to move to a higher class?" were answered through social movement studies using Kip as the example and corroborated by other sources found in literature. Other approaches like historical criticism were valuable to the research process, especially since it was highly compatible with the planned approach of using spatial lens to read and achieve the objectives of this research.

Assuming that each research question or hypothesis was a minor study that contributed to the whole thesis, a rhetorical research method was chosen to assess and critique the relevant parts in Dicken's *Great Expectations.* After analyzing the relevant passages in the novel, their implications were evaluated relative to the purpose of the research question or the answer to the specific hypothesis. Lastly, a consistency check was done to establish whether the existing literature corroborated or were inconsistent. If the implications were corroborated by the existing body of knowledge, consideration were made on how the implications filled the existing gaps in the literature (Ioana, 2008). On the other hand, if the implications were inconsistent with existing high-quality literature, an attempt was made to provide reasons why. Furthermore, the inconsistencies pointed out gaps in literature, thus providing recommendations on where future research could investigate to advance the state of knowledge on the subject matter.

The second step was to write a critical paper, which was the content covered in the results and findings. Note that rhetorical criticism was not the only approach to textual analysis. Depending on the validity of the arguments and the contributions towards answering a research question, other approaches like content and interaction analysis and performance studies were used where applicable.

RESULTS AND DISCUSSION

The results of this study confirms that there exists a conceptual correlation between class as a social segment of a society and the strength of division between these classes is the class stratification with its social space, as the combination of physical and psychological space. Class stratification is the process where the society appears separate from such that people have access to resources and power. Class system can be described as an aspect of categorizing a group of people with certain statuses in the society. In class system the phenomenon is permanently determining the relationship of this group to other groups.

From the original concept, space is considered an empty area geometrically enclosed with line limits. This was noted traditionally through the Aristotelian school which facilitated space according to this evidence of science (Bourdieu, 2018). However, with the advent of courtesy and logic a new definition of space arose and it entered the reign of absolute and it is observed that space came to dominate and it was said to be containing, 'all sensors and all bodies'.

Philosopher Kant defined space as a tool of knowledge which is different from empirical sphere. On the other hand, Platonism argues that space is mental and therefore borrowing the ideal of space from mathematical concept to the field of philosophy. Philosophy also views space from literary and ideological concepts (Kerbo, 2009). Space can therefore be viewed as mental or social and therefore it lacks a bridge between the two. According to Henri Lefebvre integration of spiritual and dialectical of materials can be used in a multi-dimensional way to define space. Space is also observed to be concrete, abstract, realistic and representational.

The findings of this research validate the hypothesis of the main differences between Victorian society and modern society. Research findings confirms that Victorian society did not allow for social mobility while the modern society does. The Victorian age borrows its name from Queen Victoria who existed between 1837 and 1901. During the Victorian era, there were three main classes. They included the upper class who thrived in riches. The middle class existed but were fortunate to have access to a few resources here and there (Toadvine, 2007). The lower class were the less fortunate group. The upper class did not work at all because many of their families and ancestors had enough money for them. On the other hand, the lower class lived the worst life because their families were big and whatever they worked for was never enough and for this reason it was difficult to move from one social class to the other and those who are able to move had to do it through Victorian stereotypes but still it was considered the best chance that they ever had as ordinary society's citizens (Tang & Liu, 2015). On the other hand, the modern world has quickly evolved and people especially women have more rights compared to the Victorian era. The modern era has more opportunities, jobs, and the equality between men and women has been reduced thanks to technology.

Social mobility is basically the movement of the social position of individuals or groups in a society for a given period of time. Social mobility is encompassed with changes in wealth and social statuses. It also extends to changes in health status, literacy education, classes, and ethnic groups of countries (Mašić et al., 2020). The current world has made it easy for individuals to move from one social status to the other. While comparing the industrialized open systems to the pre-industrial society it can be concluded that the closed class systems had a low social mobility. In this case people belonging to this societies were mainly confined in their ancestral occupations and their societal status was mainly prescribed through birth statuses. On the other hand, the modern society has allowed moving from one class to another through achievement of positions which are basically gained through merit or achievements. Open system therefore allows for mobility between one different social class to the other. In this case and individual can either move up or down the class depending on the statuses of their achievement (House, 1942).

Education and wealth are considered some of the factors that determine mobility of and individual or groups of people through social classes. Education and wealth are sources of power (Mašić et al., 2020) and once immersed allow for navigation through higher social classes. Other factors that affect social mobility include poverty, public health problems, low rate of unionization, and inability to access 'superior schools' within the economy.

Most linguists argue that Dickens moral outrage and his constant attacks on the society's institution on their values are still relevant to today's modern world. Critics who basically were the Marxist hailed and described him as a subversive, rebellious, and revolutionary man. The Marxist did not necessarily argue in favor of Dickens even though they were aware of the subversion or revolutionary thrust that the Dickens' novels created (Grass, 2012). According to Dickens, individuals within the society have to bear the burden of facing their own flaws in order to enlighten themselves in this flawed society. In today's world, crime, illiteracy, domestic violence, poor prison conditions, and poor work conditions are some of the factors that are still present yet existed during the Victorian era. Today such factors are seen as government or social organization problems that can be improved consequently helping in developing the status quo of an individual or group. In relation to the novel, Pip is seen to be actively involved in business pursuits and this reveals his moral standards when he and Herbert succumb to the temptation of dining expensively at the Finches and Bernard's Inns which consequently increased and worsened their debt statuses (Upham, 2012). The aspect of morality can also be seen in Pip's false values grounded in snobbery. Eventually, Pip comes to his senses and assumes a real and honest life as he finally tries to establish himself while in Egypt in Herbert's firm. When Pip finally went to his native home in England, he realised the value of his friends Bid and Joe. It is through this concept that it is realized that some people in the society rise through social cadres through snobbery while striving to create better living standards for themselves. Dicken portrays Pip as an individual who engages in business but is later freed from poverty and ultimately humbled by life experiences. It can therefore be revealed that transformation in the society is possible and upward mobility is worth it, but through hard work and consistency.

Dickens deconstructive forward-thinking voice is more relevant to us in this modern world as he lamented and bled through the tone and fragmented Victorian society that was full of flaws and abuses in terms of morals. In today's world people who are debt-ridden can be compared Pip. The current mortgage crisis in America and China is a good example. In the past, it was observed that the banks could lend generously meaning that the borrowers were in a position to benefit when the prices kept rising but as the prices dropped the foreclosures forced the Americans out of their homes and consequently leading them to the streets with no protection (Pettitt, 2001). It is this pride of ownership which is likened to the age-old ideals and the *Great expectations* that has been instilled to us by the society which is the cause of poor morality. The crisis in mortgage in America and currently in China can be related to the *Great expectations* and ideals that we belong to a higher place in life. Even though times have changed and now our computers are used to store written records it is very clear that Dickens message reveals a lot of flaws in the society because of the misplaced values and changes that people undergo in the society as they struggle to emerge victorious. Fortunately, enough this modern world allows for quick social mobility compared to the Victorian era. However, these same factors are the main causes of injustice and inequality in the current world.

There are two class lifestyles according to the concept of a social space. These lifestyles are for the upper class which are distinctively demanding. These demands are in form of resources. The rich in the society have high the economic capital and this can be manifested in their lifestyle which is basically involved with a high quest in taste, excitement, and bodily orientation (Morris, 1991). Meanwhile, the rich in terms of culture are more ascetic and intellectual orientated in terms of lifestyle in order to manifest themselves (Ali et al., 2020; Dervić & Bećirović, 2020). This group of people have high demanding resources that requires symbolic mastering culminated by a taste of canonized legitimate culture with more cosmopolitan popular items. On the contrary, many studies reveal that the lower classes are usually inactive and disengaged and the evidence can be seen through the distinct tastes. Bourdieu's model of social class reveals that these two classes will always strive to attain status quo. It is this development of collective social space that easily eliminates the lower classes especially due to the differences in tastes (Jarness et al., 2019)

CONCLUSION

In *Great Expectation* different ways of the construction and development of social space is highlighted. The use of class stratification is described in both the Victorian society and the Modern society. Dickens has painted the time period when the Victorian society was fading and the modern society was starting to develop in London. In the Victorian Society, the class and class stratification had a strong impact. There was lack of social mobility and the class of a person was maintained to be the one that person is born with. The construction of social class is related with the physical and psychological space along with the cultural and social values. The difference in physical spaces of the lower and the higher class is described through the life of the Blacksmith house and the Manor house. It has been shown that traditionally the people with wealth were considered as the higher class while the people with low economic incomes belonged to lower classes. There is no intersection between the physical space of the higher class and the lower class. Similarly, the psychological space is also described by Dickens and the way it influences the way people from different classes behave with each other. The lower class is associated with the ignorant and backward behavior while the higher educated class is known for its arrogance. Pip when belonged to the labor class felt a sense of inferiority upon interacting with the members of the Manor House. An intellectual subspace is also mentioned in *Great Expectations.* Dickens has also described the construction of social space and how it facilitates the class stratification. The traditional society of London was divided into various classes from the lowest criminal class to the high elite class. There was no room for the people to move from one class to another and had to stick with the class they were born with. There were minimum opportunities for the lower class to develop their social space. The character of Pip manages to move from one class to another and successfully achieves social mobility. It has been shown that this phenomenon was not possible in the conventional society but the modern society provided people with this opportunity. It was shown that Pip managed to move into the higher class by achieving education and wealth. Another significant aspect which has been described in the *Great Expectation* is that the people from lower class were kind hearted and warm but the people from the higher class were mostly arrogant and rude. Even Pip turned harsh and unfriendly towards the lower class even his sister and her husband. The variance of social class construction in the Victorian and modern society are clearly illustrated in the novel. The way social mobility was allowed in the modern society especially after the industrial revolution is also explained in detail by Dickens. This paper contributes widely in the field of philosophy and psychology as it relates to social behavior and morality in the society. However, there exist some gaps that require future studies. It is recommended that more research be conducted on factors like corruption which have found their way in the modern commodity and being viewed as a solitude way of upward mobility through the social classes (Parkinson, 2010). Studies are also to be conducted on the effect of gambling as a factor affecting social mobility and social stratification.

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REVIEW PAPER

SHAKESPEARE IN POPULAR CULTURE: SHAKESPEARE'S SONNET 130 AS AN INSPIRATION FOR AMERICAN TEEN DRAMA TELEVISION SERIES MY SO-CALLED LIFE

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ABSTRACT

William Shakespeare is regarded as one of the most popular authors of all times, and today his works serve as inspiration for many popular adaptations, productions, and citations. Although modern movies usually use one of Shakespeare's plays as the main source of inspiration, in this paper, we will show how Shakespeare's sonnet sequence (1609) with the main focus on sonnet 130, also known as "My mistress' eyes are nothing like the sun," influenced the creation of an American teen drama television series My So-Called Life (1994). Besides the obvious example of sonnet 130 citation in episode 12 of My So-Called Life, we will refer to many other similarities between the two while underlying all the differences between them as well. Further, the nature of this essay requires closer perusal of Shakespeare's own life since it still represents one of the greatest mysteries in the world of literature, which also reflects on his works. At the same time, his Sonnet Sequence is no exception.

Keywords: William Shakespeare, Sonnet Sequence, My So-Called Life, Shakespeare in Popular Culture, Movies

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Introduction

William Shakespeare is one of the most popular authors world-wide, not only in the English-speaking world. When we think of Shakespeare in popular culture, the first thing that comes to our mind are plays such as *Romeo and Juliet* and *Macbeth*, rather than his poetry. Adaptations of Shakespeare's plays into movies and their relation to popular culture is a topic that has been researched before. (Gerzic, 2008; Keller, & Stratyner, 2004). However, Shakespeare's sonnets have served as inspiration for a variety of popular films, including *Dead Poets Society* (1989), inspired by Sonnet 130, *In a Lonely Place* (1950), inspired by Sonnet 29, and *Sense and Sensibility* (1995), inspired by Sonnet 116. One of the best examples of a TV show inspired by a Shakespeare sonnet is an American drama TV series called *My So-Called Life* (1994). Many of Shakespeare's writings are mysterious in their core, as well as Shakespeare himself, since there are many speculations even about his death. Many people still believe that Shakespeare faked his death, and continued writing and publishing under a different name, but that has never been scientifically proved. Still, even though his life was a mystery, and we know just a little about it, we still know more about Shakespeare than about any other person that lived at the time.

In this paper, we will juxtapose Shakespeare's Sonnet 130, "My Mistress' eyes are nothing like the sun," and the American TV series *My So-Called Life* (1994), in order to show similarities between these two works belonging to completely different genres. In order to prove our statement, we will rely on textual analysis and close reading method, while we will also rely on findings of other researchers in the field of Shakespeareology.

As one of the most well-known authors of all time, perhaps even the most well-known, Shakespeare's name and work have been entrenched in popular culture, for worse or for better, for centuries. According to IMDB, the world's most popular film and television database, and the British Film Institute (BFI), there are more than 100 adaptations of Shakespeare's works developed for film alone, starting as late as the 1935 film *A Midsummer Night's Dream*, and as recent as 2021's adaptation *The Tragedy of Macbeth*, starring Denzel Washington. And this is not including stage shows, television shows, music, literature - all that have been influenced by the Bard, which are innumerable.

A popularity and influence over stories lasting centuries in this way is no easy feat, and begs the question of how something can achieve such widely canonized status. Each time a play is newly adapted to the stage with a new set of actors, the play itself is reinterpreted. This may be one of the reasons why Shakespeare's work has sparked such longevity, and a readiness for others to adapt his work in different ways. So today, as a consequence of the timeless quality of his work, their elements are seen everywhere, even in small incremental elements, and not only through his plays, but his poetry as well.

Additionally, though sometimes regarded as a symbol of high-brow artistry, "undeniably the Bard of high literature" Shakespeare has also always blurred the line between "high and low, elite and popular, revealing the multiple (and sometimes colliding) meaning of these terms" (Shaughnessy, 2007, p. 6) This is because William Shakespeare, the person before he became an icon, was not himself one of the elite, and wrote in vernacular "generally comprehensible to most English speakers centuries later" (Shaughnessy, 2007, p. 7).

It is understandable then that the naturally accessible people's author would only become increasingly popular through modern mediums which allow even more people to have access and the ability to adapt his works. The medium of film, for example, "has greatly expanded both the field of Shakespeare's adaptation to modern life and the global dissemination of Shakespeare performance" (Shaughnessy, 2007, p. 230). Because of this global dissemination and longevity referred to previously, a work by Shakespeare is a work which we may see in the highest forms of art, which may be regarded for the more privileged of us. The plays staged will be enjoyed by the utmost purists even today, but they will also be present for any household, if they watch a movie or even simply turn on the TV. This accessibility has only widened the influence of his writing, especially among young people. (Rokison-Woodall, 2013).

When talking about the beginning of "Shakespeare in Popular Culture", it is often related to 1959 with, as is suggested in in *Shakespeare and Elizabethan Popular Culture*: *Arden Critical Companion*, "C. L. Barber's highly influential account of the relationship between with festive custom and Shakespeare's dramatic forms" (Rhodes & Gillespie, 2006. p. 3). However, such a statement should be taken incredulously, since Shakespeare and his works were cited and alluded to in English popular culture even during his lifetime, and ever since. We further need to underline that Shakespeare in popular culture does not refer only to Shakespeare's influence over literary texts, but instead, he is omnipresent. According to Laboni Battacharya's paper titled "Interrogating 'Shakespop': The Politics of Tasteful Pop Culture", Shakespeare's figure is present in the form of "memes, T-shirts, or contestations over Shakespeare's seriousness on social media websites" (Battacharya, 2017, p. 67). Still, more importantly, she concludes that:

> Postmodern proliferation of Shakespop is not an inherently democratizing phenomenon, but one that conceals its origins in access, privilege and power. Not only does it conceal these origins, it successfully creates a system of signification whereby those who enjoy popular derivations of Shakespeare are coded as being doubly accomplished, which ironically consolidates rather than deconstructs Shakespeare's cultural authority. (Battacharya, 2017, p. 68).

Objectives of the study

The primary purpose behind this study is to scrutinize and juxtapose Shakespeare's sonnet 130, "My mistress' eyes are nothing like the sun," and the American TV show My So-Called Life in various regards. To do so, we will rely mainly on textual analysis, comparative analysis, and image analysis. Besides relying on the Sonnet Sequence, and TV series in the analysis, we will also refer to two images and interpret them in relation to this paper. By examining and summarizing the research associated with the two selected works, this study intents to respond to the following research questions:

1. Is Shakespeare still a source of inspiration in modern TV shows/movies?
2. Are Shakespeare's poems alluded to in modern adaptations and his plays?
3. Are there any similarities between Shakespeare's sonnet "My mistress' eyes are nothing like the sun" and My So-Called Life, other than the apparent citation?

Shakespeare's Sonnets and their reference in My So-Called Life

Shakespeare's sonnet sequence, first published in 1609, consists of 152 sonnets in total, and is frequently seen as being divided into two parts. The first part includes the first 126 sonnets, known as the Fair Youth sonnets, which describe the beauty of a young man. The second part, from sonnet 127 to the end of the sequence is known as the Dark Lady sonnets. All Shakespeare's sonnets have the same structure, they are comprised of fourteen lines, three quatrains and a couplet, and the rhyming scheme is abab cdcd efef gg. These sonnets cover variety of topics such as love, beauty, aging, discrimination, mystery, and so on. Further, there are different interpretations of Shakespeare's sonnets since each of them is full of literary devices, which gives us a chance to interpret each line in different ways. Shakespeare's sonnet sequence opposes to Petrarchan sonnets such as Phillip Sidney's "Astrophil and Stella" which idealized conventional idea of beauty which refers to fairness.

The sonnet we will focus on in this paper belongs to the second group of the sequence, and is centered on the Dark Lady. Sonnet 130, "My mistress' eyes are nothing like the sun," expounds the beauty of Shakespeare's dark mistress, as the poem shows:

> My mistress' eyes are nothing like the sun;
>
> Coral is far more red than her lips' red;
>
> If snow be white, why then her breasts are dun;
>
> If hairs be wires, black wires grow on her head.
>
> I have seen roses damasked, red and white,
>
> But no such roses see I in her cheeks;
>
> And in some perfumes is there more delight
>
> Than in the breath that from my mistress reeks.
>
> I love to hear her speak, yet well I know
>
> That music hath a far more pleasing sound;
>
> I grant I never saw a goddess go;
>
> My mistress, when she walks, treads on the ground.

Aiming to portray the beauty of his dark mistress in his poem, Shakespeare uses blazon as the central device, cataloguing various parts of her body in turns. He compares her beauty only to natural elements: he compares her eyes to the sun, her lips to red coral, and her cheeks to red roses. This short sonnet is characterized by bountiful use of literary devices, where the first stanza is already marked by a simile: "My mistress' eyes are nothing like the sun." Alliteration is also prominent with the repetition of the consonant /r/: "Coral is far more red than her lips' red", while the poem closes with a couplet marked by irony: "And yet, by heaven, I think my love as rare / As any she belied with false compare" (line 13, 14). Shakespeare here explains that he loves his mistress because she is real, not because she can be compared to natural beauty. That is where the resemblance between the sonnet and the TV show occurs.

My So-Called Life[1] (1994) is an American teen drama television series comprised of only one season with nineteen episodes. The central character is a fifteen-year-old girl, Angela Chase, and the TV series explores different themes such as love, school violence, drug use, alcoholism, and more through the life of the main character and her friends. *My So-Called Life* has many elements that can be related to Shakespeare's sonnet sequence, and to Sonnet 130 in particular, which is directly cited in episode 12 of the series.

However, before we get into further discussion about the differences and similarities between Shakespeare's Sonnet 130 and *My So-Called Life*, we should first point out that not all researchers have positive attitudes towards contemporary adaptations, productions, and citations of William Shakespeare's original works. In their book titled *Shakespeare, Not Shakespeare*, Christy Desmet, Natalie Loper, and Jim Casey argue that many modern adaptations of Shakespeare's works are represented in a way that "Shakespearean text is no longer considered sacred and no one obsesses over what is 'really Shakespeare,' many potential consumers of the Bard still reject 'low' art adaptations or performances that dramatically alter or abandon Shakespeare's original" (Desmet, Loper, & Casey, 2017, p. 2). Furthermore, they claim that many productions and adaptations are not really "Shakespeare," because they were drastically changed (Desmet, Loper, & Casey, 2017).

In the modern form it takes, the stories of Shakespeare have been transformed to be adapted to modern living, with some arguing that this has corrupted the essence of what makes great literature, as opposed to mediocre entertainment. Donaldson, for example, questions this line between the two, when he writes that "like the Elizabethan stage, the contemporary arts of digital image-making [...] trouble the margin between representation and originary creation, between licit and illicit forms of artistic endeavor, between "white" or natural magic (which is only technology, [...]) and something beyond ordinary technique..." (Boose, & Burt, 1999, p. 107). An appropriate example where we can demonstrate this is a very popular cartoon movie *The King Lion* (1994) which often gets connected to Shakespeare's *Hamlet* (1603), since both of them deal with an uncle who is portrayed as the antagonist. While again, some people argue that this movie resembles the action present in *MacBeth* (1606), underlying that the plot between the two is almost identical.

But in the advent of globalization, it has become impossible to attempt to maintain an authentic view of Shakespeare's work. And the stories will only be further passed down, and further adapted holding their far-reaching influence, no matter whether this be commended or derided. In his analysis of the film *Orange County,* Richard Burt notes how adaptations of Shakespeare's work in today's age "significantly blur if not fully deconstruct distinctions between local and global, original and copy, pure and hybrid, indigenous and foreign, high and low, authentic and inauthentic, hermeneutic and post-hermeneutic," due to how all pervading and omnipresent these ideas have become (Boose, & Burt, 1999, p. 15). Beyond this, this criticism does not apply to *My So-Called Life* also because this TV series involves direct citation, not production or adaptation, thus it preserves Shakespeare's text in its pure, original form, while also taking influence in its own narrative storytelling.

In episode 12 of *My So-Called Life*, the teacher, Mr. Kamitski, reads Shakespeare's *Sonnet 130*, and calls on his students to analyze the poem, which like the rest of the Dark Lady sonnets, talks about the beauty of his mistress. As Ismet Dilaver[2] explained in his paper titled "Hidden Messages in Shakespeare's *Sonnet 127*," Shakespeare's Dark Lady was represented in his sonnets as the ideal of beauty.

1 *My So-Called Life* (1994) was made by Winnie Holzman, it was produced by Marshall Horskovitz and Edward Zwick. It was released by ABC productions.

2 One of co-authors of this paper

Through the Dark Lady, Shakespeare introduced a new definition of beauty as a reaction to an already existing, conventional ideal of beauty, which included fairness (Dilaver, 2021). While creating his own concept of beauty, Shakespeare disapproved the concept of false beauty which comes as a result of make-up overuse. Shakespeare's poetry might be seen as a rebellion against it since the purpose of it is "to remind us that we are beautiful as we are, we should not use make-up to change the way we look because it creates beauty that is fraudulent and unnatural" (Dilaver, 2021, p. 31). In the TV show's classroom discussion, Brian and Jordan, are the only two students who contribute to the class debate:

> Mr. Katimski: What kind of girl is Shakespeare describing here? Is . . is she the most beautiful girl?
>
> Brian: No.
>
> Mr. Katimski: Is she a goddess? Mmm? Physically perfect? The kind of girl who stops traffic when she walks down the street?
>
> Brian [with a slight chuckle]: No.
>
> Mr. Katimski: So he's not in love with her?
>
> Jordan [barely audible]: Yeah. [Then louder:] He is.
>
> Mr. Katimski: Well, and why is that? Why is he in love with her? What is it? What is it? What is it about her?
>
> Brian: She's not just a fantasy. She's got … like … flaws. She's real. (Zick & Herskowitz, 1995)

Both Brian and Jordan are in love with Angela, whom, during this class discussion, they are idealizing the same way Shakespeare idealizes his Dark Lady. While Shakespeare talks more about the new, darker concept of beauty, *My So-Called Life* is more about idealizing the beauty of a girl whom the two boys are in love with. As the above-mentioned excerpt displays, Angela is not "the most beautiful" nor "perfect", but in the eyes of Brian and Jordan, she is the subject of idealization due to her real personality and appearance.

Angela is portrayed as a problematic girl who does everything she is not supposed to do only to spite her parents. Her physical appearance is displayed as ordinary, while her recently dyed hair (red color) gets everyone's attention. However, Angela's family does not accept her red hair much as people in Shakespeare's time did not accept the beauty of "dark" people as in any way ideal:

> Father: Wait! Don't tell me, there is something different.
>
> Sister: We're never dying my hair red.
>
> Angela: It's not red, it's cruising glow.
>
> Father: Oh, well, I can see it now. Social world, wild parties… [to his wife] What I am supposed to say?
>
> Mom: Nothing!
>
> Father: I mean, it's her hair.
>
> Mom: Exactly. And, we'll always be able to spot you… in a crowd. (Zick & Herskowitz, 1995)

This excerpt from the movie displays Angela as "invisible" in her family, even though she has made a drastic change in her appearance.

Visuals in the movie tell us much about the action itself. Drawing, illustrations, and photos are becoming more and more critical in the world of literary text. This is best explained in the example of Shaun Tan's graphic novel *The Arrival* (2006), which tells a story of an immigrant seeking a better place for life. Interestingly, there are no words; the entire story is told in 128 pages of wordless illustrations, demonstrating that visuals can sometimes tell us more than a text or a conversation.

Angela, already in the first episode of the show, reveals that she is in love with Jordan, while she expresses annoyance towards Brian. Even if we just observe images from the show, isolated from their context, we can sense the attraction between them. These images also hide some messages in the form of shading, position, background, light, etc., and if we scrutinize them in the proper way, we can decode these indirect meanings/messages that we are being exposed to while watching the show. These illustrations/visuals have a special role in transmitting the emotional effects onto readers/audience watching it, and the illustration[3] exemplifies this. The image/illustration shows Jordan and Angela standing outside looking at each

3 Which can be accessed via the following link: https://www.youtube.com/watch?v=Tw5r9laayCo

other. The image is symmetrically divided into the left and right part, and the color contrast between the two sides is conspicuous. Jordan, occupying the left side, is illuminated by light (probably as a result of street lights), while Angela, standing on the right, is effectively rendered black-and-white. The color contrast, again, resembles Shakespeare's poem. The background is out of focus and irrelevant, while the couple is centered, and obviously in love with each other. Yet, the contrasted shadowing makes it clear that the couple does not get together, even if we just look at the image.

Further, another image[4] which illustrates Brian and Angela, is, again, symmetrically divided into left and right, while this time, it illustrates distinction and separateness. Furthermore, Angela's face is illuminated on the right, while it is shadowed on the left, perhaps hinting that Angela is in between the two guys. This illustration is abundant in emotions where Brian sadly looks down trying to avoid eye contact with Angela, while Angela, looking directly at him, demonstrates that she has no fear of sharing her emotions, or, to be more precise, to let him know that she is not interested in a love relationship with him, while she treasures him as a friend. Both of these images "captured" at the right moment, are brimful in mimics, gestures, texture, but more than anything else, in emotion. As such, they can tell us the entire story in just one simple sight.

Other similarities between *My So-Called Life* and *Sonnet 130* include discussion of social problems popular at the time. William Shakespeare "lived in the Elizabethan era where writings of many authors reflected the ideals and beliefs of the Royal family" (Dilaver, 2021, p. 28). Keeping in mind that Queen Elizabeth, who ruled when Shakespeare composed his sonnets, was regularly represented in terms of conventional beauty, we might infer that Shakespeare criticized the trend popular at the time which suggested that we need to be fair in order to be beautiful, while he also denounced the use of cosmetics which made people's skin even whiter and brighter. Or, in other words, we can say that Shakespeare criticizes discrimination of people with darker color of hair, eyes, and skin. Aside from the issue of Angela's dyed hair, *My So-Called Life* talks about contemporary social issues in the 90s including other types of discrimination, as well as drug use, school violence, alcoholism, and so on.

My So-Called Life was cancelled after its first season, and the planned second season was never filmed. Consequently, we will never know what happens in the end: we do not know whether Brian and Angela will be together, or whether Jordan and Angela will be together. Nor do we ever get to know the identity of the woman that inspired Shakespeare's Dark Lady sonnets, still a subject of debate for many critics. Both the television series and Shakespeare's Dark Lady sonnets thus leave us with unanswered questions. This is the part where the TV show and Shakespeare's sonnets resemble, but at the same time, slightly diverge. Sonnets are mysterious when it comes to Dark Lady's identity, while the identity of *My So-Called Life's* main female protagonist, is known from the very beginning, while the ending of the show creates mystery. We might add here even Shakespeare's own mystery, which replicates almost all of his works, while his sonnet sequence is no exception. Therefore, on one hand, we have speculations about the ending of the television show My So-Called Life, while on the other hand, we have many doubts and speculation about Shakespeare and his works. Such as the question of Shakespeare's authorship, where many people believe that someone else, someone better educated, composed all those famous works. Although Shakespeare's authorship is often linked to many different people, "the most interesting of these candidates is Christopher Marlowe" (York, 2012, p. 123).

Even though there are many similarities between *My So-Called Life* and Shakespeare's sonnet, "My mistress' eyes are nothing like the sun." Suppose we exempt the fact that there is an obvious example of a direct citation. In that case, we might infer that one of the most important similarities lies in the main protagonists: The Dark Lady, and Angela, who are both positioned in the focus of all the action. All of these similarities mentioned above point out the resemblance between the two. But still, there are many contrasting elements between them, and they just prove that My So-Called Life is not a mere replication of the sonnet, but it is an original work, perfect in all its regards.

Conclusions

Having in mind that Shakespeare is one of the most famous authors of all times, it is no wonder that there are many adaptations, productions, and citations of his works. Even though various modern adaptations are usually inspired by one of

4 Which can be accessed via the following link: https://gilmoregirlsbook.wordpress.com/2019/12/26/current-project-making-of-my-so-called-life-book/

Shakespeare's plays, there are also many movies and TV shows that rely on Shakespeare's sonnets as the main source of inspiration.

The American teen drama television series *My So-Called Life* can be related to Shakespeare's Sonnet 130 in different respects, even aside from explicit citation: both of them make the reader think about the ending and/or possible results, and both deal with issues popular at the time of their creation. Further, both of them tackle the concept of black and white (dark and fair). In Shakespeare's poetry it refers to the concept of beauty, while in *My So-Called Life* it refers to mostly to shadowing and illumination.

The conclusion could also be another question: how many movies have we seen without even knowing that they could be related to Shakespeare? Nobody knows the answer to this question, since we see Shakespeare almost everywhere, as Marjorie Garber writes: "Shakespeare makes modern culture and modern culture makes Shakespeare" (Garber, 2009, p. 11). Think of the name Iago, one of many, who has become synonymous with the act of betrayal as strongly as the name Judas. Romeo, Juliet, Lady Macbeth, Hamlet - others of the many instantly recognizable names that conjure up an immediate idea in one's mind. Plot, character, even words themselves Shakespeare has coined which are still in common use today, it hints at a long-lasting, if not eternal, grasp on popular culture.

All the points unearthed by this study infer that Shakespeare is alluded to in various movies, TV series, cartoons, etc., more than ever before. Most importantly, we proved that Shakespeare's plays are not the only source of inspiration for adaptations, citations and productions. However, as we demonstrated in this study, his poems should not be ignored in this regard. Further, this study might serve as an impetus to motivate other researchers to examine movies, shows, cartoons, or even songs related to Shakespeare's works.

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ORIGINAL RESEARCH PAPER

EXTROVERSION AND INTROVERSION IN SECOND LANGUAGE ACQUISITION

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ABSTRACT

One of the most important factors influencing second language learning is proven to be personality which can be divided into subsets of traits. Extroversion-introversion is the most researched and studied personality trait for it not only affects the learners' success in acquiring a language, but it also influences the personality adopted during that process. Knowing the affect one's personality has on their L2, it leaves an opportunity for teacher to adapt their teaching methods in favour of students, which could possibly improve their language knowledge. In this paper the relationship between personality and second language acquisition (SLA) is tested in two parts. The trait of extroversion-introversion is tested through the NERIS Type Explorer and the proficiency with International English Language Testing System (IELTS). The results of the study showed no significant difference between introverted and extroverted students in English proficiency; however, some variations in scoring were noticeable. This research is expected to provide teachers with the insight into how students with different personality types score in different segments of L2 tests. Moreover, it allows them to polish and further their knowledge to reach the best of their capabilities.

Keywords: second language acquisition, MBTI, introversion, IELTS, and extroversion

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Introduction

Second language (L2) refers to the language a person learns after acquiring the first or native language (L1). Research showed that the success or proficiency in L2 differed despite the circumstance in which they obtained the language were the same (Ellis, 2008). The reasoning behind it narrows down to variables which influence the L2 learning process, which are divided into cognitive, affective and personality variables (Johnson, 2001). Cognitive variables are the representation and information processing; affective consist of anxiety and motivation; personality is often linked with several traits different for every person. Ellis (2008) stated that individual differences are factors which influence the time it takes for one to learn a language and how proficient they might be. There are many classifications of individual differences (Cohen & Henry, 2010; Dörnyei & Skehan, 2003). Ellis (1994) gave his taxonomy which consisted of seven categories: age, language aptitude, motivation, learning style, beliefs, affective states, and personality. This paper examines the relationship between a personality type and L2 learning.

Funder (2007) refers to personality as "an individual's characteristic patterns of thought, emotion, and behaviour, together with the psychological mechanisms, hidden or not, behind those patterns" (p. 5). In other words, personality affects choices, preferences and ideas which means that it will also leave a mark on the process of learning a language. Moreover, personality dictates how one will learn a language and the content one will learn (McCaulley & Natter, 1980). Therefore, Ellis (1985) concluded that as much as personality impacts the L2 learning, the L2 learning process impacts one's personality for they acquire a new version of themselves when learning a language.

There are several traits which we link to personality: anxiety, self-esteem and extroversion or introversion. The concept of personality and its traits has been considered difficult because it can be hard to measure and define. They are diverse individual characteristics of a learner and compared with previous research they have not gained enough attention until recently (Ellis, 1994). One aspect of it which affects the L2 the most and has been considered an unpleasurable field to research is extroversion - introversion (Dewaele, 1999). To measure this personality trait there are three viable instruments: Eysenck Personality Questionnaire (EPQ) (Eysenck, 1975), Myers-Briggs Type Indicator (MBTI) (Myers & Briggs, 1962), The Big Five (Fiske et. al, 1949), and NERIS Type Indicator.

Extroversion and introversion are the most researched traits of personality (Zhang, 2008), describing how one sees or relates to the outside of the world (Jung, 1921/1971). Thus, extroverts seek extra stimulation from engaging in conversation and energize from social gatherings while introverts seek enjoyment within their comfort and thoughts (Myers, 2003). Consequently, extroverts are defined as the ones who live in the moment and introverts as the ones who try to firstly understand things before living them out (Myers, 2003).

Studies focusing on the correlation between introversion-extroversion and L2 showed various results. It has been claimed that extroverts have a better short-term memory and are unaffected by stress thus seeking richer opportunities to use their L2 (Furnham & Dewaele, 1999). On the other hand, introverts achieve a higher richness and more explicit language when under stressful situations (Furnham & Dewaele, 1999). Ellis (1994) stated that extroverts will have better basic interpersonal commutation skills while introverts will have better cognitive academic abilities. Although research showed a connection between L2 and this personality trait (Bush 1992; Thorne 1987), a few showed no correlation (Ehrman & Oxford, 1989; Naiman, 1978; Wakamoto 2000). Therefore, there is a need for further studies to provide us with new insight into the matter. Knowing which group has an advantage in certain aspects of the language gives a new opportunity for teachers to strengthen the students' L2 with teaching methods suitable for their type. Moreover, teachers can make an environment which suits students the best and lets them thrive.

In this paper, the correlation between introversion-extroversion will be tested through the usage of the NERIS Explorer Type Indicator and a standardized English test. It was inspired by Moody's (1988) and Sharp's (2003) research using similar instruments.

Literature review

The connection between personality types and the hemisphere of the brain could describe the root of differences in acquiring the language (Chen, 2020). Studies showed that left-brain dominants are mostly introverts while right-brain dominants are extroverts (Crossman & Polich, 1989). Additionally, introverts end up needing more time to retrieve long-term information compared to extroverts (Eysenck, 1981). The reasoning behind this, says Eysenck, lies in the overstimulation of the brain that occurs in introverts putting them at disadvantage. Also, introverts seem to have their attention divided into two parts (task-related cognition and self-related cognition) because of their anxiety forming when put under pressure. Another research done by Matthews (1992) showed how extroverts are better at storing multiple verbal inputs which means they outperform introverts in stressful situations. Eysenck (1991) adds that extroverts are not easily swayed under pressure which keeps their attention better allowing them to focus on one task at a time devoting their time and giving better performance.

There have been many studies done on the topic of the correlation between personality traits and L2 proficiency. Rossier (1975) found a positive correlation between extroversion and oral English influence much like Robinson et al. (1994), Hassan (2001) and Sulimani (2014). The explanation for that was presented by Hurd's (2002) assessment that extroverts tend to participate more in classroom interactions, worry less about their accuracy and tend to risk with their language. Ehrman and Oxford (1989) explained that the reasoning behind introverts not initiating any sort of communication lies in their fear of meaning and context followed by possible mistakes and fear of punishment. Swain and Burnaby (1976), Sharp (2009) and Tehrani et al. (2014) argued in favour of introverts with the explanation that introverts performed better in pronunciation. Ellis (1994) stated that introverts are better language learners as they have developed cognitive academic ability which was later explained through Zafara and Meenakshi's (2011) statement that because of those abilities, introverts learn language more at ease.

On the other hand, Ellis (1994), Bush (1975), and Carrel et al. (1975) found no correlation between personality and English proficiency although there was a weak negative correlation between extroversion, grammar, and vocabulary. Wakamoto (2000) much like previously conducted studies found no correlation between personality and English proficiency in Japanese students.

When viewing the previously conducted studies it can be said that the results are contradictory. Newer data is needed to assess whether there is a statistical difference between the traits and English proficiency. Especially when taking into consideration different aspects which influence one's L2 and the changes that each new generation brings.

When it comes to research of similar scale done in Bosnia and Herzegovina, there is a study of Obrlić and Mulalić (2017). They used The Big Five model for personality analysing a connection between the traits and their choice for language learning strategies. However, they did not analyse the traits and their English proficiency. Another study was done by Saračević et. al (2021) where anxiety, neuroticism, and the personality trait of extraversion were explored. The data showed that extraversion is not necessarily a trait that guarantees English proficiency. Additionally, they found out that extraversion is a positive predictor for self-reported EFL knowledge (p. 152). Therefore, this study holds a significance because it will not only add to the small number of same studies conducted in Bosnia, it will also enable professors and researchers to see how personality impacts the L2 of Bosnian students.

Present study

The study was designed to examine the relationship between extroversion/introversion and English proficiency through a standardized English test and the NERIS Type Explorer personality model.

Research questions

1. Is there a statistically significant difference between the trait of extroversion-introversion and each aspect of the English test?

Hypothesis

1. There is a statistically significant difference between extroverts and introverts in the listening segment of the English proficiency test.
2. There is a statistically significant difference between extroverts and introverts in the reading segment of the English proficiency test.
3. There is a statistically significant difference between extroverts and introverts in the writing segment of the English proficiency test.
4. There is a statistically significant difference between extroverts and introverts in the speaking segment of the English proficiency test.

Participants

The study was carried out with 50 high schooler students from 2 gymnasiums in Sarajevo, Bosnia and Herzegovina. The age of the participants ranged from 17 to 19 with 9 participants being 17, 35 participants 18, and 6 participants 19. The majority of the students were male with the number being 34 and 16 were female. 45 participants declared Bosnian as their L1, 1 person stated Serbian, 3 participants wrote Croatian, and 1 person stated English as their L1. 8 students wrote that they only study English besides their L1. 45 students exclaimed they study one more language (mostly German) next to English and L1 and 9 students confessed to studying one more language besides their L1, L2 and L3.

participants were given 20 minutes to solve them. Instead of two essays, the writing was shortened to one for and against essay for which they had 30 minutes to write. In total, the adapted version of IELTS took an hour and 10 minutes to finish.

When it comes to the grading criteria for each segment of the IELTS excluding speaking and writing each question earns the participant one point which amounts to 40 raw points in total. To stay in the IELTS grading scale and CEFR system, in the adapted version of IELTS each question scored the participant 2 points so that in the end the scores would still amount to 40 (Table 1).

Table 1:
IELTS score converting

B.Score	9	8.5	8	7.5	7	6.5	6	5.5	5	4.5	4	3.5	3
CEFR	C2	C1	C1	C1	C1	B2	B2	B2	B1	B1	B1-A1	A2	A2
Listening	40-39	37-38	36-35	32-34	30-31	26-29	23-25	18-22	16-17	13-15	11-12	12-14	9-11
Reading	40	39	37-38	36	34-35	32-33	30-31	27-29	23-26	19-22	15-18	12-14	9-11

When it comes to their grades, 23 participants reported they had an A in English, 17 said their final grade in English was B, 7 stated they had a C as their grade and 2 wrote D. One person did not enter the grade. All of them were either in their 3rd year or 4th year of high school meaning their proficiency level in English should be according to the Common European Framework of References for Languages (CEFR) B1/B2 level.

Instruments

The study was conducted through two tests: NERIS Type Explorer and International English Language Testing System (IELTS). The NERIS Type Explorer was used to determine the personality trait of participants, whether they were extroverted or introverted. For this research, the European version of the test was used. It was done through an online site called 16Personalities and it consisted of 88 questions. IELTS (Academic version) was used to see their proficiency in four segments of the English language: listening, reading, writing, and speaking.

IELTS is a test made by the British Council for non-native English language speakers. For this study, the IELTS test was shortened by half due to time limitations. This version had 20 questions for listening for which they had 15 minutes and were only able to listen to the recording once. The reading part of the test also had 20 questions and the

Procedure

The targeted high schools were chosen because of their success in various English competitions. The researcher contacted the director and the administrative staff of the high school by phone and before the testing paid a visit to walk the director and English teacher through the details. After the approval of the director, the teacher, and the researcher also gained the approval of the Ministry of Education of Canton Sarajevo to conduct the test without any legal issues. At the end of December 2021, 28 randomly selected students were summoned into the classroom to start the testing. The testing took three days, from Monday to Wednesday 29th. On Monday the students were given the NERIS Type Explorer personality test together with the IELTS test containing the listening, reading, and writing section. The testing took an hour and a half. Due to lack of time and other obligations, the speaking part was conducted in the next two days. On Tuesday schoolers have taken the oral exam and the testing took 3 hours. In February 2022, the researcher conducted the same testing in the second gymnasium with a sample of 22 students. Due to the obligation students had to attend and the many tests they needed to take; the listening segment of the test was not tested.

Results

The gathered sample was analysed using Statistical Package for Social Sciences (SPSS) version 26. To be able to compare who scored higher or lower for the test, the option compare means was used where the trait I-E was selected as the independent variable and the IELTS test parts as a dependent. Additionally, to see whether there is a statistically significant difference between the trait and the English proficiency, an Independent T-test was used to show the results.

The number of extroverts (31) was higher than introverts (19). As seen in Table 2, extroverts performed better in every segment of the test. When it comes to listening, introverts showed lower results with M = 30.35 and SD = 6.61. Likewise, in reading extroverts were better (M = 19.83, SD = 8.17) than introverts (M = 19.72, SD = 6.56). Writing scores showed the same results as previous test segments where introverts had lower scores (M = 27.70, SD = 8.75). Lastly, speaking results had the same outcome, introverts were worse (M = 29.20, SD = 10.89)

On the other hand, the highest score for the extrovert trait was higher compared to the highest score for the introvert trait.

Table 2:
I-E and IELTS score

	E	I	E	I	E	I	E	I
	M		SD		Min		Max	
Listening	30.35	30.05	5.90	6.61	14	18	40	38
Reading	19.83	19.72	8.17	6.56	4	8	36	32
Writing	29.82	27.70	10.45	8.75	0	14	40	40
Speaking	29.24	29.20	8.9	10.89	10	7	40	40

Table 3 presents the results of the Independent T-test. To be able to state that there is a difference between traits and proficiency, the significance level needs to be lower than .05. The results show that there is no statistically significant difference between the trait of extroversion-introversion in English proficiency (*p > .05*).

Table 3:
Introversion and extroversion significance value

	p	t	df
Listening	.30	.16	47
Reading	.22	.05	47
Writing	.65	.07	44
Speaking	.31	.01	38

Discussion

The studies on personality traits of extroversion and introversion having an impact on SLA proved to be divided, as some have found some correlation others have found none. Based on the studies that did find some it is said that extroverts would be better at reading and speaking while introverts would be better at listening and writing. To find possible similarities with other studies or any new findings, the research hypothesis must be analysed.

When engaging in a discussion with them before speaking exam most introverts showed interest in tv series, shows and video games which turned out to be their main source of English input excluding school. Furthermore, all of them said to use English when communicating with their friends despite all of them being Bosnian L1 users. This has been confirmed by other studies exploring the presence of English in this particular setting (Ahmetović & Dubravac, 2021; Brdarević-Čeljo, Bećirović & Dubravac, 2021; Brdarević-Čeljo & Dubravac, 2022; Dubravac & Skopljak, 2020; Ribo & Dubravac, 2021). They explained the reason for this being that they felt less awkward when speaking about personal problems or issues and also felt more confident in their English or L2 than in their L1.

Much like Bush (1975), Carrel et al. (1975), Ellis (1994), and Wakamoto (2000), this study showed that there is no significant difference between introversion-extroversion and English proficiency in this study. The reason for this could lie in the changes that new generations carry with themselves, meaning that with each generation that comes, their behaviour changes. Thus, shyness which was considered a setback when acquiring a language and which tends to be common to introverts (Ehrman & Oxford, 1989) do not matter today. The reasoning behind this could be seen in the advance of different media through which they could come in contact with English more than for example in a school setting. Additionally, it has been questioned whether a person needs to be put into a box and labelled as an extrovert or introvert. A new term arose among researchers and that is ambivert a person who adapts to their setting. This could explain the reasoning behind the results seeing as some people are extroverted on one occasion however when put under pressure or not sure about their knowledge could "switch" to introverts. It should be also taken into consideration that this might not be the case for everyone.

The hypothesis that there is a significant difference between extroverts and introverts in the listening segment of the English proficiency test has been disproved by the results (*$p > .05$*). Despite no statistical difference, extroverts were better than introverts. The results could be explained through the curriculum. Usually, students when having a listening exam are allowed to listen to the recording twice. However, that was not the case in this study which could be the reason why both traits scored almost similarly.

The results of the reading test disconfirmed the hypothesis that there is a statistically significant difference between extroverts and introverts in the listening segment of the English proficiency test. However, despite the notion that introverts would have higher scores in reading because of their inclination towards books, extroverts showed better knowledge. During the testing, many introverts displayed performance anxiety because of the time limitation whereas extroverts showed no nervousness.

The hypothesis that there is a statistically significant difference between extroverts and introverts in writing and speaking has been refuted by the data. Another reason for such results could be the number of extroverts and introverts who could not be controlled. The speaking part could be explained through Hurd's (2002) statement. He said that extroverts will be better at speaking because they tended to seek out opportunities to use their L2. Additionally, he claimed extroverts are risk-takers with no regard for accuracy, unlike introverts. During the oral part of the exam, introverts who were surrounded by their peers displayed weak pronunciation skills and often stuttered. However, once in a more private setting, many of them outperformed extroverts just as Swain and Burnaby (1976), Sharp (2009) and Tehrani et al. (2014) stated.

Conclusion

The conducted study argued in support of a relationship between personality and L2. The data collected in Sarajevo, however, revealed that there is no significant difference between introversion-extroversion and English proficiency based on the trait. However, some segments can be taken into consideration.

Extroverts showed greater knowledge with higher scores in all parts of the test. However, they expressed a lack of patience during the reading segment of the test and skimmed over the text leaving more time for the writing part. Additionally, a larger number of participants with extroversion traits showed a lack of motivation for learning a new language. Some, during a discussion, numbered difficulty and lack of interesting material as the reason for no motivation. Introverts, despite posing a better range of vocabulary, when recorded refused to use it because of the fear which hindered their scores. Furthermore, they expressed the same fear to be the obstacles they faced during the writing part of the exam. The lack of knowledge was not the main reason for their lower scores which should be taken into consideration when such a group is examined.

What one should bear in mind is that scores on the test are often influenced by many things besides personality. There is other individual difference which could play a role in how high a participant scores on the test. Another thing which should be mentioned is that some participants exhibited stress and other signs which could affect their scores. All of this should a teacher take into consideration when grading their pupils.

Certain limitations arose during the collection of data which could interfere with the results. Among the most significant one is the number of participants and the time to collect the data. Due to the number of students participating in this research, the speaking part of the exam was impossi-

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ble to be tested therefore leaving a gap in whether extroverts perform better than introverts because of their outgoing nature. To further explain, the research is conducted in high schools with a limited number of free times which they are willing to offer to conduct the test. Furthermore, the willingness of participants and their current state of mind while working on the test could affect the overall results. Seeing as some participants refused to be recorded during the speaking exam leaving the researcher to grade based on what was heard during the interview, this leaves space for a possible error in grading. Another limitation is seen in the personality test which not be accurate seeing as some of the participants had different scores when attempting the test, a couple of times.

Suggestions for further research are the effect of video games on one's L2.

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ORIGINAL RESEARCH PAPER

THE INTERCONNECTEDNESS OF MINDSET AND LEARNING STRATEGIES: HOW TEACHING THE LEXICAL APPROACH COULD SUPPORT DEEP LEARNING

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ABSTRACT

Mindset can have a profound effect on language learners' willingness to engage in learning as well as their choice of learning strategy. Growth mindset learners, who embrace challenge, could prefer deep learning strategies, which require deep cognitive engagement. Conversely, fixed mindset learners, who believe that their abilities are unchangeable, would prefer shallow learning strategies, which need less cognitive effort. To exploit an existing growth mindset and to foster the move away from a fixed mindset, this study proposes introducing the Lexical Approach as a deep learning strategy. Consequently, the research explored the relationship between mindset and learning strategy by way of an online questionnaire administered to Bachelor degree students at the UAS Burgenland, Austria. Additionally, mindset and learning strategy's connection with age, mode of study and English achievement were examined. Results obtained from 211 participants revealed no significant relationship between mindset and learning strategy overall or with age and mode of study. However, clear trends showed that most students endorsed a growth mindset and had a strong preference for deep learning strategies. English achievement alone, despite no significant relationship with mindset and learning strategy, showed that better grades were associated with a more fixed mindset and a preference for shallower learning strategies. Based on these results the Lexical Approach as a deep learning strategy can still be useful, since a general preference for this type of approach was visible and the prevalent growth mindset would present a good basis for such a challenge.

Keywords: mindset, learning strategy, lexical approach, deep learning

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Introduction

In her TED talk "The Power of Yet" Dr. Carol Dweck (2014) shows how the belief that one's abilities are flexible and always open to development – also known as a growth mindset – exerts a significantly positive influence on student performance throughout different grade levels. In contrast, students who believe that their intelligence and abilities are set in stone and unchangeable – characteristics of a fixed mindset – show significantly worse performance levels. Thus, a growth mindset would be the preferred and more beneficial attitude towards learning in general and, consequently, also in the case of language learning. Yet, more factors than learners' mindset play a role in more or less successful language development. One of these areas is the learning strategies people prefer. Assuming a clear distinction (Craik & Lockhart, 1972) between deep learning strategies, that involve active engagement and cognitive processing, and shallow learning strategies, which focus on surface level information processing without in-depth engagement, it would stand to reason that learners with a growth mindset would most likely prefer deep learning strategies. Conversely, fixed mindset learners would likely gravitate towards shallow learning strategies. Naturally, such less cognitively engaging types of learning will not yield the quick and sustainable results so often required in today's modern business and academic world of continuous (language) learning (Schuetze & Slowey, 2000). Thus, it is suggested here that Michael Lewis' Lexical Approach, which proposes that language is composed of a large variety of prefabricated chunks which are basically ready for usage in the appropriate contexts (Lewis, 1997), could offer a way to encourage learners with a preference for shallow strategies to engage more deeply with the learning process and material and, equally, strengthen deep learners' efficiency and effectiveness. While the benefits of the Lexical Approach have been well respected (Carter & McCarthy, 1988; Lewis, 2012; McCarthy, 1991; Nattinger & DeCarrico, 1992a) and much English teaching and learning material has been designed according to this principle, little effort has been made to actually introduce the theory of the Lexical Approach to learners in order to help them apply this useful tool accurately and efficiently.

Thus, this paper's intention is manifold. First, it will examine the relationship between mindset and learning strategy. Secondly, mindset and learning strategy will be related to participants' mode of study. Especially at a University of Applied Sciences, where this research was conducted, mindset and learning strategy preferences may vary according to whether participants study full-time or have already joined the corporate world and study part-time. Thirdly, age will be examined for a connection to mindset and learning strategy since life experience and job perspectives might have an impact on students' view of the changeability of their skills and their choice of strategy to further such change. Fourthly, mindset and learning strategy will be explored as possible predictors of English grade achievement as participants' belief about their abilities can be crucial in language learning success.

Literature Review

Mindset and Learning Strategies

It has been found that mindset is linked to people's (language) learning strategy preferences. A learning strategy is generally regarded as a set of study habits or skills. However, according to processing theory there are two quite distinct kinds of learning strategies. Craik and Lockhart (1972) distinguish between deep and shallow strategies. Deep learning strategies are characterized by requiring increased cognitive effort by engaging actively and deeply with the material. As such, deep learning strategies focus on the input stage of the learning process by allowing for proactive processing of information and subsequent organization according to systems that suit the individual learner most. In contrast, shallow learning strategies are not as cognitively engaging and frequently only require activities such as rote-memorization, repetition, vocabulary lists and other mechanical study methods. These are popular with many language learners but often only yield short-term results and, thus, do not lead to sustainable language learning needed in today's fast-paced (corporate) world (Schuetze & Slowey, 2000).

Research has also shown that the choice of strategy does not necessarily only refer to the umbrella terms of deep or shallow learning strategies, which are the focus of this paper, but that other, simpler strategies may become relevant as well. Dweck (2017) found in her research that fixed mindset children reported that, upon failing to perform well on a test, they would simply try to cheat the next time. Thereby, their focus is clearly on the result and on appearing smart and hiding any inadequacies without making much of an effort. Such an approach places them on the shallow strategy side of the dichotomy. By contrast, the learning strategy of a growth mindset learner would be to analyze the errors they made and work harder to understand the material better (Yeager & Dweck, 2012) and achieve mastery rather than immediate success in terms of a grade or score (Blackwell et al., 2007). This shows a tendency towards deep learning strategies in such growth mindset learners. Apart from the inclination to cheat, if learners are closer to the fixed end of the mindset continuum, there is also a high likelihood that, when confronted with failure of any kind, they will be more inclined to simply abandon the endeavor. In their minds, there is no opportunity for improvement of their skills because these are predefined and, thus, there is no point in engaging in any kind of deeper learning process. Conversely, on the other side of the continuum – the growth mindset side – learners may be frustrated with setbacks but consciously choose to face these challenges and, with the appropriate strategy, overcome them. Indeed, they have been shown to possess more flexibility in terms of changing and adapting their learning strategy and also exhibit a tendency of using deeper learning strategies compared to learners with a more fixed mindset (Grant & Dweck, 2003; Ommundsen, 2003; Yan et al., 2014). A study by Yan et al. (2014), which examined a possible relationship between mindset and the extent to which learners used certain learning strategies, showed that those with a growth mindset were more likely to study more. These learners were 1.37 times more likely to reread parts of information and 1.48 times more likely to reread entire texts they had already covered. Consequently, they also revisited information during their studies 1.20 more often and returned to old course material with a likelihood of 1.18 times more often compared to learners with the fixed mindset. Growth-oriented learners are also much less likely to become defensive or aggressive when receiving corrective feedback as they do not perceive this as failure but as part of the learning process – a point that should also be stressed by teachers as crucial and important part of language learning (Knowles et al., 2011). However, such behavior of the learner requires much courage and self-awareness as humans generally wish to stay within their comfort zone to avoid risk and failure which can lead to embarrassment and, consequently, is perceived as a threat (Lewis, 2012). Fortunately, this perception of failure as a threat can be counteracted by "logical" explanation on the part of the teacher. It has also been found that one recipe for success consists of "Effort + Strategies + Help From Others" (Yeager & Dweck, 2012, p. 311). This already points towards the the usefulness of the Lexical Approach as a learning strategy to support learners in overcoming challenges and growing their language skills. However, before exploring the concept of the Lexical Approach, the topic of mindset will be discussed further.

Mindset – Language Learning, Age and Performance

The Oxford Advanced Learner's Dictionary (Hornby, 2022) defines 'mindset' as "a set of attitudes or fixed ideas that somebody has and that are often difficult to change". These beliefs manifest and are clearly visible in individuals in early childhood already. Research (Dweck, 2017) found that when 10-year olds were given tasks that were just slightly above their skill level, they reacted astonishingly differently to this challenge. Some were desperate and frustrated because they could not solve the tasks, while others were exhilarated by how their minds and abilities were stimulated. Dweck terms these two different attitudes towards facing challenges the fixed and growth mindset respectively. People with a fixed mindset operate on the belief that "if at first you don't succeed, you probably don't have the ability" (Dweck, 2017, pp. 9-10). They are convinced that their intelligence, abilities and talents are defined at birth and there is no possibility for genuine change or development through effort, practice or study (Bećirović & Akbarov, 2016). These people would also forego any attempts at asking for support as this would show their incompetence, which is to be avoided at all costs. The fixed mindset causes them to make it their first priority to demonstrate their inherent intelligence and skill, often stressing how little they have to work to attain certain goals. Hence, any obvious sign of failure or inadequacy is perceived as disastrous and embarrassing and means that these people's intelligence and entire sense of self-worth has been undermined (Dweck, 2017; Yeager & Dweck, 2012). Unsurprisingly, people with a growth mindset have, in many ways, a more pleasurable learning experience – not one free of setbacks, but one where failure is an opportunity to learn and improve. They are certain that they can use every challenge as a chance to propel them forward. They can and do believe in their capacity for development even if, at first, they are not good or competent at the subject, or language, they are studying. They believe that setbacks are lessons to learn and grow from instead of a life sentence that assesses one's intelligence and ability once and for all and beyond

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any doubt and change. Growth mindset learners embrace challenge and, along with it, the saying "nothing ventured, noting gained" (Dweck, 2017). Such a dichotomy between different mindsets is also reflected in a second language learning study by Henry and Davydenko (2020) in which they examined 21 adults who were learning Swedish for a variety of purposes ranging from needing it to get a job to pure interest in the language for private reasons. Results also showed that those with avoidance motivation – which represents the fixed mindset – found the learning process far more gruelling and only engaged in it in order to achieve an external goal such as obtaining a workplace. In contrast, other participants were driven by approach motivation – corresponding to the growth mindset. They engaged in the learning process willingly, pursuing an intrinsically motivated goal such as receiving citizenship to settle in Sweden with their partner.

Language Learning

This already shows that, similar to its effect on a multitude of areas of human existence, a person's mindset also exerts strong influence on the perception of their success in second language learning. In this field it is crucial to differentiate between language learning mindset overall and linguistic cognitions, such as knowledge of specific grammar rules or pronunciation. The latter is related to cognitive processes and concrete knowledge, whereas the language learning mindset represents a broader concept. It encompasses a variety of emotional components that determine whether a person believes they have the capability to develop in the area of foreign language learning. This belief is crucial for the success or failure of all development, including language learning (Bećirović & Polz, 2021; Lou & Noels, 2019) and will be focused on in this paper. Even thought the present research treats mindsets as a dichotomous concept of 'fixed' and 'growth', it is important to point out that people can, and usually do, hold different mindsets to different extents regarding certain areas in their lives (Lamb et al., 2020).

Remaining with the black and white distinction of mindsets for language learning, the fixed mindset prevents language learners from taking risks and challenging themselves by engaging in unknown activities or with new subjects. The fear of failure or a lack of competence is overwhelming. For language learning this might become visible in a refusal to speak in class, to ask questions, to improve a piece of writing based on the teacher's feedback or to try out a new learning tool such as the Lexical Approach. Growth mindset learners, on the other hand, will benefit more from the learning journey as they are much more likely to face new and uncertain linguistic situations with courage and explore unknown learning tools like the Lexical Approach with curiosity.

Age

This is why the mindset a learner has adopted over the course of their life is so relevant. It exerts a significant influence on language learning development. Yet, where does this mindset originate and how could it be influenced through teaching practices like the Lexical Approach? Comparable to the critical period hypothesis, which posits that, after a certain window has closed, language learning requires much more conscious effort than it did before the closure of that window (Dervić & Bećirović, 2020; Lenneberg, 1967) and, thus children acquire language naturally, without much effort, whereas the process is more cumbersome for adults, it is not certain when and how precisely a person's mindset is shaped. Still, Dweck's research with young children (e.g. Dweck & Reppucci, 1973) has shown that even at such a young age, individual beliefs about ability and the opportunities for improvement are already rather strongly developed. Whether this established growth or fixed mindset stems from nature or nurture has been debated for quite some time. Today most researchers agree that it is not a matter of either aspect in isolation but "a constant give-and-take between the two" (Dweck, 2017).

Mindsets can also change naturally over time as a person matures. It has been found, however, that younger women in particular have a tendency towards adopting a more fixed mindset related to intelligence, while younger men are more likely to endorse a growth mindset in this area. However, these differences have been found to even out or even reverse with increasing age and, thus, the relationship between mindset and age remains inconclusive (Macnamara & Rupani, 2017). A pilot study (Popa et al., 2017) conducted at the University of Oradea in Romania with 58 participants also did not find a significant relationship between mindset and age. Yet, the youngest age group between 18 and 25 obtained the highest mean scores, indicating the biggest tendency towards a growth mindset. Sigmundsson (2021) found, however, that passion and mindset correlated significantly for younger people of the age groups 14-19 ($r = .226$) and 20-36 ($r = .161$) and grit and mindset correlated for the 20-36 age group ($r = .195$).

Performance

Clearly, regardless of a person's age, it would be beneficial for their implicit belief system to lean into the direction of a growth mindset. Then it "is not some fixed prior ability, but purposeful engagement" that produces success and furthers the (language) learning process (Sternberg, 2005). However, even the most growth mindset-oriented adult learner might, for a multitude of reasons, have established a fixed mindset specifically concerning language learning. It is also possible that a learner might believe their ability to improve their grasp of the target language's grammar is changeable but not their pronunciation skills. Similarly, learners might hold a growth or fixed mindset related to a certain domain of language learning such as writing, leading them to believe that they can or cannot change their expertise in this area (Bećirović & Hurić – Bećirović, 2017; Lamb et al., 2020; Lou & Noels, 2019). Thus, the deeply rooted belief someone holds about the nature of their abilities and potential is crucial and impacts performance dramatically. It might be that learners who hold a fixed mindset regarding a certain language skill genuinely do not believe that they have any talent and, thus, they will likely shrink away from the mere attempt to achieve the set performance goals in order to avoid the shame and embarrassment that failure entails (Dweck, 2017). In stark contrast, learners with a growth mindset concerning (one area of) language learning relate their performance to effort instead of focusing too much on ability or results (Yeager & Dweck, 2012). To these learners effort is the key ingredient to sustainable language learning. They value and enjoy the process and focus on improving and learning from mistakes instead of being fixated on specific performance outcomes such as test scores or grades. Corrective feedback is welcome and provides them with the opportunity to grow and develop their skills and encourages them to engage in the process by searching for additional resources to gain a better understanding of the subject matter (Lou & Noels, 2019; Rizvić & Bećirović, 2017). However, it must also be mentioned that other factors as varied as attitude towards goals, effort beliefs and self-regulation strategies may be covariants in the relationship between mindset and achievement. Studies where mindsets have been shown to directly influence performance are scarce (Paunesku et al., 2015) and a meta-analysis (Burnette et al., 2013) actually found only a weak correlation between achievement and mindset. Similarly, Macnamara & Rupani (2017) report no correlation between a growth mindset and achievement and even point out the reverse in that they state that a fixed mindset seems to correlate, though insignificantly, with achievement. Thus, performance in language learning must always be viewed in connection with other motivational factors (Lou & Noels, 2019). A study by Tarbetsky et al. (2016) investigated the role of motivation based on beliefs about the changeability of intelligence and ability (mindset) among indigenous and non-indigenous Australian students. Results showed that indigenous status and was a negative predictor of mindset regarding intelligence and ability and that, in turn, mindsets predicted academic achievement. The researchers note that it was not indigenous status that was directly associated with academic achievement, but that this happened indirectly via a more fixed mindset endorsed by the indigenous students.

Although mindset may indirectly influence performance, the methods learners use to develop their language skills play a major part in success or failure of the endeavor. As the Lexical Approach is the 'strategy of choice' presented in this paper, the next section introduces this concept and its usefulness for sustainable language learning. The Lexical Approach would have the potential to support the maintenance of a growth mindset or to slowly help learners transition from a fixed mindset towards a more growth-oriented perspective. A fixed mindset represses the ability to handle and exploit feedback and setbacks, whereas a growth mindset promotes resilience. These types of learners can use corrective input to embrace a world of opportunities for development (Mašić et al., 2020; Yeager & Dweck, 2012).

Especially, in the area of adult second language learning there are indications that in the lexical domain – which is targeted specifically by the Lexical Approach – adult learners can have a distinct advantage over younger learners. Hellman (2008) studied the extent of ultimate lexical attainment in adult-onset second language acquisition. She conducted her research with three groups. The first group consisted of 33 highly proficient English L2 learners who all had between 10-52 years of significant exposure to the target language. The reference groups comprised 30 monolingual English native speakers in one group and 30 English bilinguals in a third group. Participants' performance was measured by way of two tests related to vocabulary size and one revolving around depth of word knowledge. The results revealed that the second language learners reached lower scores compared to the native and bilingual groups concerning mean scores on vocabulary size. However, 76% of L2 learners still performed on a native-like level on all three test tasks and 15% even performed better than native speakers. These results support the claim that the lexical domain can be ideal to exploit adult learners' more mature cognitive abilities and their life experience through the Lexical Approach. The Lexical Approach could be a tool that not only requires but genuinely exploits their age-related advanced cognitive abilities that encourages learners to engage with theoretical and practical knowledge and tasks and language learning development could be made more tangible and results could be seen faster. Thereby, the possibly low resilience of learners in academic settings at the fixed end of the mindset continuum could be strengthened (Yeager & Dweck, 2012) and they could understand more clearly that their abilities are not fixed but that they are in charge of their own learning and development.

Mindset and the Influence of Teaching Practices on Performance

Research has proven that mindsets can be changed by carefully teaching learners the principles that are at the core of these implicit beliefs. This is reason for optimism as outcomes of studies include not only better performance but, more importantly, increased resilience to succumbing to failure (Yeager & Dweck, 2012). Mindsets have been linked to performance and achievement in various areas of language learning such as grades, willingness to take part in extra tuition or task performance (e.g. Dervić & Bećirović, 2019; Hong et al., 1999; Robins & Pals, 2002). A study by Aronson et al. (2002) found that teaching college students about the scientifically proven way in which academic challenges allow the brain to form new connections and, thus, make an individual smarter, produced a significantly higher grade point average over time compared to students who were not taught this growth mindset. A study (Khajavy et al., 2021)their reactions to these failures might be different based on their perceptions of L2 learning ability and their subsequent effort put into L2 learning. Based on this, the present study aimed at exploring two underresearched constructs within the field of applied linguistics, namely grit (continuous effort and interest for long-term goals of 1,178 university students also found that such a growth mindset in language learning functioned as a weak, positive predictor of achievement in second language learning. The same positive effect was proven in a study where middle school students were sent a mentoring email containing information about how the brain becomes smarter with challenges throughout the school year. These students performed significantly better in the statewide achievement tests than students who did not receive this information (Good et al., 2003). Similarly, college students attending developmental math classes to improve their grades were exposed to a reading and writing exercise related to an article which talked specifically about the malleability of the brain in adulthood and how it is highly beneficial for the brain to be exposed to new information and challenges. After reading the article, students were asked to write a letter explaining this new concept to a younger student. The results obtained after a few months showed that only 9% of the students in the experimental group had dropped out of the course, while 20% of the control group had resigned (Paunesku et al., 2012).

Such positive influence of the knowledge regarding mindset can be taken as indication that knowledge of a deep learning strategy, such as the Lexical Approach, could also contribute to better performance.

The Lexical Approach – Concept and Potential as a Deep Learning Strategy

The central idea of the Lexical Approach is that "language consists not of traditional grammar and vocabulary but often of multi-word prefabricated chunks" (Lewis, 1997, p. 3). This is also supported by the fact that first language acquisition happens through a focus on communication and meaning of (lexical) chunks rather than the absorbing of isolated vocabulary items and grammar (Lewis, 2012). In fact, as much as 40% of native speaker speech is based on lexical chunks (Erman & Warren, 2000). Fortunately, not only native speakers have this habit of using lexical chunks but also language learners will, at some point in the learning process, start to employ ready-made language items in the appropriate context in an unanalyzed fashion (Dervić & Bećirović, 2020; Nattinger & DeCarrico, 1992). Yet, prevalence is still often given to teaching and learning isolated vocabulary items instead of word combinations (chunks) even though it is accepted that genuinely knowing a word comprises more than just being aware of its existence. True knowledge of a word requires awareness of its lexical and semantic properties. This is often the biggest obstacle in attaining competence in a second language (Marconi, 2020). Learners often translate a word from their native language into the new language and believe that it

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will serve exactly the same purpose there. However, this is frequently not the case and, consequently, the language output generated will sound somewhat "off" when compared to a native speaker. In the worst case, serious misunderstandings, that can have far-reaching consequences in (business) life, might occur. Teaching learners about lexical chunks can, therefore, be an effective way to avoid such incidences and, along the way, support them in increasing their scope of vocabulary. This is supported by several studies which found that there is a positive linear relationship between vocabulary scope and proficiency (Yang, 2008) and that scope of vocabulary is superior as predictor of English level than vocabulary size (Zhao & Song, 2015). Yang and Yang's (2012) research came to the same result stressing the significant positive correlation between Enlglish proficiency and vocabulary scope. Similarly, Zhang and Qiu (2006) discovered in their research that vocabulary depth showed a stronger correlation with reading skills than vocabulary size, which has also been found to be of vital importance for second language competence (e.g. Lu, 2004; Shahar-Yames & Prior, 2018; X. Yang, 2008). However, in the context of this paper, vocabulary breadth is of less interest since the Lexical Approach, as a deep learning strategy, predominently lends itself to deepening learners' scope of vocabulary and, possibly, to influencing learners' beliefs about their language learning abilities positively.

Potential as a Deep Learning Strategy

Introducing the Lexical Approach as a deep learning strategy would be reasonable as adult learners do not only benefit from advanced cognitive abilities due to the natural maturation process and extensive experience but also from deeper meta-linguistic awareness (Burgo, 2006; Lichtman, 2013). A large-scale study examining language learning strategies (Rubin et al.,2007) revealed that awareness of and instruction regarding the usage of learning strategies correlates positively with improved motivation and language skills. In the same vein, it was found that teaching (language) learning strategies supports learners in becoming more self-directed (Oxford, 1990). The theoretical understanding of the Lexical Approach and the successful employment of lexical chunks would definitely require a 'deeper' cognitive effort than strategies such as memorization. Such an increased processing effort would definitely support and improve language learning in the long run even if the initial phase is more challenging. Learning with the Lexical Approach in mind requires procedural knowledge; that is the knowledge regarding how to use the information obtained effectively. Once learners grasp the Lexical Approach and the usefulness of lexical chunks, this learning tool or strategy can then be employed to consciously steer the learning process and improve language competence (O'Malley & Chamot, 1990). As such, the Lexical Approach also qualifies as a cognitive learning strategy which focuses on empowering learners and giving them the ability to "manipulate the language material in direct ways, e.g., through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structures and sounds formally" (Oxford, 2003, p. 12). As has been pointed out above, such strategies force the learner to process the input at the incoming stage. This is more difficult at the beginning, until the strategy has been properly integrated in the learning process, but will yield more long-term benefits than shallow strategies like the popular memorization of vocabulary lists, for example. A tool like the Lexical Approach, which functions as a meta-cognitive learning strategy by providing a theory and practical framework how to handle language input, gives learners tools needed for "planning L2 tasks, for gathering and organizing materials, for arranging a study space and a schedule, for monitoring mistakes and evaluating task success, and for evaluating the success of their own learning strategies" (Oxford, 2003 as cited in Waldvogel, 2011, p. 25).

Thus, self-direction in second language learning can be supported (Wenden, 1998) and it was discovered that, generally, the combined use of meta-cognitive strategies and cognitive strategies results in better performance when compared to the use of cognitive strategies alone (Purpura, 1999). In other words, the theory behind the Lexical Approach is critical to reaping the benefits of working with lexical chunks in language learning. Yet, such a meta-cognitive strategy must be developed and carefully and consistently (O'Malley & Chamot, 1990). Once grasped, however, the Lexical Approach, as a meta-cognitive learning strategy, and the work with lexical chunks as cognitive strategy combined have the potential to exert immense positive influence on language development. A growth mindset could be supported by providing learners with a strategy and a way to engage in language learning with a clear goal in mind and the additional motivation that tools are available to reach it.

Overall, it has been shown that mindset and learning strategy choice are connected and that either of these two factors also relates to age and performance. Further, it has been highlighted how the Lexical Approach, which is viewed as a deep learning strategy here, can be of value to language learners. Those who already hold a growth mindset might naturally gravitate towards accepting and using the Lexical Approach, while more fixed mindset-oriented learners might be more skeptical and anxious in the face of such a new opportunity.

Thus, the following hypotheses have been formulated:

H1: There will be a statistically significant difference in mindset between students based on their mode of study.

H2: There will be a statistically significant difference in preferred learning strategies between students based on their mode of study.

H3: There will be a statistically significant difference in mindset between students based on age group.

H4: There will be a statistically significant difference in preferred learning strategies between students based on age group.

H5: There will be a statistically significant influence of mindset on English achievement.

H6: There will be a statistically significant influence of learning strategy on English achievement.

In the following section the methodology will be presented and then each of these hypotheses will be examined and the results will be discussed also with respect to the potential of teaching learners to use the Lexical Approach as a deep learning strategy.

Methodology

A learner's mindset is connected to many elements of the (language) learning process. It might influence the choice of learning strategy and might have a significant impact on performance in a given area of study. Equally, the age of the learner might play a part in whether they endorse a fixed or growth mindset more, as can their mode of study. Thus, this study aims to investigate the relationships between mindset and learning strategies as well as their connections with age, mode of study and English achievement.

Participants

211 participants (Table 1) from the University of Applied Sciences (UAS) Burgenland in Austria completed the online questionnaire. All respondents were enrolled in one of the ten full-time and part-time Bachelor degree programs available across the five departments of the UAS Burgenland where English is a compulsory subject. 116 participants studied full-time and 95 were enrolled in a part-time program. Accordingly, the largest age group comprised 103 students between 21 and 25 years, followed by 44 in the 26-30 age group and 35 below 20. 29 students were aged between 31 and 40+. In terms of the English grade they received at the end of the previous semester, the majority of participants (114) reported receiving a 2, 58 achieved a 1, 32 were given a 3 and 7 passed with a 4. Grades were distributed according to Austrian standards ranging from 1 (highest) to 5 (lowest).

Table 1:
Descriptive Analysis of Participants

Variable		n	%
Age	< 20	35	16.6%
	21-25	103	48.8%
	26-30	44	20.9%
	31-40+	29	13.7%
Mode of Study	full-time	116	55%
	part-time	95	45%
English grade	1	58	27.5%
	2	114	54%
	3	32	15.2%
	4	7	3.3%

Instruments

Mindset was measured by the Growth Mindset Scale (Dweck et al., 2018) consisting of 3 items (e.g. You have a certain amount of intelligence, and you can't really do much to change it.) rated on a 6-point Likert scale from strongly agree (1) to strongly disagree (6). As all items are negatively phrased, indicating a fixed mindset, a lower overall score would confirm this, while a higher score would

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support a growth mindset. Learning strategies were assessed by the revised Two Factor Study Process Questionnaire (Biggs et al., 2001) containing 20 items of which 10 each represent deep (e.g. I find that at times studying gives me a feeling of deep personal satisfaction.) and shallow (e.g. My aim is to pass the course while doing as little work as possible.) learning strategies. The rating was based on a 5-point Likert scale ranging from never/rarely true (1) to always/almost always true (5).

Procedure

The link to the questionnaire was distributed to all Bachelor degree students through the internal email network of the UAS Burgenland. Participation, which needed to be voluntary, was strongly encouraged through a short explanatory statement of the purpose of the research. After the end of the data collection period, the data were screened. Concerning the 20 questions measuring learning strategy, all items related to shallow learning strategies were reverse-coded in order to retain the correct application of the rating from never/rarely true (1) to always/almost always true (5). Thus, a higher overall score would represent a preference for a deep learning strategy, whereas a lower score would indicate a tendency towards a more shallow learning strategy.

Data analysis

Data was analyzed through the Statistical Package for the Social Sciences 26.0. Normality criteria of the data (Table 2) were checked and results indicated normality by remaining between -1 and +1. The underlying assumptions for application of the statistical procedures used were also confirmed (Mertler & Vannatta Reinhart, 2016). Descriptive data were obtained by calculating frequencies, means, standard deviations and correlations. Reliability and internal consistency of the subscales (Table 2) was confirmed through the calculation of Cronbach's alpha. The hypotheses were tested through independent samples t-tests, one-way ANOVAs and linear regression are presented. These methods were used to establish whether there was indeed a significant difference between mindset/learning strategies based on students' mode of study, age and grade achievement.

Table 2:
Descriptive Analysis, Normality and Reliability

Variable	n	M	SD	Skewness	Kurtosis	α
Growth mindset scale	211	3.97	1.11	-.188	-.298	.835
Learning strategies	211	3.12	.46	-.072	.715	.780

Results and Discussion

The initial analysis of the frequencies revealed that 23.70% of the participants tended towards a fixed mindset by obtaining an average score of ≤ 3, while the remaining 76.30% displayed a growth mindset scoring on average > 3. This is in accordance with findings by Khajavy et al. (2021) their reactions to these failures might be different based on their perceptions of L2 learning ability and their subsequent effort put into L2 learning. Based on this, the present study aimed at exploring two underresearched constructs within the field of applied linguistics, namely grit (continuous effort and interest for long-term goals and is a positive indication in so far as around two thirds of the students who took part in the survey believe that a person's intelligence and skills can be developed through effort. In terms of preferred learning strategies, only 8.53% of students leaned towards shallower strategies with an average score of ≤ 2.5, while an overwhelming 91.47% opted for deeper learning strategies by obtaining an average score of > 2.5. These are already encouraging results since a prevalence of the growth mindset and a strong tendency towards deep learning strategies indicate that introducing the Lexical Approach to students could be greeted with acceptance.

Mindset and Learning Strategy in relation to Mode of Study

Hypothesis 1 suggested a significant difference in mindset between students based on their mode of study. An independent samples t-test was conducted to compare mindset in part-time students and full-time students. There was no significant difference in the scores for part-time students (M = 3.87, SD = 1.13) and full-time students (M = 4.05, SD = 1.08); $t(209)=1.13$, p = .262. These results indicate that mode of study does not have any significant effect on students' mindset and, thus, hypothesis 1 has to be rejected.

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Yet, considering the maximum of 6 points for a full growth mindset, mean scores might indicate a tendency towards such a mindset in both groups. Research has proven that holding a growth mindset positively influences people's degree of resilience to failure (Yeager & Dweck, 2012). Interestingly, the mean values show that the full-time students hold a slightly more growth-oriented mindset than the part-time students. This is slightly surprising considering that part-time students are usually already part of the corporate world and actively seek the challenge of studying alongside a regular job. They have to trust and believe in their ability to face and overcome challenges and the courage to engage in studying subject that they are not yet competent in. Thus, it would be expected for them to hold a more growth-oriented mindset when compared to full-time students who often start their studies immediately after graduating from school.

Hypothesis 2 presumed a significant difference in preferred learning strategy between students based on mode of study. The independent samples t-test conducted to compare learning strategy in part-time and full-time students revealed no significant difference in scores with a mean value of 3.09 (SD = .45) for part-time students and 3.34 (SD = .47) for full-time students; $t(209)=.778$, $p = .437$ and the hypothesis was rejected. Results show that both full- and part-time students do not differ significantly in terms of their preferences for deeper or shallower learning strategies. Given the fact that both groups are also non-significantly different regarding mindset, this is not too surprising. Still, with both mean values near 3, a general trend towards deeper learning strategies could be indicated since 5 would be the maximum value denoting a definite preference for deep learning strategies. Such a tendency could be connected to the previously found inclination towards a growth mindset overall.

Despite the absence of significant relationships between mode of study and mindset or learning strategy, the slight tendency towards a growth mindset and deeper learning strategies in both groups could be exploited by implementing the Lexical Approach and its theoretical underpinnings as part of English language classes. Since studies have shown that mindset can be trained and changed with the right tools (Yeager & Dweck, 2012), the Lexical Approach might be another addition to this arsenal. Further, as a deep learning strategy, students would be encouraged to really engage deeply with language and, therefore, could experience more success, and an accompanying strengthening of the growth mindset, in the long run.

Mindset and Learning Strategy Related to Age

Hypothesis 3 postulated a significant difference in mindset between students based on age groups. A one-way between subjects ANOVA was conducted to compare the effect of age group (<20, 21-25, 26-30, 31- >40) on mindset. Results revealed that there was no significant effect of age group on mindset (fixed or growth) at the $p < .05$ level for the two conditions [$F(3, 207) = 2.284$, $p = .080$] and, thus, the hypothesis was rejected. A detailed examination revealed that mean scores were very similar at 4.07 (SD = 1.05) for the under 20 age group, 3.81 (SD = 1.06) for the 21-25 group, 4 (SD = 1.10) for the 26-30 age range and 4.39 (SD = 1.27) for the above 30 age group.

Keeping in mind the maximum of 6 for a full growth mindset, it can be seen that the oldest age group displays the highest mean value, followed by the youngest age group of up to 20 years in second place and the 26-30 age group only slightly behind. These findings would be supported by results stating that a growth mindset was most visible in participants between 18 and 25 years of age (Popa et al., 2017) and that initially held fixed mindsets in younger years can reverse with aging (Macnamara & Rupani, 2017). The mean value for the 21-25 age group is still more on the growth mindset side but the lowest value, especially when compared to the above 30 group.

The results indicate that mindset towards language learning is not age dependent and it might be assumed that the participants do not adhere to the common belief that higher age is a hindrance to language learning (Lenneberg, 1967; Lou & Noels, 2019). This would be beneficial since it has been recommended that language teachers pay attention to "demystifying the negative role of age" (Khajavy et al., 2021, p. 35; Mašić & Bećirović, 2021) their reactions to these failures might be different based on their perceptions of L2 learning ability and their subsequent effort put into L2 learning. Based on this, the present study aimed at exploring two underresearched constructs within the field of applied linguistics, namely grit (continuous effort and interest for long-term goals in second language learning by focusing on a growth mindset – a tendency that is already present in the sample. Yet, it was not apparent from the data whether participants held a specific mindset regarding the entirety of the language learning experience or whether their more growth or fixed-oriented mindset was an expression of what they believe concerning a certain area of language learning. It is, after all, highly likely that one person will have varying beliefs about their abilities and their potential for change related to different areas of language learning (Lamb et al., 2020; Lou & Noels, 2019).

Hypothesis 4 assumed a significant difference in learning strategy between students based on age groups. A one-way between subjects ANOVA was conducted to compare the effect of age group (<20, 21-25, 26-30, 31- >40) on learning strategy. The results showed no significant effect of age on learning strategy (shallow or deep) at the $p < .05$ level for the two conditions [$F(3, 208) = .985$, $p = .401$] and, thus, the hypothesis was rejected. Mean values were very similar throughout all age groups with 3.15 (SD = .51) for the under 20 group, 3.10 (SD = .44) for the 21-25 year olds, 3.05 (SD = .46) for the 26-30 age group and 3.23 (SD = .48) for the above 30 group.

This shows a general slight trend towards deeper learning strategies across all ages, which is somewhat consistent with findings that more advanced learners tend to use deeper learning strategies (Delić & Bećirović, 2018; Magogwe & Oliver, 2007; Schmitt, 1997)age, proficiency, and self-efficacy beliefs. Responding to the call for more replication of strategy research and for research in different cultural contexts, this research was undertaken in Botswana between 2002 and 2005. The adapted versions of the Oxford [Oxford, R., 1990. Language learning strategies: what every teacher should know. Newbury House, New York] Strategies Inventory for Language Learning (strategies. However, it must be pointed out that the age of the participants in this study does not necessarily reflect their level of English and a better level of older learners can only be assumed. It has been found, however, that adult learners of any age profit from deeper learning strategies due to their more mature cognitive development and meta-linguistic awareness – a capacity that is especially useful for language learning (Burgo, 2006; Lichtman, 2013).

In conclusion, the participants' slight inclination towards a growth mindset and the general tendency towards deep strategies regardless of age group might indicate, yet again, the potential of the Lexical Approach in the language classroom since all students seem to lean equally towards a possible acceptance of such a deeper learning strategy.

Mindset and Learning Strategy Related to English Achievement

Hypothesis 5 suggested a significant influence of mindset (fixed or growth) on English achievement. Simple linear regression was used to test if mindset significantly predicted English grade achievement. Results showed that the overall model was not significant ($R2 = .016$), $F(1,209) = 3.309$, $p = .070$) and, thus, the hypothesis was rejected. Interestingly, a more growth-oriented mindset seems to be predicting a decrease in grade achievement ($ß = -.125$). This is similar to findings by Macnamara and Rupani, 2017 who discovered that a more fixed mindset was beneficial when it came to higher levels of educational achievement. However, it stands in sharp contrast to findings that have proven that a growth mindset does have a beneficial effect on achievement overall (Cury et al., 2006; Khajavy et al., 2021; Tarbetsky et al., 2016). Results by Aronson et al. (2002) that explicitly alerting learners to how challenge and mistakes support their progress has a significantly positive effect on performance levels also underline that explicit instruction does have benefits and, thus, it would stand to reason that teaching the Lexical Approach to learners including some of its theoretical underpinnings, would also lead to performance gains (e.g. Abdellah, 2015; Debabi & Guerroud, 2018; Fahim & Vaezi, 2011; Falahi & Moinzadeh, 2012; Seesink, 2007; Webb & Kagimoto, 2009).

Hypothesis 6 presumed a significant influence of learning strategy (deep or shallow) on English achievement. The simple linear regression used to test whether English grade achievement really significantly predicts learning strategy choice revealed a non-significant result ($R2 = .003$), $F(1,209) = .586$, $p = .445$). Hence, the hypothesis was rejected. Indeed, it appeared that as learning strategy choice tended towards deep strategies, English grade achievement decreased slightly ($ß = -.053$). This is particularly surprising since research has suggested that deeper learning strategies would be favored by more skilled learners, while beginners tend to opt for shallower learning strategies (Schmitt, 1997). Yet, shallow learning strategies are often more popular among learners as they are easier to execute and require less effort. That is, at least true, in the short term but for sustainable language learning deeper strategies would definitely be preferable. However, they require more engagement and are mostly harder to grasp at the beginning stages with the benefits being reaped at a later point once these strategies have been internalized (Craik & Lockhart, 1972).

Overall, it was surprising that both a growth mindset and preference for deep learning strategies seemed to possibly impact English achievement negatively, even if the results of both regressions were insignificant. This is certainly a topic that warrants further research as also Self-determination Theory (Ryan & Deci, 2017) states that the more an individual is intrinsically motivated – which would loosely correspond to a growth mindset – the more likely they are to engage in an activity with dedication – which would align with deep learning strategies. Since the participants of this study provided their English grade themselves, there is a possibility of slightly skewed data which could have impacted the results. Yet, introducing the Lexical Approach would, as mentioned above, have the potential to give learners an increased feeling of competence and autonomy, which would increase intrinsic motivation and create a more rewarding learning experience (Ryan & Deci, 2000). This, in turn, could well support the development of a more growth-oriented mindset and an increased willingness to engage with deep learning.

Conclusion and further research

Mindset is a major aspect in all areas of life and, consequently, also in language learning. Learners' overall fixed or growth mindset can be a main factor in success or failure, accompanied by beliefs held regarding certain areas of the language learning experience and their level of resilience. This study examined the relationship between mindset and learning strategies and found that, while there was no significant relationship between mindset and learning strategy choice as expected, learners endorse a growth mindset and also show a marked preference for deep learning strategies. This presents fertile ground for the idea of introducing language learners to the Lexical Approach and its theoretical underpinnings to exploit their willingness to engage deeply with language learning. Results regarding the relationships between mindset/learning strategies and age and mode of study also support this as, despite the absence of any significant relationship, participants always favor a growth mindset and deep learning strategies across all ages and modes of study. Only the area of performance remains somewhat inconclusive as results indicate that the preferred growth mindset and deep learning strategies actually affect achievement negatively.

Although this has been found in other research, this would be an interesting question to study further in more detail. It is suggested that more reliable results could be generated in this respect by obtaining learners' grades from the institution instead of using a self-assessment questionnaire. Further, it would be of great interest to conduct a long-term comparative study, perhaps throughout the entire course of a Bachelor degree, to contrast English language performance of learners who are taught about mindset and those who are not taught this knowledge.

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ORIGINAL RESEARCH PAPER

TRANSLATION OF THE PASSIVE VOICE FROM ENGLISH INTO BOSNIAN/CROATIAN/SERBIAN

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ABSTRACT

The passive voice is generally overused in English, hence the need to investigate how it translates to other languages, B/C/S in particular. It is also widely used in academic and business English in order to make the text diplomatic and objective, as it is preferable for business. The aim of this paper is to determine whether passive in business English texts remains intact after translation to B/C/S, and whether it plays a more central role in English or in B/C/S. After gathering data from 30 different academic articles related to economics, 63 passive structures were selected and analyzed. Subsequently, a comparison was made between them and their B/C/S counterparts in order to determine how many were translated literally to B/C/S, how many preserved the voice but changed the form, and how many samples changed both voice and form. It was discovered that 17 samples were translated literally to B/C/S, 25 retained their voice but changed the form, and 21 samples retained neither voice nor form. Based on the results obtained we have come to an expected conclusion that passive is not as present in B/C/S as it is in academic and business English, thereby it plays a more central role in English than it does in B/C/S. Interestingly, there were two examples where voice transformation was reversed, the B/C/S passives became English actives. We find such occurrences unusual, as the passive voice is typically more common in English than in B/C/S.

Keywords: Passive voice, academic English, business English, B/C/S, translation, economics

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Introduction

Voice is one of the grammatical categories that most languages have, but its use is determined by a set of different rules in each language (Khaldi & Moulay, 2015). As it is usually known, passive is used a lot in English when compared to other languages, as well as B/C/S. Thus, regardless of the language, the passive voice certainly presents a great challenge for translators especially if the SL and TL have very different sentence structures, linguistic features, and rules of grammar. However, the use of passive has been very evident in academic English, business register in particular, especially in the last few decades when it has become more popular to use it, than it was before. Regarding the specific translation of English passive voice into B/C/S, there is a widespread idea, or a hypothesis that English passive voice is not always retained in B/C/S. At first thought we might not consider this to be true, because both English and B/C/S belong to the same Indo-European group of languages, hence they share a very similar sentence structure, as well as linguistic features such as voice. Nevertheless, after gaining some experience in translation, we might say that English can largely be literally translated to B/C/S. However, Dolakova (2016) proposed that, if we take a look at formal announcements, headlines, press reports, advertisements, scientific writing, we can notice that they are very often written in passive, whether in English or in B/C/S. So, on second thought, we might start suspecting the hypothesis above and questioning whether English passive voice always translates to B/C/S passive, or sometimes to B/C/S active voice.

In examples below a few cases of the influence of the passive voice that were proposed by Bovee and Thill (2007, p. 131) are presented. In examples 1a and 1b we can notice that passive makes the sentences less lively and energetic.

(1a) Reception preparations have been undertaken by our PR people for the new CEO's arrival.

(1b) Legal problems are created by this contract

On the other hand, if we compared those with the sentences in 2a and 2b, which are written in the active voice, we can witness the opposite. Specifically, the active voice makes the sentences sound stronger.

(2a) Our PR people have begun planning a reception for the new CEO.

(2b) This contract creates legal problems.

However, the next two pairs of examples (see 3a, 3b and 4a, 4b), show us the instances in which the use of passive is preferred. This is especially typical in situations when we are trying to be diplomatic, or trying to focus our attention on problems/solutions, rather than the people making them, the agents.

(3a) I recruited seven engineers last month.

(3b) Seven engineers have been recruited last month.

(4a) You lost the shipment.

(4b) The shipment was lost.

Therefore, the passive voice, being one of the linguistic features in most languages globally, presents a major challenge for translators. According to Khaldi and Moulay (2015) there is a greater tendency in English to use passive when compared to all other languages, B/C/S included. Thus, while translating, the same rules should not apply to all languages, because the rules that underline the use of passive in English do not apply the same way to the use of passive in other languages. Hence, they claims that a passive sentence in English should be translated the same way only if there is no other solution for it. For example, a sentence in 5a could not be written in active voice, since the stone itself is not the agent and cannot be the subject of the sentence.

(5a) He was hit by a stone.

Nevertheless, we should always check whether the TL we are translating into tolerates a particular sentence in both voices or not. And if it does we should opt for the one that sounds more natural. Reference to Beekman and Callow (1974) reveals that translators usually tend to translate voice automatically, passive to passive and active to active even when it sounds completely unnatural in TL. They and many others advocate that it should not be a 'mechanic transformation of the text from one language into another, but a well-thought-out process' (Beekman & Callow, 1974, p. 46). This view is also supported by a translator Jiri Levy (1969) who claims that an SL and a TL are not straightforwardly symmetric. The two differ in their linguistic devices, thus they cannot be used mechanically. Furthermore, turning to Baker (1992, p. 103) one finds that "languages that have a category of voice do not always use the passive with the same frequency", supporting the very same idea that when it comes to voice translation cannot be mechanical. Additionally, Nida (1964) rightly points out that the issue of voice and its translation is of great importance since there are languages that do not possess this category at all. Accordingly, it is obvious that literal or mechanic translation is definitely not an option there. It follows that such target languages require translation of all passives into actives, as there is no other option.

The use of passive in academic English has never been more discussed (Dolakova, 2016). Somehow, analyzing voice in numerous academic articles has become a very attractive and interesting activity for many linguists worldwide. The increased interest in investigating the passive voice in academic texts could have been caused by the increased use of passive itself, which mostly indicates focusing more on the action, rather than the agent. Moreover, there are other situations when it is advisable to use the passive over the active voice, since the choice of voice seriously affects the tone of the overall sentence (Beekman & Callow, 1974). Most commonly, it is used when the agent is not known, when we wish to avoid it on purpose, or when it is already obvious from the context of the sentence, hence there is no need to mention it. Furthermore, if the subject of the sentence is new information to be revealed, the authors tend to put the whole sentence into passive, so that the subject comes at the end (Bovee, & Thill). The most common reason why passive is present in the academic register, more specifically the business, legal, technical, and especially scientific register is because in such fields there is an effort to put emphasis on the process, or the achievement, not the performers themselves (Dolakova, 2016). Regarding the SL and TL of the current research, the former is English and the latter is Bosnian/Croatian/Serbian. Accordingly, the term B/C/S (Bosnian/Croatian/Serbian) is used for the TL throughout the paper.

The issue of English passive voice, its use and translation to other languages, as well as its transformation to the active voice in the process of translation has been addressed and investigated by a significant number of researchers so far. According to Sim (2011), an important reason why passive is so common in business is because there is a fundamental need to sound diplomatic and more objective by avoiding personal pronouns. Although, in the early beginnings of 20th century, authors who used passive constructions were condemned for doing so, because there was a standard belief that passive made people's works weak, dull, cowardly, bureaucratic, and dishonest **(**Sim**,** 2011). Even though this belief is not as powerful as it used to be, it is still present even nowadays. Many authors of business textbooks advocate the use of active over passive in our writing. The reason behind this lies in the attempt to avoid ambiguity and misunderstanding. Sim (2011) also claims that using passive is sometimes utterly necessary, but it should be avoided as much as possible since it can make the work ambiguous, unclear, or overly impersonal. Besides her, there are also other authors who oppose to using the passive voice in business writings. Interestingly, what makes them avoid passive is the belief that the usage of verb "to be" plus the passive verb makes the whole sentence less energetic, and thereby less attractive. On the other hand, they hold the view that active verbs make the text more energetic and the readership more likely to believe in what the author is saying (Rentz, Flatley, & Lentz, 2011).

Besides its translation, this paper will also investigate the significance of the passive voice in academic English, with special focus on one specific register, business English. Furthermore, since business English is very widely used in many different spheres of life and science, one field of business that will be the focus of this investigation is economics. Hence, the examples used for this particular investigation were taken from abstracts of academic articles on business topics from the science of economics. In addition to that, all of the articles used were written either in English or B/C/S. The paper comprises two main parts, a theoretical and a practical one. The introductory part offers an insight into the theory of the passive voice in general, and in academic and business English in particular, as well as the process of its translation throughout recent history. The following chapter presents the overview of relevant studies and theoretical approaches concerning translation of the passive voice from English into other languages. The theoretical part is thereby completed, providing the background for the analysis of the research sample. The practical part consists of three sections, the methodology, the results, and the discussion where the results are interpreted. The practical part is followed by a concluding chapter, which wraps up the whole paper, as well as a small chapter on the limitations of the study. Therefore, it can be said that this particular piece of work is a corpus-based, academic research paper, basing its analysis on the data gathered from academic articles on various topics from the science of economics.

Literature Review

Whether passive is preferred by authors or not, the fact that it is still being widely used by authors of business texts is undeniable. Therefore, translation of those texts comes with an additional challenge – how to translate English passive voice into your own language? Whether it should be in passive or active, or should it be completely neglected, skipped? One of the problems translators are faced with is their lack of knowledge about differences between languages, their grammatical structures and stylistic features (Khaldi & Moulay, 2015). Another important reason why English passive voice sometimes cannot be translated into passive voice in TL, is because the function of passive is different across languages. Hence, for example Baker (1992) points out that the main function of passive in Japanese is to express adversity, to report unfortunate events. Consequently, a Japanese speaker would say ‘I was rained on’ instead of ‘It rained on me’ (p. 107). Even though this particular situation seems natural, the Japanese consider it unpleasant, so they use the passive voice while describing it. Bearing in mind the differences in function of voice in different languages is the key to a good translation of passive. To sum it all up, it is important for translators to keep in mind that a few different factors need to be taken into consideration before translating the passive voice. Since it is a widely accepted fact that automatic translation ought to be completely avoided, Monika Baker proposed the three most important factors that need to be considered in order to achieve it: frequency of the use of passive and active voice in both SL and TL, their stylistic value in different text types, and their functions (1992, p. 109). When it comes to translating passive structures from business English, many specialists believe that passive is overused in economic texts, making their translation even more challenging (Sim, 2011). In other words, translators are faced with more difficulties related to grammar, rather than vocabulary.

In order to produce a good and fluent translation, translators ought to be aware under what conditions it is obligatory to change the voice of sentences, hence changing the voice in the translation process is a must (Alinejad, 2013). English language is famous for its high frequency of passive use and it is even criticized for its overuse. Therefore, as Alinejad (2013) suggests, translators should always tend to opt for the active voice, unless the sentence really warrants passive, since the active voice sounds stronger. He conducted a research by investigating the change of voice in the book Pride and Prejudice. He analyzed its translation to Persian and came to a rather interesting discovery. Namely, after gathering data and obtaining results, he discovered that 94% of English passive sentences were translated to Persian active sentences. Thus, according to him, the change of voice is obligatory under three conditions: meaning-orientation, form orientation, and fluency (2013). However, there were a few sentences where voice change was not conditioned in any way, but simply seemed more natural, since the main goal of translation was making the translated text fluent for the readership.

The category of voice itself has distinctive realizations in different languages. For example, languages that belong to the same language family, like English and B/C/S, tend to have a similar use of voice, while languages that belong to different language families, like English and Arabic, usually display a greater discrepancy in their use of passive voice. According to Rosenhouse (1988), while English is known to make an abundant use of passive verbs (especially in scientific texts), Arabic is known to avoid passive forms. The choice of passive over active voice entirely depends on the textual function of a verb in a particular language (Halliday, 1970). It has been discovered that most English passive verbs are being rendered into Arabic active verbs in the process of translation. Such rendering is expected due to the fact that Arabic does not favor passive forms, except for situations when the agent is unknown or obvious, which directs the attention of the reader/hearer to the person affected by the act (the patient) (Wright, 1975). This view is also supported by Moulay (2015) in his master thesis on translation of the passive voice, where he confirms that Arabic does not use too much passive, which can even make some English sentences untranslatable. Furthermore, Arabic tends to avoid mentioning the agent, so it rarely employs agentive passive sentences. Thus, when translating from English into Arabic, an Arab translator tends to “shift the English passive sentence into a corresponding active one in Arabic”, or if that is not an option, they simply translate the passive sentence word for word into an agentive Arabic sentence (Khalil, 1993, p. 69). According to a research by Khafaji (1996) who investigated Arabic translation alternatives for English passive forms, it has been discovered that only 25% of all English passive forms preserved their voice in translation. Even though Arabic is obviously not in favor of passive forms, it is not to be understood as a passive-avoiding language. Actually, its rich morphology and relatively free word order allow for various alternatives to express passivity (Khafaji, 1996).

Besides Japanese and Arabic, it is interesting to observe the translation of passive from English to Slavic languages, as they come from the same language family, Indo-European. For example, Čupić and Klanjčić (2015) investigated Croat students' reluctance to use passive voice in their L2 English classroom. Namely, the Croatian language "favors" the active voice because it seems more natural both in formal and informal discourse, and also because the order of an active sentence (subject-verb-object) seems more common and natural. This structure of a transitive sentence is typical in the majority of Indo-European languages, hence, it is exactly what makes students reluctant to use the passive, as it is often perceived as artificial due to its "reverse order". Therefore, the active sentence is perceived as more direct, clear, natural and concise, thus constantly gaining ground (Čupić & Klanjčić, 2015). Croatian is an inflectional language, while English is analytic. This basically means that, in English, the passive is very often a requirement, while in Croatian it is a choice among several (Hoey & Houghton, 2001, p. 47). Although there is an ongoing tendency toward using the active voice, the passive voice is an essential grammatical category with straightforward syntactic features and formation rules that can be acquired easily. In her graduation thesis named *Interpreting –ing Forms and Passive Structures from English into Croatian*, Srakić (2014) attempted to analyze different ways in which students mostly tend to translate the English passive voice during simultaneous translations. While translating, the one structure that was their first choice was the verb + "particle *se*", as it was expected since it is one of the two generic grammatical passive forms in Croatian. The second choice for the English passive structures was a Croatian active structure, and the third was the auxiliary 'to be' + 'passive verbal adjective (past participle)', without an agent. The third passive structure, although quite common in Croatian, was generally preferred when students were not sure they understood the original, hence they opted for the active voice or a noun instead, as a safer option. An interesting thing these student interpreters employed was rendering an agentless passive into an agentive active voice whenever the agent was not originally named, but it was known. Changing the voice and naming the agent was a clever way to avoid the unnecessary use of passive voice in their target language (Srakić, 2014).

Even though the presence of English has been explored so far (Dubravac, 2016; Dubravac, Berdarević-Čeljo & Bećirović, 2018; Brdarević-Čeljo & Dubravac, 2022; Dubravac, 2022) and its influence on B/C/S has been analysed (Dubravac & Skopljak, 2020; Skopljak & Dubravac, 2019) its presence in business register has been investigated in few inquiries (Dedović-Atilla & Dubravac; 2022; Ribo & Dubravac, 2021). Therefore, this study will further our understanding of the relationship between English and B/C/S but with the focus on the translation of passive structures in academic articles related to economics. After providing some theoretical background on the topic of the passive voice, its general and specific use in business English, its translation, and change to active voice, the following parts of this study will present the methodology, results, discussion and conclusion, as well as the limitations and references. Therefore, with the help of the gathered data and obtained results, as well as their analysis, the following research questions are going to be successfully answered:

RQ1 – Are English passive structures from academic articles related to economics always translated as passive structures in B/C/S as well?

RQ2 – Does the voice change require a change of form too?

RQ3 – Does the passive voice play a more central role in English or in B/C/S?

Methodology

The practical part of the paper comprises three sections and starts with the chapter on methodology. The sources used for gathering the data for the investigation were academic articles related to economics, originally written either in English or B/C/S, but each with two versions of abstract, both English and B/C/S. The number of articles used was around 30, half of them written in English, and half in B/C/S. While gathering the necessary data, there was also an effort to pick out articles of interesting and attractive titles. Therefore, the articles in question tackled many economic issues and phenomena from economic thoughts and concepts in the

Qur'an and the Bible, presenting them as sources of information for economic behavior, to the representation of women in the business and its impact on the economy or a particular company's profitability. Furthermore, a few of the topics dealt with foreign investment, export and import, but they also analyzed the student-employment interaction, as well as youth unemployment. Additionally, a significant number of articles covered tourism and its link with the economic crisis, or, more interestingly, some of them compared the difference between the taxes in Croatia and the European Union. The articles used in this research were all up to date, hence some of them investigated new, modern ways of doing business, like online purchasing, with specific focus on online consumer behavior. Since academic English is a very broad concept, used widely across many different fields of science, the field of business and economics was chosen as the basis for this study. The economics is, in a way, a science of business, hence it mostly uses academic language as the means for conducting business, as well as writing about it. Interestingly, even though the academic articles are related to economics, thereby the texts belong to business English, the majority of the examples gathered actually belong to the academic, while a minority to business English. Nevertheless, after picking out the most interesting articles, the attention was put on their abstracts by looking for the examples of passive forms in them. After the examples were detected they were extracted and then compared to their counterparts in the B/C/S abstracts, in order to see how passives were translated. The aim was to see whether English passive examples were translated as B/C/S passives or actives. Furthermore, there was also an attempt to see which were translated literally and which were not. Upon detection, extraction, and comparison of the SL samples with their TL counterparts, a thorough analysis was done in order to classify all of the examples into three groups. To illustrate the difference better, all three groups are presented in the three tables. The first one includes all of the passives translated literally to B/C/S, without any voice or form change, the second table includes the passives translated indirectly where the form was changed but the voice retained, while the third table shows examples of English passives translated as B/C/S actives, which implies retention of neither voice nor form. The chapter on methodology is followed by a chapter on results.

Results

After a thorough inspection of 30 English abstracts and their comparison to their B/C/S translations we came across a few dozen passive constructions. However, not all of them are presented in this study for the reasons of repetition and potential ambiguity. Therefore, 63 samples are exemplified in the tables below, divided into three groups. The first table shows examples of English passive structures translated as B/C/S passive structures. What is more, besides bearing the same voice in both languages, these examples had literal translations too.

Table 1 presents 17 examples where, through the process of translation, English passive voice was retained. More specifically, passive constructions preserved their passive voice in B/C/S as well. Furthermore, besides sharing the same category of voice, these 17 examples also present instances where literal translation was applied to the whole predicate, both in the choice of vocabulary, as well as verb tense and number. Although the central focus was on the predicate of the sentence, many examples included the subject or object as well. Accordingly, it is obvious that the examples above were identical in both languages with regards to voice and form - subject, predicate and object.

After presenting the first group of samples where literal or direct translation was applied, as well as passive voice retained, the following table also presents examples were passive was retained after translation. However, the one feature that differentiates these two groups of samples is the fact that, in the second group, the literal translation was not applied to the whole expression. In fact, a change of form occurred.

From the table above, it can be seen that a significant proportion of passives from the whole corpus retained their passive voice in B/C/S as well. However, despite sharing the same voice, these examples differed in some other linguistic characteristics like verb tense, number, and choice of vocabulary. This means that English passive examples did not have literal translations to B/C/S due to certain differences in their formation of the predicate, as well as the subject and the object, if included. Of course, beside the change of form, the change of voice did not occur.

Table 1.
Literal translation of passive voice samples from English into B/C/S

English passive voice samples	B/C/S passive voice samples
Activities are motivated	Te su aktivnosti motivirane
Discussion is enriched	Diskusija je obogaćena
Health policy should be created and evaluated	Zdravstvena politika se treba stvarati i evaluirati
The survey study was conducted	Provedeno je istraživanje
Survey was conducted	Istraživanje je provedeno
Barriers have been identified	Identificirano je 14 prepreka
Desk research method was applied	Primijenjena je metoda analize sadržaja
This problem was analyzed	Ovaj problem je analiziran
Special attention was given	Posebna pažnja posvećena je
The results gained	Rezultati koji su dobiveni
It will be determined	Će se utvrditi
Were conducted	Provedene su
Examples which were identified	Primjerima koji su identificirani
Was accepted	Potvrđena je
Limitations will be suggested	Će se predložiti ograničenja
Can be found	Se mogu naći
Primary research was conducted	Provedeno je preliminarno istraživanje

Table 2.
Indirect translation of English passive voice into B/C/S passive voice

English passive voice samples	B/C/S passive voice samples
Were analyzed	Je provedeno
It can be argued	Može se reći
Attention was given	Se pažnja posvećuje
Were selected	Je odabran
Special attention was given	Posebna pažnja posvećena je
Was analyzed	Je ispitana
Is based on the hypothesis	Se temelji na hipotezi
Companies which are characterized by	Tvrtkama za koje je procijenjeno
Solutions are sought	Rješenja se traže
This was tested on the example	Ovakvo upravljanje ispituje se na primjeru
Was based on	Temelji se na
Based on The Big Five Model	Temeljeći se na Big Five modelu
Must be viewed through	Mora se promatrati
It is assumed	Pretpostavlja se
A survey-based approach was employed	Rabila se anketa
Business experience is gained	Se iskustvo odvijanja posla stječe
Is also studied	Se nastoje sagledati

Are examined and analyzed	Se istražuju i analiziraju
Empirical research was conducted	Empirijsko istraživanje provodi se
Model is built on the idea	Temeljem te ideje razvijen je model
A programming system which is being tested	Programski stustav koji je u fazi testiranja
Is based on	Temeljila se na
Are also analyzed	Također se analiziraju
Are examined	Analiziraju se
What is also related to	Što se odnosi i na

After presenting examples where English passive voice was retained after translation, the following table presents us with examples where English passive voice was not retained after translation to B/C/S. When compared to the examples above (see Tables 1 and 2), the examples below (see Table 3) present the greatest transformation of English passive voice, since it ceased to exist after the translation process.

Furthermore, the voice change entailed the change in the formation of the expression as a whole, the subject, the object, and most importantly, the predicate, as it carries the voice of the sentence. A few examples show us the difference in the choice of words as well, most commonly in the process of forming subjects and objects. Therefore, table 3 presents 19 examples which retained neither voice nor form after translation from English

Table 3.
Translation of English passive voice into B/C/S active voice

English passive voice samples	**B/C/S active voice samples**
Were listed on the Zagreb Stock Exchange	Su kotirale na Zagrebačkoj burzi
Sizeable efforts are invested	Stvaraoci ekonomske politike ulažu značajne napore
Benefits that can be recognized and utilized as marketing opportunities for manufacturers	Prednosti koje proizvođači mogu prepoznati i iskoristiti u marketinšku svrhu
Quoted banks	Bankama koje kotiraju na burzama
Is based on a complex system	Predstavlja složen sustav
A serious analytic approach is deemed necessary	Proizilazi potreba za ozbiljnim analitičkim pristupom
In part 2 - BI system is portrayed as	Drugi dio prikazuje BI sustav
Each student is given	Svaki student treba dobiti
Students' attendance is tracked	Treba evidentirati dolazak na nastavu
Such behaviors are seen as	Tako poslovanje smatraju
Any regulation policy needs to be carefully adapted	Svaku ragulacijsku politiku treba pažljivo prilagoditi
The significance of this research is reflected in	Značaj ovog istraživanja je u tome
That need to be developed	Koje treba razvijati
38% of EU financial services was exported	EU je predstavljala 38 posto izvoza
A conclusion will be presented	U zaključku
Is positively correlated with	Pozitivno korelira sa
It is suggested that	Upućuju na
Question that should be asked is	Trebalo bi postaviti ovo pitanje
Obtained by restaurant managers	Koje su ispunili menadžeri restorana
Part 3 presents the conclusion	U trećem dijelu se donosi zaključak
Paper elaborates on	U članku je prikazana

to B/C/S. Additionally, the last 2 examples present us with the reverse change of voice, from English active to B/C/S passive. Accordingly, the data indicate where a major transformation took place, with special regard to the passive voice, and how it changed through the process of translation.

Discussion

After gathering the data, analyzing it, and obtaining the results of this corpus-based, academic research paper, the results are going to be further analyzed and discussed. Namely, since B/C/S fall under the category of Slavic languages, which further on fall under the category of Indo-European languages, where English is included as well, it is easy to ascertain that B/C/S and English belong to the same language family. Bearing this in mind, it is natural to assume that these languages would have very similar sentence structures, rules of grammar, and all other linguistic characteristics. Even though B/C/S grammar is a little more intricate than English grammar, both the SL and the TL are, in fact, quite similar in their linguistic characteristics. Accordingly, we can assume that translation from English to B/C/S and vice versa usually does not present the greatest challenge to the translators. However, if we take into account the number of passive examples used in this research, which was 63, and the number of samples that translated literally into B/C/S, which was 17, this figure came quite as a surprise. Given the great similarity between B/C/S and English, it would be most natural to expect this number to be even higher. On the other hand, owing to the fact that English is analytic and B/C/S is an inflectional language, such differences in the use of passive are expected (Čupić & Klanjčić, 2015). Furthermore, the reason for the discrepancy lies mostly in the fact that English verb tenses and B/C/S verb tenses are not always aligned, since English has more of them. This phenomenon was already proposed by Hoey and Houghton (2001) who explained in a simple manner that in English passive is very often a requirement, while in Croatian it is a choice among several. Besides grammar, the reason why such a small amount of passives was translated literally could have to do with the specific register from which they were gathered. It could be that the field of business and economics usually require different tenses and forms in these two languages, hence the disparity and mismatch. Subsequently, this discovery is in accordance with the fact that passive is overused in English (Rosenhouse, 1988), but especially in business articles and the academic register as a whole (Sim, 2011). With regards to the chosen register of the present study, which was business English, once again, it is important to point out that even though the articles are related to economics and belong to business English, many examples really belong to academic English, since academic articles are analyzed. If we move further on to the second group of business English passive examples and their B/C/S translations we can see that it included the largest number - 25, took up more than one third of the examples gathered. The process of translation did not affect their voice, it remained the same. However, it did affect their form, either the tense, the word choice and order, as well as the number. Additionally, the most important reason for the frequent change of form and not voice lies in the fact that passive is expressed in two ways in B/C/S. Accordingly, a significant proportion of samples was translated as *se* passive, which is, besides the periphrastic passive ('to be + past participle'), the second most typical passive construction in B/C/S. Consequently, the samples with *se* passive in B/C/S retained the voice, but changed their form. The results above serve as proof that business language is used in similar contexts in both English and B/C/S, but through the process of translation there is a constant effort to make every expression sound as natural to the target language as possible. Thus, the English and B/C/S passive voice examples differ in their forms, for the purpose of making the translation readable and fluent for the targeted readership. These findings are in accordance with the findings by Alinejad (2013), who also discovered that, while translating from English to Persian, one of the causes of voice change was simply the need to make the translation as natural as possible. Therefore, in order to adjust the translated text with the TL as best as possible, both in Persian and in B/C/S the change of voice was preferable, not essential. After discussing the first two groups of examples, there comes the third and most interesting one. To be more specific, one third of examples, 21 to be exact, went through a major transformation in the process of translation. Not only was their form changed, in the manner of either tense, number, or vocabulary, but another one of their linguistic characteristics changed as well, the voice. Namely, some of the B/C/S translations ought to have been written in active instead of passive voice, because that was the only right choice, for example the expression "quoted banks – bankama koje kotiraju na burzama". This phenomenon is somewhat similar to the one discovered by Moulay (2015) in his research about the passive voice in translation from English to Arabic. Even though such occurrences of inevitable change from passive to active are way more common in Arabic, as the Arabic prefers the active voice (Khafaji, 1996), they are sometimes also present in B/C/S as well. Therefore, an attempt to translate such examples with the passive voice would only puzzle the readership, since they would probably have difficulties comprehending what the author was talking about. Also, as Bovee and Thill (2007) proposed, the active voice makes the sentence sound stronger and more energetic, which has been proved by the examples above (see examples 6a and 6b).

(6a) ...were listed on the Zagreb Stock exchange.

(6b) ...su kotirale na Zagrebačkoj berzi.

On the other hand, some of the examples could have been translated with both voices, but the translator simply deemed active voice to be more acceptable in a particular context. For example, the expression in 7a was translated as (see 7b), while it would also be grammatically correct to translate it as (see 7c).

(7a) Such behaviors are seen as...

(7b) Takvo poslovanje smatraju...

(7c) Takvo poslovanje se smatra...

Nevertheless, considering the overall context of the text and especially the sentence in which this particular expression was included, the translator considered it more natural to change its voice from passive into active. This idea supports the view of Dolakova (2016) who claims that the passive voice is a linguistic feature most languages have, but are determined by a different set of rules in each language. It also supports the view of Jiri Levy (1969) who claims that SL and TL are not symmetric, they differ in their linguistic devices, thus they cannot be translated mechanically. In light of this thought, it is of great significance to mention, once again, than 21 out of 63 business English passive examples in this research were translated as B/C/S active examples, which proves the theories of previous authors to be true. Moreover, there were two rather interesting examples shown in Table 3, where English active voice was translated as B/C/S passive voice. In the examples 8a, 8b, and 9a, 9b we can see that a change of voice did occur through translation, but the process was reversed.

(8a) Paper 3 presentes the conclusion.

(8b) U trećem dijelu se donosi zaključak.

(9a) Paper elaborates on...

(9b) U članku je prikazana...

Conclusion

At the very closing of this research paper the three major research questions ought to be answered in order to conclude the topic. In an attempt to answer the first research question, inquiring whether English passive structures from academic articles related to economics were always translated as passive structures in B/C/S as well, we should use the results gained in this research. Namely, we could see that the majority, or around 66% of English passive examples retained their voice in translation to B/C/S. However, one third, or around 33% of the examples did not preserve the same voice in B/C/S in translation process. Hence, it is easy to conclude that English passive structures are not always translated to B/C/S passive structures, nonetheless in the majority of instances they are. Bearing in mind the fact that one third of the passive examples above translated to active examples, we endeavored to find reasons for the change of voice. For some of these examples the process of translation definitely required the voice change too, for the purpose of making the translation fluent and aligned with the grammatical rules of the TL. However, for some examples the voice change was not essential, but simply deemed necessary by the translator in order to make the translation more natural to the readership. Moving on to the second research question, inquiring whether a voice change implies a change of form too, we must take a look at the numbers again. Only 17 out of 63 examples preserved both voice and form through the process of translation. On the other hand, 25 examples preserved their voice, but changed their form. Lastly, in 21 examples of voice change, the change of form was evident as well. Consequently, the voice change was present in exactly 46 samples, which presents almost two thirds of the overall number of samples. Therefore, it can be stated that in the majority of instances, a change of voice does entail a change of form as well, which answers the second research question. Very often it happened that a certain English passive construction retained its voice in B/C/S but changed its form, regarding tense, number, vocabulary, etc. This fact supports, again, the previously mentioned theories by famous translators that an SL cannot be translated mechanically to TL, but according to the set of grammatical rules of the target language, in order to make the translation fluent and natural (Baker, 1992; Beekman & Callow, 1974; Levy, 1969). Hence the need for the change of form. Regarding the third and last research question inquiring whether passive voice plays more central role in English or in B/C/S, after considering the results obtained, it can most surely be concluded that the passive voice definitely plays a more central role in English than it does in B/C/S. This discovery is not at all surprising since it is well-known that passive is overused in the English language, as well as the business language of economics, and generally the academic register. Specifically, it is preferred in business language in order to sound more diplomatic and objective, hence its prevalence in English over other languages. Therefore, some may assume than any B/C/S passive construction must be translated to English as a passive construction too. In contrast, through this study, we were able to come across two examples that are presented in the discussion part, where English active voice was translated as B/C/S passive voice. A change of voice did occur through the process of translation, but the process was reversed. Turning to Alinejad (2013) and his criticism of the overuse of passive in English, it can be deduced that this preference of a particular linguistic feature in English poses a serious challenge for translators. Therefore, he rightly points out that we should always go for active instead of passive while translating, unless a particular sentence warrants a passive construction. All in all, it can be concluded that this research proves to be in favor of the widespread hypothesis, mentioned in the introduction, that not all English passive constructions take form of B/C/S passive constructions too. On the other hand, some of them actually are completely transformed with regard to the linguistic characteristic of voice, whereby it changes from passive to active. In conclusion, even though B/C/S and English belong to the same family of languages, which makes them very similar in sentence structure, rules of grammar, and general linguistic characteristics, they still differ in their use of the passive voice to a significant extent.

Limitations

Regarding possible limitations of the study, an important point ought to be noted for the purpose of making this piece of work as comprehensible as possible to the general readership. In the process of laying ground for this research and thoroughly searching for adequate sources, we came across one limitation. Despite the great number of academic articles and books, which incorporate business English on numerous topics from the vast field of business, we lacked their translations to B/C/S**.** Since there was a lack of academic articles related to economics written in English with translations to B/C/S, the only parts we could work with were their abstracts, but still, plenty examples of the use of the passive voice were found. However, regardless of the limitation, the research has proved to be successful and hopefully useful to future researchers willing to do further investigation on the topic of the passive voice and its use in both English and B/C/S, as well as the way it 'behaves' in the process of translation. Speaking of future investigations, and with an aim to enrich the knowledge about the passive voice and its use in the B/C/S language, the same research could be conducted in other fields of science. Not only business and economy, but natural sciences like medicine, chemistry, or social sciences like architecture, psychology. Of course, more evidence would be needed for that particular research. Additionally, the results could be compared to the ones obtained by the current research in order to compare and contrast the frequency of the passive voice across different fields of science.

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