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# English as a Tool to Prevent Bullying and Encourage Equalities: The KiVa Project

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**Abstract**—Through the combination of the KiVa project and the English language beyond its formal academic aspects, this work aims to achieve an efficient antibullying program that fits the students' needs. The main objective of this research is to prevent bullying, to encourage equalities and to ensure that bullying victims can count on the support of the class group to feel more confident about themselves and to not be afraid. To carry out all this, we suggest using English as students' L2 in order that it serves as a tool to prevent bullying. Moreover, English is chosen as the subject since it is a neutral common language for all the students, and leads to an environment of equality in the classroom and to the suppression of group roles. Some methodological strategies were implemented in Primary and Secondary to compare the results obtained, to reach the goals and to improve the use of English language through communication.

**Index Terms**—anti-bullying program, peer group support, KiVa project, English language, self-esteem, equality

## I. INTRODUCTION

Bullying is a current problem in educational settings worldwide and approximately between 2 and 6% of schoolchildren can be classified as bully-victims (Haynie et al., 2001), which shows the necessity of effective anti-bullying intervention programs. Hence, following this line, a combination of the KiVa Project (focused on the benefits that the group class attitude owns to face bullying problems) and the English language, as an element that could generate equality in the classroom, could be a useful tool to cease bullying problems in school.

This work is a further step in the investigation and implementation that started in 2015 in Primary Education and continued in 2017 in Secondary Education. Therefore, the main purpose of this work is threefold: first, to prevent bullying in the classroom. Second, to use English as a Foreign Language classes to carry out the project since it fits the search for a neutral common ground for all the students, and to work on clothing vocabulary, present simple and continuous tenses, oral and written communication. And third, to make a comparison between the results obtained in Primary and Secondary in order to replicate, correct and improve the KiVa project.

The justification for the choice of this language is due to its importance worldwide since there are about 375 million English-as-a-first-language speakers and 750 million English-as-a-second-language speakers. According to what has been written previously, this work suggests that as English as a Second Language is not the students' mother tongue, all of them feel some degrees of insecurity speaking English. So, bullies, victims and the whole class will have to face the same situation on equal terms. All in all, efficient anti-bullying programs require modifications and renovations in the school organization and culture. Such changes will take place principally through the teachers, who will really learn the significance of bullying when they carry out an anti-bullying program in their classrooms and reflect on it.

## II. THEORETICAL FRAMEWORK

This section is organized in two main nuclei. The first one consists of an explanation of the KiVa project, its origin and its methodology. Then, we will see the importance of using discussion as a useful tool to solve bullying problems. I will afterwards explain how relevant it is to foster teacher's motivation when implementing an anti-bullying program. Moreover, I will depict the positive balance that numerous studies give to the KiVa project regarding its effectiveness in order to make clear that this program is worth it.

The second nucleus that will be addressed in this section is about the use of the English language to promote equality in the classroom through the English as a Medium of Instruction (EMI) methodology. Thus, I will write about the English language and its benefits beyond its formal academic aspects. I will show how this fact would allow English to play a crucial role when removing and preventing bullying problems in the classroom and to create anti-bullying attitudes among students. Finally, the most common kinds of bystanders will be exposed to try to find a solution in order to avoid all types of roles in the classroom so as to achieve an atmosphere of equality (an aim that can be reached

through the use of the English language in class). It is precisely such atmosphere the one which the KiVa program looks for in order to be effectively implemented.

#### *A. The KiVa Antibullying Program*

The KiVa anti-bullying program is well grounded in research, that is to say, currently there are many studies about how to improve situations of bullying in the classroom. First of all, it is important to understand the concept of bullying and the effects it produces on people. Furthermore, it is relevant to take into account that bullying has become unfortunately a buzz issue due to the fact than it is on daily news more and more often. It is “a serious personal, social and academic problem, which affects a large number of pupils and causes widespread concern owing to its rapid spread, which is why it needs to be combated immediately” (Mavroudis and Bournelli, 2016, pp. 1-2).

Bullying is defined as a repeated aggressive behaviour that hurts you or makes you feel unhappy, uncomfortable or scared (Gordon and Spilsbury, 2014) and its targets/victims suffer psychosocial problems such as depression, anxiety, and peer rejection (Card and Hodges, 2008; Hawker and Boulton, 2000). Besides the targets, bullying constitutes a risk for a healthy development of the perpetrators (Sourander et al., 2007) as well as for bystanders merely witnessing victimization (Rivers et al., 2009). This shows that it is necessary to have an efficient action plan that prevents bullying and shows teachers, students and other educational staff how to act in bullying situations.

The fact that school attendance is compulsory turns it into a place where bullied students cannot escape their oppressors while bullies are socially rewarded by those peers who, as Salmivally states, “join their behaviour or just reinforce it by verbal or nonverbal signals” (Salmivally, 2010, pp. 112-120). From the point of view of this work and in accordance with Wentzel, “the quality of peer relations, especially emotional support (or lack of it) from peers, has significant consequences for school motivation, engagement, and achievement” (Wentzel, 2009, pp. 536-538), it can be said that group problems need group solutions. In addition, in recent years, there has been a growth of interventions focused on working with the peer group (Del Barrio et al., 2011).

Therefore, KiVa project has been chosen as the main reference for this work since, combined with the many benefits of English as a Second Language, constitutes an action-prevention plan against bullying that can prove to be very beneficial to education. In turn, Legan é highlights the importance of carrying out prevention-oriented interventions to eradicate abusive behaviour before it appears (Legan é, 2012).

##### *a. Origins of the Program*

The KiVa project was developed and carried out at the University of Turku, in collaboration with the Department of Psychology and the Centre for Learning Research by order of the Finnish Ministry of Education in 2006. Its name is an acronym that stands for *Kiusaamista Vastaan*, that means “against bullying” in Finnish, and the adjective *kiva* also means “nice” in the same language. This program considers bullying as a group phenomenon and includes universal actions to prevent bullying and indicated actions to address individual cases of bullying. More specifically, the program is based on the idea that bystanders often contribute to the maintenance of bullying by assisting and reinforcing the bully (Salmivalli, Voeten and Poskiparta, 2011), which provides bullies with the power and the status that they are seeking (Salmivalli, 2010).

Salmivalli et al. explain the most common kinds of bystanders: “there are assistants (those who physically help the bully), reinforcers (those who incite the bully), outsiders (those who do nothing) and defenders (those who confront the bully and help the victim).” (Salmivalli, 1996, pp. 1-15). In order to avoid all kinds of roles in the classroom (bullies, victims and bystanders) and to complement the KiVa project it is necessary to create a neutral learning environment in which all the participants feel and experience some kind of weaknesses. As it has been mentioned previously, the proposal depicted in the present work is that English as a Second Language classes might work at that environment.

Using such a combination of the KiVa project and the English as a Second Language classes, it is expected that victims will be less affected and anxious and more motivated. Additionally, they will have higher self-esteem, and they will be less rejected by their peers. In turn, that bullies will be expected to reduce their motivation to bully, and understand that we are all equal and violence is not the way to happiness. Regarding bystanders, they will act with no fear and provide support to victims while understanding that they have played and are playing a central role in maintaining bullying cases. In fact, sometimes for bullying targets “the most painful experience involved in being bullied is not necessarily the attacks by mean kids, but the perception that the whole group is against them” (Sainio et al., 2011, pp. 144-151).

##### *b. Operating Mode*

With regard to the way the KiVa project works, it can be said that it includes lessons and topics which involve discussion, group/team work, short films related to bullying and role-play activities. More specifically, the more relevant themes of the lessons are the following ones, which will be worked on and adapted to the students’ needs thanks to the different activities proposed in the Methodology section:

- Let’s get to know each other
- Emotions
- Our class –everyone is included!
- Difference is a richness
- There is no bullying in a KiVa school
- We won’t join in bullying

- The victim needs your support
- I will not be bullied!
- Literature lesson
- KiVa contract' (Herkama, 2012, pp. 16-18).

As it can be observed, the contents of the lessons are based on different values such as the importance of respect, emotions, group pressure, bullying and its consequences and mechanisms and so on, which are very important to be developed at school in order to contribute positively to the students' behaviour building.

Moreover, KiVa uses virtual learning environments (anti-bullying computer games for younger children and an online environment named 'KiVa Street' for older students) in order to motivate students and enhance their learning process. For instance, computer games are composed of five levels, each one of them based on three components: 'I Know', where students reinforce and increase their bullying knowledge; 'I Can', where students acquire new useful skills to act in bullying situations; and 'I Do', where students are encouraged to use the knowledge and skills they have acquired in real-life situations. Furthermore, there is a mailbox that students can use to send e-mails informing about bullying situations that some classmate or they themselves suffer. It is very useful if we consider that 'most targets of bullying still do not report their harassment at school or at home, thus hindering any kind of effective intervention' (Salmivalli and Poskiparta, 2012, pp.41-53).

Regarding discussions, they can be individual or in group and they involve victims and bullies. In addition, the teacher arranges a meeting with some (2 or 4) classmates –who have been identified as friendly classmates by the victims- to encourage them to support the victims. Thanks to activities like these and according to Kärnä et al., 'increases the empathy towards victimized peers as well as self-efficacy to support them and reduces the bystander's likelihood of reinforcing bullies' mean acts' (Kärnä et al., 2011, pp. 405-411). And that is one of the things that this work looks for, that bystanders are able to put themselves in the place of their victims to comprehend their thoughts and their feelings; that they do not give bullies what they want: social recognition for their actions.

#### *B. The English Language beyond Its Formal Academic Aspects*

English is one of the most widely spoken languages and it is used all over the world. It is a language that is commonly learnt by people who have a L1 (first language) other than English. So, English language does not only belong to its native speakers but also to the entire world. According to the New York Times, '400 million people speak English as a first language and another 300 million to 500 million as a fluent second language' (Mydans, 2007, p.55). So, it can be affirmed that the world seems to need a common language, something that serves as an intercultural link, a meeting point, and allowed all its inhabitants to communicate among them on equal terms. The same occurs in the classroom: all the students need a language that allowed them to communicate among them on equal terms. That is, to get in touch without feeling different because of speaking their L2 better or worse. Hence, they need a language different from their mother tongue; a language such as English, which was able to generate an environment of equality in the classroom, without bullies or victims; without victors or losers.

All this leads us to think about the following question: what would happen if some students spoke English better than the rest? (Because this is something that uses to happen in the classroom). Then, it would be appropriate to provide feedback to those pupils who find English language hard. This would be done to encourage and motivate them to continue working in that language. Moreover, they could be provided with resources and extra work in order to reinforce their English language.

Regarding the benefits of English lessons, according to the European Commission (2009) it can be said that they lead to increased memory capacities, since 'learning English allows the brain to keep information in it for longer durations while thinking processes are activated'; they also increase mental flexibility because English learning 'allows a person to use differing avenues for thought', keeping the brain active and flexible; it is also profitable for increased problem-solving abilities such as 'abstract thinking skills, concept formation, creative hypothesis formulation, strengthened capacity to identify, understand and solve problems and the ability to focus on a task by filtering out distractions'. English lessons are also useful to enhance comprehension on how language works and is used because English students 'are able to better read and interpret social situations'. Moreover, it 'prevents the deterioration of brain functioning over time' and it leads to an increased ability in digital literacy, since 'because of these quickened mental abilities individuals which are multilingual have a noticeable ability to stay up to date with modern technologies' (pp.1-17).

#### *C. English Language for Long Life Learning: English as a Medium of Instruction (EMI)*

With all these benefits of English language it is not difficult to assume that it is worth learning it from a very early age (Kristo, 2010). In fact, its advantages for living are, for instance, that it makes easier and more enjoyable travelling and interacting with people of different countries. In addition, it gives us access to more current and complete information since most studies, scientific texts and Internet files and documents are written in English. English language also shows different ways of thinking and a wide range of interesting cultures and lifestyles. So, new people can be met and their customs understood. Thus, giving the opportunity to see yourself through different eyes, and perhaps discovering new aspects of yourself or your culture on which you had not reflected before.

Moreover, studies such as those carried out by Pavesi et al. (2001) state that "incidental language learning -the kind of learning which occurs when the learners' attention is focused on something different from what is being taught- is

very effective, deep and long-lasting. It positively complements the intentional language learning which typically occurs in the more traditional language classroom” (Pavesi et al., 2001, pp. 9-10)

This makes us think about what kind of English learning our students need. So, as stated in the objectives at the beginning of this work, students need an incidental English language learning that does not try to replace traditional language teaching but complements it. That is an English language learning that goes beyond its formal academic aspects and makes students think critically and share ideas and opinions –also against aggressive behaviour- at the same time they practice their speaking skills, which are on equal terms for all of them since English language is not students’ L1.

Hence, this work proposes taking advantage of English language by using it as a learning and teaching tool in order to create anti-bullying-attitudes among students by reflecting, discussing, sharing ideas and feelings. So, I followed a methodological approach based on English as a Medium of instruction (EMI). This phenomenon has very important implications for the education of young people in non-anglophone countries. Unlike CLIL, where both the language and content is the focus of learning, EMI concentrates on the content with the use of the language as the medium of instruction.

Therefore, EMI proposes the use of the English language to teach academic subjects in countries where the L1 is not English. In this way, this language becomes a useful tool of instruction and classroom management by using specific teaching strategies (Dearden, 2015). It is becoming increasingly important since “there appears to be a fast-moving worldwide shift, from English being taught as a foreign language (EFL) to English being the medium of instruction (EMI) for academic subjects”. (Dearden, 2015, p.4). Hence, for this work, the English language is intended to play a crucial role in the classroom generating empathy and respect for others while students develop anti-bullying awareness. The following section, will be, thus, devoted to depicting the methodology proposed.

### III. METHODOLOGY

The methodology implemented in this didactic experience was put into practice for the first time in the course 2015/16 in Primary 5, during the Practicum period of the Teaching Degree. Some very clarifying results such as the decrease in the number of harassment situations were obtained. Furthermore, “students were able to feel the warmth of their peers and a sense of togetherness was created beyond what the academic hours have allowed” (Mart ínez, M., 2016). Now a similar implementation was put into practice in Secondary 1 by replicating the method already proved in that course. That is, using the same materials as in Primary Education and looking for new ones (adapted to the students’ age). We have selected this course because “late childhood is a period when bullying tends to increase and peers take on increased importance in promoting children’s social development and fulfilling their need for acceptance” (Salmivalli et al., 2016).

Hence, this section is divided into three parts. First, it is described the context where the implementation of the proposal of this work was carried out. Then, the experience in Secondary Education will be displayed through different activities designed and adapted to teenager students. As mentioned, the further implementation will follow the same line of the one executed in Primary Education in the study of Mart ínez, 2016. Moreover, a comparison between these two educational stages will be done. Finally, some strategies for data collection and its evaluation will be shown and discussed.

In this internship, I chose a private school. The aim was to know a different context, since I had never been in a private school before and I did not know how it worked. Moreover, I wanted to know other students, teachers and methodologies different from what I had seen so far in other schools. This has allowed me to train and enrich myself not only as a professional but also as a person.

#### A. Context and Design

Hereafter, an explanation of the place and the context in which the investigation was carried out would be comprised. The educational centre is located in a neighbourhood of middle-high socioeconomic level. The duration of the Practicum period was two months, from January 30th to March 31st. During that time, I was in different classes of ESO and Bachiller for the English language classes. Moreover, spending more time in ESO 1 I could observe the behaviour and the different roles of students in that class, in which this work was applied.

One aspect that caught my attention during the Practicum was the school need of having an effective anti-bullying program since although it had taken on a mediator, there was discrimination in the classroom (we will focus on ESO 1 class composed by 27 students) and there were assumed leadership roles (clearly differentiated). The class needed a proper and innovative anti-bullying program that at the same time made students practice and reinforce the English language (a subject in which they had many weaknesses in).

#### B. Objectives of the Implementation

Hereafter comprise an explanation of the different goals expected for each activity that I put into practice. They are related to both the improvement of the students’ English language level and the prevention-reduction of bullying effects.

- Session 1 (Storytelling and group discussion): To improve students' listening skills while their critical thinking emerges. To prevent bullying and reduce victimization by means of fostering an atmosphere of equality, respect and well-being in the classroom through communication in English.

- Session 2 (running dictation): To improve the students' competence of the English language and their written comprehension (misspellings, verbs conjugated badly, articles and prepositions not used correctly and so on). Also, it is aimed at working on clothing vocabulary, present simple and continuous tenses. Moreover, it is pretended to foster cooperative learning.

- Session 3 (identity text): to increase students' self-confidence and to achieve a classroom atmosphere where inclusion and equality prevail. Moreover, it is aimed at working on adjectives.

- Session 4 (hearts on the back): to work on emotions and inclusion; to raise awareness about the importance of supporting victims; and to increase victims' self-confidence. Furthermore, it is also aimed at working on adjectives.

### C. Implementation

During the month of February this work was organized by carrying out a research about the KiVa project along with the benefits of English language in the classroom, and an observation of students' characteristics and their relationships as a group. After that, the students were asked to complete the pre-test during the last week of February. Then I worked on the chosen text and the adapted activities for the students, from the last week of February to March, and some talks/tutoring took place between the teacher and the students in this period of time. Finally, the students were asked to complete the post-test (same test than the pre-test) during the last week of March and from that day, some conclusions about the effectiveness of this proposal were drawn.

In the practice period, the didactic intervention was developed through some activities inspired in the KiVa project, adapted to the students' needs. Moreover, a set of tutorials were performed. Firstly, with the affected students and then, with the whole class, following the steps of the Kiva project.

- Session 1 (Storytelling and group discussion): we read 'Baseball Saved Us' (Mochizuki, K., 1993) to the students, which were sited in circle to promote an atmosphere of discussion. The book was about bullying during the Second World War. It is important to spend time reflecting while reading, not only at the end of the book, to make the reading richer. So, students could discuss personal experiences and being in others' shoes. Furthermore, communicative approach was developed while fostering the use of the English language.

- Session 2 (running dictation): this activity was selected due to its usefulness to improve the students' competence of the English language. The activity is based on text which contains values such as equality, respect and empathy and that incorporates the target grammar. Moreover, it emphasized the idea that we are all necessary in a group, which was discussed later in a further discussion.

- Session 3 (identity text): This activity is useful to meet each other beyond what you can discover about him/her in class; to remove tags and discover lots of things you did not know; and to foster the idea that we are all good at something. It consisted of creating a mural for the whole class where students had to hang human silhouettes made of paper. Each student had to create a human silhouette and write good things about himself. Hence, this activity created opportunities to bring out the inner voice of students and to make visible what was invisible of them.

- Session 4 (hearts on the back): all students had to write in some post-its something good and stick them on the heart of all their classmates so, all the students had a heart stuck on their back. In this way, students received beautiful words from their peers and their self-confidence could increase.


### D. Strategies for Data Collection and Its Evaluation

Data were collected through a questionnaire that students filled in twice, once before the implementation of our proposal and then after doing the different activities and talks mentioned above in order to see the point we started the implementation of this work from (students' conceptions about bullying, current situation of bullying in the classroom, and behaviour that pupils would follow in the face of a situation of this type); and to check if the implementation had been a success

1. Is this communication?

a) Yes, it is

b) No, it isn't



*Illustration*

2. How do you act if you hear people say nasty things about someone?

a) I notify a teacher of what is happening

b) I join in and I also criticize

c) I couldn't care less and I say nothing about it

3. What are your ways to defend yourself if you have been involved in a conflict?

a) Insult and/ or hit someone

b) Threaten or teasing in order to find peer support

c) Dialoguing

d) Calling the teacher

4. How often do you feel bullied?

a) Once a week

b) Everyday

c) Never

d) Another one: \_\_\_\_\_


Frequency:      0 1 2 3 4 5 6 7 8 9 10

Figure 1. Pre-Test and Post-Test

5. Is this bullying or not?

a) Yes, it is

b) No, it isn't



*Illustration*

6. Is it worthwhile to report bullying to adults?


a) Yes, in order that they help us

b) No, because If I do it, I will be a snitch

7. Is she a bullying victim?

a) Yes, she is

b) No, she isn't



*Illustration*

8. Victims of bullying are always weird people.

a) True

b) False

9. In a case of bullying (as bystander) I feel ...

a) Afraid

b) Entertained

c) Brave and willing to help

10. If I suffered bullying, I would like to feel the support of ...

a) Peers (class group)

b) Teacher

c) Psychologist

Figure 2. Pre-Test and Post-Test



Furthermore, the data from these tests (pre-test and post-test) were evaluated quantitatively. The aim was to observe a reduction in the number of victims in order to demonstrate the efficacy of this didactic implementation proposal. In addition, it is important for this project to be an effective prevention tool so that data were also evaluated qualitatively by valuating students' interpretations, judgments, motivations, interests and needs in order to comprehend what they need and to solve situations through action and reflection. Moreover, the data were also gathered by means of direct observation through a logbook.

#### IV. RESULTS AND DISCUSSION

##### A. *Direct Observation*

Regarding running dictation, the students had fun and worked the Total Physical Response (TPR) method, which is very useful to collaborate with the language learning, so then they were more relaxed for the discussion. In the study carried out by Martínez, 2016 in Primary 5, students were open and comprehensive at all times and they participated in an active way in the discussion providing ideas such as: "without the aid of all the members of the group we would not have completed the dictation" (Martínez, 2016). While in this study, the students of ESO 1 also showed an active attitude since it was a new activity for them. In the discussion, students mentioned ideas such as "it is important to distribute alright the roles within the group and trust that we are all capable of doing our mission well". As it can be observed, in both cases some values such as the importance of everybody, teamwork, empathy, patience and respect appeared. Therefore, it can be stated that the goals proposed for this activity were achieved and also the English language grammar, vocabulary, writing and communicational skills were successfully worked on.

Concerning the hearts activity, it was useful to identify the roles that the different class members had got. Regarding ESO 1, some post-its included adjectives such as "different", so we took the opportunity to explain that this adjective was not something bad but that their peers had seen it as something positive. In general terms, in both courses the objectives were accomplished because this activity increased students' self-esteem and developed their communicative skills. Furthermore, the victims felt they had their peers' support and the bullies realized their good qualities, which was profitable for them to love themselves more and to stop behaving aggressively towards others for this reason.

With regard to the identity text, thanks to this activity the students knew each other better and discovered lots of new things they did not know about their peers, while at the same time, they removed pre-established labels that they had put at the beginning of the course. In addition, their self-confidence increased and the English language was used as a communicational tool. Furthermore, the students had the opportunity to reflect about who they are, which was difficult at the beginning because it is something that we are not used to do.

Finally, as far as the storytelling activity is concerned, critical thinking was present during the entire activity and in the following debate. Moreover, the whole activity was carried out in English so, a communicative approach was implemented. At the same time, students were able to detect traditional symbols from other cultures so, their intercultural awareness increased.

##### B. *Pre-test and Post-test*

The two tests taken before and after the implementation of the proposal of this work led to different results. On the one hand, in the study carried out in Primary 5 by Martínez in 2016, in the pre-test, 4 out of 27 students of the class claimed to have suffered/be suffering bullying very frequently (7-10 times) (Martínez, 2016). On the other hand, the pre-tests conducted in ESO 1 revealed that two students of the class were suffering bullying at that time (one of them with high frequency -everyday- and the other one once a week). A third student had experienced bullying during his/her childhood. All this was happening in two classes seemingly quiet and with a good atmosphere, where it had previously been explained what bullying was so that students did not think that it was a solitary conflict, anger or dispute.

One of the most interesting aspects is that in the ninth question of the pre-test, the majority of the pupils answered that they felt brave and willing to help when facing a conflict of bullying, in the case of Primary 5 (Martínez, 2016). While in ESO 1, a large number of students stated that they felt frightened each time they witnessed a bullying conflict. It is here where the proposal of this work has impinged on by promoting a students' change of attitude thanks to the work on feelings such as bravery, and making them aware of the great importance of their behaviour when they witness a case of bullying. Another important aspect to highlight, which is very relevant for this work, is the answer given by the students to question number ten. In both cases (Primary 5 and ESO 1) the importance of feeling peer support when in a situation of bullying is shown in this work, as indicated by the KiVa project. Tables 1 and 2 show the results obtained in the realization of the pre-test in both schools.

TABLE I.  
CHART WITH THE RESULTS OF THE PRE-TEST IN PRIMARY 5 (MART ÍNEZ, 2016)

Pre-test	Answer											
	Question	a			b			c			d	
1	2	25										
2	24							3				
3	1							21			5	
4		4						23				
Frequency		0	1	2	3	4	5	6	7	8	9	10
	23								2	1		1
5	Yes			No								
	27											
6	26	1										
7	Yes			No								
	27											
8	2	25										
9	10							17				
10	24							3				

TABLE II.  
CHART WITH THE RESULTS OF THE PRE-TEST IN ESO 1

Pre-test	Answer											
	Question	a			b			c			d	
1	6	21										
2	17							10				
3	2							21			4	
4	1	1						23			2	
Frequency		0	1	2	3	4	5	6	7	8	9	10
	23			2						1		1
5	Yes			No								
	24	3										
6	24	3										
7	Yes			No								
	26	1										
8	2	25										
9	8	2						17				
10	19	4						4				

Most students recognized perfectly well a case of bullying and they would act correctly in a situation of this type, that is, notifying to an adult. Moreover, as indicated before, almost all the students would like to feel the support of their peers if they suffered bullying so this shows signs of the success that this proposal could have.

Something that has called my attention in the negative sense is that in Primary 5, two students thought that the victims of bullying are always weird people. This indicates that we count on stereotypes and prejudices in the classroom; and the four cases of bullying that there seemed to be. (Mart ínez, 2016). Regarding ESO 1, the results which may sound concerning are the large number of students who would take a passive role as bystanders of bullying; those who think that shouting is a way of communicating; and those people who believe that if you reported bullying to adults, you

would be a snitch. These results show that it is necessary an effective prevention program that leads students to a change of attitude.

On the other hand, in the post-test the number of students who suffered bullying passed from four to three people, in Primary 5, reducing thus the frequency (which went from 2 to 8) (Mart ínez, 2016). Something similar occurred in ESO 1, where the two students who suffered bullying currently reduced the frequency of the harassment that they lived. Moreover, it was also reduced the number of people who thought that if you report a case of bullying, you would be a snitch; the number of bystanders that would remain passive in a bullying situation; and the students who thought that insulting and hitting were the best defense mechanisms that they could use when facing bullying. Therefore, it seems that this proposal has been effective to reduce bullying and victimization in the classroom and a great bullying-prevention tool in spite of its short implementation period. In addition, it is also a good tool to improve the English language level of the class as well as to use this language in real situations. Tables 3 and 4 reflect the results obtained in the realization of the post-test in Primary 5 (Mart ínez, 2016) and ESO 1.

TABLE III.  
CHART WITH THE RESULTS OF THE POST-TEST IN PRIMARY 5 (MART ÍNEZ, 2016)

Post-test		Answer											
Question	a	b					c					d	
1	1	26											
2	24						3						
3	1	2					19					5	
4	1	1					24					1	
Frequency	0	1	2	3	4	5	6	7	8	9	10		
	24		2						1				
5	Yes					No							
	27												
6	26					1							
7	Yes					No							
	27												
8	1					26							
9	5										22		
10	25										2		

TABLE IV.  
CHART WITH THE RESULTS OF THE POST-TEST IN ESO 1

Post-test		Answer											
Question	a	b					c					d	
1	6	21											
2	20						7						
3	1						22					4	
4	2						23					2	
Frequency	0	1	2	3	4	5	6	7	8	9	10		
	23	2		1					1				
5	Yes					No							
	26					1							
6	26					1							
7	Yes					No							
	27												
8	1					26							
9	4					1					22		
10	23					2					2		

Fortunately, in both courses the number of students who thought that the victims of bullying are always weird people decreased after the implementation of this proposal, so thanks to this work some tags were removed. Moreover, the high number of people who felt fear in a situation of bullying as a bystander instead of bravery and willingness to help decreased too. That is, half of people who felt fear had changed for braver; so, all the talks and activities carried out have been profitable. With all this, it can be ensured that the proposal of this work has been effective and it has achieved a reduction in the number of bullying victims and an increment in the number of classmates that provide support to the victim making her/him more self-confident.

## V. CONCLUSIONS

The present study shows a significant solution for bullying problems: increases the benefits of the KiVa project by complementing it with the benefits of the English language beyond its formal academic aspects. Furthermore, it fosters acceptance, cooperation, awareness and trust between pupils/students and adults and an interest in others. In addition, it gives the students the opportunity to situate themselves in terms of ethical and moral issues at the same time that they are able to build and strengthen their concept of community.

Regarding the first objective of this work, that is to explore the use of English as a Medium of Instruction (EMI) and communication to foster an appropriate atmosphere to develop an antibullying program, it was accomplished. A way of speaking English and improving the language without realizing it has been found by carrying out different suggested activities. At the same time, the goal of all the activities (apart from avoiding aggressive behaviour) was communication, so there was generated a base language for all the class members through which everybody communicated with everyone on equal terms. So, the objective of communicating in English in order to achieve an atmosphere of equality in the classroom has been reached thus suppressing group roles.

With regard to the second objective, that is to prevent bullying and reduce victimization by means of fostering an atmosphere of equality, respect and well-being in the classroom thanks to EMI and communication, it has also been accomplished. Bullying was reduced in an 18% of the cases and abolished in an 80%. It has been shown that this proposal and its activities have led to an atmosphere of equality, respect, empathy and well-being in the classroom. Likewise, students' problem-solving skills increased, and through storytelling, they could gain valuable life lessons that will strengthen their sense of what it means to be vital and active community members.

As far as the third objective is concerned, that is to shed some light on the fact that the peers-bystanders' reaction is important when witnessing a case of bullying and thus, fostering a change in their attitude and transforming them into supporters of the victims, it has been fulfilled. The results suggest that the proposal prevents and counteracts bullying and victimization by means of influencing bystanders' attitudes in harassment situations, making them more valiant and eager to support the victim. Thereby, it is shown how important it is to receive support from the class group for both the victim and the bully. Thus, it ought to be used for benefiting the victims and increasing their self-confidence and for decreasing the alter ego of the bullies and making them humbler.

As a result of this proposal, students have been able to feel the warmth of their peers and it has been created a sense of togetherness beyond what the academic hours allow. Sometimes, this important part of cohabitation is neglected and all the importance is given to subjects, marks and homework. Sadly, we keep forgetting that none of this will work without the well-being of everyone in the classroom. Here, we talk about attitude, since our attitude determines our direction. So, if teachers want their students to finish the course, they should be concerned about their attitudes otherwise, their students will not reach the established goals and targets.

Finally, regarding the fourth objective, that is to contrast the results obtained in the Final Degree Dissertation and in the Final Master Dissertation in order to observe how bullying could be prevented depending on the educational stage of the student, I found that there are no-significant differences in the way of addressing bullying in such stages. The only one difference was found in how to work on ethos building depending on the age of the students. Older students needed activities more oriented to reflection in order to develop their critical thinking. On the other hand, younger students were more motivated with activities that implied physical movement. So, it gives us a clue about how to prevent bullying depending on the educational stage in which the implementation is carried out.

As far as drawbacks and limitations are concerned, it should be mentioned the short period of time aimed at the implementation of the proposal of this work (it would have to last an entire academic course at least, that is, 9 months). Despite the fact that there has been a small sample of students and not many cases of bullying, it can be said that positive results have been obtained for anti-bullying.

On the other hand, it should be remembered that the classroom is a changing stage where some unexpected events can happen at any moment and teachers ought to know how to face them. Fortunately, during this practice period I experienced different situations that have shaped me as a teacher and that will help me do my work better in the future. In addition, as tests show, apart from the peers' support, the attitude that the teacher takes in a conflict is very important for the victim. Therefore, future teachers should be very careful with the way they act to be knowledgeable about what bullying is and to be alert if they see signs of it in the classroom. Moreover, they must provide support to the victims and have frequent tutorials with bullies, victims and bystanders since, as this study shows, some dedication and attention by the teacher can get very favourable results in reducing bullying.

A teacher is not only someone who transmits knowledge, but someone who educates the soul. Thus, this study leaves the door open to further investigations into what way the teacher's attitude could be beneficial or harmful in bullying situations. Without forgetting, of course, the contributions of this proposal regarding the benefits of the peer group support in a bullying situation and the English language as an equality element, that is to say, as a tool to suppress and to avoid group roles. There is still much to do with regard to this theme so, we hope that this work could be useful as a motivation for future research. And also, that the very positive results obtained in such a short period of time encourage us to continue working and fighting against bullying and make us think about how great would be the benefits for the students if the proposal was implemented from the beginning of the course and during several academic years. It seems that the basis of the KiVa project and the English language as a tool to promote equality in the classroom form a good combination that leads to very favourable results in fighting against bullying in the school.

Through this work and its investigation process we have learned two main things: the first one concerns the students involved in a conflict of bullying, for them it is very important to have the support of their classmates and feeling that they are not alone. Moreover, through the proposed activities and a methodology based on reflection and communication students perceive a real group feeling and they know the great value of empathy, respect and equality. The second thing is related to Paulo Freire's words: "Education does not change the world. It changes people that will change the world", and our world needs a real change so that humans could be more human and conflicts such as bullying will not be the cause of suicides anymore, depressions and the loss of smiles. What would life be if we had no courage to attempt anything new? We can make it happen.

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# Effect of English Language Competency on the Job Satisfaction and Motivation of Teacher Educators: A Narrative Analysis

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**Abstract**—This research study was designed to explore the English language competency of teacher educators and its effect on their job satisfaction and motivation in order to maintain their position at their departments of Education at Universities of Sindh province of Pakistan. As, languages are generally taught and assessed in terms of four skills such as listening, speaking, reading, and writing. Where listening and reading are known as receptive skills while speaking and writing as productive skills, which are directly concerned and connected with the cognitive development of the teachers educators and its proper utilization to become satisfied and motivated faculty members. The data was collected and analysed through narrative analysis technique, the qualitative research design and method. The findings of this article would be found suitable, reliable, strong resource and a rich addition in to the existing literature, which provides a suitable insight to all stakeholders to understand the real position and phenomenon of language competency and its effects.

**Index Terms**—English language competency, job satisfaction and motivation, narrative analysis, teacher educators

## I. INTRODUCTION

Educational institutions are considered the social institutions, which provide the conducive environment to its concerned inhabitant to learn all those things, which keep them up to date in order to face, accept, fulfill, meet and get success over the challenges of the present era. In conducive environment, the inhabitants learn knowledge, skills and their application well and properly to save themselves, the people, their language and the culture. In this regards, universities and higher education institutes have more responsibilities than other institutions such as schools, colleges, vocational institutions, etc. to do research on the emerging topics, issues and problems and explore their authentic solutions to maintain peace and security among the lives of the people of the country and globe. History witnesses that the university teachers and researchers worked hard to invent and innovate all things, known as the science and technology. As, we all know the modern automobiles, electronic items, digital items, etc. have great value in our lives. Because, they made human life easy and comfortable through minimizing the distances among the people of the world and make world as a global village to reach everywhere within a minimum time period. University teachers and researchers work efficiently, especially in the field of science and technology, when they know, what is going on in the modern era and what is the modern field to work well. These all things can be known through a suitable and good communication with people, literature and the systems, which can be possibly done in the same language of the instruction. The language of the medium of instruction of the universities of the world with especial reference to research is English, in which the important literature is available. Teachers have a great responsibility to teach and speak English language well in their classroom in order to motivate their selves, colleagues, students and staff to get success and achievement, as motivation is one of the variables that determine foreign-language achievement (Njadat, 1998). Because, people are motivated in various ways and means that suits the majority of teachers, students, educational administrators, and education system (Kocabas, 2009) to achieve the goals of learning English as the second language and medium of instruction of higher education institutions. Therefore, the factors affecting motivation levels of teachers can be understood by interpreting the behaviors of individuals identified and explored through various researches (Celtek, 2004). English is the language of science and technology, and other all field of studies throughout the universities and research institutions of the world. The usage of English as a foreign language in different countries increased due to the large number of immigrants, high need and attitude of students and women, interest to learn foreign language and the requirement to use technology to accomplish unskilled jobs (Dweik & Awajan, 2013).

## II. ENGLISH LANGUAGE COMPETENCY, JOB SATISFACTION AND MOTIVATION

Competency means power, ability, capacity and capability; may be physical, mental, financial or legal to perform well to meet the need, demands, requirements, and requests to respond the challenge to achieve personal, professional and organisational goals through fulfilling the duties and responsibilities. Competency and proficiency used frequently and interchangeably to show the language skills of a person with special reference to work efficiently to deal with all matters especially by teachers in classroom, where fluency and language competence are generally recognized it. As a limited English proficient student, comes from a non-English language background to have a sufficient difficulty in speaking, reading, writing, and understanding the English language. A fully English proficient student is able to use English to ask questions; to listen and understand teachers; read and understand reading materials; take out different ideas, understand, relate and test them in their life; and challenge what is being asked in the classroom. Teachers and students interest can be created through some rewards and support, which can be started within or from inside of the core of the heart. As, Ministry of Education (MoE), school principals, English language supervisors, teachers, colleagues and students do not motivate the English language teachers in Jordanian public secondary schools but they are motivated because of likeness to their jobs that gives them security for their families and prestigious to be confident to have efficiency of English language (Dweik, et al., 2013). Because, English was taught in Jordanian schools as a foreign language due to its importance to communicate effectively and efficiently in all fields throughout the world (Cook, 2003; Momen, 2009; Schmit, 2002).

Teachers' job satisfaction and motivation is the important factor that leads towards the classroom effectiveness and school improvement, consists on the teachers' desire to participate actively in the educational process and procedure to benefit their students, parents and society (Ofoegbu, 2004). As, the term effective itself is complex and controversial, as it revolves around the what, whom, when, where and why questions (Rogers, 2011). Here the question is how teachers would be benefit providers and the answer is when they have a good grip over the knowledge, pedagogy and skills that can be done through reading good and authentic materials, learning from the readings, and finally applying them as per situation, which all can be achieved through the competency of English language. Because, the competency helps the teachers to read well, to learn high, and apply properly and authentically in order to get successful results. Therefore, it is an important concern for educational leaders and managers to improve, increase and enhance the teachers' motivation that effects the students' motivation to learn well and achieve good grades. It is also important for the improvement of educational reforms and progressive legislation, to make effective policies through proper implementation of rules and regulation to create the conducive environment where teachers' become satisfied through fulfillment of their duties and responsibilities (De-Jesus & Lens, 2005).

Teachers' motivation became a critical factor and it determines a list of variables such as the existence of enabling the environment and the equipments. It links with, how teachers feel about the dealing and treatment given them in their organisations; and how they perceive about their own working and living conditions (Davidson, 2007). As, done in Jordan such as many efforts were taken by all stakeholders to improve the process of education, still the majority of teachers in Jordan are not motivated to improve their English language skills to teach in their classroom. The improvement of the competence and commitment is the most important determinant of learning outcomes, can be achieved through the importance of English language skills of teachers played in the process of education in Jordan (Al-Ali & Al-Saleem, 2009; Njadat, 1998). We all know that all dealings at international level are done in English, especially the talks, discussions, memorandums, agreements, etc. However, the things and the systems can be managed to work on the training programs to improve the English language competency of the teachers through the consideration of their role and responsibilities to bring the radical reforms in the system of education. As, the role of teacher would be ensured and must be recognized, understood, and taken into account for effectiveness of education. Their rights must be realized in order to secure and strengthen their own commitment to achieve the quality education for all (Davidson, 2007), which can be easily and possibly achieved through increasing the competencies of the teachers.

English language speaking teachers' motivation revolves around the intrinsic and extrinsic factors such as internal desire to teach; and a long term job stability, autonomy to choose methods and materials for classroom teaching, positive working relationships, good communication, community and self-realizations for overall success (Praver, et al., 2008). The intrinsic aspect of Greek teachers was found more satisfied and more motivated than the extrinsic motivational aspect. The chronological dimension plays an important role in the development and motivation of teachers as they think and take teaching as a profession has a lifelong engagement (Gheralis, 2003). One more study identified the private school teachers more dissatisfied than their counterparts in public schools, as there were three major factors influencing their motivation and occupational choices such as demographic traits, intrinsic factors related to their inner feelings about job, and extrinsic factors related to the objective characteristics of the work itself (Wang, 2005). The motivation level of the (300) private schools teachers in Amman was found high and their performance was found high from the (100) principals' point of view. As it is assumed that, the school administration is responsible of the motivation of teachers (Diamantes, 2004; Kocabas & Karakose, 2002) and vice versa. The demotivation experience was found between Saudi Arabian and non-Saudi Arabian English language teachers, due to the conflict between commitment and the inadequacies of the educational institutions, depending on the administration of institutions where they are working (Shoab, 2004). The (61%) of the English language speaking teachers found motivated by their students, to have a dialogue connection between them through creating a high feeling of efficacy and the sense of



accomplishment in classroom (Praver, et al., 2008; Scott, Cox & Dinham, 1999). The (72%) teachers found motivated because it is prestigious for them to be an English language teacher, as English language is the language of communication all over the world. It is the second and official language in most of countries and taught as a foreign language because of its importance. It begins to teach from the first grade in most of the public and private schools in many countries. Every person cannot like and get an opportunity to work in the private sector because most of the people prefer the public sector institutions to teach for the purpose of job safety and security, and attractive salary that is available only in the public rather than the private sectors. As teachers' motivation is concerned with the demographic traits, inner feelings about job, and the work itself (Davidson, 2007; Gheralis, 2003; Wang, 2005). The (74%) English language teachers found motivated because they like their jobs to become more active, affective, and creative to deliver more to their students (Hussin, 2000; Ofoegbu, 2004; Praver & Oga-Baldwin, 2008; Wang, 2005).

### III. METHODOLOGY

#### A. *Research Method and Procedure*

The qualitative research design was employed, which revolves around philosophical assumptions of epistemology and ontology (Crotty, 1998), and supported by the interpretivism and epistemological constructionism means the reality is multiple and the knowledge is constructed and a subjective entity in nature (Creswell, 2009) respectively. The data was collected through semi-structured interviews from the recruited sample of TEs. The heads of departments were approached to get permission to collect data from the TEs working at their departments. The short description and explanation of the concept or the topic was designed, managed and published in written form, in order to share and discuss with the sample of TEs. After sharing and discussion, TEs were invited to share their life experiences about their English language competency, learning, professional development, success, job satisfaction and motivation throughout their services.

The narrative analysis was done for this study on the collected data, as narrative inquiry considered suitable to employ as an analysis tool in the fields of cognitive science, organisational studies, knowledge theory, sociology and education studies. It captures the human and personal dimensions of experience and consists of relationship between individual experience and cultural context (Clandinin & Connelly 2000). The narrative analysis focused on content of stories and the meanings, depending on the philosophical position and considers as a window open towards the knowable reality, which is socially situated knowledge constructions, differences and texture of experienced (Polkinghorne, 1995). Where analysis means to covert the said dialogues or narratives in to the real meaning, occurred throughout the research process (Riessman, 2008), as the narrative analysis treats stories as a knowledge creator and constitutes the social reality of the narrator (Etherington, 2004), conducted with one's own (Etherington, 2006, 2000; Wosket, 1999) or with other clients (Etherington, 2007) or people. The importance and authenticity of narrative methods is define by Muylaert, Júnior, Gallo, Neto, and Reis (2014), as the narrative interviews method is a powerful and used by researchers who believe in summative type of studies to conduct. In this regards, the criteria of the phases of the narrative interview of Jovchelovich & Bauer (2002), was followed to conduct the interviews of the TEs, consists of the phases such as preparation, initialization, main narration, questioning and small talk. Furthermore, the narrative method is an investigative resource in qualitative research, which is a traditional form of communication whose purpose is to serve the content in order to transmit the subjective experiences (Muylaert, et al., 2014). The perspective of the informant is best revealed their spontaneous language (Jovchelovich, et al., 2002), as the narrative implies the ownership position assumed by the writer, in the face of life and the problems of society.

The identity of interviewees and the interviews data was kept highly confidential (Shaw & Gould, 2001). The qualitative research methods and techniques are suited betterly to define the meanings of the narrated sentences of the interviewees with their richness and genuineness of the spoken words and sentences (Flick, 1998; Strauss & Corbin, 1998). However, the nicknames were assigned them to use with their narratives in data analysis portion. The criteria for judgement of the quality the list of characterizing traits was used (Sparkes & Smith, 2009, 2014) followed by the criteria of Tracy (2010).

#### B. *Participants*

Forty participants were recruited for the study through multiple perspectives and the snowball and purposive sampling techniques in order to collect the in-depth, true and real data. As, the number of research sample may be several and ranging from 1 or 2 to 30 or 40, depending on the need to report details properly about them (Creswell, 2012). The friends, means the TEs who are working in different teacher education departments (TED) were requested to be the participant of the study and suggest their friends to involve them in the study as interviewee. With the passage of time, the required sample for study was arranged and their time for interview was managed at different departments and universities in Sindh, the province of Pakistan.

### IV. RESULTS

The interview were conducted from forty TEs on the topic but eighteen were found very much relevant and impressive in their stories. They expressed their life experiences very well with high attraction and their reasons were

found highly authentic to quote here as narratives. The nicknames were given to the eighteen TEs at the place of their original names in order to keep their names confidential as per agreement, which was done with them before conducting interview from them. The important narratives were recorded and selected to use for the analysis of the study, are given here, with respect to the stories told by the TEs in their interview regarding their English language competency, job satisfaction and motivation.

The interview was conducted with Meer, working as assistant professor and having a more than twelve years teaching experience at school, college and university. He commented during his story as “English language competency really play a great role to get good job on merit basis in the country like Pakistan, which was increased, improved and enhanced by self-efforts, self-interest and hard work. It keeps me always confident to complete my assignments, which make me happy and motivate to work more with efficiency to progress”. The TE serves as high school teacher and then lecturer in college and presently as faculty member in TED at university. He got all the positions through different testing systems, public service commissions and selection board purely on merit basis. As, he expressed that he belongs to a middle class family and the elder son of their parents to have great responsibility to support their younger brothers and sisters to get good education for their survival. His success is remarkable due to having a good knowledge of his subject and the competency of English. His success made him a financially sound to deal with all the expenses of his family, which affects positively on his younger brothers and sisters. This story focuses on the theme that one good job not only make one-person financially sound but it also increases the economic and social status of the family as whole.

The interview was conducted with Nawaz, who is working as lecture at his department. He told regarding his competency through his story and shared one more reason such as “My English language competency is strong because I got my whole education in reputable private English medium schools and colleges. Where everything is taught practically and provides a high opportunity of practice through conducting co-curricular activities, debate, speeches, poetry and declamation context, which became helpful to increase the English language competency and confidence”. The discussion of Nawaz reveals that he got his whole education since school to university in English medium institutions. Where he learned English very well and with the passage of time he improved, and enhanced his vocabulary, writing and spoken skills. It seemed that curricular and co-curricular activities played an important role to groom him well, especially through discussions, debate, speech, poetry and declamation context conducted at a wide range in reputable private schools in Pakistan. It is revealed from the story that co-curricular activities provide a good opportunity to participant students and teachers to improve their competency level, which increase the confidence to deal all things well to get satisfaction in their student and professional life. Because, the hard work, skill development and satisfaction of students’ life directly effects on the professional life of the individual, which may increase through financial and professional achievement and success.

A TE Faheem, who is working as lecture, shared his story regarding his competency in English language and satisfaction with few reasons such as “During my higher studies I used to start to listen to songs and videos in English with my friends, those were very good at speaking English. Continuously listening songs and lectures, watching videos and films my competency was increasing. It was further improved when I started to speak in English in my class during lectures to ask questions from my teachers”. The discussion of story of Faheem reveals that he got his English language skills improved through listening English songs and watching English movies with their classmates and friends. Because, during and after listening songs and watching movies they discuss many sentences with their friends and get further explanation from their group. The all members of group participated actively in discussion, which increase their spoken and listening skills. This skill development increased their confidence level and make them motivate to speak in their classes at the front of their classmates and teachers, even though they started to participate in class discussions actively and ask questions from their teachers about their subject during lectures. Asking questions from teachers make them able to understand their contents well and increase their knowledge about their subjects, which help them to prepare well for their examination, to bring good grades and marks for bright future endeavors, achievement and success.

The story of Shaheen, who is working as lecture, shared her story that she got competency in English language and satisfaction as “During my university studies time I used to read the Dawn newspaper on daily basis, which was very difficult work for me in starting. Initially I used to read one to three paragraphs and try to understand their meaning from Oxford dictionary. However, with the passage of time, my habit was developed and I started to enjoy learning new words from newspaper and dictionary. This continuous practice of three to four years made me able to read, write and speak very well”. The story reveals that for the improvement of her skills, she started to read and try to understand the description of the paragraphs of reputable English newspaper. Initially it was tough activity for her but she got it very much fruitful after continuation and hard work, especially when she felt that with the activity she is getting good results and achieving her aims and objectives of her studies, in classroom and examination. Because, with the passage of time it was became her habit to read the newspaper and understand the meaning of new words to know the description of the paragraph properly. The continuous practice make her able to read, understand, write and speak very well at every platform with educators, teachers and researchers, to share her views and ideas and learn from others about the emerging areas of teaching and research.

The story of Siddiqa, working as an assistant professor, revealed about her competency in English language, satisfaction and motivation such as “My English language competency is excellent. I am M.A in English literature. My

degree helped me to learn English language through reading many books and attending lectures of highly qualified faculty at my department during my degree. Preparation for papers also enhanced my language competency". The story of Siddiqa reveals that her English language skills are excellent because she did her masters in English literature. She did work hard during her student life at university, as to get M.A in English is very much tough job, especially in first class. She read many books related to her subjects during her degree, made many power point presentations and delivered in her class, which gave her a strong insight to learn good English skills that help her to prove herself as a competent student and teacher after completion of degree and getting job. She was attending regularly the lectures of her qualified professor during her studies, which were remained the main inspiration for her to improve and enhance her English language skills. Because, the majority of her teachers were very social enough to appreciate their students to learn well, which made the students successful, qualified and motivated to become teachers at university level.

The story of an assistant professor Shahnawaz revealed about his English language competency, satisfaction and motivation as "I learnt English language at different tuition centers. Especially English language centers like American cultural center and many other centers, running by private owners at my hometown. I attended language courses and completed all levels of the different course taught by different people. Finally, I had a good grip over the speaking, reading, listening and writing skills". The story of Shahnawaz revealed that his English language skills are excellent because he used to attend English language tuition centers from his school life. Where he used to learn and did a high level of practice during his stay of seven years. He attended many language courses, as there were many courses and levels for different purposes to improve different skills. Like spoken English courses and levels, except this there were different courses and level for reading, writing and listening. With the passage of time, as he completed different courses and levels, he acquired a good grip over the skills and finally got good competency on English language skills. His competency help him a lot to prepare for class lectures, to face his students' questions and reply them soundly to make them happy and satisfy, because the students' satisfaction and happiness make teacher happy, satisfied and motivated.

The story of Ali revealed about his English language competency, satisfaction and motivation, as "My English language skills are excellent. Before university teaching I was teaching at reputable English medium schools for eight years. Where I used to teach social studies and social science subjects. The regular preparation of subject contents to teach, made my language skills sharpen and enhanced. The environment of these schools was conducive to speak English frequently all the time". The story of Ali revealed that his English language skills became excellent because he used to work at English medium schools for eight years before university teaching. He was teaching social studies and social science at schools, which needs more preparation to share the concept of different ideas, related the physical, psychological and ethical issues and philosophies of the community, society and the world. For the regular preparation of different topics, teachers have to read many books, magazines and newspapers to have a suitable knowledge and good grip over the content of the topic, which provide an authentic and interactive opportunity to have high-class practice for a long period of time. The high-class practice for a long time sharpened and enhanced the English language skills and competency of the teachers, which make them active to work smoothly, quickly and accurately to get good confidence and compete everywhere at different plate forms to get high success and achievement.

The story of Khaliq revealed about his English language competency, satisfaction and motivation as "My English language skills are excellent especially spoken skills. My parents speak English at our home before my birth. The available English speaking opportunity and environment help me a lot to speak well. My English language competency makes me confident to deal my all matters in professional life easily. The confidence makes me satisfied and increase my interest to work well". The story of Khaliq was found interesting and seemed an involvement and effect of parents on their children. It revealed that his English language skills became excellent because of his parents, who were used to speak English language frequently at their home before his birth. Because, his father was a professor and did his doctoral degree from a developed country and his mother was a medical doctor. They did love marriage and always remained very happy in their life and sharing many common characteristics such as both have good job and earnings, speak good English, help to each other and highly social in their life to support their family members and relatives. His English language skills are excellent, because he learnt to speak from his parents since his childhood. The home environment and the support of parents make him able to learn good English language skills in order to be confident, which make him satisfied and it increases his interest to work well and interact confidently.

The story of Ahmed revealed about his English language competency, satisfaction and motivation, as "I was good at English skills. After graduating, when I was searching job and doing preparation for commission and selection board, I referred many books, newspapers, audios and videos to learn many topics as I can. The most of the materials were in English, so continuous reading and preparation for two to three years sharp and enhance my English language skills, which made me satisfied and motivate to work more. Because, hard work makes you visible at the front of all and between the competitors". The story was found interesting depending on help self-concept, which was started after his graduation. During his job search, he gone through many books, newspapers, video and audio lectures to get prepared for written test and then interview. He worked hard for three years continuously and finally got success in the shape of job, during this period, he learnt and improved his English language skills through reading of different literature. His skills always support him to read more to learn more through hard working, because hard work made him visible at the front of others, especially between the competitors and the heads of the department, institute and organisation.

The story of Abdul revealed about his English language competency, satisfaction and motivation as “I increased and enhanced my English language skills through giving home tuitions to different students of different classes since my student life. Most of home tuitioners were studying at good schools whose English language skills were good. Through teaching learning process and having very social interaction with them, I got good practice opportunity to improve my language skills to make satisfy myself and others”. The story of Abdul revolves around having good practice and application of his knowledge and skills. His story reveals about his activities of home tuitions from his student life. He used to giving home tuitions to many students in a day and teach different subjects to them, especially the English grammar and text. During his tuition time, he used to speak in English with his students, which increased, enhanced and updated his English language skills to deal with his students and their parents. He remained in this practice for many years and most of his students remained satisfied with him due to his good English language skills. Majority of students were belonging to reputable English medium schools and having social interaction with them during discussing the things, which was found a great and important activity of his success of improving the language skills to make satisfy himself and others especially the students and their parents.

The story of Sania revealed about his English language competency, satisfaction and motivation as “My English language skills are good to teach confidently. I started teaching twelve years ago from a small English medium school. Then high school and now at university level. As I was moving from one level to another, my experience, pedagogy, attitude, dealing and English language skills were improving day by day. Finally, all my characteristics made me confident and satisfied to teach well and make my students satisfied”. The story of Sania highlights that she has good English language skills, which make her bold to teach confidently. As, she started her teaching career from a small English medium school to teach small kids and then promoted to high school to teach adolescents and finally appointed at university level. During this whole process of her teaching profession, she learnt a lot with her experience such as pedagogy, attitude, dealing with students and English language skills, which became the reason of her appreciation at all levels and platforms. Because she considered her competencies as characteristics, which can be seen by every stakeholder inside and outside of the organisation. The existing characteristics among teachers make them responsible, satisfied and motivated, to work well, to maintain their position and respect in their concerned department and institute.

The story of Zahid revealed about his English language competency, satisfaction and motivation as “To conduct the training sessions for teachers is one of the main responsibility of university teachers or teacher educators. I conducted many training sessions for teachers and acquired great positive response from them. This is done only due to refer the materials in English, which was done due to having good English language skills. Receiving positive response made me always happy and satisfied”. The story of Zahid focuses on the good English language skills, which have been improved due to referring of different materials such as books, reports, training manuals, video and audio lectures. As we know, the majority of the resources are available in English language, so continue searching, reading, understanding, making presentation and presenting them during training sessions gave him a good opportunity and ground for practice. The continue practice made him able to have good language skills, which attract trainee to like training programmes and respect trainers to get good advices all the time during and after training sessions. The positive response receiving from trainee makes trainers happy and satisfied, which is a great appreciation to work further well in future.

The story of Zafeer revealed that, “My English language skills help me to get work done. Especially to write research papers. For writing research papers two things are necessary, one primary data and literature. Both things can be done well through reading the concerned material. Papers are to be published in good research journals through reading and understanding their scope and instructions. Here good English language skills help me to read, write and submit the research paper to any journal for publication. It makes me confident and happy to work hard for further publications in order to get respect and promotion in my organisation”. The story focuses on his English language skills, which help him to complete his work, as the main responsibilities of university teachers are teaching, research and trainings. The focus is on writing of research papers, which consists of primary data, reading and reviewing of literature, which can be done only through good English language skills. In all process, his good English language skills help him a lot to read, understand well and then act as per instructions to get success in publishing the research papers in reputable journals. Because, his skills give him confident to write and submit the research papers for publication.

The story of Zaheer revealed as “My English language skills help me to present conference paper in any national and international conferences; to answer well the questions asked by the audiences and after presentation, meeting with the research community and exchange of ideas. Making of personal reputation and for further research in collaboration with other researchers and institutes. This whole process makes me connected with other researchers and increase my confidence to discuss with them about the current issues for new research studies. It makes me happy and satisfied teacher educator”. The story revealed that his English language skills help him to write paper and present them in national and international conferences. English language competency makes him confident to take questions from the audience and answer them well with suitable findings and quotations. During conferences, he get a good chance to interact well with other researchers and make a good and strong connection and collaboration with them to work together in future. This positive interaction brings different researchers of the world in to a binding working and research relations to work on new projects within a group through multidimensional approaches. Interaction with other renowned researchers of the world provides a great opportunity to have new topics for research, which change the mindset of the researchers to view the world in different direction that leads them towards the innovation and invention.

The story of Azhar revealed as “My English language skills help me to present and discuss the new ideas in the Think-Tank meetings at my department, institute and organisation. Most of the time, the whole conversation is done in English. My confidence increased with the passage of time due to spoken skills, which make me satisfied and motivated member of the committee”. The story highlighted that because of his English language skills he became the member of the think-tank committee at his institution. His language skills help him to present the new ideas regarding new assignments, activities and future planning. During the meetings, he actively discusses and exchange the ideas on different topics, assignments and future endeavors to grow and develop the institute. The medium of instruction of the meeting is English and most of the items are discussed and approved in English, here his skills helped him in real sense to deal with all matters well.

The story of Niaz revealed as “Based on my English language skills, I have been selected a member of different committees in my department, institute and organisation. Where my main responsibility to write, review and edit the different documents. Most of the time, my colleagues used to come to discuss their problems and issues in order to get suitable suggestions”. The story of Niaz highlighted that based on his English language skills he selected as the member of different committees in his department, institution and organisation. The writing, reviewing and editing of different documents such as minutes of meeting, circulars, letters, etc. are the main responsibility of him. Due to this responsibility, his colleagues, faculty members and students used to come to him to get advice to execute their matters to get good results. Because, the procedures, rules, regulations and laws are discussed and implemented on regularly basis through these committees. Listening the matters of different people, discussing them in detail and finally suggesting them in the proper way give me immense pleasure to become satisfied and motivated individual of the organisation to work for the betterment of the organisation and the employees.

The story of Kashifa revealed as “Due to my competency and expertise in English language, I have been selected a member of senate by my faculty, which is among the main decision making bodies at universities. My main responsibility is to work as a secretary to write, finalised and publish minutes of the meeting after approval of competent authority”. The story of Kashifa highlighted her main achievements based on her English language skills such as she selected as the member of senate, which is one of the highest decision body working at independent institutions and universities. She is deputed as the secretary of the body to keep all records safe for further use and progress of the organisation and welfare of the employees. Because, the procedures, rules, regulations, laws and budgets are discussed and finalised in this body belonging to future growth and development of the organisation. It is lengthy and difficult process to become the member of senate or syndicate, and especially to depute as the secretary of the committee.

The story of Surfraz revealed as “Having degree, competency and expertise in English language, I have been selected a member of board of studies at department, faculty, university and national level organisation. Especially at higher education commission (HEC), level as research supervisor and curriculum committee member”. The story of Surfraz highlighted his achievements based on his degree, expertise and competency in English language. He has been selected an active member of board of studies at department, faculty, university and national level to participate, review and update the curriculum, syllabus and outlines. To become the member of higher education commission (HEC) curriculum review committee is really a great opportunity for teacher, his institutions and university, because universities play a vital role to conduct research and teach research based item to students. He is also an approved supervisor of HEC, which is a matter of proud for teacher and his organisation. These all achievements make him proud, happy, satisfied and motivated TE to focus actively on his work.

## V. DISCUSSION

In this article, an attempt has been made to highlight and interpret the most common narratives used by eighteen TEs during telling their story in interview. There narratives and stories were fully focused their English language competencies, job satisfaction and motivation. We have used those narratives, which were aspired and appealed us to reflect their meaning, possible function and detailed description about the said topic. The data revealed that there are number of guiding metaphors available in the stories of the TEs, which made them successful, satisfied and motivated to live a peaceful life at their department and organisation. It was also revealed from the data that the peaceful life at department and organisation have a great positive effect on personal and familial life of the TEs, which depended on the knowledge, skills, competency, expertise, experience and behavior of TEs.

The main and the important statement in the narratives of TEs about English language competency, job satisfaction and motivation were self-interest, self-efforts and hard work, which support to gain high competency, as the reality is that the majority of teachers hardly know how to speak English language, but the responsibility is given them to teach in it (Shamim, 2008). Like English teachers in government institutions, teach in Urdu or in local languages because their own competence and confidence in English is poor (Coleman, 2010). Because, they concentrate more on translation and grammatical methods and aspects of language as compared to oral competency (Ghafoor, 1998), and they do not see any difference between the teaching of English and other subjects like Social Studies or History (Nawab, 2012). The quantity and quality of resources such as human resources allocated for teaching and learning process (Shamim, 2008), especially a number of private schools and institutes offer English medium education (Andrabi, et al., 2007). Even though that claim is not be fulfilled in reality as 21% cases of teachers from 89 countries mentioned that they were not

qualified to teach English or in English in their institutions (Emery, 2012). School system, private schools, tuition centers, home tuition, parents' language skills and home environment effect positively to support their children to learn skills and competency. As, family members play a key role in the skill development and career choice of female teachers in Pakistan through parents' encouragement to attend teacher-training degree programs (Barrs, 2005; Oplatka, 2007) held at universities and colleges of education. The people who became teachers due to a lack of other opportunities and no personal choice were likely to have a lower level of commitment and dedication to teaching profession (Hedges, 2002) than those who choose this profession as their choice and always try to learn new things and improve their language skills too. The (73%) teachers joined this profession by chance because of having no other option for jobs while, only 9% teachers joined this profession with their personal interest. The main idea of becoming a teacher should be B.Ed. or M.Ed., and have the ability to teach and speak English (Malik, 2008). As the public school teacher having a Master's degree other than English interested in learning English, therefore she opted to teach in English while the other teachers of private institute having Master's degree in English with no personal interest in teaching. Because she became a teacher by chance and felt that, her Master's degree has no impact to support her in classroom instruction (Bashiruddin, 2009). Skill development can be improved through increasing listening and use of newspaper and dictionaries. As, it is explored that 52% students can communicate confidently, as they possessed good English language listening skills and they claimed no problem in reading, and remained neutral to comment about their capabilities to write in English language (Ibrahim, Hassali, Saleem, Haq, Khan, & Aljadhey, 2013). Preparation for tests and interviews to get good job was found an important aspect of improving skills. As, the unemployment was increased among Malaysian people due to their poor competency of English language (Abdullah et al., 2010; Heng & Tan, 2006; Lim et al., 2008). Because of announcement of the importance of English language, which was made the medium of instruction in all higher educational institutes (Heng & Tan, 2006) to meet the economic and technological development. Initially, the majority of university graduates felt uncomfortable, to use English language in their day-to-day communication and conversation (Musa et al., 2012). Especially when they face high competition in their profession at globalisation level to enhance and improve the sale of products and patient-oriented services that requires to use the English language proficiently for professional purposes and business success (Abdullah et al., 2010).

Based on the competencies of TEs, they became the member of different committees and decision-making bodies such as senate and syndicate and board of studies and national committee of curriculum and syllabus. The English language competency and teaching can be improved through increase of relevant qualifications, modifying the pre-service and in-service training mechanisms, and making transparent and meritorious hiring practices of the teachers and TEs (Bashiruddin, et al., 2014). The essential role of competent teachers and TEs is to work for the upgradation of the general well-being and life success of their students to possess the basic-critical thinking, problem solving and collaboration to deal with the needs, demands and requirements of 21<sup>st</sup> century (Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011). Because, effective teaching revolves around four essential elements such as teaching, the process, students' learning and the product (Walls, 1999) and they possess twelve characteristics such as prepared for their work, positiveness, hold high expectations, creative, fair, display a personal touch, cultivate a sense of belonging, compassionate, have a sense of humor, respect students, forgiving and admit mistakes (Walker, 2008). Generally, the effective teachers may possess the characteristics such as positive, forgiving and compassionate to get their students to be more involved in learning (Walker, 2008). English language proficiency empowers the teachers and head teachers to make them elevate and confident to communicate well, especially in front of their subordinates. English proficiency and communication skills make them capable of communicating with the official orders and notifications from the concerned offices, as English is the official language of the country (Ali, Rabnawaz, Ali & Ahmad, 2015).

## VI. CONCLUSION

Based on the findings of the collected data and its interpretation we conclude that the English language competency of TEs at higher education level in different universities increase the JSM of faculty members. The ELC has a power and energy, which create and infuse interest among the employees to get work done in a proper and authentic way to progress well at national and international level, especially to work hard for quality education. As, in the case of the quality and improvement of the standards of education in Pakistan, which have been expected to bring in to action in the national standards document (GOP, 2009). Then, it will have to provide relevant qualifications and trainings to the teachers to improve their English language and ICT skills, through emphasizing on pre-service teacher education, to foster the continuous professional development of teachers, to choose the proper, authentic and modern techniques required for 21<sup>st</sup> century, through exploration and establishment of professional learning communities (Kennedy, 2005) and reflective conversations (Ashraf & Rarieya, 2008). Because, the profiles of teachers in Pakistan were broadly studied, explored and it is found that the majority of the teachers are teaching in same stream, where they studied, without having any specialized degree and training to improve their English language competency. However, they are working as per instructions of administration to teach in English and English subject; and they came from those institutions where no written policies especially for hiring of teachers and subject-specialists existed (Bashiruddin, et al., 2014) to know about the duties and responsibilities of different positions especially of teachers, curriculum and medium of instructions to teach.

Each employee's performance is important in an organisation that can be motivated through the application of Skinner's Reinforcement theory such as positive reinforcement, the most commonly used method to strengthen the one's behaviour based on consequences (Wei & Yazdanifard, 2014). Employees who received their feedback, whether positive, negative, or corrective showed improved performance (Hinkin & Schriesheim, 2004). Employees do any work well when they know the high level of motivation is available for them to do particular thing or work (Fagbohunge & Longe, 2011). There is an important and pivotal role of rewards and punishment in behavioural psychology to motivate employees to work hard in order to achieve the required objectives in an organisation (Kohn, 2004). Because after rewarded for performances employees likely to perform better as employees feel appreciation and sense of belonging to organisation on acknowledgement from supervisors (Shiraz, Rashid & Riaz, 2011). No or less appreciation on good performance diminished employees' effectiveness and reduced their satisfaction (Hinkin, et al., 2004), which effects the overall performance of organisation.

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# Investigating the Use of the Flipped Classroom Method in an EFL Vocabulary Course

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**Abstract**—This study investigated the efficacy of using the flipped classroom method in EFL vocabulary classes. The participants consisted of 45 freshmen students enrolled in the researcher's ENG.120 Building vocabulary course in the English program of Al-Mezahmiah Faculty of Education; Shaqra University. The control group was taught traditionally by lecture-style learning while the experimental group was taught using the flipped classroom method. Data collection instruments included pre-post test and a questionnaire. Findings of the test indicated that the experimental group outperformed the control group in the post-test. Findings of the questionnaire indicated that students in the experimental group had positive attitudes regarding using the flipped classroom method in the EFL vocabulary class.

**Index Terms**—flipped classroom method, students' perceptions, vocabulary teaching techniques

## I. OVERVIEW

The concept "flipped classroom" has been widely investigated recently. The flipped classroom is a method of teaching in which "what used to be classwork (the lecture) is done at home via teacher-created videos and what used to be homework (assigned problems) is now done in class" (Overmyer, 2014, p.1). They record their lectures by using video recordings (Hamdan, McKnight, McKnight, & Arfstrom, 2013).

In the flipped classroom, the whole classroom structure is flipped and that is why it is called the flipped classroom (Overmyer, 2014). That is, the homework is done at the classroom and the lecture is delivered to students before class time (Baranovic, 2013). The main goal of flipping the classroom is to increase the face-to-face time between teachers and students (Gross, 2014) and devote class time for discussing topics, answering questions and practicing exercises (Mehring, 2015).

The flipped classroom method consists of video lectures that students watch before attending classes where they participate in activities or the teachers answer their questions. This is the opposite of the traditional teaching approach in which students listen to their teachers during classes but have activities with interactions and collaboration outside of classes. The flipped classroom is pedagogically convincing because it supports the principles of personalized-differentiated learning, student-centered instruction, and constructivism.

The fundamental principle of the flipped classroom model is to have more attention toward students and their learning without wasting class time needed to cover new content (Lage et al., 2000). The benefits of the flipped classroom include providing time and opportunities for better participation in class and to focus on higher-order thinking skills and difficult content. Therefore, the flipped classroom model enhances students' engagement, motivation, and improves academic performance (Tucker, 2012).

Probably, the greatest advantage of the flipped classroom is increasing the face-to-face time spent with both teachers and peers. Goodwin and Millera argue that the flipped classroom spares more time for the feedback of the teacher as well as better student-teacher interaction (2013). The flipped classroom is also praised for the meaningful discussions it can spur after a video lecture the night before. Students may enjoy the classroom environment as they end up leading the discussion and the learning.

However, the flipped classroom teaching strategy is not without limitations and criticism. Some scholars such as Lents & Cifuentes (2009) and Strayer (2012) list their reasons for not using this new strategy. The question naturally arises: Is the flipped classroom vocabulary teaching strategy more effective compared with the traditional vocabulary teaching models? If so, are there any problems to be settled to improve this new teaching strategy? Bearing these questions in mind, the authors of the paper designed the following research to find out the effects of vocabulary teaching in flipped classroom.

Furthermore, some parents and teachers tend to resist the flipped classroom because they learned via lecture, so they suppose their kids should follow the same method. Additionally, many teachers argue that lectures aren't all bad, so why should they take the flipped method (Goodwin & Miller, 2013). Moreover, some teachers are concerned about the management of the new model. They feel that they will do more work by recording what they could easily do in front of their class.

Another major disadvantage regarding flipping classrooms was that students in some communities might not have access to the internet and might not have technological needs (Gross, 2014). Moreover, Grimsley (2013) pointed out that students' misunderstanding during live lectures required immediate explanation from instructors, therefore, students

might get confused without answering their questions immediately and this was another considerable disadvantage of the flipped classroom method. In this concern, Moran (2014) also indicated that flipping large class sizes might be difficult for teachers.

Additionally, feedback from participants of Mehring (2014) about the difficulties and benefits regarding learning English in the flipped classroom showed that learning in the flipped classroom was effective since it created a student-centered environment. It also reported that the flipped classroom developed their communicative English language abilities. On the contrary, the participants described the difficulties regarding learning in the flipped classroom reporting that it could be difficult to participate during the class if students did not come prepared.

## II. PROBLEM OF THE STUDY

A lot of English language learners have low proficiency in EFL vocabulary classes. Therefore, it is important for teachers to utilize more effective vocabulary teaching methods to improve EFL learners' vocabulary. In this concern, using the flipped classroom method may play an important role in developing Saudi female university students' performance on EFL vocabulary classes.

## III. PURPOSE OF THE STUDY

The study aimed at:

1. Investigating the effectiveness of using the flipped classroom method in Saudi EFL vocabulary classes.
2. Investigating Saudi female students' perceptions towards using the flipped classroom method in an EFL vocabulary class.

## IV. QUESTIONS OF THE STUDY

To assess the effectiveness of the flipped classroom method in an EFL vocabulary classroom, the researcher investigates two primary questions:

1. Are there any statistically significant differences in the students' vocabulary achievement between the control group (taught traditionally) and the experimental group (taught by using the flipped classroom method) in vocabulary classes that can be attributed to the teaching methods?
2. How are flipped vocabulary classrooms perceived by Saudi female university freshmen students?

## V. LITERATURE REVIEW

Previous research investigating the use of the flipped classroom model in different subject areas usually showed positive feedback of learners (Gaughan, 2014) and a number of benefits as presented below. Many studies on the application of the flipped classroom model have been conducted with respect to varying academic disciplines in higher education.

Few studies were conducted to examine the effectiveness of the flipped foreign language classroom. Moreover, some studies reported improvements in students' performance and supported flipping classrooms while others reported no improvements in students' achievement. In this concern, Baranovic (2013) revealed some positive results when he investigated the effectiveness of a flipped first-year composition course. The findings of this study also revealed that, students' writing skills improved and benefitted from the flipped classroom method. Grimsley (2013) investigated 19 college students' perceptions toward the flipped method in a writing classroom. Most of the participants liked the video podcasts and preferred the flipped classroom method over the traditional style of lecturing.

More recently, Basal's (2005) study which investigated the perceptions of 47 prospective English teachers towards the flipped language classroom showed that the participants had positive perceptions towards the use of the flipped classroom as an integral part of face-to-face courses. Similarly, Yang (2017) examined the use of a flipped classroom in the English Language subject in secondary classrooms in Hong Kong. The study which involved 57 students from two secondary classes together with two teachers teaching these two classes revealed that the students in general were positive about the flipped classroom.

Additionally, Oki's (2016) mixed-method study investigated students' perceptions towards the impact of the flipped classroom method. Qualitative results indicated that student participants were in favor of the flipped classroom over traditional instruction; however, quantitative data did not reveal statistically significant differences.

From the studies reviewed above, it can be found that there are many benefits of using the flipped classroom pedagogy and students' feedback towards this approach was usually positive. The recent shift from instructor-centered instructional model of learning into student-centered model showed positive results over the learning process. Correspondingly, it was recommended by many researchers that instructors should look for more effective methods that best create more student-centered learning environments. In this concern, few studies were mentioned in this chapter and aimed to investigate the effectiveness of the flipped classroom method of instruction in EFL classes. The positive results of these studies were encouraging to adopt this method and avoid its challenges. To the best of the researcher's knowledge, no study has been conducted in the Saudi context tackling the effectiveness of using the flipped classroom

method in EFL vocabulary classes unless this studies so far. Therefore, this study was conducted to investigate the efficacy of and Saudi learners' perceptions towards using the flipped classroom method in EFL vocabulary classes.

## VI. METHOD

### A. Participants

The participants of this study were 45 level-one, Saudi female students with an age range between 18-19 enrolled in the intermediate level ENG 120 "Building vocabulary" course at the department of English at Al-Muzahimiah Faculty of Education; Shaqra University. They were divided into two groups; the control group (21 students) and the experimental group (24 students). The participants were randomly chosen from their name list; students with odd numbers joined the control group while students with even numbers joined the experimental group. Prior to this study, the participants had studied English as a subject for at least six years in intermediate and secondary schools before enrolling in the university program.

### B. Instruments of the Study

Two instruments were used in this study to gather the data; a pre-post test and questionnaire. The test was designed in three parts of multiple choice, matching and do as shown between brackets; each question consisted of three items and each item was scored of one mark and the total was out of nine. The questions covered three aspects of vocabulary namely; dictionary practice, word building and miscellaneous.

On the other hand, to determine the participants' perceptions toward using the flipped classroom method in EFL vocabulary classes, students in the experimental group responded to five-point likert-scale questionnaire designed by the researcher after the completion of the experiment. The questionnaire investigated two dimensions; the role of the flipped classroom method in increasing students' enjoyability in EFL vocabulary classes and challenges of using the flipped classroom method in EFL vocabulary classes. To ensure the internal validity of the study, five experts in Applied Linguistics validated the content of the instruments. Furthermore, the reliability of the instruments was piloted and the Cronbach's Alpha reliability coefficient showed that there liability of the test was (0.785). Likewise, the Cronbach's Alpha stability coefficient of the questionnaire was also tested and was found (.763). Both values indicate an acceptable amount of reliability and stability.

### C. Procedure

Data was collected at the end of the second semester of the academic year 1436-1437 H. The researchers employed pre- and post-test for the control and experimental groups. Building Vocabulary (Eng. 120) was a two-hour, entry-level course offered at Al-Muzahimiah Faculty of Education. The curriculum used and taught in this course was; Elementary Vocabulary by B.J Thomas. This course was basically designed for elementary and intermediate level students with the objective of enabling students to use essential English words effectively.

The participants of this study studied the same syllabus. Both sections began with the traditional style of lecturing until the ninth week of the semester. Starting of week 10, the experimental group began their experience with the flipped classroom method and new lessons were delivered before class time while the control group continued receiving the traditional style of lecturing. At the beginning of the treatment, students in the experimental group had instructions on how to use the snap lectures and an explanation of the purpose of the flipped classroom method was provided as well.

Students in the experimental group were assigned to watch Snap lectures. For each snap, one of the researchers recorded herself introducing words included in some sentences and then explaining their definitions, parts of speech, synonyms and antonyms. Approximately, the snaps were between eight and ten minutes. To encourage students to watch these snaps before class time, the researcher gave students a quiz the other day after watching the lesson from the snaps. These quizzes accounted for 10% of the students' overall course marks. The quizzes were very short, in the form of multiple choice quizzes. As for the control group, new words were introduced through a Power Point presentation in class. This lecture took approximately 35 minutes per class. The students in this class were assigned some exercises as homework and their role was only taking notes and listening to the lectures.

The control group spent the first 10 minutes reviewing topics from the prior lesson, followed by a vocabulary lecture for 35 minutes. Subsequently, pair tasks and dictionary practices were provided for 35 minutes. Finally, ten minutes were devoted for conclusion. In contrast, the first 10 minutes of the experimental group class time were spent on a quiz covering the previous lesson from the snaps. Since there was no vocabulary lecture for the experimental group, the class spent more time on large group activities, drills, and discussion and dictionary practices for 70 minutes. Finally, ten minutes were devoted for conclusion.

### D. Data Analysis

Data obtained by the first research question was analyzed using a paired sample t- test using the statistical software SPSS was utilized to analyze the data. Likewise, descriptive statistical analysis was used to analyze the data collected from the questionnaire. The students' responses were shown in means, standard deviations and percentages in order to measure their attitudes toward the role of the flipped classroom method in increasing students' enjoyability in EFL

vocabulary classes as well as to measure students' perceptions towards the enjoyability and challenges of using the flipped classroom method in EFL vocabulary classes.

VII. RESULTS

This study was conducted to investigate the effectiveness of using the flipped classroom method in EFL vocabulary classes. Moreover, it also aimed to investigate Saudi female students' perceptions of using the flipped classroom method in EFL vocabulary classes. Subsequently, this chapter reports and discusses the results of the study.

A. First: Students' Academic Performance

To analyze the results of the first research question, a paired sample t-test was conducted. Table 1 below demonstrates the results of the pre-posttests for the two groups.

TABLE 1  
MEAN SCORES OF THE CONTROL AND EXPERIMENTAL GROUPS IN THE PRE-POST TESTS

Group	N	Pre-test	Post-test
Experimental	24	5.17	6.50
Control	21	4.10	3.95

Table 1 above shows the mean scores of the control and experimental groups in the pre and post-test. The mean score of the experimental group in the pre-test was (5.17) while the mean score of the post-test was (6.50). On the other hand, the mean score of the control group in the pre-test was (4.10) while the mean score of the post-test was (3.95). As shown in Table 1, the experimental group scored a little higher than the control group did in the pre-test even though both groups had the pre-test together at the same time. Table 2 below shows the results of the paired sample t-test which indicate any potential statistically significant differences between the performances of the two groups.

TABLE 2  
PAIRED SAMPLE T-TEST

	Mean	Std. Dev.	Std. Error Mean	T	Df.	Sig(2-tailed)
Pair 1 Pre- Exp post-Exp	-1.333	1.373	.280	-4.759	23	.000
Pair 2 Pre- Exp post-Exp	.143	1.493	.326	.439	20	.666

As shown in table 2, the Sig (2-tailed) value for the control group was (.666) and "t" value was (.439) which indicate that there was no statistically significant difference between their performance in the pre-test and post-test. In contrast, the Sig (2-tailed) value for the experimental group was (.000) and "t" value was (- 4.759). Table 2 indicates that there was a statistically significant difference between the two groups' performance in the pre-test and post-test. This difference is in favor of the experimental group since the level of achievement of the experimental group was higher than the control group.

Subsequently, this result supported the findings of Mehring (2014) which suggested that the flipped classroom method was beneficial in improving students language skills since students in the flipped class performed much higher. This result also supported the findings of (Overmyer, 2014; Gaughen, 2014) which revealed that students in the inverted classrooms had score slightly higher than students in the non-inverted classrooms. Moreover, this result also supported the findings of Baranovic (2013) which showed that students' writing skills improved. On the contrary, these findings contradict Moran's findings (2014) which revealed that overall student achievement decreased in the flipped section. The findings of this study also are against the findings of Guy and Marquis (2016) who found that there were no statistically significant differences between the flipped classroom method and the traditional method.

B. Second: Students' Perceptions

The first section of the questionnaire was concerned with the students' attitudes towards the role of the flipped classroom method in increasing students' enjoyability in EFL vocabulary classes. Table 3 below shows the frequencies, percentages, means and standard deviations of the participants' perceptions toward using the flipped classroom model in increasing their enjoyability of the classroom.

TABLE 3  
FREQUENCIES, PERCENTAGES, MEAN SCORES AND STANDARD DEVIATIONS FOR STUDENT ATTITUDES TOWARD THE ENJOYABILITY OF THE FLIPPED-CLASSROOM METHOD IN EFL VOCABULARY CLASSES

Item	F	SA	A	TS	D	SD	Mean	SD
1. I enjoy watching a video for homework.	14	8	2	-	-	-	4.50	.659
	%	58.3	33.3	8.3	-	-		
2. The flipped classroom method keeps me from getting bored in a vocabulary class.	15	7	1	1	-	-	4.50	.780
	%	62.5	29.2	4.2	4.2	-		
3. The flipped classroom method helps me to learn independently.	15	8	1	-	-	-	4.58	.584
	%	62.5	33.3	4.2	-	-		
4. I enjoy learning with the flipped classroom method.	13	9	2	-	-	-	4.46	.658
	%	54.2	37.5	8.3	-	-		
General Mean							4.51	

Table 3 shows that the means of the participants' responses on the first section of the questionnaire ranged between (4.46 and 4.58) with standard deviations that ranged between (.584 and 780). As shown in Table 3, the highest mean score was for item number three "The flipped classroom method helps me to learn independently" with a mean of 4.58 and a standard deviation of .584. On the contrary, the least mean score in the first section of the questionnaire as shown in table 3 was for item 4 "I enjoy learning with the flipped classroom method" with a mean score of 4.46 and a standard deviation of .658. Furthermore, the general mean of the first section of the questionnaire (4.51) is relatively very high. This value shows that the majority of the participants strongly agreed on the enjoyability of utilising the flipped classroom method in EFL vocabulary classes.

On the other hand, the second section of the questionnaire was concerned with the students' attitudes towards the difficulties related to using the flipped classroom method in EFL vocabulary classes. Table 4 below shows the frequencies, percentages, mean scores and standard deviations of the participants' perceptions toward using the flipped classroom in vocabulary classes.

TABLE 4  
FREQUENCIES, PERCENTAGES, MEAN SCORES AND STANDARD DEVIATIONS FOR STUDENT ATTITUDES TOWARD THE CHALLENGES OF USING THE FLIPPED-CLASSROOM METHOD IN EFL VOCABULARY CLASSES

Item		SA	A	TS	D	SD	Mean	SD	
5. I can learn more from a live lecture in the class than from a video at home	F	2	4	7	9	2	2.79	<b>1.103</b>	
	%	8.3	16.7	29.2	37.5	8.3			
6. Learning through the flipped classroom method makes me more stressed.	F	-	1	3	10	10	1.79	<b>.833</b>	
	%	-	4.2	12.5	41.7	41.7			
7. It is hard for me to get access to the internet and watch the assigned videos.	F	1	2	5	8	8	2.17	<b>.584</b>	
	%	4.2	8.3	20.8	33.3	33.3			
8. I do not prefer the flipped classroom method of instruction.	F	-	2	1	9	12	4.46	<b>.658</b>	
	%	-	8.3	4.2	37.5	50.0			
<b>General Mean</b>		<b>3.15</b>							

Table 4 shows that the means of the participants' responses on the second section of the questionnaire ranged between (4.46 and 4.58) with standard deviations that ranged between (.584 and 780). the highest mean was 2.79 for item number five as 29.2 % of the students believed that the statement was true sometimes, 8.3% strongly agreed, 37.5% disagreed, 8.3% strongly disagreed that they can learn more from a live lecture in class than from a video at home. The second highest mean score was 2.17 for item number seven, indicating that 29.2% of the students believed that the statement was true sometimes, 4.2% strongly agreed, 8.3% agreed, 33.3% disagreed, 33.3% strongly disagreed that it was hard for them to get access to internet to watch the assigned videos.

Moreover, item number six in Table 4 received the mean score (1.79), indicating that 12.5% of the students believed that the statement was true sometimes, 4.2% agreed, 41.7% disagreed, 41.7% strongly disagreed that learning through the flipped classroom method made them more stressed. The lowest mean score was 4.46 for item number eight of Table 4.4, indicating that 4.2% of the students believed that the statement was true sometimes, 8.3% agreed, 37.5% disagreed, 50.0% strongly disagreed that they do not prefer the flipped classroom method of instruction.

Subsequently, this result supported the findings of Gross (2014) which proved that the flipped classroom method was enjoyable to students since it enabled them to work collaboratively in class; Grimsley (2013) who reported that the students liked and enjoyed the flipped classroom procedure; Mehring (2014) whose study revealed that the flipped classroom model created a student-centered environment; Oki (2016) whose participants were in favor of the flipped classroom method; both Basal 2005 and Yang (2017) whose participants showed positive perceptions to the flipped classroom method. This finding also supported the findings of Mehring (2014) which revealed that the students' experience in the flipped classroom was positive. Moreover, this result supported the findings of Grimsley (2013) which reported that most of the participants preferred the flipped classroom method over the traditional style of lecturing.

It is worth mentioning that the findings of the current study did not reveal any of the drawbacks of the flipped classroom method shown by previous researchers. The findings of this study did not support Lents and Cifeuentes (2009) and (2012) who criticized the method from different views. The findings also did not show disadvantages like those mentioned by Goodwin and Miller (2013) who claimed that the method adds extra burdens on the shoulders of the teachers. On the other hand, Gross (2014) found that some participants might not have access to the internet which has not been tackled in the current study. Furthermore, the current study did not also show findings like those of Moran (2014) who reported the problem of managing large flipped language classes.

#### VIII. IMPLICATIONS OF THE STUDY

Findings from this study prove that using the flipped classroom method in an EFL vocabulary class is beneficial; therefore, EFL instructors are advised to use the flipped classroom method in EFL classes. This method can devote class time for practicing language which, in turn, improves students' English language proficiency. EFL instructors may need training programs in order to flip their classes perfectly. On the other hand, EFL learners should be trained on how to watch the assigned educational videos. This encourages them to learn on their own peace effectively

## IX. RECOMMENDATIONS FOR FURTHER RESEARCH

Currently, the area of the flipped language classroom requires further research on this topic. Therefore, based on the findings of this study, implementing the flipped classroom method may be more effective in applied EFL courses such as grammar, syntax and writing which need more time for practicing more exercises. The participants of this study were students at the university level; it is recommended that a similar study is applied on students at schools as well.

## X. CONCLUSION

Students' performance in the post-test revealed that there were significant differences which were in favor of the experimental group. This finding suggested the effectiveness of the flipped classroom method in EFL vocabulary classes. Findings of the questionnaire indicated that students' attitudes towards using the flipped classroom method in EFL vocabulary classes were positive. The results of the first dimension of the questionnaire confirmed that the participants strongly enjoyed their experience with the flipped vocabulary class. The results of the second dimension of the questionnaire showed that most of the students believed that using the flipped classroom method was not challenging for them.

There were several limitations of the study which need to be pointed out. First and foremost, without the direct assistance of the instructor, some students with low English language abilities encountered difficulties in understanding some of the snap lectures, specifically, in word building section. Much effort was done to involve weak students in the class and to assist them even outside their class time. Another limitation was the students who had already taken the course and might have advantage over the new students. The researcher excluded the sheets of those students. A final limitation involved the value of the textbook to the participants which seemed to vanish with the videos the students watch. The teacher practices emphasized both the values of the videos and the textbook to overcome this limitation.

To conclude, this study proved that using the flipped classroom method in EFL vocabulary classes was beneficial for Saudi female university students. It could improve students' English language vocabulary proficiency and increased students' enjoyability. Moreover, it made an important contribution to the field of teaching methods. As a result, instructors who were interested in flipping their EFL vocabulary classes were advised to adopt the flipped classroom method of instruction.

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# Classroom Assessments for Improving Writing Proficiency of English Language Learners: Innovation, Interaction, and Impact

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**Abstract**—Classroom assessments are one of the most essential educational tools which can help teachers understand what their students are learning, by means of a) identifying students' strengths and weaknesses, b) monitoring their learning and progress, and c) planning and conducting instruction. The current study aims at investigating various strategies of classroom assessments for improving writing proficiency of English language learners (ELLs) while highlighting primarily on three parameters: 1) innovation (new and innovative classroom assessment strategies), 2) interaction (student interactivity and engagement), and 3) impact (impact of the new assessment strategies on ESL writing proficiency in particular and overall learning process and proficiency in general).

**Index Terms**—classroom assessments, English language learners, technology-integrated assessments, English language learning, ESL writing proficiency

## I. INTRODUCTION

Assessment in English language teaching and learning is a significant process to monitor and evaluate student progress, proficiency and performance on various topics. Classroom assessments are one of the most essential educational tools which can help teachers understand what their students are learning, by means of a) identifying students' strengths and weaknesses, b) monitoring their learning and progress, and c) planning and conducting instruction. Whereas students form their knowledge of concepts taught during their learning period by submitting these assessments, and analysing and internalising their teachers' feedback (Brown, 2004). The current study aims at investigating various strategies of classroom assessments for improving writing proficiency of English language learners (ELLs) while highlighting primarily on three parameters: i) innovation, ii) interaction, and iii) impact. Further, based on these parameters, the main objectives of the study include investigating,

- **RO1:** Innovative classroom assessment strategies for ELLs
- **RO2:** Learner interactivity and engagement in these classroom assessments
- **RO3:** Impact of these classroom assessments on the ESL writing proficiency in particular and the overall English language learning process and learner proficiency in general

### **Background:**

Assessment is a process of tasks provided by the teacher of a subject along with instructions to evaluate students' performance. Students are required to perform these instructed tasks to demonstrate their knowledge or aptitude in the subject area. In terms of classroom assessments, a clear definition is not easy since such assessments can be conducted for various purposes such as checking students' proficiency, placement or aptitude levels (Brown, 2004). ESL classroom assessments are greatly formative in nature that can be used for achieving student performance as well as for measuring their proficiency level (Brown, 2004). In order to identify students' strengths and weaknesses as well as understand the range of student knowledge and skills, it is better to use a variety of classroom assessments. Some of the common classroom assessment strategies are described below (Regier, 2012).

1. *Student-teacher conference:* Interactive discussion between students and teacher is one of the best ways to revise writing skills. Short classroom discussions can be effective to let students share and explain what they want to say through their writing.

2. *Peer evaluation:* Students assessing and evaluating each other based on the guidelines provided by their instructors can be effective in terms of discussing, analysing, and understanding topics.

3. *Self-assessment:* Students assessing their own writing proficiency by means of following stages –outlining, drafting, revising, editing, and delivering – can be effective in terms of discussing, analysing, and understanding topics.

4. *Writing file:* A writing file – a notebook of assignments – of a student provides a record of progress. A cumulative writing file enables the student to observe his or her progress in totality on the various aspects of the subject.

5. *Problem solving:* Students are given a problem from a learning unit with instructions and are asked to solve it orally or in writing. The responses indicate their level of understanding of the unit and the instruction types required for future lessons.

6. *Tests*: Classroom assessment via tests and quizzes is relevant for students in order to understand their direction and degree of effort. In education systems where formal evaluation is the norm, it is important to evaluate their progress on the concepts and ideas learned in classrooms which makes classroom assessments a great part of the formative assessment.

The present study focuses on a variety of classroom assessment strategies of ELLs on writing proficiency while addressing the parameters of innovation, interaction, and impact by means of investigating the following research questions:

- **RQ1**: What are the new and innovative classroom assessment strategies to be used effectively for improving writing skills of ELLs?
- **RQ2**: How can these assessments enable ELLs to interact and engage in English language learning?
- **RQ3**: What impact can these assessments have in the overall learning process and writing proficiency of ELLs?

## II. LITERATURE REVIEW

Previous studies have addressed various aspects of classroom assessment of language learning (Cheng, Rogers, & Hu, 2004; Ke, 2006; Ketabi & Ketabi, 2014). While investigating English language classroom assessments in Canada, Beijing, and Hong Kong, the authors (Cheng et al., 2004) found that classroom assessments are determined by a number of factors such as total strength of students in an English language class, influence of formal testing and the role of classroom assessments in the overall learning process. The study also reported other significant indicators of complexities of classroom assessment including nature of the English language course, students' proficiency level, and teaching experience of the instructor. Another study (Ke, 2006) proposed a skill-integrated model for formative task-based language assessment which was developed from classroom activities. Classroom assessments can not only influence improving language skills but also promote students' motivation and performance level (Wei, 2010). This study conducted an action research on the significance of formative assessment and found that such assessments can be improved by needs analysis and assessment plan implementation.

When it comes to innovation in language learning, technology plays a crucial role (Cutter, 2015; Kennedy & Soifer, 2013; Price, Pierson, & Light, 2011). Current trends of technology-driven globalisation not only create an increased population of ELLs but also provide them with the opportunity to engage in the best learning practices and professional development. Implementing technology into language classrooms enables teachers and learners to support student growth as well as enhancement of the teaching and learning experience (Cutter, 2015; Doran, 2014). It has further positive effects of promoting learning and motivation of ELLs through their increased engagement and interactivity by means of individual and collaborative experimentation (O'Hara, Pritchard, Huang, & Pella, 2013). Moreover, use of technology in classrooms can simplify culturally responsive teaching, particularly enabling the English language teachers reach out their culturally and linguistically diverse ELLs easily (O'Hara et al., 2013).

## III. RESEARCH FRAMEWORK

The current study focuses on ESL classroom assessments for improving writing proficiency while highlighting three parameters: innovation (new and innovative assessment strategies), interaction (student interactivity and engagement), and impact (on ESL writing proficiency in particular and overall impact on learning process and proficiency in general). In order to investigate these parameters, the present study adopts classroom action research approach. The author is an academician assigned to teach English language courses to Engineering undergraduate students in Universiti Malaysia Perlis (UniMAP) in Malaysia. Participants for the current study include 160 undergraduate third and fourth-semester students of various Engineering branches of UniMAP who have registered for the English for Technical Communication (ETC) course assigned to be taught by the author. Moreover, ETC students belong to a variety of social, cultural, and linguistic backgrounds thus making their classroom an interesting phenomenon of cultural and linguistic diversity to study. ETC is a semester-long course that primarily focuses on improving students' English writing proficiency by means of acquiring the practice and knowledge to extract, evaluate, and synthesise information with a view to write accurate technical documents. Throughout the course, students are taught a variety of topics on technical communication including exposure to various techniques of analysing and interpreting information, and applying functional organisation in technical writing. At the end of the course, students are expected to learn how to prepare technical documents as well as to learn how to write clearly and concisely. As ETC is an advance-level course for improving and demonstrating technical writing skills, only students with high language proficiency test score (MUET band 4, TOEFL score of 525 and/or IELTS 5.5 and above) are eligible to register. Its syllabus mainly contains concepts of written technical communication such as technical writing process, primary and secondary research, sentence construction techniques such as parallelism and paraphrasing, and various report writing techniques. The research framework for the current study is primarily adapted from a seven-step process most commonly followed by classroom action researchers (Mettetal, 2012) that includes: a) identify a problem, b) review literature, c) plan a research strategy, d) gather data, e) analyse data, f) take action, and g) share findings. Based on the seven-step process, the current study includes the following steps under its research framework: 1) problem identification, 2) planning, 3) action, and 4) results, as shown in Figure 1.

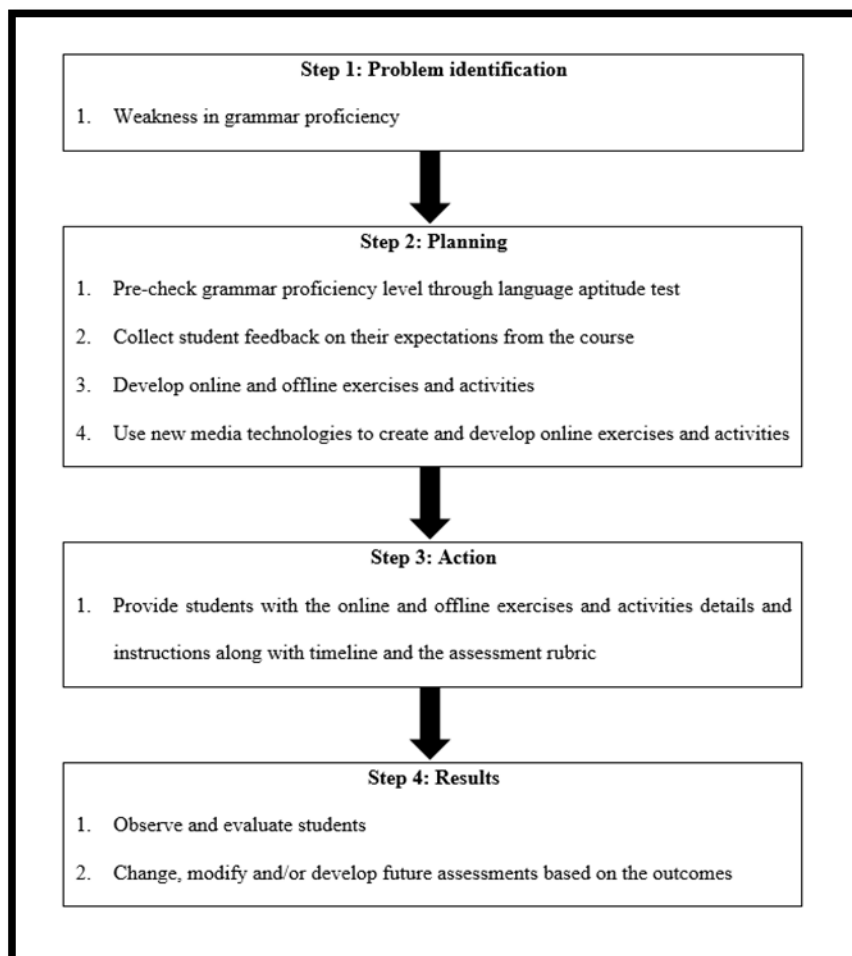


Figure 1: Research Framework

### Step 1: Problem identification

The existing ETC classroom assessments for Engineering undergraduates include exercises from the ETC textbook, proposal report submission and presentation. Due to its advance-level content specific to writing skills in technical communication as well as its eligibility requirements mentioned earlier, the exercises exclude basic grammatical concepts which are equally important for English language writing proficiency. Grammatical errors such as sentence structuring, correct use of tense and parts of speech like preposition, punctuation errors, etc. are apparent in students' assignment notebooks which require regular practice to identify, rectify and improve.

### Step 2: Planning

At the beginning of the academic semester, a language aptitude test was conducted on the general learning concepts of English mainly addressing various grammatical terms and concepts to check students' writing proficiency level. Moreover, a feedback form of student expectations from the course was also collected from students to get an understanding of what existing language skills (mainly writing) they want to improve and what new they want to learn. Further, based on the aptitude test and feedback forms, the current study has focused on the following aspects to highlight and improve students' problems in writing skills:

- Focus on the following grammatical concepts within the periphery of the ETC curriculum: comprehension, concepts of technical communication, synonyms-antonyms, common errors, cohesion, transitional words, sentence fragments, summary writing, paraphrasing and tenses
- Develop online and offline exercises and activities for students to improve their writing proficiency
- Use new media technologies to create and develop online exercises and activities

### Step 3: Action

Students were provided with the online and offline exercises and activities as instructed by the author – through the author's personal blog and web page developed specifically for it and classroom sessions, respectively. The assessments were followed through a timeline and assessment rubrics finalised at the beginning of the semester.

### Step 4: Results

The assessments included the use of new media technologies and tools such as crosswords, multiple choice questions (MCQs), puzzles and quizzes (online) as well as individual and group activities such as poster presentations, film/documentary screening and discussion, audio-visual presentations, debates, and notebook submission (offline). At

the end of the semester, the learning process showed remarkable outcomes in the form of students' individual development as well as their overall improvement in ETC and English writing proficiency.

#### IV. DISCUSSION

The current study addresses English language classroom assessment strategies on writing skills while highlighting innovation, interaction, and impact of the assessment strategies on students' writing proficiency and overall learning process. As a classroom action research, the study included the development of classroom assessment strategies based on the ETC course of the Engineering undergraduate students of UniMAP, Malaysia. As per the requirements of the advanced-level course, ETC students are expected to possess basic grammatical knowledge and hence their classroom assessments are mainly focused on writing technical documents. However, in the initial course of the semester, a language aptitude test (containing basic grammar concepts) and a feedback form of student expectations from the course – as shown in tables 1 and 2 below – were conducted and collected from students.

TABLE 1:  
LANGUAGE APTITUDE TEST DETAILS

Concepts	Instruction
Tenses	Students are required to a) listen to the lyrics of a popular English song provided and b) list the words with tense (whether past, present or future) and its sub-tense types.
Irregular verbs	Students are required to a) choose the irregular verbs from the options given and b) put them in the appropriate position in the sentences provided.
Synonyms and antonyms	Students are required to a) fill in the blank spaces or b) answer with the appropriate words in the sentences provided.
Common errors	Students are required to spot the errors in the sentences provided and rewrite them correctly.
Complete sentences	Students are required to identify if the sentences provided are complete or fragments.

TABLE 2:  
STUDENT EXPECTATIONS FEEDBACK FORM DETAILS

Concern areas	Questions
Basic language skills (listening, speaking, reading, and writing)	<ol style="list-style-type: none"> <li>1. How do you learn to a) listen, b) speak, c) read, and d) write in English?</li> <li>2. Which of these skills do you feel the most and least comfortable about, and why?</li> <li>3. Which of these skills do you want to improve and how?</li> </ol>
Usability of language	<ol style="list-style-type: none"> <li>1. What language(s) do you use for communicating a) with family, b) with friends, c) with teachers, and d) on social media?</li> <li>2. You are very good at or creative in _____.</li> <li>3. How do you try to learn new words in English?</li> </ol>
Relevance of English language	<ol style="list-style-type: none"> <li>1. How do you update yourself about current affairs of the world?</li> <li>2. You have chosen to take this course because _____.</li> <li>3. Studying English is important to you because _____.</li> </ol>

This further led to the identification of lack of grammar proficiency among ELLs as a serious concern. In order to address this concern, the author has developed a set of technology-integrated classroom assessment strategies including grammatical concepts based on the ETC curriculum. These strategies are discussed below along with the three parameters of the study.

##### A. Innovation

Technology and innovation are closely related to each other when it comes to developing new classroom assessments. At the beginning of the semester, the language aptitude test and the course expectations feedback form of ETC students led the author to realise and understand students' concern of grammar proficiency. Further, the author developed a personal blog as well as a page on a multimedia learning website covering various assessments on the concepts of comprehension, technical communication, synonyms-antonyms, common errors, cohesion, transitional words, sentence fragments, summary writing, paraphrasing and tenses. The assessment strategies contain new and interactive learning tools such as crosswords, multiple choice questions (MCQs), puzzles, quizzes, poster presentations, film/documentary screening and discussion, audio-visual presentations, and debate topics, as shown in Table 3 below.

TABLE 3:  
LEARNING TOOLS DETAILS

Tool	Description	Learning mode	Learner engagement	Learning objective
Crosswords	Puzzles with course-integrated concepts	Online	Individual	Self-directed and self-evaluated learning with instructions provided
MCQs	Blog-based questions to understand the concepts of technical communication	Online	Individual	Self-directed and self-evaluated learning with instructions provided
Puzzles	Picture-based and wordsearch puzzles integrating cultural content with course-related concepts	Online	Individual	Self-directed and self-evaluated learning with instructions provided
Quizzes	Matching columns game integrating cultural content with grammatical concepts like comprehension, paraphrasing and sentence structure	Online	Individual	Self-directed and self-evaluated learning with instructions provided
Poster presentations	Preparing posters on topics of general knowledge and socio-cultural issues as varied as impact of globalisation, benefits of a green university campus, student engagement in university life, etc.	Offline	Group	Task-based, goal-oriented learning with instructions provided
Film screening and discussion sessions	Screening of short films and documentaries on topics as varied as effects of social media, attitude of millennials, social communication skills, etc.	Offline	Individual	Analytical learning with critical thinking and brainstorming along with instructions provided
Audio-visual presentations	Preparing and presenting videos (DVD, PPT) on topics of social awareness as varied as cross-cultural communication, social interactivity of students, languages and cultures, etc.	Offline	Group	Observational, task-based learning of social responsibility with instructions provided
Debates	Brainstorming and discussion on topics of general knowledge and current affairs	Offline	Individual and group	Analytical, goal-oriented learning along with brainstorming with instructions provided

Students were instructed with a detailed timeline for assignment submission and assessment rubrics at the beginning of the semester. The modes of submission were as varied as WhatsApp, YouTube, email, DVD, poster, and notebook submission.

*B. Interaction*

One of the main purposes of classroom assessments is to improve students’ engagement and interactivity in the learning process. This interactivity can be functional in two ways: interaction a) between students and teachers, and b) among students. New media technologies and tools (WhatsApp, YouTube, blogs, and emails as used in the current study) are integral part of student-teacher interaction that can happen in synchronous and/or asynchronous ways. Apart from that, peer assessment is also crucial in terms of discussing, analysing and understanding the learning concepts. The classroom assessments developed for ETC students included individual and group activities that enabled students to effectively interact with their teacher and peers, as shown in Table 4 below.

TABLE 4:  
LEARNER INTERACTIVITY DETAILS

Assessment	Evaluation type	Interaction level	Tools and technologies
Crosswords	Self-evaluation	Teacher-student	Blog, educational webpage, WhatsApp
MCQs	Self-evaluation	Teacher-student	Blog, educational webpage, WhatsApp
Puzzles	Self-evaluation	Teacher-student	Blog, educational webpage, WhatsApp
Quizzes	Self-evaluation	Teacher-student	Blog, educational webpage, WhatsApp
Poster presentations	Peer evaluation	Teacher-student, peers	Blog, WhatsApp, PPT, notebook
Film screening and discussion sessions	Teacher evaluation	Teacher-student, peers	Blog, YouTube, PPT, notebook
Audio-visual presentations	Teacher evaluation	Teacher-student, peers	Blog, YouTube, DVD, PPT, WhatsApp
Debates	Peer evaluation	Teacher-student, peers	Blog, PPT, WhatsApp

More particularly, group activities like poster and audio-visual presentations, film/documentary screening and discussion, and debate sessions provided more room for ELLs of various cultural and linguistic backgrounds to interact, share and exchange their knowledge and world views, and improve writing proficiency. Further, constant feedback and input exchange between student-teacher and peers created an overall interactive learning environment for ELLs.

*C. Impact*

Although the impact of these classroom assessment strategies was easily noticed at the end of the semester, the improvement was visible throughout the academic session. The assessments were provided with clear instructions, guidelines, and timeline which accommodated learning and improving steps of writing process: planning, drafting, revising, editing, and delivering. These steps have been followed and observed throughout the academic session. Apart from the writing skills, focus was also on instructing and guiding ELLs to self-manage and self-assess in an English language classroom of students from various cultural and linguistic backgrounds. The individual and group assessments were mainly developed to understand, improve, and motivate the self as well as others for English writing proficiency with grammatical accuracy and coherence.

## V. RESULTS

The current study conducted a classroom action research on ESL classroom assessments focusing more particularly on improving writing skills and proficiency of Engineering undergraduate students of UniMAP under an English course entitled English for Technical Communication assigned to be taught by the author. In order to analyse and evaluate ESL classroom assessments, the study highlighted three parameters:

- **Innovation:** The assessments included new and innovative assessment strategies.
- **Interaction:** The assessments focused on student interactivity and engagement.
- **Impact:** The study aimed at analysing and investigating the impact of the new assessment strategies on ESL writing proficiency in particular, and the overall impact on learning process and proficiency in general.

At the end of the academic session, the current study made the following observations:

- *Increased student interactivity:* The interactive nature of the classroom assessments helped increase student-teacher and peer interaction. This was remarkable particularly because the students as well as the teacher belong to different cultural and linguistic backgrounds. English being the common language of learning and practice provided them with the opportunity to strengthen that bond to further create an interactive learning environment.

- *Increased relevance of technology-integrated assessments:* Use of new media technologies and applications (WhatsApp, YouTube, email, and DVD as used in the current study) made learning more convenient in general while easing the process of understanding, analysing, and performing better on the assessed concepts in particular. Constant interaction to exchange feedback and suggestions from teacher as well as from peers was eased by the use of new technologies and tools, which also made learning both synchronous and asynchronous activity.

- *Increased self-motivation:* Self-directed assessments (crosswords, MCQs, puzzles, and quizzes as used in the current study) encouraged and enabled learners to become self-managing, self-monitoring, and self-modifying which eventually helped them identify their conceptual (terms and concepts related to the ETC course) and structural (grammatical concepts) doubts and errors, revise them, and improve their writing proficiency as well as overall performance.

- *Increased student engagement:* Active student participation was visible in terms of self-directed and self-evaluated online assessments which demanded students to follow the instructions provided, understand the questions and problems, analyse them critically, and answer and resolve them appropriately. More particularly, students were actively engaged in group activities in which the groups had to review and evaluate their peer groups in various classroom activities including poster presentations, film/documentary screening and discussion, audio-visual presentations, and topic-specific debates. This further helped students gain self-confidence, analytical skills, and communicative skill building, especially in a culturally diverse classroom.

- *Increased team-building practices:* Further, group activities helped students build strong teamwork and coordination. During various sessions of peer group review and evaluation (film/documentary screening and discussion, audio-visual presentations, and topic-specific debates as used in the current study), ETC students of the culturally diverse classroom shared and explained the communication issues they encountered due to different socio-cultural habits and practices, and how they worked together to resolve these issues.

- *Increased cultural awareness and compassion:* The audio-visual group presentations also reflected students' awareness and compassion towards concepts of cultural knowledge and diversity. One of the selective topics was 'Languages and Cultures' which most of the student groups have chosen to work on. The presentations on cultural knowledge further brought to learners an enriching appreciation of the concepts of cultural diversity and cultural identity.

## VI. CONCLUSION

Classroom assessments can play a significant role in realising and implementing innovative learning tools and applications which can enhance student engagement and interactivity to further result in an overall learning impact. In the case of English language learning, technology-integrated classroom assessments are effective in identifying students' strengths and weaknesses, understanding student knowledge and skills, and measuring their performance level. Based on the discussion and results of the classroom assessment strategies developed by the author, the current study includes the following recommendations:

- With the growing interest and practice of technology-driven learning across the world educational scenario, it is relevant on the part of academicians to focus on exploring new purviews of technology-integrated learning and experimenting with new technologies and applications to add them as prospective strategies for classroom assessments.
- Technology-integrated learning has further opened ways of new learning approaches. In case of ESL classrooms, it is important to include new assessment types such as storytelling, roleplaying, etc. in order to cater to learner requirements for improving basic language skills in general as well as course-specific skills demanded by the particular English language course.
- With more practice-based learning such as self-directed learning, it is crucial on the teacher's part to provide clearer instructions and guidelines for assessments to help learners understand the concepts better, improve their learning skills, and perform appropriately.
- With the growing concept of a culturally diverse classroom, it is significant for learners to understand and value cultural, social, and linguistic differences of peers. In order to practise notions of cultural knowledge and awareness, elements of learners' cultures can be used as learning contexts to understand technical concepts and grammatical structures. Implementation of such cultural elements into classroom assessments can further help learners understand the knowledge and importance of cultural diversity and other social issues.

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# The Effect of a Suggested In-service Teacher Training Program Based on MALL Applications on Developing EFL Students' Vocabulary Acquisition

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**Abstract**—Recently, Mobile Assisted Language Learning (MALL) has received much attention as a means to improve the performance of students in all language aspects. Learning vocabulary is not an exception as many applications have been designed to foster students' vocabulary acquisition. However, little attention has been paid to the preparation of teachers who should be aware of and competent in using such applications in order to attain the intended educational objectives. Consequently, the present study sought to train ten EFL secondary school teachers on the use of some MALL vocabulary applications and to investigate the effect of the teachers' use of such applications on their students' vocabulary acquisition. The training program entailed the use of four outstanding vocabulary learning applications: Quizlet, Digital Vocabulary Notebook, Digital Video Games and Online Dictionaries. A pre-post vocabulary test and an observation checklist were designed and implemented to measure the effect of the suggested training program. Results of the study indicated (1) the effectiveness of the suggested in-service teacher training program as teachers successfully integrated these applications in their vocabulary instruction and (2) a significant improvement in the students' vocabulary acquisition as a result of using MALL applications. It was recommended to provide teachers with an adequate training on the use of MALL technology to enable them to exploit the potentialities of such new applications and, eventually, to improve the students' vocabulary acquisition.

**Index Terms**—MALL, quizlet, digital vocabulary notebook, digital games, online dictionaries, vocabulary acquisition

## I. INTRODUCTION

Vocabulary is an indispensable component of language learning that has received much attention in all educational settings as it fosters the development of all language skills and significantly affects students' achievement and progress in content-area courses (Nam, 2010). In addition, having adequate vocabulary is a prerequisite for successful communication (Baleghizadeh & Ashoori, 2011). However, many EFL students consider vocabulary the most problematic area of language learning and a real obstacle that threatens their comprehension (Silverman & Hines, 2009). Therefore, exploring various approaches to support students' vocabulary acquisition has become a focus of several studies in recent years. In this regard, integrating MALL in vocabulary instruction proves to be a promising approach (Azabdaftari & Mozaheb, 2012; McLean, Hogg & Rush, 2013).

In response to the fast-growing tendency to incorporate technology in educational settings and the wide spread of portable digital devices, much interest in utilizing MALL in EFL classrooms has been raised to satisfy students' needs and to cope up with educational innovations. According to Hockly (2013), the future tends to be more mobile, and it is teachers' duty to shape teaching practices in a way that incarnates this tendency. MALL is defined as the use of portable electronic devices such as smartphones and tablets to support language learning (Valarmathi, 2011). Consequently, many researchers have been attracted to integrate MALL technology in EFL classrooms to benefit from its potentialities and to address a wide range of problems. Fisher and Baird (2007) maintain that MALL provides instructors with an ideal tool for promoting active learning, collaboration and innovation among university students who are uncooperative and unmotivated. Romero et al (2010) emphasize the effectiveness of using MALL in (1) providing students with several opportunities to practice what they have learned outside the classroom, (2) developing all language skills, and (3) enabling students to work independently and to get immediate corrective feedback at the same time. Moreover, using MALL effectively creates authentic learning environment that involves learners in a learning experience that goes beyond the classroom walls (Al Shehri, 2011).

The success of MALL in language teaching and learning depends largely on teachers who assume the responsibility of integrating these applications in their classrooms (Vota, 2011). Therefore, teachers need to be trained in the use of MALL applications effectively to enrich their teaching activities and to satisfy their students' needs. Weinberger (2011) emphasizes the importance of teacher training claiming that the failure of almost all initiatives to utilize technology in language classrooms is due to teachers' lack of adequate technological skills and as a result technology becomes a



burden and fails to achieve the educational objectives. In this regard, Norazah et al. (2010) highlight the negative impact of using technology ineffectively on students' learning. Therefore, providing sufficient and efficient pedagogical training is essential to guarantee the success of integrating MALL in classroom practices.

Although the curriculum and educational policy makers urge teachers to integrate MALL in their teaching practices, no adequate training on the use of handheld devices in language instruction is found. Al Sahli (2014) mentioned that the teachers' lack of technological knowledge and skills was the main challenge she faced in the implantation of her study. Teachers were not able to use online tools. Consequently, a training session aimed at qualifying teachers to use online tools in teaching was conducted. Similarly, Al Malihi (2015) reported that providing adequate in-service training on how to integrate MALL in classroom represented the top priority of 114 Saudi English teachers who participated in a needs analysis survey. Moreover, Djoub (2016) conducted a study to find out the obstacles that hinder English teachers from integrating MALL in their teaching practices. The results indicated that teachers' reluctance to use MALL was due to the lack of appropriate training. Training teachers through workshops or in-service programs was recommended. Therefore, the present study aims at training EFL teachers on the use of some MALL vocabulary learning applications and investigating the effect of using such applications on the students' vocabulary acquisition.

#### A. *Context of the Problem*

It was observed that the majority of the students who apply to join the Department of English at Prince Sattam University, KSA, suffer from poor vocabulary as indicated by their low scores in the admission/acceptance test. In addition, teachers reported that insufficient vocabulary repertoire is the biggest obstacle that students face in language learning. This observation is in accordance with a number of studies that asserted the students' lack of appropriate vocabulary needed for successful verbal and non-verbal communication (Khrisat & Mahmoud, 2013; Al Sahli, 2014). This motivated the researcher to investigate the status-quo of vocabulary instruction in secondary schools. Therefore, twenty EFL secondary stage teachers were interviewed and observed while teaching vocabulary. The results indicated that (1) the traditional method of teaching vocabulary was used to provide students with literal meanings of new words mostly in the students' mother tongue, (2) no sufficient time was devoted for vocabulary reinforcement as class time was limited, and (3) absolute absence of MALL technology as teachers highlighted the fact that they are not aware of such applications as they graduated ten years back before launching these new innovations. Further investigation revealed that most English teachers graduated from College of Arts with inadequate information about teaching methodology in general and educational technology in particular (Al-Seghayer, 2011). In addition, no in-service training programs were conducted to equip them with up-to-date knowledge regarding new technological applications and innovative practices related to vocabulary teaching. It can be inferred that the students' real weaknesses in vocabulary acquisition may be attributed to the prevailing traditional teaching method that relies on a meaningless repetition of target vocabulary and a direct translation into the students' mother tongue with a complete absence of modern technology despite its availability in the Saudi educational context. Therefore, training teachers on the use of MALL vocabulary learning applications could present an alternative approach to support students' vocabulary acquisition.

#### B. *Statement of the Problem*

Secondary stage students in Al Kharj province show real weaknesses in vocabulary acquisition. This may be attributed to the use of the traditional method which does not permit effective integration of technology. Hence, the current study aimed at designing a training program to raise teachers' awareness and use of some MALL vocabulary learning applications and investigating the effect of using these applications on the students' vocabulary acquisition.

#### C. *Questions of the Study*

The present study sought to answer the following two questions:

- 1- What is the effect of implementing a suggested in-service teacher training program based on some MALL vocabulary learning applications on EFL teachers' use of such applications?
- 2- What is the effect of using MALL vocabulary learning applications on developing EFL students' vocabulary acquisition?

#### D. *Significance of the Study*

The present study is critically significant as it aims at: (1) designing an effective in-service teacher training program that aims at raising EFL teachers' awareness and use of MALL applications in vocabulary instruction, (2) exploring new methods for promoting EFL students' vocabulary acquisition, (3) presenting a framework of a training program that can be used to train teachers in other language skills, and (4) meeting the new trends in education that call for supporting lifelong learning, fostering independent learners and reducing the cost of the learning process via a wise use of technology.

## II. REVIEW OF LITERATURE

### A. *MALL and Vocabulary Acquisition*

Vocabulary acquisition has been considered a fundamental prerequisite for successful language learning. Therefore, several studies have been conducted to explore the potentiality of MALL in fostering students' vocabulary acquisition. Saran et al (2008) pinpointed the great potentiality of MALL in creating a successful learning environment through its unique features of mobility, reachability, and personalization of learning. Therefore, they conducted a study in which multimedia messages were used to help students to learn new vocabulary. The multimedia messages enabled the teachers to provide the students with definitions, examples, pronunciation and visual representations of new vocabulary. In addition, multimedia messages were utilized to test students' comprehension. The study recommended the use of multimedia messages in teaching and testing vocabulary. Similarly, Saeidi and Mozaheb (2012) confirmed the positive impact of using MALL on EFL university students' vocabulary acquisition compared to other teaching strategies such as traditional flashcards.

Hashemi and Abbasi (2013) conducted a study to investigate the impact of using mobile phones on EFL learners' vocabulary retention. One hundred eighty high school students participated in the study. The results indicated a significant improvement in terms of students' vocabulary retention. In addition, much attention was given to the presentation of new words features which led to an improvement in students' vocabulary memorization. Furthermore, Al Sahli (2014) investigated the impact of using online tools such as games, You Tube and digital storytelling on developing vocabulary achievement of Saudi secondary stage students. Al Sahli asserted the ineffectiveness of the traditional teaching method and recommended the integration of online applications as students' vocabulary was improved as a result of using such applications.

Reviewing the previous studies indicated that training teachers, who assume the responsibility of integrating MALL applications in vocabulary instruction, was neglected. Teacher's ability to use MALL effectively was not sufficiently considered. In addition, challenges and difficulties that teachers faced were not mentioned. Considering teachers' roles, readiness and ability to integrate MALL in vocabulary instruction has distinguished the present study from earlier studies.

### *B. Pros and Challenges of MALL*

A review of the relevant studies revealed that MALL possesses some unique features that drive both teachers and learners to use its applications in and out language classroom. Mobility and ubiquity characterize MALL and enable learners to use the portable devices at anytime and anywhere (Zaki & Yunus, 2015). Being connected wirelessly to internet is another feature that facilitates the use of MALL applications and enables students to study outside the classroom (Sharples, Taylor & Vavoula, 2005). Interactivity is another feature that enables students to interact and communicate regardless of time and place. Moreover, students can access and retrieve information easily and this fosters their learning process and helps them to work autonomously (Suneetha, 2013). MALL devices sustain students' privacy as they can monitor their learning progress without being worried about teachers' and colleagues' comments. Furthermore, being adaptable to individual and diverse learners provides the opportunity to personalize learning (Pachler, 2010). Finally, MALL suits the learning preferences of the 21<sup>st</sup> century students who are described as "The App generation" (Gardner & Davis, 2013). Thus, MALL has the potentiality to increase students' motivation and creates a supporting learning environment (Ally et al, 2007).

Despite the aforementioned advantages of using MALL in language classrooms, it faces a number of challenges and limitations. The possibility of students' distraction by play games, text messages and checking social websites worries teachers (Kuznekoff & Titsworth, 2013). The cost of the device could represent another challenge especially in developing countries. However, this is not the case in KSA in which all students have smart phones and an internet connection is provided for free in schools and universities. Another difficulty is associated with the screen size as it tends to be quite small and thus may hurt students when used for a long period of time. Larsen-Freeman and Anderson (2011) added other challenges such as limited battery life and memory capacity. However, it is well recognized that the benefits of MALL outweigh such limitations.

### *C. MALL Vocabulary Learning Applications*

Recently, the use of web-based flashcard programs such as Quizlet has become a popular tool used by second/foreign language teachers to foster their students' vocabulary learning. Quizlet is an interactive website that enables its users to retrieve the meaning of words using flashcard sets and a number of learning tools. According to recent statistics, Quizlet has more than one million registered users and eighty million visitors all over the world (Quizlet, 2014). Students can easily access Quizlet without creating an account. However, students are obliged to register if they would like to create their own word lists and enjoy extra features such as image uploading and voice recording. Three reasons may justify the popularity of web-based flashcard programs: (1) increasing students' vocabulary size and tracking their progress, (2) introducing new vocabulary using multimedia, and (3) enabling students to study at any time in any place as long as they are connected to internet (McLean, Hogg & Rush, 2013).

Many studies have indicated the effectiveness of Quizlet in enhancing students' vocabulary learning. Davie and Hilber (2015) conducted a survey to investigate the attitudes of undergraduate engineering students towards the use of Quizlet application in learning vocabulary. Sixty-eight students participated in the study and responded to a questionnaire. Their performance was measured via a vocabulary test. The results showed an improvement in students' vocabulary acquisition. In addition, the students showed a real interest in using Quizlet as they believed that it was a

convenient and enjoyable learning tool. Investigating long-term benefits and conducting the study on a larger scale over a longer period of time were recommended by the aforementioned study. Similarly, Dizon (2016) confirmed the significant impact of using Quizlet on developing English vocabulary of nine Japanese students who studied Coxhead's (2001) academic vocabulary list over the course of ten weeks.

Digital Vocabulary Notebook (DVN) is another popular MALL vocabulary learning application that was developed to replace the traditional paper notebook and to improve its effectiveness through the advantages of technology. Apparently, using DVN brings many advantages to vocabulary learning as it (1) enables students to review, edit and organize their own vocabulary lists at their own convenience (Bazo, Rodriguez & Fumero, 2016), (2) guides students through the process of learning vocabulary, (3) provides formative assessment as many self-assessment tests are available, (4) supports students' autonomy and (5) saves classroom precious time which can be devoted for practical activities that strengthen students' understanding and stimulate their use of target vocabulary. Moreover, being connected to the internet enables students to interact, through the web application, with their teachers and, hence, saving classroom time. On the other hand, teachers are able to monitor students' progress and to obtain valuable feedback which is used later on to identify the real needs and difficulties faced students. Consequently, teachers plan for carrying out some actions and activities to help students to address successfully such problems at an early stage. Walters (2009) conducted a study and concluded that DVN was proved to be effective in helping students to learn vocabulary faster and more efficient.

Recently, Digital Video Games (DVG) have been classified under the umbrella of MALL and gained much popularity among teachers who seek to utilize them to foster students' learning. Tsai and Fan (2013) maintain that game-based learning is a type of learning in which video games are integrated with education. In the domain of language learning, a distinction has been made between game-based and game-enhanced language learning. Reinhardt and Sykes (2012) mentioned that the main difference between the aforementioned two types lies in the fact that game-based type is associated with those DVGs that are specifically tailored to achieve specific language learning outcomes whereas game-enhanced type is a commercial-off-the shelf DVGs that can be used in language classrooms.

A number of studies have sought to integrate DVGs in vocabulary instruction. Dehaan, Reed, and Kuwada (2010) investigated the impact of DVG on vocabulary recall of eighty Japanese university students who are majoring in computer science. They divided the students into two groups: players and watchers. The players were requested and given the chance to interact with the game whereas the watchers assumed the role of observer. The students were requested to memorize a number of lyrics without taking notes, stop the game, or resort to a dictionary. Then a vocabulary recall cloze test was used and the results showed that the watchers performed significantly better than the players who reported the difficulty of paying attention to the game and lyric memorization at the same time. Similarly, Histosugi and Hayashi (2014) investigated the impact of using DVGs on Japanese university students' affect and vocabulary learning. The results indicated the positive impact on students' affect and a significant improvement in vocabulary learning. Similar conclusions were asserted by Ebrahimzadeh (2017) who reported the effectiveness of DVGs in fostering students' vocabulary acquisition.

Online dictionaries, accessed through handheld devices, represent another type of MALL applications. Many studies have reported the effectiveness of using online dictionaries in learning vocabulary as indicated by the performance of students in post and delayed tests compared to students who do not have an access to a dictionary (Macaro, 2005). Generally speaking, dictionaries have been used to help students in accomplishing three goals: (1) comprehending spoken and written language through identifying the meaning of unknown words, (2) producing language through finding out the words that are needed for speaking, writing, and translation, and (3) increasing students' knowledge of words and how to use in different contexts (Nation, 2001). In the past, some teachers rejected the use of dictionary claiming that this will increase the cognitive load that affects negatively the reading comprehension and encouraged their students to use dictionaries as the last resort. They believed in the effectiveness of using contextual analysis to find out the meaning of unknown words. However, it proves to be hard to rely on the contextual clues only to identify the meaning (Laufer, 2003). The online dictionaries such as *Dictionary.com*, *Merriam-Webster Dictionary*, and *The Free Dictionary* have been found effective in decreasing the cognitive load and improving students' vocabulary acquisition as they enable students to access the meaning of words, etymology, sample sentences and pronunciation quickly and efficiently (Deng & Trainin, 2015).

#### D. MALL and Teacher Training Program

Recent research has indicated three major areas that should be covered in any training program that aims at developing teachers' use of MALL applications: (1) technological knowledge that is related to the use and features of each application, (2) content knowledge that specifies the material and topics to be taught using the MALL applications, and (3) pedagogical knowledge denotes the activities to be used in class to integrate the MALL applications in the learning process (Mishra & Koehler, 2006; Koshman, 2011). In addition, benefits and limitations of using handheld devices should be presented to trainees. The training program should provide teachers with an opportunity to practice a number of activities that would encourage students to use MALL applications effectively (Passey, 2010). Some of these activities are: (1) "Review and reflect" activity in which students download an image or a movie related to the idea presented in the lesson and reflect on the key aspects of the information and how to be implemented or used in a larger context, (2) "Think forward" activity aims at enabling students to prepare in advance the upcoming topics through

downloading relevant material and discussing it via online applications or in class, (3) "Listen to my explanations" activity allows students to record their explanation of the lesson at home and to send it to their teacher to be evaluated and (4) "Tell me how I could improve this" activity encourages students to upload and share their work with others through MALL applications with the goal of improving the quality of their work based on the feedback they receive.

Lomine and Buckingham (2009) proposed a practical framework for tailoring an effective in-service MALL Training program. They highlight three major points to be considered seriously prior to the integration of MALL applications: pedagogy, economics and technology. Pedagogy refers to the educational value of using such applications. Teachers should be aware of the learning outcome that the application may help students to achieve. Economics indicates the cost of utilizing MALL applications. Finally, technology considers the availability and practicality of applications. All the aforementioned aspects were considered in designing the suggested in-service training program.

Dashtestani (2014) affirmed the significance of training teachers on MALL as a prerequisite for launching such applications in language classrooms. Based on the results of a computer literacy questionnaire and a general computer literacy test, Dashtestani indicated that the majority of English teachers who participated in the study were not qualified to integrate MALL applications in their classes as they lack the fundamental knowledge and skills to deal with such applications. Three reasons were identified as major obstacles for using MALL: (1) absence of appropriate training whether in teacher education programs or in-service professional development, (2) inadequate support from educational authorities, and (3) the challenges related to the cost and the availability of handheld devices and technological infrastructure.

### III. METHOD

#### A. *Sample of the Study*

Ten secondary stage teachers, from public schools in Al Kharj governorate, volunteered to participate in the training program that lasted for four weeks. An observation checklist was used to evaluate teachers' use of vocabulary learning applications. As for assessing the effect of teachers' use of vocabulary learning applications on developing their students' vocabulary acquisition, two hundred first secondary grade students were pre-and post-tested.

#### B. *Design of the Study*

Due to the nature of the study, one group pre-post test design was utilized in the present study. A vocabulary test was designed and administered on the students before and after the experiment.

#### C. *Instruments of the Study*

##### 1. *The Suggested Teacher Training Program*

In order to raise the teachers' awareness and use of MALL vocabulary learning applications, a training program was proposed to present four widely-used applications: Quizlet, Digital Vocabulary Notebook, Digital Video Games and Online Dictionaries. A fundamental step in designing the suggested program was needs assessment. This step aimed at identifying the real training needs, points of strength and points of weaknesses to be addressed by the program. Therefore, semi-structured interviews were conducted with the teachers seeking to identify their knowledge of vocabulary learning applications, attitudes, and experience related to MALL. Results indicated mainly the teachers' insufficient knowledge of MALL applications and their reluctances to use such applications in teaching vocabulary.

Based on the needs assessment results, the objectives and content were assigned. The program included introduction and four units. The concept, definition, significance and common applications of MALL were presented in the introduction. Each unit provides trainees with enough information about one vocabulary application and the trainees were given the opportunities to practice individually or in groups. Introducing trainees to each application with enough explanation about its use in vocabulary instruction was carried out first. The technical features and educational values were addressed too. Then, trainees were requested to work individually or in groups carrying out some relevant activities such as using the applications to get the meaning of some words accompanied with illustrative examples. Trainees' use of vocabulary learning applications was highly stressed in the training program. Finally, trainees' awareness and use of the vocabulary learning applications were assessed through requesting them to answer a quiz by the end of each unit and observing their performance in their English language classrooms.

##### 2. *Observation Checklist*

It was designed to assess the teachers' use of MALL applications in teaching vocabulary. Its final version included ten (10) statements. A five-point Likert Scale, ranging from 1 (strongly disagree) to 5 (strongly agree), was utilized to rate the teachers' use of MALL applications. The observation checklist was submitted to a panel of TEFL experts to decide its content and face validity. The panel's feedback was taken into consideration in formulating the final version of the checklist. Thus, it was an approved, validated and appropriate tool for measuring teachers' use of MALL vocabulary applications. The reliability of the checklist was assessed via the test-retest method. It was administered twice to a sample of five teachers who were excluded from the main sample of the study later on. Four weeks separated the two administrations. An Alpha Cronbach's correlation coefficient of (.88) was calculated. Moreover, an internal consistency reliability check was computed and it was found that the alpha coefficient for the checklist was (.90).

##### 3. *Vocabulary Acquisition Test (VAT)*

VAT was designed to assess the students' vocabulary acquisition before and after the intervention. The test was consisted of fifty multiple choice questions (MCQ) that represent the target vocabulary taught and practiced via MALL vocabulary learning applications. MCQ format is recommended by The Ministry of Education to test Grade 10 students' vocabulary acquisition. Each question receives a point. Thus, the maximum score for the test was fifty (50) points. Two EFL instructors volunteered to score students' answers. In order to assure the validity of the test, it was submitted to a jury of experts. All their comments and suggestions were taken into consideration in the final version of the test. Thus, the test was approved as a valid and appropriate tool for measuring the students' vocabulary acquisition. As for the reliability, a test re-test method was used to estimate the test reliability. The test was administered on a group of students who represented the target population. They were excluded from the sample of the study. After that, Pearson product moment correlation formula was used to estimate the coefficient of stability, ( $r=.78$ ), of the test. This indicates that the test is reliable. The test was piloted and the optimal test time was calculated and found to be forty (40) minutes.

4. Procedures

The experiment started in the first semester of the academic year (2016-2017). The researcher started the training program with twelve teachers from public schools. Two teachers did not attend the first three sessions. Therefore, they were excluded from the sample of the study. Before starting the experiment, the researcher made sure that the schools are provided with an adequate internet service and it is available for teachers and students. The training program started with an orientation in which the general objectives, expectations, roles and procedures of the training program were presented.

After conducting the training program, teachers were requested to use MALL applications in teaching vocabulary throughout the second semester. The researcher was keen to attend several classes to observe the teachers' real performance and to evaluate the effectiveness of the training program. Teachers introduced and encouraged students to use the four vocabulary learning applications. In this respect, students were highly motivated to use these applications. In the beginning of the second semester, the pre-test of vocabulary acquisition was carried out on the sample of the study. Then, students spent fifteen weeks learning vocabulary via the MALL vocabulary learning applications. By the end of the semester, students were post- tested and the results were statistically analyzed using SPSS program.

IV. RESULTS AND DISCUSSION

A. Results of the Observation Checklist

Wilcoxon Signed-Ranks Test was used to compare the teachers' use of MALL applications before and after the training program. The results, displayed in Table 1, indicated that post-test ranks were statistically significantly higher than pre-test ranks  $z = 2.677, p < 0.007$ . Thus, it can be concluded that the suggested training program was effective in enhancing the teachers' use of MALL applications in vocabulary instruction.

TABLE 1.  
WILCOXON SIGNED-RANKS TEST RESULTS

Mean Ranks			(Z)	Sig.(2-tailed)
Teacher's use of vocabulary apps.	Negative Ranks	Positive ranks		
	0.00	5.00	- 2.677	0.007

B. Results of the Vocabulary Acquisition Test

A Paired-samples t-test was conducted to compare the mean scores of the students before and after the experiment. The results, displayed in Table 2, showed statistically significant difference in the students' scores for the pretest ( $M = 21.12, SD = 8.69$ ) and for posttest ( $M = 45.44, SD = 4.28$ );  $t(199) = 31.418, p = 0.01$  in favor of the post application. These findings affirmed the positive effect of using MALL vocabulary learning applications on developing the students' vocabulary acquisition.

TABLE 2.  
PAIRED-SAMPLES T-TEST RESULTS

Vocabulary test	No.	Mean	SD	t.value	df	Sig. (2-tailed)
Pre	200	21.12	8.69	31.418	199	0.01*
Post		45.44	4.28			

Note: \*  $p < .01$ .

C. Discussion

Firstly, the obtained results affirmed the effectiveness of the suggested in-service training program in raising teachers' awareness and use of MALL applications as reflected in their responses and performance in teaching vocabulary. The success of the training program may be attributed to several reasons: (1) addressing a real need to integrate technology in teaching practices, (2) stressing the educational significance of using MALL in teaching vocabulary, (3) presenting the content in an interactive mode apart from the listening mode in which trainees stay passive, (4) providing various hands-on activities, and (5) providing instant technical support.

Secondly, the results of the present study confirmed the positive impact of using MALL applications in improving students' vocabulary acquisition. These results are in congruence with those of other similar studies (Reinhardt & Sykes, 2012; Ebrahimzadeh, 2017). Improvement in students' vocabulary acquisition may be attributed to the fact that using such applications outside the classroom enabled the students to be exposed greatly to the target words and increased their interaction with these words. In other words, the portability of vocabulary learning applications provided the students with a chance to access the target vocabulary from their preferred time and place. In addition, MALL applications succeeded to present the meaning of the new words using varied textual and visual means that attracted and motivated students to acquire words efficiently. This finding is consistent with Gee's (2003) multimodal principle that asserts the value of using diverse modalities in prompting students' vocabulary acquisition.

Moreover, results of the present study support the belief that MALL applications fit the learning styles of students in the 21<sup>st</sup> century as they advocate learners' autonomy and massive use of technological innovations. Fostering students' autonomy enabled some students to overcome many motivational challenges. These applications created an interactive classroom in which students get and share information about meaning and usage of vocabulary spontaneously. Moreover, receiving instant feedback and varied examples enriched students' knowledge and fostered their vocabulary acquisition.

## V. CONCLUSION

The present study asserted that the in-service training program was effective as teachers successfully integrated the MALL vocabulary learning applications in their instruction. This created a supportive and collaborative environment that enabled students to acquire vocabulary effectively and to overcome the difficulties and challenges associated with the traditional method of teaching vocabulary in which students were obliged to memorize long lists of isolated words without a proper technological assistance.

Based on the obtained results of the present study, educational policy makers are recommended to (1) tailor effective in-service training programs to guarantee the smooth and successful integration of MALL in vocabulary instruction, and (2) encourage teachers to integrate MALL applications in their teaching to foster students' vocabulary acquisition. Finally, investigating students' and teachers' attitudes towards the use of MALL vocabulary applications, using MALL to develop other language skills, investigating the impact of using MALL on affective aspects such as motivations and conducting a study to assess the effect of using each application separately are areas that need further research.

### APPENDIX A. TEACHER'S USE OF VOCABULARY LEARNING APPLICATIONS OBSERVATION CHECKLIST

Instructor's name: \_\_\_\_\_ Date/Time: \_\_\_\_\_

No.	Statements	Strongly disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1	The teacher demonstrates a real understanding of and mastery in using vocabulary learning apps.					
2	The teacher gives enough instructions to facilitate students' use of vocabulary learning apps.					
3	The teacher uses varied vocabulary learning apps to suit the students' varied learning styles and preferences.					
4	The teacher articulates clearly the objective and significance of using vocabulary learning apps.					
5	The teacher creates appropriate activities to urge students to utilize vocabulary learning applications to reinforce and extend their vocabulary acquisition.					
6	The teacher encourages students' autonomy as he requested the students to launch and navigate within the apps independently.					
7	The teacher motivates students the use vocabulary learning apps in and out language classrooms.					
8	The teacher allows students to share information with their peers.					
9	The teacher provides adequate feedback based on students' use of vocabulary learning apps.					
10	The teacher monitors and evaluates students' vocabulary acquisition.					

## APPENDIX B. VOCABULARY ACQUISITION TEST

Read the following sentences carefully and choose the best answer from a, b, c, or d.

1. Fahad is probably the most \_\_\_\_\_ person I've ever met. He is always in such a good mood.  
a. aggressive b. cheerful c. anxious d. sensitive
2. I won't be able to buy the mobile because I'm \_\_\_\_\_ of money.  
a. central b. tall c. short d. little
3. You can't buy that car. It's too \_\_\_\_\_.  
a. practical b. expensive c. reasonable d. noisy
4. A \_\_\_\_\_ tree is an evergreen forest tree.  
a. harsh b. sprout c. spruce d. hay
5. After a long flight, the plane \_\_\_\_\_ safely.  
a. fell b. sank c. crashed d. landed
6. he travelled abroad for the first time at the \_\_\_\_\_ of twenty.  
a. height b. weight c. length d. age
7. \_\_\_\_\_ study rocks and their history.  
a. Teachers b. Doctors c. Engineers d. Geologists
8. Someone who is in \_\_\_\_\_ owes money to someone else.  
a. pay b. bank c. debt d. prison
9. Someone who writes for a newspaper is called a \_\_\_\_\_.  
a. journalist b. headmaster c. teacher d. champion
10. TV presenters \_\_\_\_\_ sports stars on many favorite TV programs.  
a. test b. interview c. examine d. check
11. Normal human body \_\_\_\_\_ is 37°C.  
a. height b. brain c. temperature d. pressure
12. My brother has the \_\_\_\_\_ to work 12 hours without stopping.  
a. quality b. equality c. difficulty d. ability
13. Ahmed has strong eyesight: he can see from a long \_\_\_\_\_.  
a. distance b. reliance c. instance d. resistance
14. No liquids are served with meals because they interfere with \_\_\_\_\_.  
a. suggestion b. digestion c. infection d. reaction
15. The human brain \_\_\_\_\_ all senses.  
a. contains b. controls c. examines d. checks
16. The astronaut, Neil Armstrong, went into \_\_\_\_\_ and walked on the moon.  
a. atmosphere b. air c. space d. spade
17. Some people prefer living in \_\_\_\_\_ areas to urban ones.  
a. modern b. rural c. fantastic d. fresh
18. Life has its \_\_\_\_\_ and cons.  
a. blues b. pros c. prose d. disadvantage
19. The explosion made a \_\_\_\_\_ hole in the ground.  
a. peaceful b. quiet c. massive d. busy
20. Japan has a \_\_\_\_\_ of about 130 million people.  
a. pollution b. popularity c. population d. people.
21. Sarah did not like the movie because the story was \_\_\_\_\_.  
a. terrific b. bored c. exciting d. terrible
22. He always sits in the first \_\_\_\_\_ in class because of his weak eyesight.  
a. line b. queue c. row d. verse
23. A/ An \_\_\_\_\_ is someone whose job is to design buildings.  
a. archaeologist b. engineer c. architect d. teacher
24. My father works for a/an \_\_\_\_\_ which helps disabled children.  
a. information b. intonation c. organization d. population
25. They found an old ship under the water which was full of \_\_\_\_\_.  
a. pressure b. treasures c. treasons d. treaties
26. A/An \_\_\_\_\_ protects a car driver in an accident.  
a. umbrella b. engine c. battery d. airbag
27. There are thousands of \_\_\_\_\_ which orbit the earth.  
a. moons b. stars c. satellites d. planes
28. All living things need \_\_\_\_\_ in order to breathe and live.  
a. oxygen b. oil c. petrol d. carbon
29. In forests, fires have a bad \_\_\_\_\_ on plants and animals.  
a. affect b. affection c. effect d. effective

30. When your mobile battery is empty, you have to \_\_\_\_ it.  
a. charge b. make c. throw d. recharge
31. Wars and regional \_\_\_\_ can lead to food shortage.  
a. contacts b. contrasts c. conflicts d. concerts
32. Losing the final match was a \_\_\_\_ to the fans of the team.  
a. shake b. shocked c. shock d. chalk
33. \_\_\_\_ means personal cleanliness.  
a. Sanitation b. Dirt c. Hygiene d. Discovery
34. Last Tuesday, we went to the theatre to watch the new \_\_\_\_.  
a. poem b. play c. movie d. match
35. Shakespeare is considered one of the most famous \_\_\_\_ in England.  
a. journalists b. playwrights c. players d. actors
36. Helen Keller lost her sight. She was \_\_\_\_.  
a. dumb b. deaf c. mute d. blind
37. Parents should be \_\_\_\_ with little children and slow learners.  
a. cruel b. terrible c. patient d. unkind
38. Our school team \_\_\_\_ all the other teams in the competition.  
a. earned b. won c. gained d. beat
40. Will you \_\_\_\_ the floors tomorrow?  
a. mop b. mow c. iron d. dust
41. If you have extra weight in your \_\_\_\_, you will pay for it in the customs.  
a. luggage b. binoculars c. kit d. sunglasses
42. \_\_\_\_ warming is causing a rise in ocean levels.  
a. Universal b. Global c. World d. Regional
42. \_\_\_\_ rain damages our lakes, rivers and forests as well as our buildings.  
a. Fossil b. Solar c. Acid d. Global
43. Wind power has none of the \_\_\_\_ of other forms of energy.  
a. drawbacks b. reductions c. qualities d. synonyms
44. To craft something means to make it in a \_\_\_\_ way.  
a. skilled b. bad c. very fast d. wrong
45. She decided to take the \_\_\_\_ by the horns and tell her mother that she broke her mobile.  
a. cow b. sheep c. deer d. bull
46. Ahmed lives in a \_\_\_\_ flat near the center of town.  
a. base b. basement c. basic d. basis
47. Old people often have \_\_\_\_.  
a. freckles b. dimples c. wrinkles d. sideburns
48. Your hobby is \_\_\_\_ if you love watching things grow.  
a. gardening b. canoeing c. hiking d. cooking
49. \_\_\_\_ souvenirs are often more expensive than manufactured ones.  
a. Homemade b. Ancient c. Explosive d. Unspoiled
50. Most ancient castles had \_\_\_\_ to help keep out enemies.  
a. moat b. sculpture c. basin d. larder

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# SWU-SET as a CEFR Standardized English Test

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**Abstract**—Language and Academic Services Centre, International College for Sustainability Studies, Srinakharinwirot University (SWU) understands and foresees the significance of using English in general and academic contexts. As parallel with international standardized tests that are used to measure test takers' English proficiency, Language and Academic Services Centre attempted to construct Srinakharinwirot University Standardized English Test (SWU-SET) that can measure levels of English proficiency aligned with the concept of Common European Framework of Reference for Languages (CEFR). The aims of this paper were to test quality of SWU-SET based on validity, reliability, and item discrimination and to develop items of SWU-SET aligned with the CEFR. The methodology implemented in this study included a construction of test specification and a 100-MCQ test design under the investigation of test validity, test reliability, and test item discrimination. As a consequence, two sets of the SWU-SET were launched for a pilot study. Consequently, all test items were revised and re-launched to confirm the test quality. Then, SWU-SETs were under the process of standard mapping which conformed to the CEFR. The results and discussion were presented in this paper to show how the test was designed and spelled out how the test yielded satisfactory results as a standardized test aligned with CEFR.

**Index Terms**—English proficiency test, CEFR, standard mapping, SWU-SET

## I. INTRODUCTION

English is undeniably a significant means of communication in the era of globalization, as well as a key to encounter the academic and professional worlds. Regarding English language proficiency, a variety of standardized test such as TOEFL, IELTS and TOEIC are designed to meet the demand for higher education, organizations, and language learners. The test scores which are used to underline the English proficiency of students as well as employees are used to assess the test takers' English proficiency for pursuing higher education or working in international organizations. Srinakharinwirot University has been adopting a variety of English standardized test as summative assessment for such academic and professional purposes; however, the university aims at developing an in-house test at the present. This leads to the development of Srinakharinwirot University Standardized English Test (SWU-SET) as to assess the test takers' English proficiency.

There are two major challenges for test developers to consider when developing a test. One is how to design the test to meet the standardized quality. These include the test validity, test reliability, and test items discrimination index (Bachman & Palmer, 2010). There are English language proficiency tests which are well-developed nowadays such as TOEFL, IELTS or TOEIC. SWU-SET will be only accredited or reliable if its quality achieves those standardized tests. The other challenge is how SWU-SET will be amalgamated by Common European Framework of Reference (CEFR) as its standardized criteria are accepted among nations in the world. Subsequently, it is vital that SWU-SET scores should comply with the CEFR.

According to the aforementioned, this leads to an urge for Srinakharinwirot University, to develop its own English language proficiency test, despite the major challenges uttered, to reach the standardized level and to be acknowledged internationally.

## II. LITERATURE REVIEW

### A. English Language Proficiency

The studies concerning the relationship between English language proficiency and academic achievement have been conducted for several decades. Intelligible English language has a direct impact on the learning process in school and is deemed a tool for effective communication contributing to a successful class. It is ascertained that language teachers are supposed to teach and train their learners to master all the four skills of listening, reading, writing and speaking (Oller, 1979). Also, developing proficiency in language enhances the process of learning to read and write (Donalson, 1978). When learners have the problems of learning to speak and learning to write, they tend to have academic failure (Bereiter & Scardamalia, 1982).

In the study of the relationship between bilingual students' level of English fluency and academic achievement, previous studies found that bilingual students who were fluent in English were likely do less well in school, but they generally outperformed their English-speaking peers significantly (Demie et al., 2003). Since then, a strong relationship between the comprehensive assessment and the academic English test has been found and constructively discussed (Kato et al., 2006).

On the contrary, there are arguments against the relationship between language proficiency and academic success. Students failed in school because the tests responding to their skills and knowledge were not grounded on authenticity (Burt & Dulay, 1978). In addition, a group of researchers intended to compare performance on two standardized English language proficiency tests with three measures of success: patient satisfaction; faculty and colleague evaluation; and scores on an objective test of medical knowledge (Eggyly & Smulowitz, 1999). They found that only patient satisfaction and faculty and college evaluation were in relation to English language skills and that the scores could not predict students' practical medical knowledge.

#### *B. Validity, Reliability, and Item Discrimination as Test Quality*

The SWU-SET aims to test quality of English language proficiency based on validity, reliability, and item discrimination. The following concepts will be discussed because they relate to how the test quality of the SWU-SET was solidated.

Firstly, validity is considered to be a significant principle in language assessment because a test should be valid in order to measure what it is meant to measure. Validity refers to "the extent to which the results of an evaluation procedure serve the particular uses for which they are intended" (Gronlund, 1971, p.142). As validity is complex, there is evidence or types of validity to be considered: content-validity, criterion-related validity, construct validity, consequential validity, and face validity.

Secondly, reliability is also another vital indicator in language assessment because the results of the test should be consistent. Reliability refers to "the consistency of evaluation results" (Gronlund, 1971, p.80). If a test is reliable, its results will be similar over a certain time period with the same or different groups of test takers. For instance, if a test developer administers an achievement test to their test takers on one occasion, they should have the similar scores when taking the same test on different occasions (Brown, 2004). The degree of which test is reliable or consistent can be estimated by calculating a reliability coefficient which can go as high as +1.00 for a perfectly reliable test or as low as 0.00 for an unreliable test. If the test reliability score is, for example, valued 0.70, this means that the test scores are 70% consistent or reliable with 30% measurement error. Split-half method, Kuder-Richardson formula 20 (KR-20) and Kuder-Richardson formula 21 (KR-21). Split-half method is based on the division of odd and even numbers and carries out twice among the same group of test takers. Unlike split-half method, KR-20 and KR-21 are calculated based on mean and standard deviation and carried out once. When compared with the others, KR-20 is an internal-consistency reliability statistic that avoids the problem of understanding the reliability of certain tests and considered a much more accurate estimation of reliability (Kuder & Richardson, 1937).

Finally, item difficulty or item facility (IF) is a representation of statistics used to investigate the percentage of test takers who correctly answer a test item given (Brown, 2004). IF can be calculated by adding up the number of students who correctly answer a particular item and dividing the sum by the total number of the test takers who take the test. The range of IF can be valued from 0.00 (very easy) to 1.00 (very difficult). Although the ideal value falls into 0.50, the acceptable value for IF as to indicate high power of discrimination can be compromised from 0.20 to 0.80. The equation for the item difficulty is as follows:

$$IF = N \text{ correct} / N \text{ total}$$

N correct = number of test takers answering correctly

N total = total number of test takers taking the test

Item discrimination ( $r$ ) is represented through statistics that indicates the degree to which an item separates the test takers performing well from the students doing poorly on the given test as a whole (Henning, 1987). The test takers performing well are generally referred as 'high' scorers or of 'upper' proficiency while those performing poorly are defined as 'low' scorers or of "lower" proficiency. A demarcation between high and low scorers helps test developers contrast the performances of the upper test takers on the test with the performances of lower ones. The item discrimination index can range from -1.00 to +1.00. If the  $r$  is of +1.00 value, it means that all test takers in the upper groups answer correctly, while those of the lower groups answer incorrectly. However it is quite difficult that all test items will have item discrimination index of +1.00; it was suggested that the test items range from 0.40-1.00 can be considered 'very good' items, while those of below 0.19 are considered poor items or to be rejected or improved by revision (Ebel, 1979). The equation for the item discrimination is as follows:

- r = IF (upper) - IF (lower)
- r = item discrimination for an individual item
- IF (upper) = item difficulty for the upper group on the whole test
- IF (lower) = item difficulty for the lower group on the whole test

**C. CEFR and Standardized Test**

Language testing is to “pinpoint strengths and weaknesses in the learned abilities” of language learners (Henning, 1979, p. 1). There are various ways of teaching as well as ways of describing levels of language learning and assessment. At the present, educational institutions including schools and universities use different pedagogic methodologies and different systems to describe proficiency levels. What may be an intermediate level in one country may be an upper intermediate level in another. However, levels may vary in each country because of no global consensus of standardized criteria.

To facilitate teaching and learning, a way to specify what learners are able to do at certain levels is of necessity. As teachers, how these levels can guide teaching and selecting proper course books and resources should be taken into their consideration. In many countries, there is a general agreement that language learning can be organized into three levels: basic/beginner, intermediate, and advanced. In this regard, the Council of Europe developed the Common European Framework of Reference for Languages (CEFR) to establish international standards for learning, teaching, and assessment for all modern European languages. CEFR categorizes the language learners in terms of can-do statements into six specific levels (see Table 1 for holistic rubric): A1 and A2 levels as Basic User; B1 and B2 levels as Independent User; C1 and C2 levels as Proficient User. At this juncture, CEFR has been recognized in English language learning in order to establish guideline for English language educators and learners to abide by.

TABLE 1:  
CAN-DO DESCRIPTORS OF COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES (CEFR)

Level	Listening	Reading	Speaking	Writing
C2	Has no difficulty in understanding any kind of spoken language, delivered at fast native speed	Can understand a wide range of long and complex texts	Has a good command of idiomatic expressions	Can write clear, smoothly flowing, complex texts in a logical structure
C1	Can understand enough to follow complex topics, though he/she may need to confirm details	Can understand in detail lengthy, complex texts, provided he/she can reread difficult sections	Can express him/herself fluently and spontaneously	Can express him/herself with clarity and precision
B2	Idiomatic usage influences the ability to understand	Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms	Can interact with a degree of fluency and spontaneity that makes regular interaction	Can express news and views effectively in writing
B1	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure	Can read straightforward factual texts on subjects related to his/her field and interest	Can exploit a wide range of simple language to deal with most situations	Can write personal letters and notes asking for or conveying simple information of immediate relevance
A2	Can understand enough provided speech is clearly and slowly articulated	Can understand short, simple texts containing the highest frequency vocabulary	Can communicate in simple and routine tasks requiring a simple and direct exchange of information	Can write short, simple formulaic notes relating to matters in areas of immediate need
A1	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning	Can understand very short, simple texts, a single phrase at a time, picking up familiar names, words and basic phrases	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech	Can ask for a pass on personal details in written form

**D. Standard-setting Process**

The standard-setting process applies to standardized tests has been recognized as the Benchmark Method (Faggen, 1994) or the Examinee Paper Selection Method (Hambleton et al., 2000). Despite several types of standard setting used in language testing nowadays, the standard-setting process generally comprises the panelists to score each test item based on individual judgment on percentage basis. On each proficiency level (e.g. B1, A2 and etc.), each panelist has to individually present perceived percentage that each ‘just-qualified’ test taker (i.e. the lowest proficiency test takers from a particular CEFR level) can do each test item correctly. To illustrate, the question that each panelist must be aware during the standard-setting process is how much percentage that test taker in each level of CEFR can do this test item correctly. As each panelist marks their score, the scores will be collected and publically posted for multiple subjective agreement.

III. RESEARCH METHODOLOGY

A. Research Questions

1. In what way does SWU-SET represent itself as a valid standardized test?
2. In what way does SWU-SET represent itself as a reliable standardized test?
3. How is the SWU-SET aligned with the CEFR?

Regarding the validity of SWU-SET, Index of Item-Objective Congruence (IOC) (Rovinelli & Hambleton, 1976) was used to affirm the test validity. As with the reliability of the test, it is acknowledged that not only a good test should be able to distinguish students' testing ability, ranging from high- and low-ability in a normal distribution (neither negative- nor positive-skewed curve), but the results of the test takers should be similar when they retake the test. To answer the third question, Angoff's multiple subjective agreement was implemented to set the SWU-SET score, based on the descriptors of CEFR (Angoff, 1971). Multiple subjective agreement is a qualitative data by nature, albeit consensus upon quantitative data based upon both percentage from each item from each panelist and the number of peer-review rounds.

#### *B. Production of the SWU-SET and Angoff's Technique*

##### 1) Production of the SWU-SET 1 and 2

1.1) Production: Two sets of SWU-SET were developed according to the test specification. The test specification was specifically designed to assess the test taker's English four skills (listening, speaking, writing and reading) of English language as acquainted through conventional standardized tests. It was divided into five parts and each part comprised 20 items. At this juncture, World Englishes were incorporated into the content of SWU-SET to reflect the latest trend of English as an international language (Jenkins, 2009).

1.2) IOC from three English language testing experts was collected to check the content validity of SWU-SET. Each panelist can individually rate each test item according to these values: -1 (unsatisfactory), 0 (neutral), +1 (satisfactory). The IOC scores collected from each expert would average out and any test items would be revised if the IOC was lower than 0.5.

2) 1<sup>st</sup> piloting the standardized test: purposive sampling: mixed-ability students (1<sup>st</sup> selection) 300 students (High: Medicine, Moderate: Social Sciences, Low: Physical Education). 150 students were tested by SWU-SET 1 and the other half were tested by SWU-SET 2.

3) 1<sup>st</sup> item difficulty analysis and the test amendment: This step is used to revise the test items that are too difficult or too easy.

4) 2<sup>nd</sup> piloting the standardized test: purposive sampling: mixed-ability students (2<sup>nd</sup> selection) 300 students (High: Dentistry, Moderate: Social Sciences and Education, Low: Fine Arts). In a similar fashion, these students were divided by half to test SWU-SET 1 (revised) and SWU-SET 2 (revised), respectively.

5) 2<sup>nd</sup> item difficulty analysis: this step is used to accompany while making a cut-off score for each item via standard-mapping method: Angoff's technique.

6) By using two sets of SWU-SET, we aimed to justify the reliability of SWU-SET 1 and SWU-SET 2 and to calibrate the tests as accordance with CEFR. KR-20 statistics was used to verify the reliability of both SWU-SET 1 and SWU-SET 2 due to the fact that different groups of students were used to compare the results between the try-out and revised tests.

7) Angoff's Technique: standard-mapping method based on multiple subjective agreement (MSA). This step has been recognized by TOEFL and remains the most widely used standard-setting method for selected-response tests (Cizek, 1993; Mehrens, 1995; and Hartz, 2003). SWU-SET implemented the method via three steps: panelist selection criteria, panelist orientation, and panelist training before the actual standard mapping occurred. The criterion of panelist selection was based on teaching experience. For this pioneering project, all panelists were the lecturers of Language and Academic Services Centre at Srinakharinwirot University and had at least five years of EFL teaching experience at higher education levels. The panelists were provided with an overview of the purpose of the test and a definition of threshold scores (or cut scores) of "just-qualified" students, as applied to the current purpose. They were consequently trained to get familiarized with the key descriptors of *A2 B1 B2 and above* level of proficiency on the CEFR. Moreover, prior to the meeting, each panelist was individually given an assignment to review the CEFR with its holistic and analytic descriptors and to memorize key indicators for each level. Each level was defined in terms of the English language skills being measured by can-do statements reflecting language skills used in lived experience.

For each test item, each panelist was given charting papers and was asked to mark perceived percentage that just-qualified student could correctly do it for each CEFR level. This practice was designed to bring the whole group to a shared agreement by thorough comprehending each of the CEFR levels. Each charting paper was posted and openly discussed so that the whole panel had an opportunity to comment and suggest plausible modifications through their education experience. The whole panel thus underwent the process of locating the most compatible percentage where this contributed to the standard-setting judgment for each test item of the SWU-SET. By doing so, this meant that any of the test items must fall into acceptable percentage range (< 30% range) from all of the panelists. If the range was greater than 30% percentage range, any panelist giving such the highest and the lowest percentage would be asked to clarify their judgement why they particularly rated the item. In a similar fashion, the other panelists would be able to explain and clarify why they marked their ratings. In due course, the percentage was set on the panelists' consent representing the minimum requirement for each CEFR level. The number of test items categorized into each CEFR level was consequently calculated and propelled how the cut-off score was established.

IV. RESULTS AND DISCUSSION

A. Validity and Reliability

Regarding the content validity of SWU-SET, IOC was used to affirm that the test items were specifically designed to serve its purpose for standardized test. The results from three experts in language testing pointed out that only 10 test items from SWU-SET 1 and 8 test items from SWU-SET 2 were below 0.5. However, they were either deleted or revised to improve the test quality. The betterment was apparently shown through higher power of distribution through the revisions of SWU-SET 1 and SWU-SET 2 as they could discriminate high- and low-ability students in accordance with the normal distribution.

As with the reliability of SWU-SET, the analysis of KR-20 could show high reliability of the test. At the outset, it could be seen from the try-out SWU-SET 1 and SWU-SET 2 that the KR-20 values were as high as 0.9359 and 0.9494 respectively. The revisions of SWU-SET 1 and SWU-SET 2 also showed high KR-20 values as 0.75372 and 0.8056 respectively. These values affirmed that SWU-SET was highly reliable. As with the second trial of the SWU-SET, the statistics revealed that the revisions of SWU-SET 1 and SWU-SET 2 could be able to distinguish high- and low-ability test takers. Note that immediate absence of students (271/300 and 273/300) was addressed in this research study and would mark as one of extraneous factors which researchers control by all means. The scores could be illustrated from Tables 2 and 3 below.

1) Try-out (271 participants)

TABLE 2:  
SCORE OF TRY-OUT SWU-SET 1 AND SWU-SET 2

SWU-SET (1) MAX = 86 MIN = 25 KR-20 = 0.9359	Below A2 = 0 A2 = 74 B1 = 53 B2 and above = 6 No. of students = 133/271
SWU-SET (2) MAX = 91 MIN = 19 KR-20 = 0.9494	Below A2 = 1 A2 = 80 B1 = 34 B2 and above = 24 No. of students = 138/271

2) Revised Test (273 participants)

TABLE 3:  
SCORE OF REVISED SWU-SET 1 AND SWU-SET 2

SWU-SET (1): revision MAX = 89 MIN = 19 KR-20 = 0.7537	Below A2 = 1 A2 = 53 B1 = 71 B2 and above = 13 No. of students = 138/273
SWU-SET (2): revision MAX = 96 MIN = 18 KR-20 = 0.8056	Below A2 = 1 A2 = 47 B1 = 66 B2 and above = 21 No. of students = 135/273

B. Cut-off Score: Standard Setting (A2, B, and B2 and above)

SWU-SET 1 and 2 could establish a close relationship with CEFR through Angoff's multiple subjective agreement. Apparently, while compared to the try-out examinations (Table 2), the revisions of SWU-SET 1 and SWU-SET 2 (Table 3) showed that the number of test takers was relatively close to the normal distribution. At this juncture, the cut-off score was drawn from the results of multiple subjective agreement and the consensus of three rounds of discussions. The number of A2-level test items was 22 while that of B1-level test items was 50. The last cut-off score was titled *B2 and above* due to its plausibility to assess C1 level. However, due to Angoff's technique, researchers found only 7 test items that fall into C1 level and this meant that any test taker would need to get 93 out of 100 items to reach C1 level. In terms of classifying division, the range from B2 to C1 (25 points) was relatively narrower and unequalled while compared to those of A2 and B1 (28 points) and of B1 and B2 (28 points) respectively. Nevertheless, this classification could inevitably imply test takers, whose scores were closer to 100 points, their English ability encompassing C1 level.

TABLE 4:  
CUT-OFF SCORE FOR SWU-SET

A2 = 22
B1 = 50
B2 and above = 78

C. Limitation and Recommendations

This research was conducted with scrutiny of language testing experts and provided pedagogic implications for standardized test aligned with CEFR; however, there were confounding factors that should be pinpointed for future research studies.

SWU-SET was originally piloted with the aim to develop standardized test as parallel with international standardized tests and mainly focused on content validity. It is rather intriguing to investigate other perspectives of validity. Construct validity may have been questioned as SWU-SET was designed to test only receptive skills, not any of productive skills, especially speaking and writing skills. Although SWU-SET has been designed to test those productive skills in the form of indirect test, it is still questionable whether it could predict authentic ability of test takers. Future testing format, as well as the readiness of test administration, for productive skills is required to measure authentic ability of language learners. It is also intriguing to have post-test interviews from diverse groups of test takers to underline the significance of consequential validity, face validity and backwash of SWU-SET to improve the quality of the test.

Regarding the sample size used in this research, samples through purposive sampling technique was subjective by nature and it could not guarantee that each student received equal background of English language training. Besides, the sample size was considered small by number (271 and 273 students for SWU-SET 1 and SWU-SET 2 respectively). At this juncture, more samples are needed to demonstrate a stronger claim of generalizability of SWU-SET to wider language learners. Most importantly, the morbidity rate found in this research study should be more concerned as this would eventually impact the reliability of SWU-SET.

## V. CONCLUSION

SWU-SET was specifically designed through the acceptable standard-setting framework aligned with CEFR and proven by its validity and reliability. This is one of the pioneering projects in Thailand to measure learners' integrated skills of English through CEFR. SWU-SET is deemed an invaluable asset of Thailand's provision of English proficiency test because it could reduce considerable amount of expense while unnecessarily taking international standardized test for any reason. Last, but not least, SWU-SET provides a viable model for Thai government to see how the trend of World Englishes has been interspersed with one another and how the standardized language testing should be designed to comply with the global changes in general as well as in educational settings.

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# Fostering Positive Listening Habits among EFL Learners through the Application of Listening Strategy and Sub-skill Instructions

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**Abstract**—The article presents a research project carried out at University of Languages and International Studies, Hanoi, on the integration of explicit listening strategy and sub-skill instructions into listening lessons. A strategy and sub-skill integrated syllabus was devised and implemented in eight consecutive weeks. The research aimed at investigating how students improved their listening habits after being taught listening strategies and sub-skills explicitly, as well as their engagement with and perception of this new teaching method. Data were collected via individual interviews, observations, and narrative frames. The results revealed some positive effects of the intervention on students' listening skills and habits: students knew to use strategies in listening, which led to the acquisition of listening sub-skills and improvement in their listening comprehension. Factors affecting students' engagement with and their perceptions of the new teaching method were also substantially explored. Based on the findings, relevant pedagogical implications were proposed with the aim of equipping English teachers with practical guidelines on how to integrate explicit strategy and sub-skill instructions into their listening classes.

**Index Terms**—listening habits, listening strategy, sub-skill instructions

## I. INTRODUCTION

### A. Rationale for the Study

Listening used to receive little attention from scholars in the not so distant past (Siegel, 2011). It was once regarded as a passive skill, or a tool to introduce grammar and vocabulary items (Field, 2008). However, the simultaneity and spontaneity of listening makes it an inherently important, and at the same time, difficult skill to master. Listening usually takes place “in real time” (Helgesen, 2003, p. 24; Field, 2008; p.38, Renandya, 2012, p. 6), which means that the listener must comprehend the aural input the moment it is uttered. As a result, she/he hardly has time to spare for reviewing and looking up new words. Being aware of this, scholars and teachers have recently reexamined the position of listening in language learning. They now acknowledge listening as an active process (Vandergrift, 2004) that should be entitled to a distinctive set of developmental principles (Rubin, 1994). Listening comprehension is currently perceived as one of the central activities in the second language (L2) classroom (Vandergrift, 2007).

Along with changes in teachers' and scholars' perceptions of the role of listening, approaches to teaching this skill have also been under review. However, this review process is slow, and not much change has taken place since the 1960s (Field, 2001, 2008). Many of the methods currently applied in teaching listening are believed to have been transferred from the earlier developed reading skill (Field, 2001). As a result of too much emphasis on a exercise completion, the core steps of teaching listening remains unchanged throughout the course of half a century with three main stages: pre-listening, listening (including both extensive listening for general ideas and intensive listening to answer comprehension questions), and post-listening. The alterations take place only inside each stage. For example, in the post-listening stage, instead of pausing a recording to let students repeat after it, the teacher may now help students to scrutinize functional languages and deduce vocabulary meaning from contexts.

One of the most popular models of today's listening lesson is based on the Comprehension Approach (CA) (Field, 2001, 2008). The CA approach to teaching listening is based upon the assumption that students would develop their listening skill by getting maximal exposure to the spoken form of a language. Some of the discernible strengths of this approach to teaching listening involve the fact that this way of teaching enables learners to get high results in exams (Field, 2008). Stakeholders of language tests are often subscribed to the CA when operationalizing their tests, as it ensures the high reliability, although this form of test does not always accurately reflect learners' true competence. Another benefit of the CA is related to the nature of listening ability, which is that listening improves with exposure. When listening to a spoken language, learners will undergo several processing steps before they finally comprehend the message. They will become more successful when they can internalize the steps, and the CA will provide them with an abundance of chances to practice doing so.

However, the CA is not without criticism. As observed by Lynch (2009), this approach puts too much emphasis on the testing conditions and students' memory. This is the reason why the comprehension approach is also known as the

test-oriented approach (Sobouti & Amiri, 2014): the teacher plays the recording several times for the students to answer comprehension questions without teaching them how to listen (Mendelsohn, 2006). This test-oriented approach is usually favored by more proficient students, but might not be very helpful for students at lower levels, who can even be disheartened as they cannot see any progress (Field, 2008). Other weaknesses of the CA include its inherent advocacy of a teacher-centered classroom, and its inability to inform teachers of how and why learners perform well or badly in solving listening comprehension problems.

One of the most recent approaches to teaching listening more effectively involves incorporating direct instructions of listening strategies (LS) into the lesson. This is known as the Strategy Approach (Field, 2000). Oxford (1990, p.8) defines strategies as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more effective, and more transferrable to new situation”. The effectiveness of a strategy-based syllabus has been the target of research by several scholars (Carrie, 2003; Graham & Macaro, 2008; Vandergrift & Tafaghodtari, 2010; Sotoudeh, 2013).

A sub-skills approach (SS approach) (Field, 2008) is another attempt to find effective ways to teach listening. It involves first identifying the “target behavior” (p.98) that is associated with a person who has mastered the listening skill (in this case, a native speaker), and then breaking down that “target behavior” into a range of abilities, or sub-skills. The underlying assumption is that in order to be good at a language skill, the learner must acquire as many of the sub-skills, as possible. This approach would enable the teacher to actually teach students to listen instead of just providing them with chances to listen.

At University of Languages and International Studies (ULIS) in Hanoi, where this research project took place, language teachers widely adopt the CA in teaching listening. This way of teaching listening, as discussed above, is of great benefit to senior students, who are expected to take a language proficiency test at level C1 in the Common European Framework of Reference for Languages (CEFR) by the end of the second academic year (Semester 4). The CA can simulate the atmosphere in test rooms, and thus, familiarize the students with test-taking procedures. However, first-year students would not benefit much from this way of teaching listening, as their listening skills have not been fully developed due to a chronic lack of listening lessons at almost high schools in Vietnam. With a view to enhancing the listening skill of first-year students at ULIS, the researcher tried to incorporate explicit instructions of both listening strategies and sub-skills into his lessons.

### *B. Research Objectives and Research Questions*

This action study consisted of an eight-week teaching project conducted to innovate the teaching and learning of EFL listening at Division 1, Faculty of English Language Teacher Education, ULIS. Specifically, the researcher wanted to gain insights into changes in the ways first-year EFL learners at ULIS approached and solved listening comprehension problems, hereafter referred to as their listening habits, after receiving explicit instructions of LS and SS from their teacher. Particular attention was directed towards students’ application of the taught LS and SS both inside and outside the classroom environment. In addition, the researcher attempted to examine students’ perceptions of the effectiveness of the LS and SS taught in the project, as there has been little research on the approach combining both LSs and SSs into the lessons, despite the potential benefits it can bring to students’ listening comprehension (Goh, 1998).

In summary, this qualitative study aimed at (1) identifying the changes in students’ listening habits after the integration of listening strategies and sub-skills into the syllabus; and (2) exploring students’ perceptions the effectiveness of and the correlation between the listening strategy and sub-skill instructions. Subsequent to answering fulfilling these targets, ways to improve the effectiveness of the intervention and relevant pedagogical implications were also considered. The abovementioned objectives can be formulated into the following research questions:

1. *What changes occur in students’ listening habits after they received explicit listening strategy and sub-skill instructions?*
2. *How do students perceive the effectiveness of the listening strategies and sub-skills integrated method employed in the project?*

## II. LITERATURE REVIEW

### *A. Listening Sub-skills*

Listening should not be regarded as “a monolithic skill but as a complex of many contributory abilities or sub-skills” (Field, 2008, p. 98). Field (1998) defines sub-skills as the abilities mastered by native speakers that L2 learners must possess in order to learn a language. Richards (1983) is among the first to come up with a comprehensive taxonomy of listening sub-skills. Despite its inclusiveness, Richards’s (1983) taxonomy has not received much attention from teachers and textbook designers (Field, 1998, 2008).

Rost’s taxonomy (1990) goes one step further than Richard’s taxonomy (1983) in that it groups sub-skills into clusters based on the theory about the cognitive process involved in listening. Lynch (2009) comments on Rost’s taxonomy as “simpler and more manageable” (p. 32) and more suitable for classroom instruction. However, Rost himself could not avoid the pitfall of indirectly suggesting an order of acquisition for listening sub-skills.

Several implications for teachers who intend to subscribe to the sub-skills approach to teaching listening can be made from Rost's arguments. Firstly, teachers should not teach one sub-skill individually. Instead, they should identify sub-skills that are related to each other to include in a lesson. Secondly, the practice of sub-skills should not be separated from meaningful contexts. If teachers emphasize too much on the development of certain sub-skills and neglect other aspects of listening, their students will suffer. Thirdly, it is still inconclusive as to which sub-skills language learners should acquire first (Rost, 1990). Thus, teachers should be flexible in selecting and arranging sub-skills to include in the syllabus.

#### *B. The Sub-skills Approach to Teaching Listening*

The sub-skills approach to teaching listening is developed to help make it easier for students to (1) transfer the listening sub-skills they already have in their native language into their second language, and (2) at the same time develop new ones. This approach was constructed around three essential assumptions: (1) there are listening sub-skills and they can be identified; (2) learners can practice those sub-skills independently of each other; and (3) learners can combine those individual sub-skills to improve their listening comprehension. It follows that if a learner wants to master listening skills, he/she should possess as many of those sub-skills as possible and know how to employ a number of them simultaneously. In this approach to teaching listening, a teacher would have students listen to a series of (usually short) listening passages and then do several tasks in order to develop only one, or a certain cluster of sub-skills (Field, 2008; Richard, 1983; Rost, 1990).

According to Field (2008), when applying the sub-skills approach, teachers are actually teaching listening instead of merely creating chances for students to listen. Moreover, teachers have one more method to make the listening activity a progressive one in addition to just choosing longer and faster input: they can devise tasks to help their students acquire simpler sub-skills first and more difficult ones later.

#### *C. Listening Strategy Taxonomy*

Vandergrift's (1997) descriptive research into listening strategies of (French) learners can be regarded as one of the pioneers in listening strategies. This taxonomy of listening strategies, developed from the work of O'Malley and Chamot (1990) and Oxford (1990), paves the way for other researchers, and has been cited in many studies (e.g. Cross, 2009). There are three categories of strategies in total: metacognitive, cognitive, and socio-affective strategies.

Metacognitive strategies, which are "mental activities for directing language learning" (Vandergrift, 1997, p. 391), are divided into four types of sub-strategies: planning, monitoring, evaluation, and problem identification. Metacognitive strategies involve thinking about the way information is processed and stored, and taking appropriate steps to manage and regulate these cognitive processes.

Cognitive strategies, which concern mental activities for controlling the language to accomplish a task, comprise 11 main strategies.

Socio-affective strategies, consisting of five sub-strategies, are those activities related to interacting with other people and controlling the affective side of language learning.

#### *D. The Good Language Learner and Strategy Use*

Some people learn languages more quickly than others (Lightbown & Spada, 2005), and the rate of acquisition of not only L2 and FL, but also L1 "varies widely" (p. 54) among learners. Moreover, Lightbown and Spada (2005) mention the fact that in some language classes, while some learners make great progress over a short period of time, others have to struggle over a much longer span in order to accomplish the same objectives. Many early studies in the field of SLA aimed at seeking an answer to the questions "What makes a good language learner?" and "What can we learn from them?". Overall, the similar picture of a good language learner shared by all previous studies (Rubin, 1975; Naiman et al., 1978; Lightbown & Spada, 2005; Griffiths, 2004) is someone who participates in language learning actively and is capable of solving problems regarding their own learning. In short, there is sound empirical evidence to suggest that there are certain differences in strategy use patterns between more proficient and less proficient students. Identifying the patterns of more proficient ones can give teachers clues to ways to improve less proficient students' language learning.

#### *E. Strategy Instruction Models*

As discussed above, several researchers have identified the differences in the ways more proficient and less proficient students apply strategies to learn languages (Rubin, 1975; Griffiths, 2004; Lightbown & Spada, 2005). Based on the results of those researchers, others have attempted to create instruction models of strategy use with the aim of helping less proficient students improve their language skills. Two most popular instruction models are the one proposed by Oxford (1990) and another one introduced by O'Malley and Chamot (1990). The latter one is known as the Cognitive Academic Language Learning Approach (CALLA).

The strength of the CALLA is that, unlike Oxford's (1990) model, it is intended for instruction of not only learning strategies, but also content knowledge. It is therefore highly applicable in courses where English is taught for specific purposes (ESP), such as business English or medical English. In those ESP courses, students are exposed to a very rich vocabulary resource related to a particular content subject, and they are required to apply some of their content knowledge in the courses as well. When compared with Oxford's (1990) model, it can be seen that whereas Oxford

(1990) proposed a full strategy training model for the long-term training process, O'Malley and Chamot (1990) focused mainly on the conduct of an individual training lesson.

In conclusion, the combination of both models would create a more comprehensive training model for the current research.

#### *F. Investigation into Explicit Listening Strategy Instructions*

Recent studies into the effects of explicit listening strategy instruction have been conducted in different contexts and with a wide range of participants, from high school students to college students.

Carrier (2003) is among the minority of researchers who attempted to provide explicit strategies instructions to ESL high school students. The participants in her research consisted of seven high school ESL learners in the United States. The research had a pre- and posttest experimental design. LS instructions were given explicitly to the students in fifteen 20 to 30-minute sessions over the period of six weeks. Revision of the previously taught strategies was an important feature of the intervention. Statistical analysis revealed a significant difference between the mean scores of the pretest and posttest, which enabled Carrier (2003) to conclude that the intervention did help to boost ESL high school students' listening ability and note-taking ability.

Vandergrift and Tafaghodtari (2010) conducted a study to examine the impacts of explicit strategy instructions on learners who were learning French as a second language. The researchers only focused on introducing metacognitive strategies, 106 participants were divided into experimental group ( $n = 59$ ) and control group ( $n = 47$ ). Statistical analysis of posttest scores indicated that participants in the experimental group did outperform those in the control group. The researchers also discovered that low-proficient learners in the experimental group showed "greater gains" ( $p = .470$ ) than the high-proficient ones.

In Asia, there are two recent studies into explicit listening strategies by Soubouti and Amiri (2014) and Sotoudeh (2013). Both studies employed an experimental pre- and posttest design with quantitative analysis methods. While Soubouti and Amiri (2014) sought evidence of improvement in students' comprehension of news videotexts after giving them training in listening strategies, Sotoudeh (2013) targeted at investigating effects on not only students' listening comprehension but also their strategy use. He found that the course he was teaching was effective in improving students' listening comprehension. He also observed an increase in students' use of listening strategies after the treatment. Soubouti and Amiri (2014) found sound statistical evidence of the positive effect of explicit LS instructions on students' LC, which is in line with some of the findings of Sotoudeh (2013). The findings of Sotoudeh (2013) and Soubouti and Amiri (2014) were in keeping with those found by Carrier (2003) as reviewed above.

Cross (2009) investigated the impacts of LS instructions on Japanese EFL advanced learners' comprehension of news videotext. His study had a quasi-experimental design with eight learners in the control group and seven learners in the experimental group. The difference between two groups in the posttest scores was not significant. A strength in Cross's (2009) study, though, is that he also employed some qualitative methods to collect data. Specifically, he used pre-treatment interviews and questionnaires to explore learners' news viewing habits and their approaches to comprehending news videotexts. The analysis of qualitative data helped to inform Cross (2009) when he designed the treatment.

Guan's (2014) recently conducted a study to investigate the influences of a strategy-based approach to teaching listening on ESL students at Community College in California. Her study took into consideration the weaknesses of previous researchers on the strategy approach to teaching listening and made a lot of improvement. The participants, consisting of 52 ESL community college students, were organized into the treatment groups ( $n = 30$ ) and control group ( $n = 22$ ). Guan combined both quantitative methods to measure the improvements of students' listening comprehension through test scores, and qualitative methods to gain insights into students' perceptions of the instructions of listening strategies. Both types of data were collected and analyzed simultaneously. The intervention was carefully planned based on the analysis of the needs of the students. Qualitative data were collected through interviews, observations or background surveys. There were six students taking part in the post-intervention interviews, and six observations were carried out in the treatment class before the intervention. It was found that students held some very positive perceptions about the usefulness of listening strategies. Their patterns of strategy use also changed throughout the course of the project. Quantitative data were collected to measure the effects of explicit LS instructions on students' LC. The same test was used for pre- and post-test, and an independent t-test analysis showed that there was a significant difference between the mean gain scores of the control and treatment groups with  $p = 0.012$ , which enabled the researcher to conclude that the explicit LS instructions improved LC of students in the treatment group. One minor weakness of Guan's (2014) study is that the same test was used for pretest and posttest. Test and retest effects could be minimized if two different tests of the same format and level were used. Nevertheless, the results of Guan's (2014) study indicated some very positive changes in students' listening comprehension and the way they approached listening tasks.

In summary, quite a thick body of research has been conducted on LS instructions in different contexts. The researchers are in agreement that LS instructions are, to a certain extent, beneficial to the teaching and learning of listening. They also share the same ideas about conducting further studies with participants in different age groups, or into strategy instructions of different skills, such as reading, speaking and writing. Nevertheless, the issue of providing explicit listening strategy instructions as a means to enhance students' listening comprehension is still insufficiently investigated. There remains the lack of research on the combination of explicit introduction of listening strategy and

sub-skills. The only attempt to investigate the sub-skill approach to teaching listening ever recorded was by Daly (2006, cited in Field, 2008). Moreover, much of the research into explicit strategy instructions has a quantitative approach, without extensive qualitative data to explore students' engagement with this approach to teaching listening. In particular, applying a sub-skill and strategy-integrated listening syllabus is still under-researched in the context of Vietnam. Therefore, a study to investigate the effects of explicit sub-skill and strategy instructions on Vietnamese EFL students' listening comprehension would be of some contribution to teaching of listening in the future.

### III. METHODOLOGY

#### A. Participants

The participants were 20 first-year university students majoring in Business English. At the time this study was conducted, the participants were taking the course *English for Business Purposes 2A*. To be qualified for 2A, students had to pass the pre-requisite course 1A, of which the final test was at level B1+ in the CEFR. By the end of the course 2A, students were expected to develop their language proficiency to level B2 in the CEFR.

In their high schools, those students had plenty of practice in reading, as well as grammar and vocabulary, so students had already possessed some reading strategies and sub-skills. Thus, in the teacher-researcher's observation, students did not have much difficulty with their listening skills.

It is also noteworthy that each participant in this research was assigned a pseudonym, which was used whenever he/she was cited in this paper.

#### B. Research Design

This study has an action research design, which is defined in a broad sense as "a small-scale intervention in the functioning of the real world and a close examination of the effects of such intervention" (Cohen & Manion, 1994, p. 186). According to O'Brien (1998) action research is employed in situations requiring flexibility, involvement of people, and holistic and rapid changes. In an educational context, action research is a type of research carried out by teachers in their classrooms. Burns (2010, p.2) states that in action research, a teacher becomes "an investigator" or "explorer" of his or her personal teaching context while at the same time being one of the participants in it.

Qualitative methods enabled the researcher to uncover the "multiple perspectives" (Lodico, Spaulding & Voegtler, 2010) caused by individual differences emerging throughout the whole process. Specifically, qualitative method was employed in this study in order to gain insights into individual EFL learners' experiences with explicit instructions of listening strategies and sub-skills in listening lessons. Data were collected via three data instruments: semi-structured interviews, narrative frames, and observations. The exploitation of these data collection instruments enabled the researcher to triangulate the data collected to investigate the (1) changes that the intervention brought the participants' listening habits (for example, whether they had the habits of using relevant LS when faced with different listening tasks), and also to explore (2) students' engagement with the new approach to teaching listening, and (3) their perceptions of that approach.

#### C. Data Collection Instruments

Semi-structured individual interviews were conducted at the end of the eight-week intervention. Participants were invited to voluntarily participate in the interviews. Eleven out of twenty students responded to the invitation and were interviewed separately. All individual interviews with the students were digitally recorded. In addition, the interviewer also made notes of the main points as the interviews took place. Semi-structured interviews made it possible for the researcher to acquire thorough insights into the changes that the intervention brought to the students. Each individual interview lasted about twenty minutes. See the *Appendix* for the list of interview questions.

Narrative frames were chosen as a data collection instrument in this study because data collected through them yielded useful information immediately after the delivery of each intervention session, which allowed the researcher to make relevant adjustments to the teaching program. Each participant completed a narrative frame after every session to reflect on the teaching and practice of LSs and SSs in the classroom (except for *Session 2*, when they had to write a short summary of the recording, and *Session 8*, when some participants attended the post-intervention interviews). There are twenty-one gaps in a frame. In addition, as students just needed to write down short phrases, or choose the option that best suited them, they would have more motivation to complete a narrative frame than writing a long journal entry.

Aspects to be observed consist of students' responses and attitude towards a particular activity in each session, as well as the whole course. Observations yielded a moderate quantity of data to triangulate with those collected from individual interviews and narrative frames. They provided data from another perspective – the teacher-researcher – in comparison with self-reported information in interviews and frames. In addition to serving for research purposes, data from observations also assisted in the process of amending the LS and SS integrated curriculum. Throughout the intervention, detailed field notes were taken by the researcher at the end of each session.

### IV. RESULTS

The qualitative data collected through individual interviews, observations, and narrative frames indicated that the participants experienced positive changes in listening habits after the intervention. However, there were some variations in students' perceptions of the changes. They quoted examples from both academic contexts (inside the classroom – formal learning) and social contexts (outside the classroom – informal learning) as evidence of the changes.

#### A. Changes in the Way Students Approached Listening Comprehension Problems

One of the changes mentioned by interviewees was related to the ways they approached listening comprehension activities in class. In general, students knew how to apply strategies to overcome the difficulties they encountered instead of just giving up on the listening tasks. For example, Piper said that she had become a strategic listener after the intervention:

... Before this course [LS and SS integrated course], I couldn't catch enough information, or key words, to answer the questions. I missed the questions because I just couldn't figure out much of the speakers said. However, after the course, I think that I listen more strategically and I can answer the questions more correctly (Interview with Piper).

The fact that students became more strategic listeners was reflected in various aspects. First of all, there were self-reported changes in the pre-listening stage. Rather than waiting passively for a recording, students knew how to apply certain strategies to help themselves prepare better for it. For instance, Andrea shared that she was not used to preparing the related vocabulary and background knowledge in advance when faced with a particular listening activity. As a result, she was often confused when she had to listen to long texts, or even when her teacher redesigned new questions for a listening passage she had prepared at home. After the intervention, Andrea stated that she felt more engaged when listening to long passages because she could now capture more main ideas. She learned how to listen more selectively instead of listening unfocusedly to a load of information. Like Andrea, Michelle reported that she "will now try to make full use of the listening time" (Michelle's narrative frame, Session 4) instead of "surrendering" whenever she found "the recording confusing".

In the case of Thuy, prior to the intervention, she could not catch long sentences. However, after the intervention, she could make more sense of long utterances. Another student, Lee, also reported that after the intervention she could keep better track of what speakers were talking about because she had brainstormed the related contextual knowledge by using personal elaboration or academic elaboration before listening. Moreover, she commented that after the course she applied personal elaboration more frequently than in the past.

Amanda also narrated about changes in the way she approached listening comprehension problems after attending the LS and SS integrated course. Before this, Amanda said that she did not apply any strategies when solving listening problems. She simply listened to a recording and tried to answer its accompanying questions one by one, even though she sometimes could not keep up with the pace of the speakers. As a consequence, if she missed a word or a phrase, it was likely that she would miss the whole following part. Now that she had been taught to listen more strategically, she knew she should listen in a more selective way. She reported that after the intervention she could keep better track of what speakers were talking about because she had brainstormed the related contextual knowledge before listening by using personal elaboration or academic elaboration.

Secondly, changes could be seen in while-listening activities, as in the case of Lee, a more proficient student in the class. She acknowledged her weakness, which was her inability to extract specific information from a listening passage. However, after the intervention, she found that this type of task became more manageable. In addition, Lee referred to the headway she made in her listening-for-main-idea sub-skill. Both Lee and Andrea found *note-taking* a useful strategy. She reported that she usually visualized and mapped the ideas, as "this practice is quicker, because I don't have to write too much." (Interview with Lee).

As for Andrea, she revealed that *selective attention* was a strategy that "we have applied beforehand, I mean, we sometimes try to focus just on the questions" (Interview with Andrea), but she did not know what it was termed. Nevertheless, she still found the course useful for her because it gave her a more "systematic picture" of all the strategies and sub-skills. She learnt how to combine selective attention with linguistic inferencing to guess the meaning of some unknown words using the surrounding details that she could catch. "At least I can say whether the word means something positive or negative," said Andrea. Another significant finding about Andrea was that she could apply all the strategies taught in the intervention.

Changes in listening habits were also observed outside of the classroom. Some interviewees gave accounts in their daily life as proof of the changes they experienced after the intervention. Specifically, many students agreed that they made progress in everyday listening after applying the strategies and sub-skills they learnt from the course. For example, Amanda described her unsuccessful communication with foreign colleagues in the organization where she was working as a part-time volunteer prior to the intervention:

In the past [before the LS and SS integrated course] I listened very badly. I used to ask my foreign colleagues to repeat at least seven out of ten utterances they made, like "What have you just said?" They had to slow down and then explain clearly to me (Interview with Amanda).

However, in the post-intervention interview, Amanda talked about noticeable improvement in communicating with her foreign colleagues, which was reflected through the reduction in the time she had to ask them to repeat what they said. She managed to do so because she had altered the way she approached listening:

Instead of focusing solely on verbal cues and trying to catch every word my colleagues said, I tried to listen more selectively, focusing more on key words. I determined the key words by paying more attention to their pitch and intonation, as well as their body language. (Interview with Amanda)

As a result of changes in the way they approached listening tasks, participants were able to improve their listening competence. For example, Susan self-assessed that her listening comprehension skill had improved “a little” after the eight-week intervention, and mostly quoted evidence from outside the classroom. She was the only participant who used percentage to illustrate her point of how she improved after the intervention. She stated that before the intervention, if she watched a foreign film (in English) without subtitles, she would struggle, and could comprehend only about 30% to 50% of what was said. However, throughout the course she found out that there had been an increase in her comprehension of the films she viewed.

#### *B. Changes in the Way Students Approached Lexical Problems When Listening*

Prior to the intervention, students were very confused when they came across new words in listening passages. For example, Amanda mentioned her two reactions when coming across new words in the listening process before the intervention: she either ignored them, or became so obsessed with them that she missed other parts in the listening passage. Such passive reactions had a bad effect on students' listening comprehension. However, after receiving the intervention, students approached new lexical items in a more strategic way. On the whole, students tended to utilize inferencing strategies to get the meaning of new words in the recording. In order to make an informed guess, some might use the context surrounding the words (linguistic inferencing) while others resorted to paralinguistic or extralinguistic clues such as intonation or body language (paralinguistic inferencing and extralinguistic inferencing).

An example of a student who made use of linguistic inferencing to figure out the meaning of new words is Piper. She explained how she utilized this strategy in the excerpt from her interview below:

Previously, I used to be very confused when coming across new words in listening. However, after being taught about linguistic inferencing, I began to rely on the words surrounding it an unidentified word to guess its meaning (Interview with Piper).

Amanda and Andrea are two students who applied extralinguistic and paralinguistic inferencing when encountering new words. Amanda shared how she made use of repetition, voice inferencing and paralinguistic inferencing to guess the meaning of new words in the following excerpt:

I would first try to catch the sound of the word and based on that to guess the spelling or the meaning (Interview with Amanda).

Like Amanda, Andrea also made use of repetition to help her catch new words when listening. Andrea provided further explanation about how she used repetition in the following excerpt:

[...] Some new words are not actually new, it's just that we are used to different, or even wrong, pronunciation of them, and therefore, had difficulty in understanding them. When I repeat after the speakers, I can get a closer interaction with the new words and as a result find it easier to grasp them (Interview with Andrea).

One noteworthy fact emerging from the interview with Andrea and Amada is that one of the ways to enhance the quality of applying inferencing strategies is to repeat after the speakers when listening. As explained by the students, this would help them to catch the spelling of the word and thus increase the chance of understanding it.

#### *C. Changes in the Way Students Approached Pronunciation and Intonation Problems*

In addition to helping students form positive habits in approaching listening comprehension problems and lexical problems, the intervention also infused in students' good habits in dealing with pronunciation and intonation problems. For example, during the interview, Andrea made a reference to the fact that some English pronunciation features, such as sound linkage, assimilation, and elision, does not exist in Vietnamese. As a result, she often had difficulties listening to people speaking in outside-classroom situations prior to the intervention. She even considered listening to native English speakers a “daunting task”. Nevertheless, after attending the eight-week intervention, Andrea said that she could make more sense of what the actors were talking about.

Other students also shared their experience with the learnt LS outside the classroom to deal with pronunciation-related problems. Lee said that she practiced strategies related to visuals (for example, paralinguistic inferencing or imagery) more when she was using English to communicate in real life. She believed that those strategies that she acquired throughout the intervention would enable her to overcome pronunciation difficulties.

In Amanda's opinion, voice inferencing was the most practical strategy for communication. She did not use to pay much attention to the attitude, or the feeling of the speakers, because she only tried to catch every word articulated. However, after the intervention she took more notice of how the speakers vary their pitch when communicating to show their opinions or attitudes. In addition to voice inferencing, Amanda was fond of repetition because it helped her to correct her pronunciation. Similar to Amanda, Hannah, Susan, and Ann also liked repetition. Hannah explained that the strategy helped her understand the text better as she repeated along with what the speakers were saying selectively.

In summary, it can be seen that the intervention managed to create various changes in students' listening habits, including how they approached listening comprehension problems, lexical problems, and pronunciation problems.

#### *D. Most and Least Applicable Listening Strategies*



Throughout the interviews, the participants explained how they found some strategies more applicable than others. In general, students tended to find *metacognitive strategies* (*selective attention, directed attention*) and *inferencing strategies* more manageable than *cognitive strategies*. Within the category of *cognitive strategies*, students also preferred *inferencing* and *elaboration strategies* to *summarization* and *note-taking strategies*. Details of students' interviews are presented below.

Amanda expressed her liking for all the strategies taught throughout the course, but commented that she was particularly impressed by voice inferencing because this strategy was "easy to remember and easy to apply" (Interview with Amanda, 2015). As for Piper, the strategies that she found most useful were *linguistic inferencing, directed attention, and comprehension monitoring*, which were all *metacognitive strategies*. She gave further explanation of how she employed those strategies in the excerpt from her interview below:

*Directed attention* shows me how to base on specific details to get the overall meaning. *Comprehension monitoring* is also very useful during the lesson because with regular checks we know that we are going in the right way, and therefore, become more confident (Interview with Piper).

When asked about the strategies that she did not find useful during the course, her answer was note-taking strategy. She justified her opinion by describing her experience when employing *note-taking strategy* in solving listening comprehension problems:

The problem with me when applying note-taking strategy is that I note down the trivial details instead of the main ideas. As a result, when I go through the notes again, I can't understand much and can't choose the correct answers (Interview with Piper).

Similar to Piper, Michelle and Thuy also found note-taking less applicable in their situations because they could not catch up with the speed of the recording and jotting ideas down at the same time. Thuy reported that she could not do two tasks simultaneously, at least for the time being. She attributed this to her inability to write in shorthand. She said:

I don't feel very optimistic about my *note-taking* skill. Sometimes when I manage to note the first point then I would forget the second point. I just couldn't catch up with the speed at which the speakers communicate (Interview with Thuy, 2015).

The three students above viewed summarization as a strategy they could not make much use of. They linked their failure to take relevant notes to their inability to make effect summaries. Thuy also blamed her poor note-taking skill for her failure to use *linguistic inferencing* and *substitution*.

It is worth noting that, although Thuy found *summarizing* hard to apply, she believed that making summaries was a useful strategy when used appropriately, especially for long listening passages. When asked about the strategies that helped her make headway in listening comprehension, Thuy gave the answer of directed attention and voice inferencing. She elaborated that directed attention taught her to stay focused during the time she listened to the recording, and with voice inferencing she could make more sense of the audio input as she relied on not only the verbal cues but also non-verbal cues like intonation. She also found the repetition a useful strategy in that it enabled her to gain deeper insights and it gave her a chance to look at a transcript again. *Elaboration strategies* (*personal, academic and world*) helped Thuy to prepare a better mindset for the activity by predicting the related language.

Andrea, the more proficient student, had a quite contrasting opinion with Piper's and Michelle's regarding the usefulness of *summarization*. She said:

I think this strategy [summarizing strategy] is a fairly interesting one because if we can catch the main idea, we had better note it down or else we will forget it. This strategy is not very compatible with test practice lessons, but it is very good for general practice in listening skill (Interview with Andrea).

During the interview Lee was the only student who gave a very detailed account of her strategy usage. She stated that she would start by using *personal elaboration* to embellish on what was already given in the instructions of the task, or the task itself, so that she could be in a more active stance when listening. After that, she intended to use *directed attention* to catch the general ideas and finally selective attention to grasp specific information. In the individual interview, Lee quoted her performance in two achievement listening tests as proof of her improvement after the intervention. Lee was a student who regularly took notes to aid her listening process. During the sessions, the researcher could observe that she always prepared a sheet of blank paper for jotting down the ideas from the recording. The way she organized her notes is described in the following excerpt from observation field notes of Session 3:

...Lee is using another piece of paper to take notes of the content of the listening passage – what she has done before, even in the achievements. [...] [after a while] The notes are very well-organized with arrows and symbols to illustrate the relationships among main points (Observation notes, Session 3).

An avid user of *note-taking strategy* as she was, Lee still held some reservations when employing this strategy. She shared that sometimes the information she managed to note down did not match what was needed because she was misled by the prompts of the tasks. She continued by giving her methods to alleviate the situation: she intended to enrich her vocabulary knowledge. She believed by doing so, she would be able to apply linguistic inferencing more effectively. Lee was also keen on using *summarization*, thinking that it would enable her to gain deeper understanding of what she heard, and develop her *substitution strategy*. Regarding the least applicable strategy, Lee mentioned *repetition* because she thought that it did not suit her "present purposes".

#### E. Students' Suggestions for Improvement

Regarding what could be done to improve the course, many students made suggestions about approaches to conducting the listening sessions. Specifically, their suggestions clustered around two main aspects: (1) ways to set and organize the listening tasks; and (2) the amount of time spent on each strategy.

Firstly, with reference to the arrangements of the listening tasks, Heidi suggested in her Narrative Frame of Session 4 that the teacher should introduce easy exercises first, and more challenging ones later, so as not to demotivate the learners. Another student, Piper, proposed that the teacher should let the students fend for themselves when faced with a listening task to figure out which strategies to use, before informing them which strategies would be most suitable. Piper shared:

...The teacher can design an exercise that does not state in advance which strategies would be the most suitable to use so that the students can analyze for themselves which strategies would work best here (Interview with Piper).

Still about the listening tasks, Lee suggested that the teacher “use the listening material which may arouse our interest” (Lee’s Narrative Frame, Session 1). Helen provided more details about what exactly would “arouse her interest” when suggesting that the teacher should include “more videotexts on the topic of economics or interesting presentation” (Helen’s Narrative Frame, Session 4). Sharing the same opinion, Tara gave examples of listening to talks about business strategies by famous economists.

Ann expressed her satisfaction with the number of strategies and sub-skills taught during the intervention, but recommended that the teacher should set more tasks for the students to practice using the strategies at home. She thought that there could be some homework checking activities, but the scores should be kept only for reference purposes, not as a component of the official marking scheme. Susan also shared the ideas of setting home assignments, saying that she was very much keen on receiving homework. Amanda thought that teachers should choose more videos when looking for materials. She believed that the videos would captivate learners’ attention more than audios. Lee recommended using short listening passages instead of long ones in class to sustain students’ attention. In addition, some students expressed their wish to have the transcripts of the audio texts in the narrative frames to practice some strategies like repetition at home (e.g Trisha’s Narrative Frame Session 4).

Secondly, concerning time allotment for each strategy, Andrea suggested that there should be two consecutive sessions for each strategy because she found it rather difficult to get accustomed to a particular strategy right after each session. As for Amanda, she believed that the current time slot was enough for the teacher to cover the main point. What was essential, according to her, was that students practice applying those strategies more at home. After pinpointing fatigue as a factor that affected students’ concentration on the lessons, Amanda also proposed that students have more breaks.

It was worth noting that several students’ suggestions in the first sessions had been taken into consideration and applied in the following sessions as students’ comments on the implementation of the sessions were collected regularly through the use of narrative frames.

## V. DISCUSSION

The current qualitative study aims to examine the effects of explicit listening strategy and sub-skill instructions on EFL learners’ listening habits. On the whole, the three instruments, observations, individual interviews, and narratives frames enabled the researcher to collect rich data to answer the research questions.

Regarding the first research questions, several changes in students’ listening habits emerged in the thematic analysis. Firstly, there were changes in students’ patterns of strategy use. The participants were able to broaden the range of listening strategies to deal with listening comprehension problems, and at the same time, improve those they had before. They also knew to combine several strategies to solve a task. Those findings were in line with what Guan (2014) reported in her study.

The intervention also helped to increase students’ awareness of strategies. The interview results showed that students had practiced some strategies, such as selective attention and directed attention prior to the intervention, but as discussed above, they used those strategies in a random way. Moreover, many of the interviewees admitted not knowing how to listen in the right way before the intervention. This was reflected through the fact that they often failed to comprehend an aural text because of being too preoccupied with a single missing part. The intervention provided students with a more comprehensive range of listening strategies and sub-skills, which paved the way for them to develop metacognitive strategies like planning or monitoring.

In addition, as revealed during the interviews, the participants experienced some positive changes in their listening comprehension after the intervention as a result of changes in listening habits. Many students reported that they could make more sense of the audios and videos they listened to in class, as well as the entertainment programs they saw in real life. Some interviewees even provided some quantitative estimation of the changes in their listening comprehension. These findings converged with the findings from previous studies. For example, Carrier (2003), Soubouti and Amiri (2014), and Sotoudeh (2013) found that the participants in their research did improve some aspects of their listening comprehension through the use of some statistic tests. However, the current study was able to generate more detailed explanation for students’ improvement in listening habits.

The LS and SS integrated syllabus also helped to improve students’ self-confidence in their listening ability. As presented in the findings, prior to the intervention, many students felt quite insecure and uncomfortable during listening

time because they thought they did not know how to listen. According to Horwitz, Horwitz and Cope (1986), the simultaneity and spontaneity of listening even creates classroom anxiety. Learners frequently cite factors related to listening, such as failure to distinguish sounds and structures of an aural message, as their top concern (Horwitz et al., 1986). However, data from post-intervention interviews revealed that students became more active in listening sessions after they had been equipped with a range of different listening strategies and sub-skills. Students even shared their plan of utilizing strategies in the future to aid their real-life listening and language learning. Although it is worth noting that self-confidence is very difficult to measure precisely due to the great variation in the way students perceive their confidence level (Siegel, 2012), the improvement in self-confidence reported in post-intervention interviews still indicates promising effects of the strategy and sub-skill approach to teaching listening.

In summary, it could be seen that participants in the study reacted quite positively to this LS and approach. A lot of them have intentions of applying the strategies they gain from this course in not only English, but also other content subjects.

## VI. CONCLUSION

### A. Summary of Findings and Conclusion

The purpose of this study was to gain deeper insights into the effects of explicit instructions of strategies on developing and enhancing students' positive listening habits. Data collected through narrative frames, observations, and individual interviews were thematically analyzed, and several significant findings can be summarized as follows:

Firstly, the intervention succeeded in creating changes in students' listening habits both inside and outside the classroom. The participants became more active in the listening process: they could apply knowledge about listening strategies and sub-skills in aiding their listening. In addition, they were able to broaden the range of LS to deal with listening comprehension problems, and at the same time, improve those that they had before the intervention. They also knew to combine several strategies at a time to solve listening comprehension problems. As a result of all these changes, they could make more sense of the listening materials in the class, as well as English films or entertainment programs they saw at home.

Secondly, several factors were identified as being able to affect the participants' engagement with the intervention. The first factor was the type of strategies introduced. Other factors affecting their attention during the lessons as reported by the students themselves were: topics of the listening texts, the difficulty levels of the texts, personal health, and classroom environment.

Thirdly, the combination of both LS and SS in the syllabus made it easier for the participants to understand what exactly they had to do when practicing a strategy, and what they could gain afterwards.

In conclusion, the current study has been able to confirm the positive effects of a LS and SS integrated syllabus to teaching listening in the context of Vietnam. Teachers who are still adopting the traditional CA approach in teaching listening, especially to low-proficiency students, should consider resorting to the LS and SS approach so that they actually teach the students to listen instead of just testing their listening skills.

### B. Pedagogical Implications

The findings of the current study lead to several significant pedagogical implications and suggestions for teaching listening. Firstly, explicit LS and SS instructions should be integrated into listening lessons, especially those which are for low-level learners. After the intervention, participants in this study adopted some positive listening habits which helped to improve both their in-class and outside-class listening comprehension. They also interacted quite positively with the intervention, even though for many it was the first time they were exposed to this approach to teaching listening.

Secondly, in order to have an effective listening course, teachers should take into consideration learners' needs, and tailor-make the syllabus for them. There is no such thing as a one-fit-all syllabus. The first step for teachers to take in designing a course is what Field (2008) terms taking a diagnostic approach to teaching listening, before implementing the LS and SS syllabus. Specifically, teachers should start by investigating their students' listening problems, as well as drawbacks of the prescribed materials of the course, and then make appropriate changes, including explicit introductions of strategies and sub-skills. During the implementation of the syllabus, teachers should provide their students with plenty of opportunities to practice listening strategies in both academic and real life contexts (Siegel, 2012).

Thirdly, not only should the strategies and the sub-skills be carefully chosen based on analysis of learners' needs, but they should also be well matched, so that the application of a strategy would make it easier for the learners to master a sub-skill. In addition, the sequence of strategy and sub-skill should not be fixed; instead, it should be flexible in such a way that its components are swappable based on students' needs and their response to the syllabus during the implementation process.

Furthermore, the qualitative data from this study also generated some suggestions for teachers regarding the selection of materials. Ideally, teachers should choose a range of both academic and real-life materials and use not only audio but also videos. The superiority of videos over audios is that they can provide learners with verbal cues and non-verbal cues

simultaneously. The visuals of videos may help to make the lessons more interesting as they offer students a break from the traditional way of teaching listening with audios. Regarding the combination of visuals and audios, academic and real-life materials, it is recommended that teachers invite native speakers to have a talk in the classroom. Teachers can also adopt English as the main language of instruction to expose their learners to English as much as possible during the lesson. In this case, teachers should employ several techniques when giving instructions in English, like varying intonation, slower or faster speaking speech, to activate the use of such strategies as voice inferencing and extralinguistic inferencing. Of course, teachers may resort to Vietnamese from time to time to make sure that their students fully comprehend the instructions, as one of the primary objectives of the strategy and sub-skill syllabus is to enable students to use LS.

Finally, some simple forms of data collection tools, such as narrative frames or group and individual interviews, should also be designed and implemented throughout the course to investigate learners' comments and feedback on the LS and SS integrated syllabus. Teachers can use information gathered by these tools to make timely amendment to the syllabus if needed.

#### APPENDIX. INTERVIEW QUESTIONS

1. In your view, what were the new listening sessions about?
2. Can you describe how you have applied the listening strategies and/or listening sub-skills to aid your listening comprehension?
3. Do you feel your listening competence have gone up, gone down, or stayed the same during this semester? Why?
4. (*Give the interviewee a list of all strategies and sub-skills to pick from.*) Which strategies and sub-skills do you think are the most useful to you? Why?
5. Which strategies and sub-skills are the least applicable to you? Why?
6. What obstacles have you had so far in applying the strategies and/or sub-skills?
7. What do you think affected the quality of the eight listening sessions? Can you explain how?
8. Can you tell me what you wish that I had taught you? Or what would be a better way to teach you?
9. Do you plan to apply those listening strategies and sub-skills in your future studies? Why or Why not? If yes, please provide an example.
10. Is there anything else you would like to tell me about your experience of this new approach to teaching listening?

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# Effectiveness of Employing Holistic Approach Strategy on Teaching English Reading Comprehension Skills for Seventh Graders in Jordan

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**Abstract**—The study aimed at investigating the effect of using holistic approach strategy on teaching English reading comprehension skills for seventh graders in Jordan in comparison with conventional methods. The sample of the study consists of 120 male and female students. The sample distributed into two groups: experimental and control. The former is taught by holistic approach strategy and the later is taught according to traditional methods. A comprehension reading test was constructed by the researcher and administered before and after the experiment. The data was collected and analyzed using analysis of covariance (ANCOVA). The findings of the study showed significant differences ( $0\alpha 05$ ) between the two groups in favor of the experimental group. There is also a significant difference ( $0\alpha 05$ ) between the male and female students' performances in favor of females.

**Index Terms**—holistic approach, strategy, reading comprehension, seventh graders

## I. BACKGROUND OF THE STUDY

Reading comprehension is recently considered to be an efficient process done by an efficient reader. As soon as the reader starts practicing reading, he or she actually, should have various cultural and experimental branches about the text he or she reads. Comprehension is gained by the reader based on the cognitive structure used in the process. The low cognitive experiments lead to low comprehension and vice versa. So, not being able to achieve the correct meaning or not being able to construct it means that the reader is not involving himself in the reading process (Ammar, 2002, Al-Meri, 1994, Smith, 1985).

To utilize the new concept of reading comprehension skills, skillful readers create a type of fictional conversation with writers and they always attempt to probe believes and aims of text authors. They try to make a kind of elaboration between their own thoughts and thoughts of others. Sometimes, readers analyze and evaluate the contents of what they read and interact emotionally with it. Even after finishing the reading process, some efficient readers still commenting on what they have read, focuses mainly on its meanings and objectives (Harste, Burke and Woodward, 1994).

A reader is not only a passive dealer to what he or she reads, but also a reproducer to what has been read. A reader, any reader, is actually participating in building up a text meaning. This means that, understanding the external meanings of a text is not the main object of teaching reading skills. Some authors, such as (Roe, Stoodt and Burns, 1998) call for adopting synonyms or antonyms for reading comprehension concepts. However, reading skills in its recent meaning requires teaching it as a daily-life habit that should be practiced happily by all readers. Good performance, participation and priority are all targeted objectives sought by all educators especially, for linguistic education. Such objectives couldn't be achieved without employing instructional strategies which allow and sustain students' freedom to construct their own meanings through reading processes. This could be achieved easily if we apply instructional strategies based on holistic approach. This approach focuses on what teachers and students do through the frame work of the language totality regarding relating the four language skills altogether, which leads finally, to achieving the targeted language advancement for the students (Tueima Manna, 2000, and Nasr, 2003). This attachment could be implemented in one single setting for all the four language skills instead of many repetitive classes.

The holistic approach is based on teaching a language to students the same way as it was taught to them when they were kids, totally and precisely. So, it is advisable to follow this approach in teaching language skills, totally not partially (Goodman, 1986).

The language communication skills have a strange connection with cognition skills, where students acquire and practice language skills through real life situations and practical performance. That is why it is so difficult to teach one single skill separately without connecting it with other skills at the same setting (Assyed, 1998, Al-hashemi and Alazzawi, 2005). The holistic approach is apparently, affected by cognitive psychology and its theories which concentrates on the role of motivation and social interaction of the learners through learning processes (Goodman, 1989,

Schindler, 2006). This, however, adopted by the language holistic approach which, in turn, creates a system of cognitive imaginations that direct and lead the education decision making (Weaver and Henke, 1992).

One of the main bases of the language holistic approach is that a learner constructs his own understanding of the text he interacts with and converses with others according his understanding. A reader should be aware that the text he reads must be of a great interest to his own life. When he does so, a learner feels safe through learning process, not fearing blame or sarcasm, and building up his own meanings depending on his own past knowledge to understand a reading text (Harste, Burke and Woodward, 1994). The language holistic approach is not only restricted to language teaching, it could be also applied to all other subjects, or improved other rich activities since it calls for a new modern view for teachers and teaching, encouraging them to interact effectively with the students. Educators are, also, attempting to improve language curricula which encourage learners to involve themselves in the language teaching atmosphere. This new method of teaching urges students to revise their roles in the teaching-learning process, from spontaneous learners to effective participants (Weaver, 1994, Richards and Rodgers, 2001, O'sullivan, 2004). In this way, learners become active members in the society and play stronger role in social communication. According to this new trend, learners, usually, practice brain storming, problem solving and other strategies which support meaning construction. However, this could be supported by an efficient teacher who believes in the outcomes of this new trend. When accepting this new view of teaching, teachers, surely, will operate it in all class settings. They may urge students to participate actively in the class discussions, concentrate more on the learners as the core of the teaching-learning process, helping them to create knowledge, improving their responsibility towards learning, forgiving the students' mistakes, helping them to be self-reliant, employing group work activities and fulfilling the students' needs (Richards and Rodgers, 2001, Latha, 2005, Cara, 2007).

Learners need to be motivated to practice higher level of thinking. They should recognize not only the apparent level of meanings but also the implemented meanings that help them to conclude, analyze and criticize. This could be easily done with the help of teachers who work as models for the students inside the classroom. Teachers may rise high level of probing questions in front of their students and then promote them to do the same (Klien, 2005). If learners do so, they will become efficient thinkers and will meet and solve all problems that may face them in real life (Angier, 2009). The language use and employment in the real life situations leads to cognitive awareness of that language. Written passages could be comprehended by continuous repetition, analysis and investigation (Croft and Crose, 2004, Spoolsky, 2009).

The efficiency of learning a language is concluded on the centrality of that language in curriculum construction and the centrality of the students in the teaching- learning process. In this sense, the concentration should be directed to the learners not to the content. Therefore, teachers have to find an impressive teaching learning atmosphere for the students, the same as that of their actual life outside the school. This will eventually, urge them to participate and work actively during the teaching-learning process (Goodman, 1989).

#### **Problem and Questions of the Study**

The problem of the study is emerged from the feeling of the researcher of existing relative deficient of seventh graders in reading comprehension. This point of view was assured by a study conducted in this respect (Ashrouf, 2002, Abdullatif, and Hadad, 2004). These two studies point out that the relative weakness of students in reading comprehension is contributed to the type of teaching strategies used in teaching reading skills. This is, actually, a strong reason for finding new teaching techniques that may help in improving reading comprehension for the students. However, the problem of the study could be restricted to the following questions:

- Does the degree of reading comprehension of seventh graders differ according to the difference of teaching strategies; either 'new or traditional'?
- Does the degree of reading comprehension of seventh graders differ according to sex?
- Does the degree of reading comprehension of seventh graders differ according to the interaction between teaching strategy and sex?

#### **Objectives of the study**

The study aimed at recognizing the impact of implementing a teaching strategy based on holistic approach to improve reading comprehension skills for the seventh graders in Jordan. To achieve the objective of this study, the researcher built a new strategy based on language holistic approach and constructed a suitable test to measure students' skills in reading comprehension.

#### **Importance of the Study**

The importance of this study is laid behind investigating the effect of using a strategy based on the language holistic approach on the reading comprehension skills of seventh grade students. The study may be of great benefit for the basic stage students, especially, seventh graders. Teachers of languages could utilize this strategy as a new technique when teaching reading comprehension to students. It may provide the teachers with a new trend to teach languages in general and particularly, reading comprehension. The study may be beneficial for the designers of school curricula and syllabuses. It may help them plan chapters of textbooks according to holistic approach strategy.

#### **Limitations of the Study**

The study findings are restricted to the following points:

- The sample of the study is chosen randomly from four basic state schools in Tafila Directorate of Education in Jordan.
- The study is restricted to reading comprehension texts chosen from seventh graders English textbooks "Student's Book 7".
- The study instrument is a "Comprehension Test" constructed by the researcher.
- The study is, actually, tackled only three levels of reading comprehension: literal, applicable and productive.
- The sample of the study was taught only, twenty periods (45 minutes for each).

#### **Definition of Terms**

- Language holistic approach strategy: a group of systematic activities which carried out by both teachers and students to practice reading comprehension texts.
- Reading comprehension: a way of reading by which a reader builds up his own meanings when reading a text. The mode is represented in three levels of reading: literal, applicable and productive.
- Improvement of reading comprehension: this is measured according to the difference between means of experimental group and means of control group collected after demonstrating the test which is constructed for this target.
- Seventh graders: students who finish seven years at the basic stage education in Jordan.

#### **Variables of the Study**

- Independent variable: teaching strategy: language holistic approach and conventional method.
- Dependant variable: reading comprehension skills of seventh graders.
- Gender variable: male and female students.

## II. LITERATURE REVIEW

The researcher attempts to revise some of the previous studies and views which could be related to the findings of the present study.

Alashhab (2000) conducted a study which aimed at measuring the effect of teaching language grammar using holistic approach strategy on the achievement of ninth grade students in Jordan. The sample of the study was 211 male and female students distributed into two groups: experimental and control. The findings of the study were in favor of the experimental group.

Abu-sheikh (2002) conducted another study which aimed at measuring the impact of teaching morphology from Arabic grammar textbook of tenth graders in Jordan applying holistic approach strategy and comparing it with conventional method. The sample of study was 160 male and female students distributed into experimental and control groups. The results of the study indicated superiority of experimental group over control group.

Albatayneh (2004) presented a study aimed at constructing a holistic program for teaching literature, criticism and fluency and investigating its impact on the achievement and appreciation of aesthetics in literal texts for the first secondary students in Jordan. The sample of the study included 135 male and female students distributed into two groups: experimental and control. The findings of the study showed superiority of experimental group over control group.

Azzitawi (2005) studied the effect of using holistic approach strategy on teaching reading comprehension texts for improving higher level of thinking for seventh graders in Ramtha Directorate of Education in Jordan. A sample of (29) male and female students were chosen randomly and distributed into two groups-experimental and control. The findings of the study were in favor of the experimental group over that of control group.

Nimr (2008) conducted a study to investigate the effect of instructional program based on holistic approach strategy to improve listening comprehension skill for eighth grade female students. To achieve the objectives of the study, the researcher chose a sample comprised of (87) female students from United Nations Relief and Works Agency (UNRWA). The sample was distributed into two groups: experimental and control and administered a test to measure listening comprehension skill. The findings of the study showed statistical differences in favor of experimental group over control group.

#### **Commentary on the Previous Studies**

It is apparently clear from the previous studies that there are three of them aimed at measuring achievements of the students on subjects related to language constituents such as: grammar and literature. Where as, (Azzitawi, 2005) study aimed at developing higher level of thinking for seven grade students, and (Nimr, 2008) study explored the effect of instructional program on listening comprehension skill of eighth grade students. However, when revising all the previous studies, it is clear that none of them deals with the reading comprehension skills. That is why the present study focused on the reading comprehension skills and the effect of using holistic approach on teaching reading in its three levels: literal, productive and applicable.

## III. METHODOLOGY AND PROCEDURES

The sample of the study is included four sections of seventh grade students at two schools in Tafila Directorate of Education in Jordan. The two schools were chosen purposefully, since they are applicable to achieve the objectives of the study. There are two male and female cooperative teachers at these two schools who are ready to help me



accomplish this study. The four sections of the students were chosen randomly so as to represents the subject of the study: (60) for the experimental group and (60) for the control group. Table (1) below shows the distribution of the sample of the study according to variables of group and sex.

TABLE (1)  
DISTRIBUTION OF THE SAMPLE OF THE STUDY

Group	Males	Females	Total
Experimental	30	30	60
Control	30	30	60
Total	60	60	120

### Instrument of the Study

The instrument of the study was a reading comprehension test constructed by the researcher. A reading text has been chosen out of the school textbook to measure reading comprehension skill for seventh grade students. Smith and Harris model (1972) has been adopted to develop the test which aimed at measuring the level of reading comprehension skills for the sample of the study. The model included twenty items of multiple choice test type; four distracters one of them is correct. The items were equally distributed on the targeted three levels of reading comprehension skills, according to prescriptive table built purposefully for this task. The items were distributed in the table as follows: seven items for literal level, seven items for productive level and nine items for applicable level. The three main skills were determined as follows:

- Literal level: deals with recognizing new vocabulary items, main and minor ideas included in the text.
- Productive level: tackles interpreting phrases mentioned in the text, showing the relation between cause and effect and understanding metaphorical language.
- Applicable level: includes the ability to make decision about the reading text, distinguishing between truth and point of view, predicting results, suggesting new solutions and the ability to behave wisely in real life situations.

The test was constructed after reviewing some of the educational literature in this regard (Smith and Harris, 1972, Habibuallah, 2000, Abdullatif and Hadad, 2004, Al-otoum, Aljerrah and Bshara, 2009).

### Instrument Validity

The instrument was revised by ten university referees specialized in curricula and instruction. Then, it was reviewed by some of experienced supervisors and teachers of English language to be sure of its validity for the task of the study. All referees accepted the suggested text which has been chosen to evaluate the performance of seventh grade students. They suggested some changes, modifications and omission to some of the test items. All remarks and suggestions of referees were taken into consideration. However, the items were decreased to twenty instead of twenty three under the request of referees.

### Test Reliability

To be sure of the test reliability, it was first applied on an explorative sample consisted of 120 male and female seventh grade students. KR-20 assimilation was employed to calculate the test coefficient reliability. It was found to be 80% which is suitable for the purpose of the present study. Difficulty indexes were found to be 35-88% and recognition items were 36-85%. These calculations are all accepted for educational studies (Odeh, 2010).

### Procedures of the Application

To teach the experimental group, three reading comprehension texts were chosen from the textbook of seventh grade students to be the material for evaluating students' performance. Workshop papers were also prepared for the selected reading texts. Each paper included a set of questions which encourage students to improve their comprehension abilities. Cooperative male and female teachers were trained to make use of the holistic approach strategy in teaching the selected passages to the students. The researcher presented active models for each step of language holistic approach in front of the cooperative teachers. The experimental group was taught according to the language holistic approach strategy which was represented by the following points:

- Stimulating the students' past experiences regarding the selected passages, such as: What does the title of the passage mean to you? Do you have any previous information about the title? What new information do you expect to gain by reading the passage?
- Encouraging the students to build their own meanings by referring to previous knowledge they obtain without fear or shy of others.
- Calling the students to read the selected passages silently, by giving them the opportunity to read the texts according to their individual abilities.
- Adopting direct instruction and cooperative peer work which based on discussion and dialogue as new effective teaching methods. After silent and functional aloud readings, students should negotiate the implemented ideas with each other.
- Composing a writing dialogue based on the reading passage between the teacher and the students. This step may encourage and help the students to utilize the presented written ideas. The written commentary is actually, better than oral views, since the students exchange their written views which in turn, develop their comprehension.
- All discussions about reading passages should be analyzed, criticized and finally, suggested modifications could be provided if possible.

- Giving the students the opportunity to participate actively in the discussions with their teachers and answer the raised questions.

- Teachers should allocate two periods, weekly, for the students to use language holistic approach strategy. Simultaneously, they should present at least, one lesson in front of the students as a model.

Regarding training of the control group, teachers should present the material according to conventional methods, as follows:

- Starting the lesson with a suitable preface.
- Asking the students to read the text silently.
- After silent reading, teachers should raise questions and receive answers from the students.
- Teachers read the text loudly while the students listen carefully. Then, students individually, read loudly.
- Teachers explain some of the vague vocabulary items appeared in the passage.
- Students are bound to answer the questions provided at the end of the passage.

#### Procedures of the Study

The present study is conducted according to the following points:

- Constructing a reading comprehension test to measure the dependent variable of the study.
- The objective of the study has been explained to the cooperative teachers to be aware of the needed steps.
- The test was first, applied on an exploratory sample to allocate the needed time.
- The students were given one period (45 minutes) to answer all the twenty items of the test.
- The researcher corrected the pre and post papers of the exam.
- One mark was given to each correct answer and zero for each wrong answer.
- The total mark for each examinee was registered at the top of the first page.
- The collected data was statistically analyzed, findings discussed and suggestions presented.

#### Statistical Processing

The following statistics were all used to process the data of the study: statistical means, standard deviations and analysis of covariance (ANCOVA), to remove the effect of any difference between the two groups before conducting the study.

### IV. FINDINGS OF THE STUDY

Findings related to the first question: to answer the first question, means and standard deviation of the marks of the students were calculated for the two groups (experimental and control) before and after the experiment. Table 2 below shows the means and standard deviation of the marks of the students on the pre and post test according to group and sex.

TABLE (2)  
DISTRIBUTES THE MEANS AND STANDARD DEVIATION OF THE MARKS OF THE STUDENTS ON THE PRE AND POST TEST ACCORDING TO GROUP AND SEX

Group	Sex	Analytical Data	Pre-test	Post-test
Experimental	Males	Means	10.2	16.1
		Standard Deviation	2.1	2.2
	Females	Means	11.1	18.7
		Standard Deviation	2.4	2.1
	Total	Means	10.7	17.4
		Standard Deviation	2.3	2.4
Control	Males	Means	9.8	13.2
		Standard Deviation	2.5	2.8
	Females	Means	11.3	15.6
		Standard Deviation	2.9	2.7
	Total	Means	10.6	14.4
		Standard Deviation	2.7	2.4
Total	Males	Means	10	14.7
		Standard Deviation	2.3	2.1
	Females	Means	11.2	17.2
		Standard Deviation	2.6	2.4
	Total	Means	10.6	15.95
		Standard Deviation	2.2	2.3

Test total mark 21

It is apparently clear on Table 2 that the means of marks of the experimental group is 17.4 and the means of the control group is 14.4. To be sure of statistical differences ( $\alpha 05$ ) between the two means ANCOVA was employed. Table (3) below illustrates the statistical analysis between the two groups.

TABLE (3)  
EXPLAINS STATISTICAL DIFFERENCES BETWEEN THE MEANS OF THE TWO GROUPS ON THE POST-TEST

Difference Source	Total of Squires	Freedom Degree	Means of Squires	F-ratio	Significance level
Pre-test	4.55	1	4.55	1.53	0.51
Teaching Strategy	45.62	1	45.62	15.41	0.03
Sex	171.54	1	171.54	57.95	0.02
Strategy-Sex Interaction	3.25	1	3.25	1.09	0.38
Deviation	348.71	118	2.96		
Total	573.67	122			

Table 3 shows statistical significances ( $\alpha=0.03$ ) between the means of students in the experimental group and the means of their colleagues in the control group. This means that teaching strategy which adopted language holistic approach strategy gained higher marks than that of traditional method.

Findings related to the second question: to answer the second question, means and standard deviations were calculated for the groups on the post test according to students' sex. Table 2 shows that the means of the male students is 14.7 and the means of the female students is 17.2. ANCOVA was employed to calculate the differences as shown in Table 3. A statistical significances ( $\alpha=0.02$ ) was clearly shown between the two means in favor of female students.

Findings related to the third question: to answer the question ANCOVA was used to analyze the results. Table 3 shows that there are no statistical differences ( $\alpha=0.05$ ) attributed to the interaction between the teaching strategy and sex.

**Discussion of Findings**

As shown on table 3, there are statistical significances ( $\alpha=0.03$ ) between the means of performances of the experimental group over that of control group. This could be attributed to the teaching strategy (language holistic approach) which used to teach the students in the experimental group. Language holistic approach is definitely, improved the comprehension of the experimental group. Students who adopt this approach are characterized as active, participant and positive learners. When reading any text, they can build their own meanings, not only the superficial but also the implied meanings. Students, who embrace this approach, practice their reading skills in a happy manner, freely and in a full dignity, since they have the freedom to compose their own meanings depending on their past experiences. This strategy deals with the language as a whole which helps the reader to benefit from his reading lessons in his own real life. The learner of this approach could be able to discuss ideas in various reading texts not only using receptive skills but also productive skills as well. Holistic approach strategy can find real settings where a student can learn freely and positively. The providing of more opportunities to the students to build meanings such as: active negotiations, composing and improving their responsibilities toward learning make them creative learners and good decision makers. Teachers should be tolerant with their students all the time, and support them to become self-reliant. In this sense, students could be true learners, who can compose real language meanings depending on themselves not on their teachers. Holistic approach is actually a student centered strategy rather than a teacher centered one. When comparing it with conventional methods, it could be characterized as distinguishable. Traditional methods are normally based on recitation and memorization, the only role of the students is to recite and then answer the test questions accurately. When adopting traditional methods, students are passive, they only memorize and recall the given knowledge without understanding.

The finding of the present study is consistent with the findings of (Al-Ashhab, 2000, and Azzitawi, 2005). In these two studies, the results of the statistical analysis were in favor of the experimental groups over their colleagues in the control groups. In the present study, Table 3 shows Statistical differences ( $\alpha=0.02$ ) between male and female students in favor of females. This could be attributed to the fact that females are socially more active than males. Language holistic approach as mentioned before needs a positive, participant and a socially active learner. Such a learner should be cooperative with his colleagues to figure out real meanings using all language skills, either receptive skills or productive skills. As proved in some recent studies, the female learners are better in language skills than their male colleagues. This also, could be attributed to the fact that females use left-side sphere of brain which is responsible for language abilities.

The results on Table 3 shows no statistical differences ( $\alpha=0.05$ ) due to the interaction between sex and teaching strategy. However, the results of the present study indicate that the performance of the female is much better than males regardless the group. Even if the females adopt the holistic approach strategy or not, their results in reading comprehension test are higher than that of males.

**V. RECOMMENDATIONS**

In the light of the results of the present study, the researcher recommends the following:

- Training teachers of languages in general and teachers of English in particular to adopt language holistic approach strategy when teaching reading comprehension.
- Concentrating more on reading comprehension and its skills for seventh grade students, especially, the male students.

- Language holistic approach strategy should be implemented in the basic stage's language syllabuses to improve the students' reading comprehension.

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# A Contrastive Study of Resultative Constructions in English, Japanese and Chinese

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**Abstract**—Researching on resultative constructions has become a hot topic in linguistic field in recent years, because it plays an important role in illuminating the nature of lexical semantics and its relationship with syntax. This paper simply contrasts resultative constructions in English, Japanese and Chinese from the perspectives of their syntactic structures and Washio's (1997) semantic distinctions, that is, strong resultatives and weak resultatives. I mainly discuss their similarities and differences to deepen our understanding of resultative constructions among these three languages. This paper is organized as follows: section 1 simply introduces types of resultative constructions in English, Japanese and Chinese; section 2 introduces Washio's analysis of strong and weak resultatives; section 3 compares V-V compound resultatives in Japanese and Chinese to illustrate their differences; section 4 compares resultative constructions in three languages which are based on Washio's (1997) semantic analysis to identify the differences on resultatives in these three languages and furtherly explain why Japanese has only weak resultatives, according to Washio's analysis; section 5 is the conclusion of this paper.

**Index Terms**—resultative constructions, strong resultatives, weak resultatives

## I. TYPES OF RESULTATIVE CONSTRUCTIONS IN ENGLISH, JAPANESE AND CHINESE

Resultative constructions refer to clauses in which, in addition to the main verb(V), there is a secondary predicate known as the result XP, consisting of an AP or PP. This XP denotes that the state described by the adjective or the preposition holds of the noun phrase as the result of the action denoted by the verb.

### A. Types of Resultative Constructions in English

As to English resultatives, three types of resultative constructions are mainly introduced in this paper, namely, transitive resultatives, some examples cited from Washio (1997), as in (1); resultatives with unaccusative verbs, as shown in (2); resultatives with unergative verbs, examples cited from Washio (1997), as in (3).

- (1) a. Mary *shot* John *dead*.
- b. John *hammered* the metal *flat*.
- c. Mary *painted* the wall *white*.
- d. He *broke* the vase *into pieces*.

(1a) means that John was dead because Mary shot him. (1b) means that the metal became flat because of John's hammering it, and (1c) means that the wall became white because of Mary's painting it. (1d) means that the vase was in pieces because someone (he) broke it. From these examples, we can find that these sentences emphasize the description of a state that results from the action rather than simply describe the action typically denoted by the main verb.

- (2) The lake *froze solid*.

In (2), *freeze* is an unaccusative verb. The D-structure of (2) is shown in the following. This sentence states the lake became solid because of freezing.

- e* *froze* the lake *solid*.

In this type of resultative constructions, the object NP is the subject of the resultative construction and the sentence denotes a change of state.

- (3) a. Mary *laughed* herself *stupid*.
- b. John *danced* his feet *sore*.
- c. She *worked* herself *sick*.

In each of the examples under (3), the adjective modifies the object noun phrase and also specifies the state of the entity described by the noun phrase as a result of the action described by the main verb. But because the main verbs are intransitive, the syntactic objects in these resultatives are not the actual object of the main verb. For example, in (3c), *she doesn't work 'herself'*. The usage of the main verb involves more than the simple activity of working. From examples in (1-3), the word order of an English resultative construction is shown in (4):

- (4) a. S V O XP (transitive)
- b. S V e XP (intransitive)

### B. Types of Resultative Constructions in Japanese

Compared with English, the formation of Japanese resultatives is more restricted. English resultatives can be divided into transitive and intransitive resultatives, but there are no intransitive resultatives in Japanese. Also, Japanese permits only certain series of transitive resultative constructions, rejecting other types which are possible in English. Examples cited from Washio (1997) in (1) correspond to Japanese resultatives in (5):

- (5) a. Mary-ga John-o *uti-korosi-ta*.  
 Mary-NOM John-ACC shoot-kill-PAST  
 'Mary shot John dead'
- b. \*John-ga kinzoku-o *petyanko-ni tatai-ta*.  
 John-NOM metal-ACC flat pound-PAST  
 'John pounded the metal flat.'
- c. Mary-wa kabe-o.  
 Mary-TOP wall-ACC white paint-PAST  
 'Mary painted the wall white.'
- d. Kare-wa kabin-o *konagona-ni kowasi-ta*.  
 He-TOP vase-ACC into pieces break-PAST  
 'He broke the vase into pieces.'

From examples (5a, c, d), we can observe that Japanese resultatives have two distinct constructions. Washio (1997) claims two strategies as shown in (6):

- (6) a. S O [v V<sub>1</sub>-V<sub>2</sub>]  
 b. S O ATP V

(6a) shows a complex verb strategy, corresponding to (5a), which is similar to Chinese V-V compounds. V<sub>2</sub> is the head of the entire verb, while V<sub>1</sub> is a verb describing the simple activity, corresponding to the verb V in English resultative constructions. V<sub>2</sub> is a causative change of state verb, which corresponds to the AP or PP in the English resultatives. Strategy (6b), on the other hand, is appropriate for (5c, d). The V in (6b) corresponds to the V in the English construction. Here, ATP stands for "Adjective-type Phrase", which has the same function with the AP/PP in English resultatives.

### C. Types of Resultative Constructions in Chinese

Resultative constructions can be found in many languages, but resultatives in Chinese are a bit complicated. There appear to be two types of resultative constructions in Chinese: that is, V-V compounds and V-DE-(NP)-V constructions, as shown in (7) and (8), respectively. V-V compounds are constructed by compounding two verbal morpheme and these two verbal morphemes in each compound are in a clausal relation, with the one on the left (hereafter V<sub>1</sub>) indicating a causing event and the one on the right (V<sub>2</sub>) indicating the resulting event. In the second type, V-DE-(NP)-V constructions, likewise, the first verb (V<sub>1</sub>) is the cause; the second one (V<sub>2</sub>), the result. The cause and the result are separated by a functional element DE.

- (7) a. John *pao lei* le.  
 John run tired ASP  
 'John run tired.'
- b. na tiao gou *fei xing* le wo mama. (V-V)  
 That dog barked awake ASP my mother.  
 'That dog barked my mother awake.'
- (8) a. John *shui de yuntouzhuaxiang*.  
 John sleep DE dizzy  
 'John slept and as a result he felt dizzy.'
- b. na tiao gou *fei de* wo mama *xing* le. (V-DE-NP-V)  
 That dog barked DE my mother awake ASP  
 'That dog barked my mother awake.'

From examples (7-8), the word order of the Chinese resultative construction is shown in (9):

- (9) the V-V compound
- a. NP<sub>1</sub> V<sub>1</sub>-V<sub>2</sub> (intransitive)  
 b. NP<sub>1</sub> V<sub>1</sub>-V<sub>2</sub> NP<sub>2</sub> (transitive)
- the V-DE-(NP)-V construction
- c. NP<sub>1</sub> V<sub>1</sub>-DE-V<sub>2</sub> (intransitive)  
 d. NP<sub>1</sub> V<sub>1</sub>-DE NP<sub>2</sub> V<sub>2</sub> (transitive)

## II. STRONG RESULTATIVES AND WEAK RESULTATIVES IN ENGLISH

Washio (1997) proposes the semantic distinctions between strong resultatives and weak ones. He gives the definition of strong resultatives, in which the main predicate doesn't entail the end state of the event and the resulting state is expressed only by AP or PP, for example (1b). In this sentence, the meaning of the verb *hammer* doesn't entail the final state of the object and the adjective word 'flat' expresses the resulting state.

There is a special type of strong resultatives, in which the verb is unergative, as shown in (10):

(10) Mary *danced* her feet *sore*.

In (10), the verb *dance* is unergative, so it can not contain in its lexical semantics, anything like the notion *sore* denoted by the adjective that is predicated of the 'fake object'.

By contrast, there is a kind of resultatives in which the main predicate entails the end state of the event, which is described by the secondary predicate, as shown in (1c). In this sentence, the meaning of the verb *paint* entails the change of *the wall's* color; the adjectival result phrase *white* denotes the result phrase. Washio (1997) calls such sentences as weak resultatives. In short, in weak resultatives, verbs imply some change of state.

### III. THE V-V COMPOUND TYPE OF RESULTATIVES IN JAPANESE AND CHINESE

As to V-V compounds in Japanese and Chinese, they are constructed by compounding two verbal morphemes and these two verbal morphemes are in a clausal relation. For example:

- (11) a. Mary *shot* John *dead*.  
 b. Mary-ga John-o *uti-korosi-ta*. (Japanese)  
 Mary-NOM John-ACC shoot-kill-PAST  
 c. Mary *she-si* le John. (Chinese)  
 Mary shoot-die ASP John

In (11), we can find that the V-V compound *uti-korosu* in Japanese corresponds to 'shoot-kill' in English, while the V-V compound *she-si* in Chinese corresponds to 'shoot-die' in English. So it appears that there are some differences on these V-V compounds between Japanese and Chinese.

#### A. The Use of *si* 'Kill' in Chinese

Tai (1984) argues that accomplishment verbs in English necessarily imply an achievement of the goal, while they do not necessarily so imply in Chinese. For example, the accomplishment verb 'kill' in English necessarily implies the death of the recipient of the action. Thus, (12) is ungrammatical in English.

(12) \*Mary killed John, but he didn't die.

In dictionaries, the verb *sha* in Chinese is assumed to be equivalent to 'kill' in English. However, the verb *sha* does not imply the death of the recipient of the action, as shown in (13)

- (13) Mary *sha-le* John *liang-ci*, *ta dou mei si*.  
 Mary kill-ASP John two-CL he all not die  
 'Mary killed John twice, but he didn't die.'

To guarantee the death of the recipient of the action, the V-V compound *sha-si* has to be used. *sha-si* is an action-result verb compound. Thus, the sentence in (14) is ungrammatical.

- (14) \*Mary *sha-si-le* John *liang-ci*, *ta dou mei si*.  
 Mary kill-die-ASP John two-CL he all not die  
 \*Mary killed John twice, but he didn't die.

Vendler (1967) proposes that many of accomplishment verbs are expressed in Chinese by action-result verb compounds. For instance, 'find' in Chinese is *zhao-dao* 'seek-reach', 'receive' is *shou-dao* 'collect-reach', 'see' is *kan-dao* 'look-reach', and 'hear' is *ting-dao* 'listen-reach'. Most of them can function as transitive verbs. There is regarding the transitivity to identify the 'main verb' or 'head' in these compounds. The dominant view holds that the first verb representing action is 'main verb' or 'head', but a different view has been proposed by Tai (1984) which regards the second verb, or the so-called 'complement', as the 'head.' His view is the fact that the verb compound adjoined with *si* 'to die' illustrated in sentences (11) can be analyzed as 'cause to die'. Namely, as second verb of the compound, it is indeed equivalent to 'kill' in English. It functions as the center of predication, if not the main verb in surface syntax. However, the action verbs in these compounds, regardless of whether they are transitive or intransitive verbs, function like manner adverbs. In fact, the first verb of the compound with *si* doesn't have to be a verb by itself, as in (15) and (16). The Chinese word *du* in (15) cannot stand alone as a verb as illustrated in (16).

- (15) Tamen *du-si-le* John.  
 they poison-die-ASP John  
 They killed John with poison.

- (16) \*Tamen *du-le* John.  
 they poison-ASP John  
 They poisoned John.

According to Tai's (1984) proposal, in Chinese action-result verb compounds ( $V_1$ - $V_2$ ),  $V_1$  expresses the cause, but presents the subordinate event; whereas  $V_2$  expresses the result, but presents the main event. This fact shows the difference between Chinese and English. A problem arises as to how Japanese functions. For instance,

- (17) Wo *sha-le* John *liang-ci*, *ta dou mei si*.  
 I kill-ASP John two-CL he all not die  
 \* I killed John twice, but he didn't die.  
 \* *watasi-ga* John-o *nikai korosi-ta kedo*, John-wa *sina-naka-ta*

In (17), we may consider that Japanese is equivalent to English, whereas in fact such sentences exist in Japanese, as in (18):

- (18) (kami-o) moeyasi-ta kedo, moe naka-ta.  
\* John burned it, but it didn't burn.

By Comparing (17) with (18), we find that it appears to have some similarities between V-V compounds in Chinese and Japanese, although Japanese is the same as English in the case of *si* 'kill'. Here, I want to refute Tai's (1984) view through some weak resultatives in Chinese. For example:

- (19) a. John *tu-bai* le qiang.  
John paint-white ASP wall  
'John painted the wall white.'  
b. Mary *dong-ying* le bingqiling.  
Mary freeze-solid ASP ice cream  
'Mary froze the ice cream solid.'

According to Washio's (1997) analysis, examples (19) belong to weak resultatives, which are permitted in Chinese. We know that the main verb in (19) is  $V_1$  in the compound, not  $V_2$ , depending on the definition of weak resultatives that  $V_1$  entails the meaning of  $V_2$ . In such sentences,  $V_2$  is just a predicate of  $V_1$  and represents the result. But this change is decided by its action verb  $V_1$ .

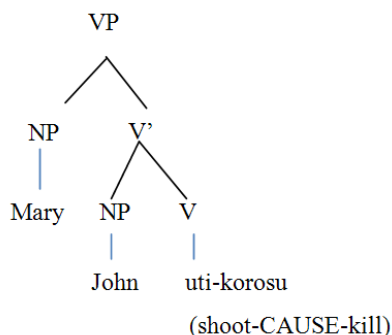
#### B. Syntactic Structures of V-V Compounds in Chinese and Japanese

Although both Japanese and Chinese allow V-V compounds, there are some differences between these two languages. It is obvious that V-V compounds in Japanese appear to allow the pattern [action verb + causative verb], while Chinese seems to allow the pattern [action verb + state verb]. For example:

- (20) a. Mary *hit* John *dead*.  
b. Mary-ga John-o *uti-korosi-ta*. (Japanese)  
Mary-NOM John-ACC hit-kill-PAST  
c. Mary *da-si* le John. (Chinese)  
Mary hit-die ASP John  
\*Mary *da-sha* le John.  
Mary hit-kill ASP John

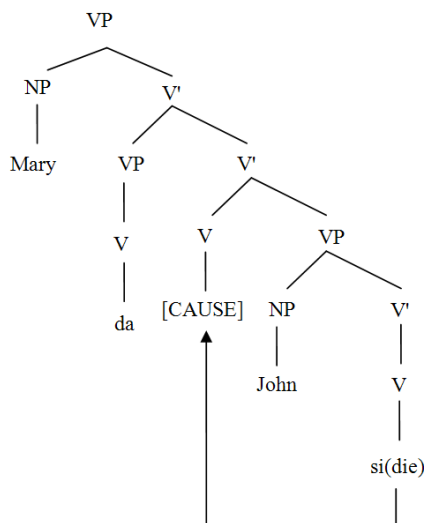
Also, Li Shen (2013) proposes that syntactic structures of V-V resultative compounds in Japanese and Chinese are different, as shown in (21).

- (21) a.



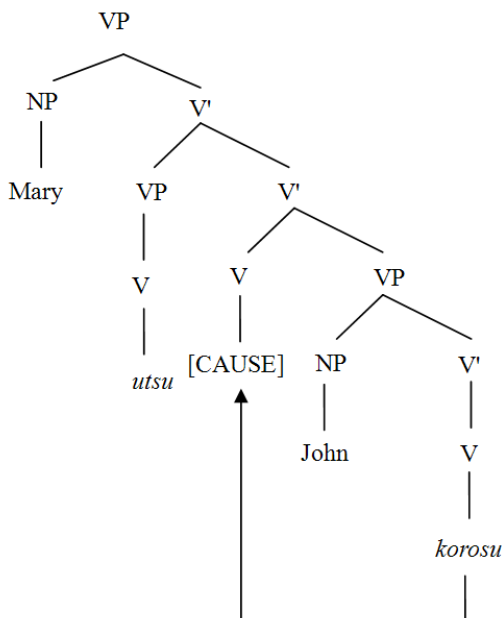


b.



From their syntactic structures, Li Shen (2003) argues that <CAUSE> in Japanese is overt, while it is covert in Chinese. In other words, in Chinese, *si* ‘die’ rises to the position of the covert <CAUSE> and compounds with *da* ‘hit’ to construct a V-V compound, *da-si* ‘hit-dead’. On the contrary, without the movement, the V-V compound is constructed directly in Japanese. According to his analysis, we can say that Japanese V-V compounds are formed at the lexical level, while V-V compounds are formed at the syntactic level in Chinese. However, I consider that Li Shen’s analysis is untenable. In Chinese linguistic field, the majority of linguists argue that V-V compounds are lexically-formed. On the other hand, I consider that V-V compounds in Japanese appear to have the similar syntactical structures with Chinese, as shown in (21b).

(22)



In (22), although V2 in Japanese V-V compounds is not the state verb, it is possible that <cause> in Japanese V-V compounds is covert. Through the above analysis, we find that V-V compounds in Chinese and Japanese are their similarities and differences, but it is argued that the formation of Japanese V-V compounds is more restricted than Chinese. In other words, Chinese V-V compounds are more easily formed than Japanese and play an important role in Chinese resultatives. For example:

- (23) a. Zhangsan *ku shi le shoupa.* (Chinese)  
 Zhangsan cry wet ASP handkerchief  
 \*Zhangsan-ga hankati-o *naki-nui-da.* (Japanese)  
 Zhangsan-NOM handkerchief cry-wet-PAST

‘Zhangsan cried the handkerchief wet.’

Here, a question arises as to why some Japanese V-V compounds are not allowed. In the following section, I will answer this question from the perspective of Washio’s (1997) semantic distinctions between strong and weak resultatives.

#### IV. SEMANTIC DISTINCTIONS AMONG ENGLISH AND JAPANESE AND CHINESE

Washio (1997) argues that resultative constructions can be divided into at least two types: strong and weak resultatives, according to the meaning of the main predicate. In section 3, I have introduced the definitions of strong and weak resultatives in English, for example:

(24) Strong resultatives in English

- a. John *hammered* the metal *flat*.
- b. Mary *danced* her feet *sore*.

Weak resultatives in English

- c. John *painting* the wall *white*.
- d. He *froze* the ice cream *solid*.

In (24), English has both strong and weak resultatives. We notice that in strong resultatives, the verb *hammer* in (a) is transitive, while the verb *dance* in (b) is unergative. In (a), the verb *hammer* doesn’t imply any state of the patient that might result from the action it names. In (b), the verb *dance* cannot contain, in its lexical semantics, anything like the notion *sore* denoted by the adjective that is predicated of the ‘fake object’. (c)-(d) are weak resultatives. In (c), the meaning of the verb *paint* entails the change of *the wall’s* color; the adjectival result phrase *white* denotes the result phrase.

##### A. Strong and Weak Resultatives in Chinese

Like English, Chinese has also strong and weak resultatives. Here, many examples are shown to prove this fact. We know that Chinese appears to have two types of resultatives, that is, V-V compounds and V-DE-(NP)-V constructions. This paper argues that V-V compounds in Chinese have not only strong resultatives but also weak resultatives, since in V-DE-(NP)-V constructions, maybe they have no weak resultatives. For example:

(25) Strong resultatives in V-V compounds

- a. Lisi *ti-bian-le*      wo-de lanqiu.      (transitive)  
Lisi kick-flat-ASP my basketball  
‘Lisi kicked my basketball flat.’
- b. Zhangsan *ku-shi-le*      shoupa.      (unergative)  
Zhangsan cry-wet-ASP handkerchief  
‘Zhangsan cried the handkerchief wet.’

Weak resultatives in V-V compounds

- a. John *tu-bai-le*      qiang.  
John paint-white-ASP wall  
‘John painted the wall white.’
- b. Ta *dong-ying-le*      bingqiling.  
He freeze-solid-ASP ice cream  
‘He froze the ice cream solid.’

On the other hand, Chinese is a bit different from English, because of the formation of V-V compounds in Chinese. The V-V compound in Chinese is widely used and their formations are not strictly restricted. In other words, some V-V compounds in Chinese cannot be interpreted as the corresponding English resultatives, as shown in (26).

(26) a. John *chi huai le duzi*.

John eat bad ASP stomach

‘John has eaten (something bad or too much), and as a result (he has an) upset stomach.’

b. John *ti po le qiuxie*.

John kick broken ASP sneaker

‘John kicked so much that the sneakers were broken.’

##### B. Weak Resultatives in Japanese

By Contrast, Japanese is very different from Chinese and English, which only allows weak resultatives. Furtherly, Japanese lacks intransitive resultatives and only allows some certain transitive resultatives. For example:

(27) a. \*uma-ga      maruta-o      subesube-ni      hikizut-ta.  
horse-NOM log-ACC smooth drag-PAST.

‘The horse dragged the logs smooth.’

b. John-wa      kabe-o      siroku      nut-ta.

John-TOP wall-ACC white paint-PAST

‘John painted the wall white.’

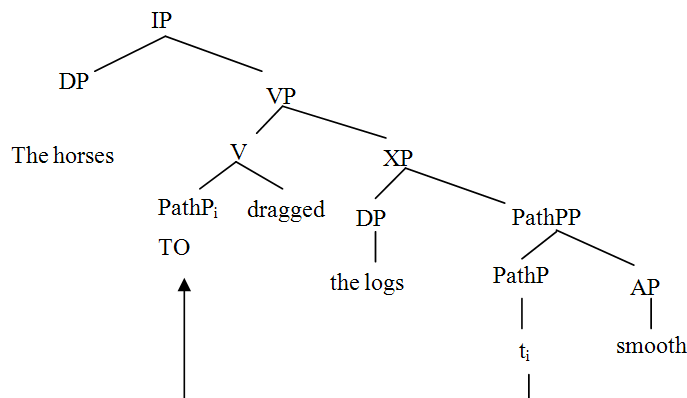
c. boku-wa aisu kuriimu-o katikati-ni koorase-ta.  
 I-TOP ice cream-ACC solid freeze-PAST  
 ‘I froze the ice cream solid.’

Here, a question arises as to why Japanese loses strong resultatives. As to this question, I want to analyze it from two perspectives: Path PP and Place PP in Japanese.

**1. Path PPs in Strong Resultatives**

Suzuki (2012) argues that covert Path PP is syntactically incorporated into V by the head-movement in strong resultatives, as shown in (28), but Japanese is a verb-framed language and Path PP is lexicalized in V, so it has no bounded Path PP, as shown in (29).

(28) The horses dragged the logs smooth.



In (28), the empty Path PP selects AP ‘smooth’ for its complement, and then it is raised to V, so it might allow the non-spatial use of Path PP in strong resultatives.

(29) *agaru*: go up                      *sagaru*: go down  
 Thus, Japanese does not allow strong resultatives.

**2. Place PP in Weak Resultatives**

Chigusa (2009) proposes that the *u*-ending form of an adjective consists of the adjectival stem ending with the consonant /k/ and the adverbial suffix *-u* and here *-u* is a noun in Japanese, so the *u*-ending form of an adjective constitutes a NP, which is attached by the null P head to become a PP. According to her proposal, the result phrase *siroku* in (27b) has the following structure:

(30) [PP [NP[AP *sirok*] *-u*] -Φ]    (Φ refers to the null P)  
           white    -N -Adv            (Chigusa (2009))

Because nominals in Japanese are case-marked, according to the case filter theory, NPs in Japanese must be a case-marking head. The *u*-ending form of an adjective in resultatives is a complement of a NP, so I assume that it is supported by the null P head. Therefore, the *u*-ending form of an adjective in Japanese resultative constructions is a PP, as illustrated in (30).

Some examples are given to prove her assumption, as shown in (31):

(31) a. kanojo-wa gakkou-no chikak-u-ni sundeiru.  
           She-TOP school-GEN near-U-at is living.  
           ‘She lives near the school.’  
       b. kanojo-wa yuushoku-o hayak-u-kara junbi-sita.  
           She-TOP supper-ACC early-U-from preparation-PAST  
           ‘She prepared for supper from early.’

The examples in (31) show that the *u*-ending form of an adjective is followed by the prepositions *-ni* ‘at’ in (31a) and *-kara* ‘from’ in (31b). Examples in (31) support the proposal that the *u*-ending form of an adjective can constitute a NP, because the preposition can only take a nominal complement in Japanese.

Here, a question arises as to whether PP is Place PP or Path PP in Japanese weak resultatives. As Jackendoff (1983) points out, locative PPs denote sets of Places (locations) in semantics, whereas directional PPs denote sets of Paths made up of Places. And Koopman (1997) claims that locative PPs are associated with Place structure, directional PPs with Path structure which embeds Place structure in syntax. Locative PPs can be complements of stative verbs like *be*, *stay*, *remain*, as shown in the following sentences (a. *The box was in / on / under / behind the table.* b. *\*The box was to / into / onto / from / out of / through the table.*), whereas Directional PPs express some kind of trajectory along which an entity moves or is moved rather than a location that describes a state of an entity. In short, we can call locative PPs Place PPs and directional PPs Path PPs. Based on the semantic meaning and syntactic structure of Place PP and Path PP, I argue that PP refers to Place PP in Japanese weak resultatives in (27b), for example: *gakkou (ni) iku* ‘go to school’. As to the interpretation of this sentence in Japanese, except for the translation *ni* as Path P ‘to’, there is another

interpretation. If PP in (27b) is interpreted as Path PP, it is contradictory with the fact that there are no strong resultatives in Japanese, since Path P only exists in strong resultatives, as Suzuki (2012) proposed.

#### V. CONCLUSION

Based on Washio's (1997) semantic distinction between strong and weak resultatives, this paper simply discusses the similarities and differences among English and Japanese and Chinese by contrasting them from the perspectives of syntax and semantics. Also, the question why Japanese only allows weak resultatives is discussed. It is analyzed from two aspects: Place PP and Path PP. Of course, during writing this paper, some problems appear, that is, the differences on syntactic structures of V-V compounds in Chinese and Japanese are not explained on details; this paper does not discuss the V-DE-(NP)-V construction in Chinese from Washio's strong and weak resultatives. On my future research, these problems will be focused on.

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# Barriers in Teaching Reading to ELLs and Ways of Overcoming Those Obstacles

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**Abstract**—Reading is one of the language skills, which is imperative in English learning and the requirement for exploring the effect of instructional strategies on instructing reading to the students have elevated in recent years. The purpose of this study was to determine what knowledgeable and expert teachers of ELLs in the junior high schools make out as the barriers to the reading accomplishment of English students and what are the methods for conquering those barriers. The information were gathered from 60 successful teachers who taught in junior high schools of Zanjan, Iran. The successful educators were identified based on student accomplishment using purposive sampling. A Likert scale was utilized for the questionnaire. The successful teachers sort effective instructional tactics in the five constituent of reading and had the capacity to set up supplementary instructional tactics, barriers, and ways they overwhelmed barriers in an open-ended question on the questionnaire. The study was mixed-method research, which, as stated by Isaac and Michael (1995), is utilized "to explain systematically the realities and the features of a given population or domain of interest, factually and precisely". The open-ended questions of questionnaire were intended to gather data in regards to barriers and methods for overcoming barriers for instructing reading to English students. The findings uncovered that the participants' thoughts regarding barriers and ways of overcoming those barriers in instructing reading to English students.

**Index Terms**—reading, reading tactics, reading comprehension

## I. INTRODUCTION

Recent developments in the field of teaching English have heightened the requirement for investigating the impact of effective instructional tactics on instructing reading to the students. Reading, as one of the four basic skills in language learning and teaching, is extremely significant as a language skill, as well as language input for other abilities to develop. In reality, many students feel that they can't productively and efficiently comprehend what they read. One principle reason representing this reality is that students have not gotten a handle on effective reading tactics.

Reading tactics or strategies mean "the intellectual procedures entangled when readers intentionally approach a content and make meaning of what they read" (Barnett, 1988, p.66). Specifically, reading tactics utilized by readers, their metacognitive awareness, and reading proficiency are firmly related. Basically, effective readers use more tactics in contrasted with less successful students and utilize them more frequently (Temur, T. U. R. A. N., & Bahar, O. Z. G. E., 2011). As well, better readers have higher metacognitive consciousness of their own strategy use, that cause associate increased reading skill (Baker & Brown, 1984; Garner, 1987; Afflerbach, 2002 as cited in Hamdan et al., 2010, p.135).

Reading tactics are an imperative piece of a talented reader's occupation with content and his or her following accomplishment with that text. In favour of proficient reader, strategic reading is a mechanized process before, throughout and after reading (Brushaber, 2003, p.3). Reading strategies need to do with perceiving the object of reading, activating the interconnected background knowledge one has, focusing on key ideas, keep an eye on comprehension, and consequencing (Brown, Palincsar, Armbruster, 1984; cited in Magno, 2008). They furthermore screen when they are having issues while reading. Because of the awareness of the complications they experience, they can modify their reading, for example, speeding up, slowing down, or stopping to read another text to get some background information about the current content (Pressley & Gaskins, 2006, p.101). In any case, as poor readers don't have these basic reading procedures, they put strenuous effort into the substance to have the capacity to understand it. If taught a way to utilize and apply the reading ways, poor readers, as well, will finally end up plainly very important readers.

The present study endeavors to study the existing situation of using reading tactics among English teachers and learners of Zanjan middle schools. To be more exact, this study intends to examine the frequency of various sorts of reading tactics implemented by English teachers to instruct, and EFL students to get the hang of reading skill and comprehend the content and furthermore to identify the barriers in teaching those tactics and the ways the instructors use to overcome them.

The purpose of this study is to determine what instructional tactics master educators of English language students (ELLs) in the junior high schools observe as most proficient for instructing reading to ELLs. For normal content teachers without a background in English as a second language, defining relevant teaching [tactics] for [English learners] pretends a significant and incomparable challenge. The results of the present examination can be similarly theoretically and practically significant in that the teachers ought to know about the best instructional tactics and apply them in their reading comprehension classes. At the best, they can increase their students' consciousness about the effective instructional tactics and persuade them to use in their practices of reading comprehension. The findings even can be significant for the understudies in that they can conquer the best instructional tactics so as to comprehend the readings proficiently.

Many researchers believe that the topic of effective instructional tactics have not been adequately investigated or that they have not conclusive findings or replies on the topic. Especially, they lack information concerning what expert teachers of ELLs in the junior high school identify as the obstacles to the reading accomplishment of English students and considerably further to date not any tactics suggested by the expert teachers that would be useful or considered barriers. In the researcher's opinion, the studies that have explored the barriers in teaching reading are not very many. Given the absence of research in this line there is plainly needed for studies that consolidate the barriers and methods for overcoming them in teaching reading. The purpose of the current study; consequently is to identify the barriers in teaching reading and methods for overcoming those obstacles from the expert teacher's perspective.

## II. LITERATURE REVIEW

### A. *Definition of Reading Comprehension Tactics*

Since late years, more consideration has been put on comprehension tactics and henceforth, a wide range of definitions were proposed to identify these strategies (Afflerbach & Pressley, 1995; Barnett, 1988; Billman, Duke, Pearson, & Strachan, 2011; Dehjalali, & Izadpanah, 2017; Goudvis & Harvey, 2007; Keene & Zimmerman, 1997; Lienemann & Reid, 2006; Oxford, 1990). In order to accurately identify reading comprehension tactics and determine strategic from nonstrategic readers, it wound up plainly fundamental to describe what is implied by the term "comprehension tactics" (Folman & Sarig, 1990).

Along these lines, Garner (1987) characterized understanding strategies as "generally deliberate, planful exercises go up against by dynamic students, ordinarily to resolve perceived subjective disappointment" (p. 50). As indicated by The National Reading Panel report (2000), understanding strategies were seen as "specific methodology that guide understudies to end up plainly mindful of how well they are fathoming as they attempt to read" (NRP, 2000, p. 40). Brantmeier (2002) depicted comprehension strategies as "the understanding procedures that readers use keeping in mind the end goal to comprehend what they read" (p. 1). The expressions "activities," "procedures," and "processes" were utilized diversely to denote similar implications and were all performed by readers. Moreover, the results of these recommendations were contrastingly named however may allude to a similar expansive idea of comprehension: "cure perceived subjective disappointment" (p. 50), "well fathoming while at the same time reading" (p. 40), or "understand reading" (p. 1)

### B. *Understanding What Strategic Readers Do*

Understanding what good readers do before, during, and after they read has turned into a basic essential to build up tactics for poor and non-skilled readers (Duke, 2001; Gallagher & Pearson, 1983). To make sense of what nice and strategic readers do, Dole, Duffy, Pearson, and Roehler (1992) indicated that strategic readers associate what they apprehend to the new data that they need to find out, raise questions on what they scan and discriminate vital from lower ideas. Moreover, strategic readers are apt in coordinating information and observing their understanding. As acknowledged by Vacca (2002), strategic readers will use their previous learning before, during, and once they scan. whereas they're utilizing their previous data, they will confirm what's vital within the content, orchestrate, construe, raise queries, monitor understanding, and fix any faulty understanding. Correspondingly, Flood, Jensen, Lapp, and Squire (2003) recorded the accompanying highlights to recognize strategic readers from less or non-strategic readers: extricating meaning from the content, observing comprehension, addressing, reviewing, rereading, summarizing, evaluating, anticipating, and inferring. Moreover, Boardman, Klingner, and Vaughn (2007) used comparative methods and side "visualisation" to the list. additionally, Dole, Duffy, Pearson and Roehler (1991) found that strategic readers are often able to comprehend the reading piece virtually, inferentially, or in some contexts evaluatively. In different words, strategic readers will opt for what, when, and the way to utilize ways whereas reading.

### C. *Recent Studies*

In a very recent study, Hayati and Jalilifar (2010) completed a test to explore the effect of reading abilities instruction passing on through TBLT on English reading perception of understudies. Forty-two understudies majoring in MBA were picked and randomly allocated to two groups as participants. The experimental group was taught four reading skills namely, scanning, skimming, contextual clues, and critical reading through task-based language teaching, while the control group got the common translation instruction. Having taken a last examination, the members reading micro-skills were checked. Independent samples t-test was utilized to find possible differentiations between the two groups.

The results uncovered that understudies in the experimental group having been instructed on reading abilities by means of TBLT outflanked their counterparts in the control group demonstrating a better academic performance and effective reading comprehension.

Khosravi (2000) attempted to look into the impact of scanning and skimming, as two reading tactics, on Iranian EFL understudies' reading rate and reading comprehension. The examination of the data demonstrated that scanning could fundamentally upgrade the understudies' both reading rate and reading perception, while in the meantime skimming represented huge change of the reading comprehension of the subjects. Shokrpour and Fotovatian (2009) conducted an experimental study to uncover the impacts of consciousness-raising of metacognitive tactics on a group of Iranian EFL understudies' reading comprehension. The results of this examination showed that contrasted with the control group, the experimental group showed a significant change in reading comprehension at the end of the treatment period.

McKeown, Beck, and Blake (2009) worked a two-year study in which institutionalized comprehension guideline for portrayals of two noteworthy strategies was composed and executed. The adequacy of the two experimental comprehension instructional conditions (Content and Strategies) and a control condition were taken a look at. Content instruction focused understudies' thought on the substance of the content through open, meaning-based queries in connection with the content. In strategies instruction, understudies were demonstrated particular strategies to subsume their entrance to amid reading of the substance. The consequences of the investigation uncovered that there was no refinement between the presentations of the two experimental groups for some aspects of comprehension. However, for narrative recall and expository learning tests, the students following content instruction beat those following tactic instruction. In still another examination, Shang (2010) investigated a group of Taiwanese EFL students' utilization of three reading strategies (cognitive, metacognitive, compensation strategies), their perceived impact on the students' self-adequacy, and the connection between reading tactic use and perceived self-efficacy on their English reading comprehension. The results of this study demonstrated that metacognitive strategy was utilized most as often as possible, followed by compensation strategy, and afterward cognitive strategy. In addition, a noteworthy positive relationship was found between the usage of reading strategies and impression of self-viability. Regardless, reading techniques were disconnected to reading achievement. Taking a look at studies reported above, one can reach the conclusion that the region of reading comprehension tactic instruction still requires additionally research about, particularly in an EFL context such as Iran and the present paper intends to explore the barriers in teaching reading tactics all the more profoundly by addressing a number of variables such as students' consciousness of reading tactics, the expansion of the scope of strategies utilized by students, and the effectiveness of reading comprehension strategy instruction, barriers and methods for conquering those obstacles from the instructors perspective.

### III. METHODOLOGY

#### A. Research Design

The study was qualitative research, which is utilized to portray efficiently the certainties and the qualities of a given population or territory of interest, authentically and precisely. As this study inspected instructional strategies used by master educators and their view of organizing strategies, a qualitative study was the best way to deal with recognize the strategies supporting the instructors' endeavors in the classroom.

The quantitative part of the study enabled the researcher to gather data to distinguish barriers and recognize strategies to conquer recognized obstructions. The quantitative questions of the questionnaire were intended to gather data in regards to effective instructional strategies, perceived priority skills and utilization of strategies, barriers, and techniques for conquering boundaries for instructing reading to English students in the intermediate grades in junior high schools.

#### B. Participants

The population for this study was English instructors of junior high schools in Zanjan province. Members were picked in light of work at schools by the utilization of assessment of the five components of reading, and the suggestion of school principals who recognized the instructors as master junior high school teachers of English students in view of understudy accomplishment and reading levels. Purposive sampling was utilized to choose the members of the study. Extreme case sampling was the kind of purposive examining used to study the instructors whose understudies worked abnormally well (Isaac and Michael, 1995). There were a total of 69 junior high schools in Zanjan that met the criteria. The participants were teachers in junior high schools who were identified as experts in teaching reading to English learners.

#### C. Materials

##### 1. questionnaire

The questionnaire queries were originated by the researcher based on the National Reading Panel's (NRP's) recommendation of the five elements of reading and therefore the literature review on English learners (see Appendix A). The questionnaire questions focused on instructional tactics for teaching reading to English learners in the junior high schools, intermediate skills, and methods to overcome barriers. The researcher created a Likert-scale questionnaire, which was distributed among participants to gather data. The questionnaire instrument contained questions about participants' perceptions considering instructional tactics, use, barriers, and strategies to beat declared barriers.

Implementation of instructional tactics, time spent on instruction, and barriers were as well noted supported questionnaire results.

## 2. Field Test

With a specific end goal to guarantee the instrument was dependable, field tests were directed for the questionnaire. Two instructors who met the criteria as master educators took the questionnaire. Once the specialist dissected the information, he imparted the outcomes to the two educators who were a piece of the field test. After discussing the Likert-scale questionnaire, the questionnaire questions were reexamined and refreshed in view of the members' suggestions and results of questionnaire comes about. (Content validity ratio (CVR) and content validity index (CVI)).

### D. Procedure

At the start of the study, the researcher sent the teachers a ranking-scale questionnaire. The questionnaire questions addressed the five elements of reading and were supported the literature review. When the questionnaires were completed, all data were analyzed. Teachers were asked to finish one questionnaire with both quantitative and qualitative data consequences about effective instructional tactics, the main target or priority of their instructional day, and overcoming barriers. After the data assortment, the researcher analyzed the responses to spot the instructional tactics and activities perceived as more vital to the teachers.

## IV. RESULTS

This study was designed to identify the barriers in teaching reading to ELLs and ways of overcoming those obstacles. To this end, the open-ended questions were developed to identify barriers and tactics to overcome those barriers (See Appendix A). The data from the open-ended questions were checked again, coded, and categorized based on participants' responses. Every respondent's write-in responses were scan and color-coded based on identified barriers, and methods to overwhelm barriers. Once all questionnaire were analyzed, patterns and themes associated with these areas were discovered and documented.

TABLE 4.1  
THEMES, CATEGORIES AND CODES THAT TEACHERS PERCEIVED AS BARRIERS

Codes	Categories	Themes
Limited time to teach all five components	Limited time	Time
Limited time to evaluate all students		
Lack of time to teach other skills		
Students fear of punishment by the teacher	Concerns about lack of success in teaching	Anxiety
Disproportion of texts with students' knowledge level		
Lack of knowledge about teaching different tactics		
Not preparing students to enter in teaching reading section	Lack of knowledge	Anxiety
Lack of willingness in students to learn		
Inaccuracies of students to what have been taught		
Frequent absence of students	Lack of motivation	Motivation
Lack of positive feedback to teachers and students' success		
	Lack of positive feedback	

Based on themes, categories and codes which were shown in the table above (Table 4.1), the teachers perceived the limited time of the classes as one of the barriers. Limited time of the classes made difficulties for teachers to teach all five components of the reading deeply. Also, lack of sufficient time made difficulties for teachers to evaluate the largest number of students of classes in proper times. Furthermore, the teachers had to teach other skills either, and limitation of time made difficulties for teachers.

Another barrier which teachers were faced was anxiety. Students' fear of punishment by the teachers, if they can't answer to the teachers' questions, made them anxious and they can't focus on what teacher taught. Also, sometimes the texts of books are not proportional with students' knowledge level. In addition, sometimes the teachers had not enough knowledge about all five components of reading and different tactics of teaching those components and this made anxiety which perceived as a barrier in teaching.

The next barrier in teaching of reading was lack of motivation in some students. They don't paid attention to what teacher taught, and consequently, they don't learn the components of reading. Also, frequent absence of students in classes made difficulties for teachers to teach appropriately. Finally, lack of positive feedback to those students who pay attention and learn what teacher taught, also lack of positive feedback to those teachers who had achievement in teaching components of reading, destroys their motivation and this perceived as another barrier to teach the reading components.

Holding remedial classes out of school time, were recommended by teachers to overcome the time limitation. Also, they recommended to divide the classes by a large number of students into two classes if possible in order to have enough time to teach all five components of reading and evaluate the students in each step.

Also, teachers recommended that, if the texts are not proportional with students' level of knowledge, they can want them to work on similar texts at home when they have more free time. In addition, giving positive feedback to students



frequently and after every success and achievement, made them more motivated. Furthermore, giving positive feedback to teachers by the school headmasters, when the teachers have impressive achievement in teaching reading to students, made the teachers more motivated to put more energy in their classes.

## V. DISCUSSION

Based on themes, categories and codes which were shown in the table (Table 4.1), the teachers perceived the limited time of the classes as one of the barriers. Limited time of the classes made difficulties for teachers to teach all five components of the reading deeply. Also, lack of sufficient time made difficulties for teachers to evaluate the largest number of students of classes in proper times. Furthermore, the teachers had to teach other skills either, and limitation of time made difficulties for teachers. Another barrier which teachers were faced was anxiety. Students' fear of punishment by the teachers, if they can't answer to the teachers' questions, made them anxious and they can't focus on what teacher taught. Also, sometimes the texts of books are not proportional with students' knowledge level. In addition, sometimes the teachers had not enough knowledge about all five components of reading and different tactics of teaching those components and this made anxiety which perceived as a barrier in teaching.

The next barrier in teaching of reading was lack of motivation in some students. They don't pay attention to what teacher taught, and consequently, they don't learn the components of reading. Also, frequent absence of students in classes made difficulties for teachers to teach appropriately. Finally, lack of positive feedback to those students who pay attention and learn what teacher taught, also lack of positive feedback to those teachers who had achievement in teaching components of reading, destroys their motivation and this perceived as another barrier to teach the reading components.

Other scholars expressed that, in the area of phonemic awareness and phonics, many students stir up letter shapes and sounds. The other researchers, Durgunoglu, Nagy and Hancin-Bhatt (1993); Izadpanah, Hatemi, & Asadi (2016) clarified that, in addition to predicting second language phonological awareness, the phonological capacities that kids acquire in their native language interference in their ability to perceive words in English. Also, phonological awareness is commonly observed to be a critical component of literacy improvement (Catts, Hogan & Little, 2005; Gholami, Alavinia, & Izadpanah, 2015; Jorm, McClean & Share, as cited in Ehri, 2001; Murray & Stahl 1994).

In the area of phonic, one primary contention from educators was that reading is a way to assist find what is critical to the person in a youthful child. An instructor trusted that orderly instruction is inconvenient and that teaching reading is spontaneous. Another educator had similar perspectives of how teaching reading isn't an arranged action, yet rather can be instructed in minutes. Besides, young children are not prepared to learn letters and sounds but rather to ask learning the sounds by listening to others speak.

## VI. CONCLUSION

This study explored the barriers in teaching reading to ELLs as perceived by successful junior high schools' educators and methods for overcoming those obstacles. Staff improvement for innovative and existing teachers ought to be directed to guarantee they possess the skills obligatory to teach all students to read. The preparation must review the meaning of phonemic awareness, as this is frequently confused for phonics. Giving the definition and examples of phonemic awareness instructional strategies, lessons, and exercises should to be a part of the preparation. It would be advantageous for teachers to generate one lesson on each of the following: segmenting and blending sounds, identifying the quantity of sounds in words, recognizing rhyming words, making rhyming words, and syllabication.

It is critical to begin students in phonics instructing in elementary school since understudies who have phonics teaching early have a propelled reading ability than those understudies who don't have a strong basis in their initial education as it is expressed in Ehri, Nunes, Stahl & Willows' investigation (2001).

Letter reversals (when students misperceive the shape or sound of one letter for another letter, for example, mistaking *d* for *b*) are frequent among children in the early grades. Concentrate on one letter at a time, teaching the first letter shape (e.g., *b*) in a variety of ways until the point when the student can recognize it promptly. At that point, instruct the student another letter or two, reviewing and reinforcing the first letter somewhat more. Finally, focus on the other letter (e.g. *d*) completely.

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# On Relative Translatability of Language with Special Reference to Contrastive Analysis between Chinese and English

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**Abstract**—The issue of translatability has always been in dispute in translatology. On the one hand, languages are translatable, which can be demonstrated from different perspectives such as the general characteristics of language, the parallel linguistic structures, the cultural similarities, and the sameness of the intelligence quotient of all human races. On the other hand, there exist a series of limits in translation which obstruct the translatability of languages. Thus language can be described as relatively translatable. Translators are supposed to provide hybrid versions so as to facilitate communication and decrease tension between source language text and target language text.

**Index Terms**—translatability, translatology, translatable, language, linguistic structure, culture

## I. INTRODUCTION

Translating is a complex and fascinating task. Due to semantic and formal barriers widely existing between natural languages, linguists and translators have not yet discovered a universally effective theory to explain and predict all translating processes. However, we assume that the translated version can at least be functionally equivalent to the ST (source language text).

By analyzing the theory of functional equivalence, it can be found that this theory proclaims that language is functionally translatable. Actually the question of translatability of language has always been in dispute among translation theorists and linguists. Due to the general characteristics of language, the parallel linguistic structures, the cultural similarities, and the sameness of the intelligence quotient (IQ) of all human races, language is translatable. On the other hand, there are various limits in translation that obstruct the translatability of language. As a result, translation seems impossible due to these limits. Consequently the translatability of language can only be described as relative instead of absolute.

This paper analyzes the question of translatability of language from various perspectives, namely, functional grammar, formal approach, cultural studies, psychology, and concludes that language is relatively translatable.

## II. TRANSLATABILITY

Thanks to the remarkable development of modern linguistics, cultural studies, psychology and some other natural sciences, translatology has been on the way towards a systemic and organized science. However, it is not mature enough. Correspondingly, the issue of translatability of language should be discussed from the perspectives of theoretical linguistics, cultural studies and psychology.

### A. Language as a System

Ferdinand de Saussure (1983) defines the term language as a structured system. A language is a repository of sound patterns, and writing is their tangible form. A language as a structured form is both a self-contained whole and a principle of classification. This interpretation of language by Saussure shows that language is a systemic structure. Saussure further classifies language and speech. Speech is heterogeneous while language is homogeneous. Language is a means of verbal communication. Linguists start from different perspectives, but all of them maintain that language is a system.

### B. Linguistic Structure

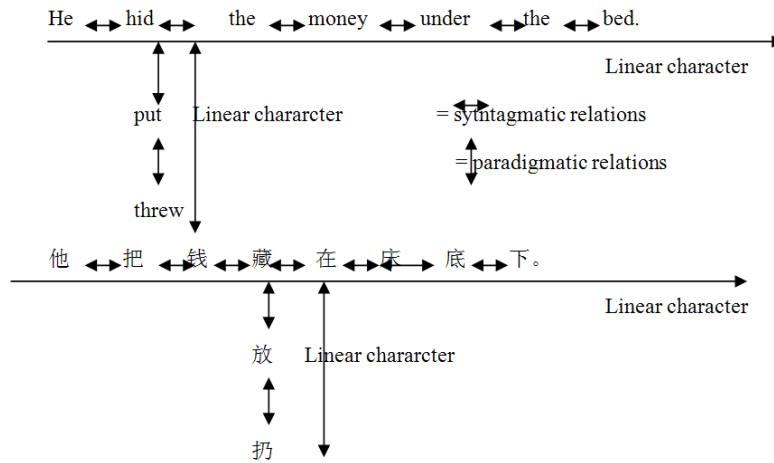
As language is a system, it should be composed by a series of structural elements. By comparing the linguistic elements of different languages, a translator may find that language is relatively translatable.

#### 1. Linear character of linguistic signs

Various human languages may be different in many ways, but all of them must obey the rules of linearity,

syntagmatic and paradigmatic relations. For example, either English or Chinese should follow these rules in order to be organized into a system, which is clearly demonstrated by Figure I. These characteristics make the translation between different languages possible.

Figure 1



2. Organization of linguistic structure

The former analysis shows that language is a system. But in what way can this system be described and prescribed? Different linguists have made their contributions to this research. In Halliday’s (1973) opinion, the semantic system is one the three strata, that constitute the linguistic system, which includes the semantic system (the meaning), lexicogrammatical system (the wording, i.e. syntax, morphology and lexis), phonological system (the sound). Secondly, he consumes that the semantic system consists of four functional components: experiential, logical, interpersonal and textual. Each component of the semantic system specifies its own structures, as the ‘output’ of the options in the network (so each act of choice contributes to the formation of the structure). The structure of linguistic system shows that each rank plays a specific function in the whole linguistic system. For example, various groups have different functions in the rank of clause. This point is shown in the following table.

TABLE 1

Types of group	Nominal Group [1] He (他) [2] his bill(他的帐单)	Verbal Group paid(付)	Adverbial Group very carefully. (小心翼翼地)
Clause Functions	NG [1] Subject	VG Predicator	NG [2] Object
			AG Adjunct

In order to demonstrate the functions of clause, the term transitivity is introduced into functional systemic grammar. In particular, it refers to a system for describing the whole clause, rather than just the verb and its object (Geoff Thompson 1996). First of all, transitivity is a semantic notion (at clause rank). Secondly, the transitivity serves to construe the world of experience into a manageable set of process types. Thirdly, a process consists of three components. It should be pointed out that Halliday’s (1973) systemic and functional classification of language is not exclusive for the English language but is universal for all languages. Syntactic similarities between English and Chinese make the translating process possible.

In real communications speakers and receivers are often confronted with texts instead of isolated sentences or clauses. By analyzing two English versions of *Luo Hua Sheng* translated by Yang Xianyi (1998) and Yang Zijian (2000), we discover that there are several similarities and differences between ST, the TT1 and the TT2 (parts of the analysis are demonstrated in the following tables).

TABLE 2

母亲	说	∅
Sayer	Process: Verbal	Verbiage
Subject	Predicator	Complement
Mother	said	∅
Sayer	Process: Verbal	Verbiage
Subject	Finite/Predicator	Complement
∅	said	Mother
Verbiage	Process: Verbal	Sayer
Complement	Finite/Predicator	Subject

TABLE 3

让它荒芜着		怪可惜	
Carrier		Attribute	
Subject		Complement	
It	's	a pity	to let it waste
<i>It</i>	<i>would be</i>	<i>a pity</i>	<i>to let it go wild</i>
Carrier	Process: Relational	Attribute	Carrier
Subject	Finite/Predicator	Complement	Subject

TABLE 4

既然	你们	那么	爱吃	花生
	Senser		Process: Mental	Phenomenon
Conjunctive adjunct	Subject	Adjunct	Predicator	Complement
Since	you all	like to eat	peanuts	so very much
	Senser	Process: Mental	Phenomenon	
Conjunctive adjunct	Subject	Finite/Predicator	Complement	Adjunct

The major similarities are: (1) among the six major processes, five of them appear in the ST, the TT1 and the TT2. They are: existential process, verbal process, mental process, relational process (attributive and identifying), and material process. Each clause of the ST corresponds to the TT1 and TT2 in the process types, i.e. relational to relational, material to material, etc. (2) Both the ST and the TT1 and TT2 follow the same pattern of 'Subject+Predicator+Complement'. The syntactic structure of the SL and TL is almost the same. Similar viewpoint is also expressed in *A History of Grammaticalization in Chinese – Motivation and Mechanisms of Evolution of Chinese Morpho-syntax* written by Shi Yuzhi and Charles N. Li (2001). SVO pattern is the best and most economical optimal structure. The Proto-Indo-European follows the SOV pattern, but later it changes into SVO. Both English and Chinese follow the pattern of SVO. (3) Both the ST and TT1 and TT2 can be analyzed on the rank of clause. (4) The functions of the different elements of the clause such as subject, predicator and complement are the same. On the other hand, there are some differences between the ST and TT1 and TT2. (1) In the Chinese version there is no the element of finite but the TT1 and TT2 have this element. (2) The order of the pattern 'subject+predicator+complement' may be changed in the TT. For example, '母亲+说+ $\emptyset$ ' (subject+predicator+complement) is translated into ' $\emptyset$ , said Mother' (complement finite/ predicator subject), which is also a common method of cohesion in English. But in Mandarin Chinese, the sentence pattern ' $\emptyset$ +说+母亲' is wrong.

Both systemic functional grammar and generative grammar indicate that language is a well-organized system and there are universal principles hidden in the tremendous linguistic facts. Different languages can be translated due to the functional and structural similarities of each linguistic system. Therefore, it can be seen that language is translatable from the perspective linguistic universalities.

### C. Cultural Similarities and Translatability

Although different nations have various cultures that obstruct their communication, cultural similarities overwhelm cultural differences. Among the numerous cultural facts on the earth, there is something universal and general to all human beings. Thanks to these cultural similarities, translation is possible. Influenced by Malinowski, Firth, Wang Li, and Luo Changpei, Halliday (1973) believes that "language is envisaged as: a form of behaviour potential, an open-ended set of options in behaviour that are available to the individual" (p. 48). While the context of situation is defined as the environment of any particular selection that is made from the total set of options accounted for in the context of culture. "The context often helps in understanding the particular meaning of the word, phrase, etc" (Jack C. Richards et al, 1992, 102). Thus a general description of these concepts can be formed. In a given cultural circumstance, people speak or write in order to communicate with each other. In this way different kinds of texts are created, e.g. narratives, drama, novel, poetry, dialogues, jokes, laws and so on. Each text is applied in its own circumstance, namely, context of situation. Accordingly the translator's work is to analyze the ST in its own cultural circumstance. The context of situation is a significant reference for him to make a proper translating strategy for the very text, which is the first stage in translating process. The main concern of the translator is the ST in a certain situational context instead of the specific words or sentences because of the fact that the ST in a certain situational context is the strategy-generating part. After obtaining the translating strategy, the translator ought to do the second stage's work, i.e., create the target-language text (TT) in its own cultural circumstance. Meanwhile, the context of situation of the TT should also be taken into consideration. The second stage requires the translator to deal with the basic information units, including words, groups, clauses and sentences. Text acts as the analyzing unit of translation while the clause is the basic transformational unit. Actually the so-called transformational unit is operational unit. The two stages are indispensable in translating process. The latter is conditioned by the former while simultaneously the ultimate aim of translation is realized by the latter.

Culture varies from one to another. But all races share common similarities of culture. For example, everyone has the tendency of adjusting himself or herself to the surrounding environment, of escaping danger, and of pursuing happiness. Every nation, either big or small, will organize its society. Each people will deal with the key stages in life such as birth, growth, marriage and death. In the process of development of civilization, different peoples have developed their rites,

symbols etc. What’s more, due to the advancement of modern technology, especially the information technology, the transmission of information has been dramatically accelerated. Thus, different cultures interact and become similar. For example, some English abbreviations have already entered modern Chinese such as CD, CIA, FBI, NASA, VOA, BBC, WTO, CNN, NATO, AIDS, SARS, DJ, DIY, DNA, RNA, ISBN, ICQ, MP3, MTV, MVP, NMD, TMD, IT, GPS, GDP, SOHO, UFO, GRE, ISDN, APEC, and PK, etc. These words repeatedly appear in the mass media in China and they have become part of Chinese. The following table explicitly shows the similarities between the English and Chinese proverbs.

TABLE 5

English	Chinese
eat the fruit of one’s own doings	自食其果
strike while the iron is hot	趁热打铁
misfortunes never come singly	祸不单行
castle in the air	空中楼阁
at sixes and sevens	乱七八糟
kill two birds with one stone	一箭双雕

This analysis clearly shows that cultural sameness makes translation possible. But he demonstrates this point from another perspective. One language-culture may emphasize the development and use of particular genres, e.g. epic poetry or animal folktales, which another language-culture may seldom employ and may even resolutely reject.

D. *Psychological Perspective*

According to the former functional and structural analysis of language, it can be concluded that the second point derived from the Sapir-Whorf hypothesis is wrong. This first point of it is still in dispute. The experiments on apes show that although they do not have language, they do have their own thought, which demonstrates that thought is prior to language. Another evident example is that people from different nations can communicate with the help of gestures and instruments despite the fact that they do not know each other’s language. Therefore, it seems that the Sapir-Whorf hypothesis lacks convincing arguments.

Linguistic universals mean the common features that all human languages have. This is an innate faculty for language in general, not just for any particular language. Actually Chomsky’s (2000) hypothesis of LAD can be used to explain the fact why people from different nations can communicate despite the fact that they do not know each other’s language. It is because everyone is born with LAD, which is universal. There must be common experiences in the process of their language acquisition. Although their ways of thinking may have differences, peoples of this world do share some universal thinking patterns. For example, both Lao Tzu and Emerson ever talked about the topic of nature and believe human beings should live in harmony with Nature. They also hold the similar ideas of Tao and Universal Being. But their living period, cultural and situational contexts, languages are totally different. This case clearly demonstrates the viewpoint that peoples of this world do share some universal thinking patterns. As a result, translation between different languages is possible.

III. THE LIMITS OF TRANSLATABILITY

On the other hand, linguistic barriers (such as structural ambiguity), cultural differences, and stylistic features set series of obstacles in the translating process. Hence in some cases translators may encounter untranslatability.

A. *Linguistic Ambiguity and Situational Context*

Linguistic ambiguity is a universal phenomenon. Here is a sentence containing ambiguity: *The police were ordered to stop drinking after midnight.* According to different contexts of situation, it can be translated into four Chinese sentences: 1) 警察奉命于午夜起不得饮酒. 2) 警察奉命于午夜起禁止人们饮酒. 3) 午夜之后, 警察得到命令不得饮酒. 4) 午夜之后, 警察得到命令禁止人们饮酒. The translator has to choose the appropriate TT according to the specific situational context. Catford’s (1965) description of limits of translatability is scientific and acceptable. Sometimes a single word may have more than one meaning.

Secondly, translators may encounter different situational contexts. If the translator is asked to translate the simple sentence “Fire!” into Chinese, there will be several different translated versions according to the different contexts. 1) Situation 1: An employee is always late. So the manager of the company asks the president how to deal with the employee. The presidents says, “Fire!” According to this context, it can be translated into “(把他)解雇!” 2) Situation 2: A man in the street sees a building that is catching fire and he shouts, “Fire!” Then the sentence can be translated into “着火了!” 3) Situation 3: In a battlefield, a commander orders his soldiers by saying, “Fire!” Accordingly the sentence should be translated into “开火!”

B. *Cultural Barriers*

In addition, cultural factors and stylistic factors should not be ignored. Bao Huinan (2001) presents five major obstructions of translation caused by cultural differences: 1) zero equivalence; 2) conflict of word meaning; 3) semantic

association; 4) pragmatic implication; 5) differences between peoples' psychology.

### 1. Zero equivalence

Zero equivalence means in the TL, there is no equivalent word to the word in the SL. For example, if a translator wants to translate this sentence '他只会马走日, 象走田,' perhaps he can only translates it into 'He only knows the basic moves of the Chinese chess.'

### 2. Conflict of word meanings

Sometimes the cultural information conveyed by the ST and the TT conflict. For example, the word 'dragon' means evil and brute in English. But in Chinese, '龙' is magical and powerful. Chinese people believe that they are the descendants of '龙'. As a result, 'dragon' and '龙' conflict.

### 3. Semantic association

Some words in the SL and TL have different associative meanings, which bring difficulty to the translator. For example, the Chinese word '狗'(dog) sometimes has derogative meaning. But English and American people love dog and use the word as a commendatory term such as in the proverb 'love me love my dog', and in the sentence 'You are really a lucky dog!'

### 4. Pragmatic implication

Some fixed terms have specific meaning in a certain context of situation of the SL and TT. So sometimes word-for-word translation fails to convey the right meaning. For example, the word "剩女" is used to refer to single women in Chinese. If it were translated into "leftover women", target text readers may feel hard to understand its pragmatic implications.

### 5. Differences of national psychology

During the development of different nations, every nation has its own unique characteristics of national psychology. For example, there is Chinese proverb, '谋事在人, 成事在天.' Two TTs are available here. TT1 is like this, 'Man proposes, Heaven disposes.' TT2 is like this, 'Man proposes, God disposes.' Actually TT2 is more acceptable by the receptors because they believe Christianity. But TT1 conveys the original meaning of the ST because Chinese people believe that 'Heaven' is the most powerful entity in this world. But it's hard for the receptors to understand. Consequently the translator is often in a dilemma.

## C. Stylistic Factors

Besides the factors presented above, due to stylistic differences, translation becomes even more complicated. The untranslatability of language is best displayed in translating poems. Some theorists maintain that poetry is untranslatable. Other styles such as advertisements have no fixed criteria of translation. It can be seen that there are no fixed rules for advertisement translation. Generally speaking, the technological style tends to obey a unified and strict set of rules. But as for the other styles such as novels, dramas, the translating rules and principles become more flexible and elastic.

## IV. SOLUTION

By reviewing the cases listed above, we find that translatability and untranslatability exist side by side in Chinese and English simultaneously (perhaps all natural languages). The translator shall try to overcome the conflict or tension between source language text and target language text by overcoming difficulties caused by untranslatability. The translated version is not always a mirror reflection of the original text. Instead, it is some kind of hybrid text consisting of both the content (from source language text) and linguistic norm (from target language text). In order to illustrate this viewpoint we present the Chinese-English translation of public signs used in Beijing International Studies University (see Table 6).



TABLE 6

党委宣传部部长办公室	Publicity Department, Director's Office (CPC BISU Committee)
党委宣传部办公室	Publicity Department, General Office (CPC BISU Committee)
通识教育学院直属党支部书记办公室	School of General Education, Party Branch Secretary's Office (CPC BISU Committee)
通识教育学院院长办公室	School of General Education, Dean's Office
通识教育学院行政办公室	School of General Education, Executive Office
通识教育学院教学管理办公室	School of General Education, Office of Teaching Management
通识教育学院教工之家	School of General Education, Faculty Club
通识教育学院会议室	School of General Education, Meeting Room
二外广播电视台	BISU TV Station
二外广播电视台演播室	BISU TV Studio
演播室中控室	BISU TV Studio, Central Control Room
校报编辑部	BISU Gazette, Editorial Office
英文网站编辑部	BISU English Website, Editorial Office
新媒体运营中心	Center for New Media Management
新闻学教学实训基地	Center for Journalism Teaching and Training
理论办公室	Office of Theoretical Education
思想政治工作办公室	Office of Ideological and Political Work
大学文化建设办公室	Office of University Culture
网络宣传工作室	Office of Internet Information
艺术教研室	Teaching and Research Office of Arts
体育教学部	Teaching and Research Office of Physical Education
计算机教研室	Teaching and Research Office of Computer Science
数学教研室	Teaching and Research Office of Mathematics
教师办公室	Staff Office

In some samples listed above, Chinese and English versions form a kind of formal correspondence, e.g. 通识教育学院院长办公室 (*School of General Education, Dean's Office*), 通识教育学院会议室 (*School of General Education, Meeting Room*), etc. As for phrases like 大学文化建设办公室 and 网络宣传工作室, we propose that the English versions shall abide by the linguistic norm of English. Thus the two phrases are respectively translated into *Office of University Culture* and *Office of Internet Information*. 建设 (construction) and 宣传 (publicity) are omitted in the target language text. As for terms which are unique to Chinese context such as 党委宣传部部长办公室 and 党委宣传部办公室, the standard name of the abbreviation word 党委 must be explicitly expressed in the target language text. Hence they are translated into *Publicity Department, Director's Office, CPC BISU Committee* and *Publicity Department, General Office, CPC BISU Committee*.

## V. CONCLUSION

The above analysis shows that on the one hand, language is translatable which can be proved from the perspectives of the general characteristics of language, the parallel linguistic structures, the cultural similarities, and the sameness of the intelligence quotient of all human races. On the other hand, there are a series of limits which obstruct the translatability of language. In conclusion, language is relatively translatable instead of absolutely translatable or untranslatable. Translators are thus supposed to decrease the tension between source language text and target language text and realize the goal of communication. We expect further empirical studies shall focus on cultural differences, psychological differences as well as the application of artificial intelligence in translation.

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# A Study of Chinese Culture Aphasia in College English Teaching in China\*

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**Abstract**—The relationship between language and culture make culture teaching enter into FLE that cultural understanding of the target language is indispensable. But much emphasis on western culture led to Chinese culture aphasia among Chinese English learners. Consequently, an investigation is conducted in this paper to check whether the phenomenon exists; and if so, to test the extent, reasons and feasible solutions of students' aphasia of Chinese culture. The results demonstrate the tested college students master the Chinese culture well, but have difficulties in translating them into English and some college English teachers are not proficient in translating sentences containing Chinese culture into English. Chinese Culture Aphasia is due mainly to lacking of Chinese culture in college English teaching class. Based on analyzing results of the investigation and summarizing scholars' teaching strategies, the author claims the incorporation of Chinese culture into college English teaching adhering to certain principles, effective teaching strategies including preparing reasonable syllabus and improving teachers' comprehensive qualities.

**Index Terms**—native culture, Chinese Culture Aphasia (CCA), culture teaching, college English teaching (CET)

## I. INTRODUCTION

### A. Background of the Research

Along with the international process deepening, English has become the well-known world language. In the 21st century, with the feature of diversity and internationalization, English plays a more active role in the exchange of various languages. With the development of the theories of linguistics, language teaching is becoming more and more mature, from teaching the language itself to teaching the culture related to it. Learning foreign language means coming into contact with a kind of new culture. The interrelated relationship between language and culture makes culture teaching an important part in foreign language education. Along with the development of China's reform and opening-up, Chinese people, especially the young men, are crazy about English learning, Western festivals and new things. The Chinese Culture Aphasia, namely, in capability to express Chinese culture in any language but the native language can be found everywhere. The phenomenon of Chinese culture aphasia has been concerned about by the foreign language educators for several years, but it has not yet been meliorated effectively.

In the field of foreign language teaching, researchers and scholars focus on the importance of cultural awareness of target language and it proves successful in increasing Chinese students' cross-cultural communicative competence to some extent. However, Chinese culture tends to be ignored in English teaching in China. Due to the inequality between Chinese and English cultures in English language teaching, Chinese learners of English have some difficulties when they are talking about things which are specific to Chinese culture although they have a good command of English and English culture. As is known, communication is a two-way activity. It would not make sense when one side can not provide information new to its counterpart. Cultivating Chinese English learners' correct cultural awareness in intercultural communication and improving their ability to express Chinese culture-specific items in appropriate English expressions and spread Chinese traditional culture to the world is the effective way to solve the problem of Chinese culture aphasia.

### B. Purpose of the Research

English globalization brings about English localization all over the world. Various English variants appear, such as India English, Australia English, Singapore English and so on. In that situation, English has never belonged to certain nation so that the culture it reflects has not only been the culture of English-speaking countries but the world culture. However, Western countries rely on its strong comprehensive strength to carry out the cultural infiltration to the Third World, but the people there can't establish the cultural identity to their own culture.

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In China, English has never had such great influence in China since the Open Policy was adopted in 1978. It seems there are more people learning to speak English in China than the English native speakers in the whole world. Nobody can deny that English has grown closer and closer to the daily life of the Chinese people. However, with the number of English learners increasing, it seems to be difficult to find translation personnel of high quality. Experts pointed out that the ignorance of native culture teaching in FLT led to the deficiency of high level translators. The Chinese Culture Aphasia, namely, incapability to express Chinese culture in other language except the native language can be found everywhere. So putting emphasis on the learning of Chinese culture and its expressiveness is to meet the need for cultural equality and mutual understanding. It is well-known that language teaching and cultural teaching cannot be separated. Since the mid-20th century, the studies on foreign language teaching aboard and in China have started to search for the effective teaching approaches to satisfy the continuously changeable communicative needs after throwing off the traditional Grammar-Translation Method. The effect of the two sides' cultural background in cross-cultural communication attracted the concern. Since expressiveness of Chinese culture is so important for Chinese EFL learners, especially college students, so what are their attitudes towards Chinese culture and can they transmit Chinese culture freely and accurately when they talk to foreigners. The purpose of this investigation is to undertake a comprehensive and thorough scrutiny into college students' expressiveness of Chinese culture in English, which aims at revealing whether aphasia of Chinese culture exists among college students. After the investigation, I will try to find the reasons of the phenomenon which may be helpful for English teachers in their further researches.

### C. *Significance of the Research*

It has still been a very important question that what should be taught in foreign language teaching (FLT). The assumable answer to this question rests on how we understand the aim of second language learning and teaching. In the last century, the teaching target of foreign languages has been extended from language skills to communicative competence, and then to intercultural communication. In China, since the open-door policy, cultural teaching has been receiving more and more attention. It has been commonly accepted that culture teaching should be laid emphasis on in the process of English teaching. Correspondingly, a large number of scholars have made systematic researches in the objectives, principles, content and methods of culture teaching, which contributes a lot to the development of culture teaching. However, the achievement is mainly reflected by the target culture teaching. In fact, the students can not express Chinese culture in appropriate English, which causes the phenomenon of Chinese culture aphasia in intercultural communication. This phenomenon is undoubtedly due to emphasizing too much of the target culture while ignoring the input of the Chinese culture. Since intercultural communication is a kind of two-way activity and this feature determines that the emphasis should also be included in culture teaching. English learning should not learn the target culture only but understand native culture better and then introduce Chinese culture to foreigners by using English. Otherwise, it will certainly bring about obstacles in communication, let alone the realization of effective intercultural communication.

This thesis will attempt to, firstly, reveals the necessity of teaching Chinese culture to Chinese students in college ELT; and secondly, arouse Chinese people's cultural awareness and cultural confidence in their English learning; and finally some pedagogical implications will be derived from the analysis and research work.

The author looks forward to displaying the present situation that the phenomenon Chinese Culture Aphasia exists to attract numerous educators' concern.

### D. *Organization of the Thesis*

Chapter 1 is the introduction of this study. In Chapter 2, the author retrospects the brilliant achievements of foreign language educations and the development process of cultural teaching at home and aboard since 20th century. The relevant studies on Chinese Culture Aphasia in China are briefly introduced. Chapter 3 offers the relevant theories on the study of Chinese Culture Aphasia in Chinese universities, such as among non-English majors, English majors and English teachers. Chapter 4 introduces the principles, the teaching contents and the concrete approaches of incorporating Chinese culture into English teaching. In Chapter 5, the author gives this study a conclusion.

## II. LITERATURE REVIEW

### A. *A Review of Researches on Cultural Teaching*

This part introduces the researches on cultural teaching abroad and in China. In foreign language education, the importance of teaching foreign culture has been widely recognized. A lot of researches have been done and much progress has been made both at home and abroad. From that, we can obtain the information on the differences between Chinese and Western cultural teaching in foreign language teaching.

#### 1. A review of researches on cultural teaching abroad

Even in the West where language-teaching theories have always set the pace, culture teaching has a history of only a century or so. As far as the language teaching in the western countries, culture teaching has been connected closely with language teaching ever since Latin teaching in the Middle Ages. The recognition of the importance of teaching culture in foreign language education can be traced back to the late nineteenth century. Byram proposed the necessary of cultural studies in foreign language education in 1989. There was "no reference to anything that might be described as

the cultural ‘aspect of language teaching’” (Stern, 1999). Brown (2002) concentrated on the exploring and summarizing the principles of language learning and teaching. The Art of Teaching and Studying: Languages by Gouin (2012) pointed out the importance of culture teaching for the first time, but did not receive support on a large scale. One year later, The Report of the Committee of Twelve of the Modern Language Association of America officially acknowledged the teaching of European civilization and recommended it for school curricula. The breakout of the First World War caused the increasing concern for the understanding of and the difference between cultures of all nationalities, hence the reform of foreign language teaching through adding culture teaching to language teaching. The Second World War made more necessary than ever before the training of people mastering both the foreign language and its culture related. At that time, Area Studies, a new subject, was introduced into some US universities. Under the influence of Area Studies, foreign language teaching became more and more cross-disciplinary instead of being isolated from other subjects. In 1959, Hall put forward an amplified modification known as the Ten Primary Messages System, which identifies ten focal points of critical importance to the fabric of society. In Hall’s proposition, the scope of culture in language education has been expanded from “C” to “c”. Generally speaking, the main characteristics of culture teaching in that period are as the followings: Firstly, no matter what models are suggested or used, content about foreign cultures is explicitly provided. Secondly, the explicit knowledge about foreign culture is expanded from “C” to “c”. In general, scholars realized that foreign language and its relative culture should be combined in foreign language education after the continuous studies in this period.

On the basis of the preceding study on the incorporation of culture into foreign language education, the appearance of communicative language teaching method has pushed it to advance since the late 1960s. In Wilkins’ famous Notional Syllabus Revisited: a Further Reply (1981), he suggested introducing culture to language teaching. Only as language was connected with certain culture, it could be endowed with certain meaning. That is to say, culture and language should become a unity, which are no longer independent and isolated from each other. Hymes (1979) proposed the concept of communicative competence, which was a supplement to the concept of linguistic competence raised by Chomsky. In his opinion, besides linguistic competence, communicative competence should include the full understanding and a good command of the socio cultural elements closely related to the language use. In terms of Hymes’ point, four questions must be emphasized if linguistic theory is to be integrated with theory of communication and culture as follows:

- (1) Whether (and to what degree) something is formally possible;
- (2) Whether (and to what degree) something is feasible in virtue of the means of implementation available;
- (3) Whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated;
- (4) Whether (and to what degree) something is in fact done, actually performed, and what its doing entails.

With the rapid economic development and scientific progress in the West, a large amount of overseas students prefer to study in English-speaking countries. That has promoted the emergence of a new discipline known as inter-cultural communication since the late 1970s. As a result, the teaching of foreign culture in language program has been influenced by this discipline, which challenged the traditional approaches either adding culture background knowledge to the teaching of language skills or seemingly integrating culture behavior with language learning by the students themselves. In the following years, a large number of publications have appeared. The researches into inter-cultural communication have supported the teaching of foreign language and culture. Rohrlach’s trifocal approach (1983) enabled us to examine the process of intercultural communication in a comprehensive manner. According to Rohrlach, “the study of intercultural communication must involve three levels. The first level is the intra-personal level”. The second one is the interpersonal level. The third one is the synthetic level. Many theoretical ideas and researches have had a great impact on foreign language education. The proposition of teaching native culture in the culture teaching of FLT came into being and gradually obtained attention from growing numbers. English is used not only to know foreign culture, but also to make the learner’s own culture understandable to foreigners. So learners should be required to have a better understanding of both foreign culture and home culture.

## 2. A review of researches on cultural teaching in China

Compared with Western cultural teaching, it is obvious that China has lagged behind in foreign language education. Similar to FLT in western countries, China’s FLT has also witnessed the over-emphasis on the imparting of pronunciation, vocabulary and grammar and the training of basic skills of listening, speaking, reading and writing. With China’s policy of opening up to the world and the increasing economic contacts with other countries, language educators and scholars became aware that one could not communicate smoothly with native speakers unless he was well equipped with target culture. Hu is commonly regarded as one of the pioneers who advocated culture teaching in foreign language education. He suggested in 1999 that foreign language teachers should keep a close eye on the development of anthropology and sociology, and consciously integrate them in FLT. Culture teaching in this period is only regarded as the introduction of culture elements in FLT, whereas the research is neither systematic nor mature. During this period one thing noticeable in foreign language education is the introduction of intercultural communication focusing on communicative skill in practical situations, which has exerted deep influence on culture teaching in FLT. Thus out came a large number of publications. Gu and Lu (2005) expanded the relationship between language and culture from macro aspects, at the same time, presented the characteristics of various foreign cultures from micro

aspects, such as ethnic cultural values, traditions, literatures and so on. Scholars have realized the importance of values, social norms, and ways of life as well as that of material culture. Culture teaching since late 1990s till now is the period of reflection and improvement. Many scholars have realized the problems existing in cultural teaching of Chinese foreign language teaching and put forward various methods to solve those problems. Cong (2000) first put forward the concept of aphasia of Chinese culture, which attracted language educators' attention. Chen & Du (2008) stated Chinese Culture cannot be neglected in English specialized teaching process.

In a word, from the general review of 100 years' culture teaching in China, we can see that great improvements have been achieved.

#### *B. A Review of Researches on Chinese Culture Aphasia*

The term aphasia, often used as the disease in medical science, is called dysphasia abiding by what explained in Encyclopedia Britannica of 1984, referring to brain-generated defect in sounding words. Symptoms are associated with the location and extent of involved brain tissues. An afflicted person, for example, although able to move his mouth parts and utter words and able to understand spoken words, may be totally unable to form words himself. Another aphasic person may be able to say the word hopper but be unable to say the word hop. An article named "Aphasia of Chinese Culture: a Flaw in FLT in China"(Cong, 2000)was published in Guangming Daily on October 19, 2000.The author of this article Cong, from Nanjing University, referred to the term of "Aphasia of Chinese Culture" for the first time. He claimed that China's language researchers have realized the significance of cultural teaching, but only referring to the material cultures, Institutions and customs as well as various dimensions of spiritual culture from English-speaking countries. However, the cultural background of the other side in cross-cultural communication--Chinese culture, was neglected. In his opinion, the expression of Chinese culture in English should be incorporated into all levels of English teaching in order to cultivate students' cultural subjectivity and integrity. It wasn't until Cong's advent that people came to realize the urgency of incorporating native culture in FLT, thus came out a lot of writings on its necessity and a series of investigations on "Chinese Culture Aphasia".

### III. THE CAUSE OF CHINESE CULTURAL APHASIA

#### *A. English Craze*

With the policy of opening up kept going on and international communication considered more important than ever before, there are more and more people learning English and English has exerted its overwhelming influence on entering into college, passing the exam of graduates and professorship and hunting for jobs and so on.

International communication is more than ever before and English has become one of the most important international languages. So it is necessary to learn English. But it seems that English learning has deviated from the track of popularity and neglected its original objective and intention which requires nearly everyone to learn English, whether he or she is a driver or just a shop assistant in the supermarket.

There are some negative results of English Craze in the circle of nearly every walks: (1) the waste of teaching resource. In our country the teaching resource is very limited so that when more teaching resource is used on English learning, there must be less for the learning of other kinds of knowledge which are also requisite for students' development. (2) a waste of intellects. There are people who are competent in learning languages and some not, who, however, are encouraged and sometimes are forced to learn English to follow the tide of popularizing English. (3) Most important of all is that English learning at present has affected students' mastery of Chinese culture which is of vital importance for cultural identity of one nationality. English learning has taken students so much time and energy that they cannot spare time to enhance their understanding of Chinese culture and nurture their interest in it and their sense of cultural identity. Too much time spent on English learning has interfered strongly with their studying the subjects concerning their majors because if they cannot pass CET-4, in many universities it is very possible that obtaining their diplomas is totally out of question. Under that pressure, they are unable to spare time to enhance their quality in Chinese culture, let alone English expressions of Chinese culture. Therefore, students are more easily influenced by foreign cultures. They even cannot distinguish the right from the wrong in foreign cultures because they always hold the view that foreign are right. The affection for Chinese culture nearly disappears in their mind where Chinese culture does not have a position that it should have. Unfortunately, they have not enough accumulation of the essence of Chinese culture.

#### *B. The Absence of Chinese Culture Courses in Curriculum Design*

In china, English teaching syllabus at each stage has the supreme authority on curriculum development, textbook compilation, testing and assessment, while all of those elements exert great influence on every aspect of English teaching and learning. To some extent, it determines where we go teaching objective, what to teach teaching content and how to teach teaching approaches. As the embodiment of the cultivation objectives, curriculum design is based on teaching syllabus. According to the syllabus, the cultural courses in ELT is not only to provide students with information about foreign countries, but also to improve their cultural sensitivity, tolerance, and flexibility to deal with cultural differences, to train them to absorb the quintessence of word culture critically and spread Chinese traditional courses, to train their thinking ability and creativity. In China, curriculum of EFL teaching is usually prescribed by the Ministry of Education. The present curriculum design for Chinese Students in College pays little attention on Chinese

culture, which, to some extent, results in the English majors' "Chinese Culture Aphasia".

### C. *English Teachers*

From the analysis of the former investigation, the author think that the ubiquitous phenomenon Chinese Culture Aphasia on college students is not only caused by their own ignorance of studying Chinese culture, but also directly related to the educators. Culture has been considered as an inseparable part of foreign language education. However, in the field of EFL, culture teaching isn't mature enough to avoid problems among which the most serious one is that foreign language teachers and researchers have misunderstood the content of culture teaching and paid most of their attention to target culture (Western culture), but ignored learners' home culture (Chinese culture). No matter in the researches on culture teaching or in teaching practice, the ignorance of home culture is obvious and severe. Strong culture attacks weak culture along with advanced culture obstructing backward culture. That is the inevitable result of cultural choice. Modern Western culture, together with Western political power, military and economic hegemony has obtained the world's cultural authority. That is the enormous external pressure to cause Chinese Culture Aphasia. Lack of clear understanding, equal and peaceful mind, incapability to think about cultural teaching in foreign language education from the standpoint of safeguarding national culture as well as failing to face the challenges of Western dominant culture with strong national self-esteem and self-confidence are the underlying causes of Chinese Culture Aphasia. That is worth serious consideration to educators.

## IV. METHODOLOGY

### A. *The Necessity of Teaching Chinese Culture to Chinese Students in College ELT*

As we know, communication is a kind of reciprocal and two-way activity. In an intercultural communication context, Chinese Foreign language learners are expected to be the "ambassador" of Chinese culture. Chinese college students have the obligation of applying English to introduce Chinese culture to foreign friends who cannot speak Chinese. However, what embarrasses the students is their inability in expressing Chinese culture related topics and matters related to their own traditions and lives, which the foreigners are most interested in. There are two important factors explaining this phenomenon: the students know little about their native culture and can't express them in English. The phenomenon resulted from the latter factor is called "Chinese culture aphasia", first cited by Cong in 2000. After more than ten years of English learning, when communicating with foreigners, many students still can't give some simplest expressions on native culture in English, let alone develop their intercultural communicative competence. The status quo of culture teaching in college ELT partly explains the two factors. For Chinese students, the native culture has been neglected in ELT because of the overemphasis on Anglo-American culture. Chinese students gradually lose their interests in studying native culture because of the current situation of western-centric culture teaching in college ELT. The privilege of western culture will result in the wrong viewpoint that knowledge on Chinese culture is useless for international communications. However Chinese culture is indispensable in ELT because it can be an important resource for Chinese learning English and developing intercultural communication competence. If a large amount of Chinese college students acquire the ability of expressing Chinese culture in English, their English language competence will be improved and the internationalization of Chinese culture will be promoted.

### B. *The Methods to Solve the Phenomenon*

From the previous chapters, it seems that although scholars and educators have realized the important role of home culture in foreign language education and the cause of the Chinese Culture Aphasia. Therefore, an investigation is conducted to explore the current situation of culture teaching for college students, discover the problems involved in it and seek out the feasible solutions.

#### 1. To prepare the reasonable syllabus

Syllabus refers to the teaching guidelines, including the purpose and task of teaching, the scope, depth and structure of teaching contents, teaching progress as well as the basic requirement of teaching methods and so on. In China, English teaching syllabus plays a dominant role in textbook compilation, curriculum design, testing and assessment, and exerts great influence on every aspect of English teaching and learning. Up to now, college English teaching syllabus issued by the Ministry of Education has undergone three significant changes. The fundamental goal of English teaching is to train students' cross-cultural communicative competence, namely, communicate with people from various countries and regions smoothly. In order to adapt to the new situation of higher education and upgrade the overall language teaching quality, The Requirements of College English Teaching is issued at the beginning of 2004. It specifies the teaching objective as: to train students' comprehensive competence of using English, especially their listening and speaking abilities so as to satisfy their needs of communication in their future career in an oral or written way. In relation to the speaking ability in the common requirements of syllabus, it says that students should be able to communicate with foreigners in English to discuss some daily-life topics and make small talks concerning a familiar topic with the use of some basic strategies of making dialogues. Although successful communication requires students' familiarity with Chinese culture and competence for expressing it in English, yet there is still no clear regulation setting Chinese culture holds basic and necessary position. The contents of cultural teaching in college English teaching should include broad culture and narrow culture, home culture and target culture, mainstream and non-mainstream culture. In

classroom teaching, teachers ought to combine language teaching with cultural teaching with various teaching tools actively to offer students the imitated communication scenario to help them consolidate knowledge and improve communicative competence in practice. According to the concrete teaching needs, teachers should use the appropriate teaching approaches. To increase the proportion of Chinese culture in college English teaching, the testing contents and methods ought to be regulated accordingly.

## 2. To improve teachers' comprehensive quality

As the executor of foreign language teaching, English teachers' knowledge and accomplishment, to some extent, determines the teaching effect and development of students' cross-cultural communicative competence. English teachers should first establish a firm cultural standpoint, realize the values of Chinese culture and its unique contribution to the mankind's cultural development as well as the significance of learning home culture is to deepen the understanding of foreign culture, improve learners' ability to identify and appreciate foreign cultures. In view of the shortcomings of current textbook, English teachers should not be confined to reading only Western materials, but should come into contact with English reading materials and newspapers about Chinese history, nationality, politics and technology. Meanwhile, the cross-cultural communicative awareness will contribute to the deep understanding of the differences between Chinese and Western culture together with how to deal with the cultural conflicts gracefully under respective backgrounds. English teachers ought to use correct cultural teaching approaches to imitate the possible conflict scenarios between Chinese and Western culture in classroom teaching, guide students to set up the equal cultural communicative awareness, tolerance and capability to deal with the cultural conflicts.

## 3. Summary

Nowadays, college students can master the Chinese culture well, but their capacity of expressing Chinese culture in English is weak. However, English teachers should also focus on the accumulation of Chinese cultural vocabularies. College English teaching's lack of the contents of Chinese culture and neglect of the teaching of English expression of that is the main cause of the phenomenon Chinese Culture Aphasia. In spite of that, both college students and English teachers hold the faith and hope to search for the effective methods to overcome Chinese Culture Aphasia together through their respective efforts. The author looks forward to displaying the present situation that the phenomenon Chinese Culture Aphasia exists to attract numerous educators' concern and listing the practical teaching approaches to make a little contribution to overcoming the phenomenon Chinese Culture Aphasia.

## V. CONCLUSION

### A. *Limitations of My Research*

The results of the empirical study indicate that students are unqualified to export Chinese culture. To dig out the underlying reasons for such phenomenon, a close examination on such constitutes like English Teaching Syllabus for Chinese Students in College, curriculum design, textbook for Comprehensive English have been analyzed. The analysis indicates that the marginalization of Chinese Culture in EFT is mainly attributed to Chinese Students in College Chinese Culture Aphasia, reflected by the following 3 aspects: (1)the ambiguous description of cultural teaching requirements in teaching syllabus; (2)the absence of Chinese Culture courses in curriculum design; (3)the neglecting of Chinese Culture in textbooks. The author expects those findings will arouse the sensitivity of Chinese foreign language education administrator, textbook composer, language teachers and learners to the significance of Chinese culture in EFT. What's more, it raises the awareness to make improvement and adjustment in current English teaching. Nevertheless, the job I have done in this thesis can hardly be more than tentative, owing to the restricted time, especially my limited knowledge. The study solely focus on the teaching syllabus, courses provision and textbooks, which makes the analysis far from comprehensive, as we know, language instruction involves many components, like students, teachers, materials, teaching methods and evaluation. The thesis only involves part of the material, though it often controls the instruction.

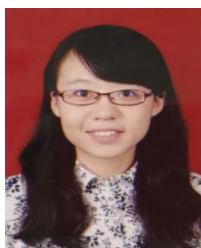
### B. *Further Studies of My Research*

With English becoming more and more popular and pervasive, the discussions about how to teach English are, accordingly, getting more heated than ever before, hence pushing forward the development of culture teaching. The present study is an initial attempt to construct conceptual frameworks and instructional models of Chinese culture teaching in college ELT for Chinese and international students. The main purpose of this thesis is to draw foreign language educators and teachers' attention to the integration of home culture in English teaching for Chinese Students in College, thus promoting the cultivation of students' cross-cultural communicative competence and the improvement of their all-round quality. Therefore, it has a practical significance. However, there are some limitations in the thesis. The present study only investigates Chinese Students in College mastery of Chinese culture and expressive of Chinese culture in English. The study suggests incorporating Chinese culture and diversifying target culture in teaching materials. However, as to which aspects of culture and how many proportions each culture shares need further investigation and discussion. This study solely probes the trouble that lies in expressiveness of Chinese Students' Chinese culture in English and some factors leading to their inferiority in this ability. Further research is expected to explore specific teaching methods, activities and strategies to cultivate learners' ability to present Chinese culture in English.



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# Looking at the Shared Conception of Teaching Literature in an Indonesian ELT Setting

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**Abstract**—This paper uses the Interpretative Phenomenological Method to examine the conceptions that English literature teachers (ELITES) share about literature courses and teaching. The study investigated the experiences of four ELITES who taught literature classes at English education base faculties in three universities in Indonesia. These teachers were interviewed and observed in relation to their subject-matter knowledge in literature, their methods of teaching, their roles and the extent of their students' learning. The findings suggest two main themes: (1) ELITES view literature courses as one of the means of learning a language rather than as a "study" in its own right, together with holding a teacher-centered approach; and (2) ELITES' experienced relational conflicts with their students because of the students' perceived deficiencies in understanding literature, their lack of interest in reading and discussing literary works, their lack of motivation to read and appreciate literature, and their deficiencies in English language. Achieving a greater understanding of the experiences of teachers' conception of teaching literature can improve and influence best practice and possibly improve students' learning. The findings of the study have implications for teacher education departments, literacy educators, literary scholars and pre-service educators.

**Index Terms**—teachers' cognition, teaching, conception, literature, English education, interpretative phenomenological analysis

## I. INTRODUCTION

Research on Indonesian university teachers' professional identity such as their knowledge and beliefs regarding the discipline of teaching literature is scarce. However, the small number of studies that have been done, mainly focusing on teachers' content knowledge within the discipline of literature studies and their attitude towards teaching indicate a similar view about the importance of teacher thinking and beliefs. The present study examines the extent to which professional identity and knowledge profiles identified in previous studies apply to Indonesian teachers of university based education faculties. This article reports on how four English literature teachers (ELITES) from different regions of Indonesia viewed the professional development of their teaching of literature.

This case study outlines the difficulties experienced by early career teachers in teacher education departments when conceptualizing knowledge and learning in the area of literature teaching. The role of the teacher is complicated. In the last few years, numerous writers have identified the characteristics of the complexity of teaching: teachers have to follow different goals and parts at the same time; they have to dominate the content of the subjects taught, from organizing a lesson plan to grading papers; as good as meeting students and managing the personal chronicle of every pupil. Teaching practices differ from many professions because educational practices include a change of actions taking place simultaneously; many positions call for quick action from instructors; many actions take place in the school system; and the effects of many procedures in educational practice cannot easily be predicted (Den Brok, 2001; Doyle, 1986).

One of the most difficult tasks that teachers face is becoming thoroughly familiar with the course content and structure that they are teaching and learning to deliver instruction effectively. If a teacher does not know the materials the students cannot learn. (Thompson, 2002). This implies that teachers have to understand the epistemological discussions underpinning their subject and the need to develop an appropriate pedagogy.

In saying this, the primary intent of the researchers in this study is to grasp the essence of the lived-experience of individual teachers' in literature classes through the use of a different lens, namely that of blended phenomenology and case work. This concept is relatively unexplored in the extant literature in the Indonesian tertiary education context.

Thus far most studies have focused on the individual teacher and the personal qualities that shape his or her international and teaching patterns in elementary and secondary schools. In the present study, the researcher has shifted the focus to the shared views raised, or commonalities of ideas expressed, rather than the individual aspects and this has led to the application of the Interpretative Phenomenological Approach (IPA) which is based on contemporary practices of literature teaching.

It is interesting to observe that even within the same background of study and workplace, teachers are assumed to possess different approaches to literature and educational activity. In researching the challenges of practice, this study proposes to fill this knowledge gap by examining the growth of early-career teachers with two fundamental research questions:

1) How do ELITES describe their conception, classroom practice and their professional preference with respect to teaching literature (courses) experience?

2) What mediating factors challenge ELITES in teaching their discipline in the faculty-based education?

This work aims to report empirical findings on conceptual content knowledge and pedagogical content knowledge about literature teaching and describe ELITES' efforts to define the subject of literature knowledge for teaching and to refine its sub-domains.

This work is targeted to contribute to teachers, teacher educators and all relevant scholars in Indonesia and other countries sharing similar cultural backgrounds, by providing practical insights about teacher beliefs in teaching praxis. In addition, this work is adding to the body of knowledge base in terms of teacher thinking and exercise from an Indonesian standpoint. (Maulana et al, 2011).

## II. METHODS

### A. Research Design

This research adopted an interpretative phenomenological analysis (IPA) as a distinctive qualitative approach which places itself firmly in the field of psychology. The IPA rooted in psychology is used as methodology to seek how individuals perceive knowledge and make meaning through their experiences. (Smith & Osborn, 2008). The mind that ground this premise is that individuals are actively taken in their life-world and are continually reflecting on their experiences to gain understanding. (Smith, et.al, 2009).

The research used this method for two reasons: First, IPA's concern passes into one's own thinking on the field in order to get an insider's view of the phenomenon. Second, IPA attempts to interpret these accounts in order to gain an understanding of and an unravelling of the relationship between what individual teachers think (cognition), say (account for) and do (behavior). Second, IPA practitioners share a commitment to the exploration of personal lived experience.

### B. Participants

The approach to recruiting participants for this IPA study followed from the theoretical account of the epistemology of IPA. This requires that the four participants participating in this study were chosen purposefully. The sample consisted of four English Literature teachers (ELITES) with 5 to 8 years of teaching experience (early-career) in an English Education Department. The four teachers met the further criteria as follows: (1) a non-education disciplinary background; (2) literary studies specialization at the undergraduate level; and (3) employment as early-career teachers in the education based department. The pseudonyms given to the participants are AKAS, PRATIZA, FIRTAS, and HABIB.

### C. Data Collection

As described above, IPA intends to understand the existential world of the individual participants, leading to the choice of semi-structured, one-to-one interviews consisting of a range of open-ended questions to gather information. Breakwell and Smith (2006) state that the immense majority of IPA studies have been based on data obtained from face-to-face semi-structured interviews and this method of data collection might be considered exemplary for an IPA. (p. 329).

The interviews focused on subject-matter cognition, pedagogical approach, teacher self-identity, and how to judge students' learning. In the last phase, the subordinate ideas and sub-topics for the study as a whole were established. Two distinct themes that illustrated the participants' experience and conception of the literature course and the tensions experienced in teaching were identified. The time allotted to the interviews was between 60 and 90 minutes, each interview recorded and transcribed verbatim.

### D. Data Analysis

The data were analyzed using Interpretative Phenomenological Analysis (IPA). This IPA study adheres to four main stages of the process (Smith, 2009). In the initial phase, the researcher reads the whole transcript to get thoroughly familiar with the information. It is useful to put down some observations and musings around the interview experiences, as well as any other sentiments and remarks regarding the potential significance of the data, in the left margin of the transcript using electronic word review. This is accompanied by a textual analysis that sets out notes and remarks on the transcript. The second stage involves an exploratory commenting. It is an initial noting to examine the content on a very

exploratory level to transform the initial notes into the emergent themes. In the third stage, a table of themes is produced. The table indicates the picture of major subjects and the sub-topics. An illustrative data extract or quotation is shown alongside each theme, followed by the line number, making it possible to look into the context of the extract.

### III. RESULTS AND DISCUSSION

#### A. ELITES' Conception of Literature and Teaching

##### (1) Conception of Literature

ELITES perceived literature teaching through a lens that combined course characteristics, the relative importance of literature in the curriculum, preferred pedagogical practice and the utilitarian aspect. Data in Table 1 below summarize these conceptions:

TABLE 1  
THE ELITES' CONCEPTION OF LITERATURE GAINED FROM THE INTERVIEWS

	Nature & Characteristics of Literature	The Role of Literature in English Education
<b>AKAS</b>	<ul style="list-style-type: none"> <li>• The genres of poetry, prose, and drama that contain specific values or culture</li> <li>• A new area for students so they lack knowledge about it</li> <li>• It is a source of learning</li> </ul>	<ul style="list-style-type: none"> <li>• Literature course occupies a small place in English Language education curriculum</li> <li>• Literature is auxiliary &amp; peripheral</li> <li>• Literature is not relevant for student's future career; they want to be an English teacher, not Literature teacher</li> <li>• Lit-course as a mean for developing reading skills and appreciation</li> </ul>
<b>PRATIZA</b>	<ul style="list-style-type: none"> <li>• Creative reflection of author's real life in the form of fiction such as poetry, prose, and drama</li> <li>• Canonical texts are good to use</li> <li>• The language of literature is difficult, especially classics</li> </ul>	<ul style="list-style-type: none"> <li>• Lit-course as a means for developing language, enriching cultural knowledge, and critical thinking skills; e.g. drama texts support students' critical analysis and thinking and students' language skills</li> <li>• Literature should be integrated into the language curriculum</li> <li>• Students have limited language proficiency to understand literary texts especially classical texts</li> </ul>
<b>FIRTAS</b>	<ul style="list-style-type: none"> <li>• It is about the life and comparison of people's life, cultural values, and language</li> <li>• It brings secret things to people</li> <li>• The literary text consists of intrinsic and extrinsic elements</li> <li>• Classical text is okay since it contains the elevated style of language and culture</li> <li>• Literature is a barrier the students because they have limited capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Lit-course as a means for language development &amp; critical thinking</li> <li>• A lit - course such as drama can develop students' communicative skills</li> </ul>
<b>HABIB</b>	<ul style="list-style-type: none"> <li>• Literature Should be made familiar to students</li> <li>• It is text that is different from other kinds of texts</li> <li>• It is a creative art which concerns with human beings using the artistic expression.</li> <li>• Literary Text, especially poetry, is different from other kinds of authentic materials; it is time consuming to use in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Literature is important because it is the sources of learning English</li> <li>• Literature can support students' four basic English skills</li> <li>• Lit-course as means for understanding aesthetical values, developing thinking skills &amp; generating Knowledge</li> <li>• Literature in the education department occupies a quite different focus from the Faculty of Letters (cultural science).</li> </ul>

Information in Table 1 shows a shared conceptualization among ELITES as follows.

##### (a) The Knowledge of Literature.

In this aspect, ELITES shared a similar view of the nature and characteristics of literature. They took literature to refer to the works created by an author in the different genres - prose, poetry, and drama - that contain special values and cultural knowledge. They acknowledged that teaching students with these understandings of literature were challenging because students bring different degrees of language ability and cultural consciousness. They generally defined literature as a resource rather than a subject field. The ELITES viewed literature as culturally valued text reflecting human life. The ELITES' conceptualizing literature as a text of fiction and non-fiction stories indicated that they concentrate mainly on using literary fiction with a capital "L" in teaching. It is discernible that the literary text used in their teaching is based on the use of prose, verse, drama, and Literature in ELT. McRae (1991) suggests that literature is divided: literature with a capital "L" which refers to the works of prose such as short stories and novels, poetry and drama and so on, as distinguished from literature with a little "l" which includes imaginative texts which can be used as language instruction resources and are not normally studied as literature; for example: advertisements, newspaper headlines, articles, jokes, puns and songs, computer games etc. It is necessary for ELITES to think about both possibilities of literature with a capital and small "l" in language teaching as suggested by Rae above.

The majority of ELITES also perceived Literature as having the potential to assist students to understand language, another culture, and the multiple interpretations that are part of the literary text. Interestingly, the majority of in classroom practices focused mostly on discussing literary aspects such as plotlines, characters, emotional and moral aspects, rather than using those aspects to extend students' language skills such as listening, speaking reading and writing and vocabulary development in classroom practices. Given their contradictions between statement and practice, it is clear that teachers need to see that literature is more than just a textbook; it is a linguistic process, acculturation, and

knowledge used as a tool for language teaching rather than an end goal. Teaching language through literature, according to (Lazar, 1993, p.2) provides invaluable source of language features and cultural material and values. Literature, encourages language learning, expands students' language awareness and reading abilities, claims which might be related to the role of stylistics in the field of literary texts (Short, 1988; Lazar, 1993; Cook, 1994; Short, 1996).

*(b) The Role of Literature.*

In this aspect, the placement of literature in English teaching classes was described by the majority of ELITES as occupying a marginalized position. From this perspective, they argued that literature in English Teacher Education Faculties generally received less attention in the language curriculum. In referring to these beliefs, most ELITES advocate that the role of literature in the curriculum should, at best, be served as integrated form with other language courses such as basic English skills because the main purpose of using and teaching literature in English Language Teacher Education (ELTED) is to develop linguistic usage other than values related social and cultural issues.

Another finding that came out from the discussion was the belief that literature is sophisticated, containing difficult language, lack of practicality and is distant from English education students' prior knowledge. Hence, teachers in the field suggested that students need to be familiarized with literature including its specific characters and difficulties. Regarding these features, two of the ELITES (PRATIZA & FIRTAS) believed that students should be made to engage with canonical texts. However, the other two participants in the study disagreed, maintaining that such engagement is overly hard and requires too much time and moreover, It will not help students to fulfill the curricular objectives around language skills development. Whilst all ELITES acknowledge the particular difficulties for them of using literature as a language teaching resource, they, at the same time, acknowledge that literature has a certain potential in ELT teaching. Literary study as a whole is believed to hold potential in at least three of its strands. *First*, the literature strand aims to engage students in the study of personal, cultural, societal, and aesthetic values. Literary texts were judged to enrich the lives of students, expanding the scope of their experience because of it represents interesting features and styles. Likewise, it can also develop students' understanding of human experiences. *Second*, in relation to the language strand, literature may develop students' language features and styles how it is used. These linguistic characteristics enrich the knowledge of the variety of language usage in effective communication. *Third*, the literacy strand can expand the repertoire of English use, accuracy, and eloquence.

Contrary to expectation, an idea appeared among all ELITES regarding the function of literature (courses) in language education, namely that they all stated that literature should be positioned as sources of learning rather than as the end goal of the study. Unfortunately, none of them in practice treated literary texts as dealing with resources to reveal language use so as to develop students' language skills and vocabulary. As Borg (2003) has also affirmed, what teachers say they do they do not do. This implies that what teacher actually says they do does not entail its occurrence in a schoolroom. It is clear from ELITES' description that they provide literary texts solely in order to interpret the meaning implied.

Another idea arising from the data was that one ELITE, HABIB, avoided using 'Poetry' in teaching since it was time-consuming. In his interview, he stated that his students don't like to read, and don't have enough knowledge of and familiarity with the culture underlying poetic texts. Poetry is usually short but it is a condensed form of work that contains difficult diction. Nevertheless, the majority of ELITES opined that the students tend to be interested in the literature course if they are given texts that pertain to their involvements and to their lives.

They also generally reach consensus that when literature was incorporated, it made joyful learning and activities. The ELITES' views supported Hall's (2005) arguing that literature is that it is supposed to be pleasurable. The four ELITES assured that literature-based activities encourage joyful learning.

A significant insight that is gained from the data in table 1 above is that all ELITES complain that students in their classes struggle with the literary concept and literary aspects. Teachers in this study suggested that students do not possess sufficient understanding of a literary text with respect to terminology, the foreignness of content, and nor do they possess sufficient knowledge and intellect and reading motivation; therefore, they will not help students to meet the same curricular objectives. They also feel that literature's role in the English education curriculum is, at best, integrated, serving as inter-dependent with language to help students acquire basic English skills. In this regard, the ELITES feel the need to be wary about such factors as the learners' language proficiency and background knowledge when choosing texts for students so that they are exposed to certain types of literary texts. This is in line with Vygotsky's (1986) assertion that students will not learn and read beyond their proximal capacities and levels.

*(2). Conception of Teaching Literature*

The conception of teaching in this field refers to teacher's cognitive dimensions such as prior knowledge, images, beliefs, meanings and self-efficacy attributes concerning the study of literature that may come into play and influence their teaching practices. Findings from the interviews related to these aspects are presented in table 2 below:

TABLE 2  
THE ELITES' CONCEPTION OF TEACHING GAINED FROM THE INTERVIEWS

	Teaching Literature	Learner's Interest & Attitude	Role of Teacher	Teaching Materials	Method of Teaching	Goal of Teaching
<b>AKAS</b>	Delivering knowledge and skills	Acquiring knowledge and skills; passive receivers	Deliver and resource provider, friend of students; the only person who determines students learning	Prefer using short story for reading comprehension; Using films to motivate students	One-way lecturing plus focusing on reading and analysis of literary aspects; such as narrative plotline, character, the point of view, etc.	- To - attitude promotion (appreciation)
<b>PRATIZA</b>	Supporting facilitating learning and sharing information	Depend on teachers' and less creative and active	Guide, leader and facilitator and good model for students	Follows the classic materials; does not meet the needs of students and match with students' level	A variety of methods emphasises activities and interaction	Developing understanding and ability, knowing how to learn
<b>FIRTAS</b>	Teaching as sharing and listening to students' Changing students attitude	Sometime resistance to literature especially literary theory	Model of good learner with good attitude	Follows the classic materials	- Knowledge/skill transfer - combined classroom and outbound activities - Expert-authority in combined with attractive-authority	Active and independent in learning; fostering good attitude
<b>HABIB</b>	Facilitating and guiding good conduct	Less motivated to read and resistant do task	Role model of good conduct, friend of students		- Knowledge/skills - Expert-authority; expert-organizer	- Knowledge delivery - Ability development - Language mastery - Promoting Attitude(appreciation) Preparing for exam

Significant features of the data presented in Table 2 are discussed below.

(a) *Teaching Conception in Literature Instruction.*

When the ELITES spoke of their English literature class and their experiences of them, almost all believed that students' enjoyment and engagement hinged upon the teacher. The ELITES' conceptions of teaching can be resumed as follows: teaching encourages students to learn; teaching is an educational process directed to change student's conception or apprehension of the world; teaching is facilitating students' understanding; teaching is a transmission of knowledge and attitudes within an academic field of study; and teaching is as telling information.

The profile most frequently mentioned was the teacher who contributed knowledge to students and astounded them with interpretations. The ELITES were inclined to position themselves as the only expert-authority responsible for students' learning and superior knowledge. The method of such a teacher was to begin the schooling the year by plunging herself and the students into an interpretation of every component of the narrative being studied. The ELITE would read a section or an excerpt of the narrative and then explain it to the students. The role of the students was merely to receive her interpretation dutifully and to keep listening. The students were not inclined to speak up in class or to engage in discussion, not because they were reluctant or not motivated to do so, but because of the materials were of no interest to them and too difficult for their level of language ability. PRATIZA typically indicated that the teacher would "go on talking about herself in the classroom." From such a teacher, she indicated students learned the least.

With the profile in mind, all ELITES appeared as only the analyzer of the text rather than as the language instructor. As an analyzer, the ELITE appears as the teacher who does not affect either the culture of students or the students' understanding of textual content in the interpretations or discussions. This teacher would divide the text into its intrinsic literary elements - characters, plot, climax, resolution, narrator, setting, a point of view and so on. This indicated that this type of teacher did not focus on the extrinsic elements such as introducing the author, his ethnicity, and background of the author to connect the writer with what he wrote." Thus, the ELITES felt that their efforts at interpretation proved sometimes faulty because they lacked information on the background of the writer.

The results indicated that all ELITES merely focused teaching on literary aspect for understanding text rather than language educational activities. The students would take the story, respond to some questions and discuss such elements of literature as a plotline, characters, setting, theme and other intrinsic factors. Each week, the students looked for the elements possessed by the text they were reading, for example, short stories, in order to provoke discussion and to write a critical essay. The ELITES also indicated that literature classes that focused on the components of literature did this at the expense of getting meanings from the story. Therefore, students were not involved in the process of constructing meaning or of negotiating it inside the classroom. And as a result, they perceived many of the stories that they took with such a language teacher as pointless and as not related to their culture. Similarly, the students found the task hard because of the particular language features of the texts that were prescribed.

(b) *Teacher and Student Roles*

Teachers' beliefs about knowledge influence the way they understand learning and instruction. (Shkedi, 1997). Some ELITES differed in their perspective of cognition. One teacher (AKAS) expressed his ideas about students and knowledge, saying that most of the time he is *"the only one who thinks about the target for the students' learning. The students just do it for that day."* Others (PRATIZA and HABIB) began to consider themselves as a generator of knowledge (Cochran-Smith, 1994; Marble, 1997). Their position in their classroom was consistently stated as being one in which, as PRATIZA said, *she came to regard knowledge as constructed and saw that "in teaching, I too see myself as the facilitator as well as a coach for the students' learning"*. With this in mind, this ELITE viewed her students as no longer passively receiving knowledge, and her teaching as no longer dispensed expertise. Yet, according to the view held by the majority of ELITES, knowledge is transmitted to students. Indeed, entirely of the ELITES, in this study supported this perspective and talked about knowledge as something that *"derives from the teacher, and we know students have memorized it when they can apply or present it."* Students absorb the information that the teacher passes on to them. Still, they sounded out one thing that is the opposite of another function. PRATIZA and HABIB, for example, had ever said that teaching is transferring and sharing knowledge and experience to students."

Regarding students' learning, all four ELITES thought that their students were not independent in learning, showed less participation, and were uninterested and unmotivated to learn literature. Several types of 'barrier' can be found in the teachers' reports. First, the barrier of unfamiliar vocabulary. Linguistic communication is, of course, a means of producing communication and closeness, but this is not the situation teachers describe with regard to the words of the literary text. The teachers describe a lack of command of linguistic communication and concept among students. Even, for example, in the contemporary literary text, there is an impression that in all cases of the conflict with the text students perceive the words as strange and wholly difficult to them. Secondly the sentence structure is also a source of difficulty; students learn the literary text sentence structure as peculiar.

Thirdly, there is the roadblock of the foreignness' of content. All ELITES view the strangeness of the texts as a roadblock to learning. The 'foreignness' of the content discourages students to learn, which may easily occur in relation to the cultures of other peoples, but sooner that they create a barrier and even a sense of antipathy. Lastly, at that point is the barrier of knowledge and intellect: for these students, the ideas expressed in the texts are characterized by a lack of explicitness and sometimes by abstractness. This sometimes creates frustration to students. The frustration leads to lack of motivation and of willingness to overcome it. It's difficult for them to comprehend concepts that aren't relevant with their everyday life. These issues that constitute the literary, textual study a task calling for intellectual effort and appropriate readiness. It is no wonder that the four ELITES count these influences among the barriers between the student and the world of the texts. The teachers described a lack of basic knowledge upon which continued learning can be grounded. This includes general background knowledge, basic skills, intertextuality and with basic concepts and literary terms. An additional difficulty is the students' inability to see the textual matter in the context of its own time and the reality of the universe to which it concerns.

As might be expected, some of the aspects that were mentioned in respect to what gets a teacher effective were reiterated in the answers to doubts concerning the characteristics of an effective lesson. There is a trend for all ELITES to emphasize the teacher-led aspects of the literature teaching in the classroom rather than student-centered learning, although they acknowledged that the student-centered aspects are their concerns. It is noteworthy that Watkins (2008) puts forth the notion of learning center-ness and not just learner centeredness.

#### (c) *The Preferred Literary Text Materials for Teaching*

As the analysis of data reveals, there are several points that ELITES took into account for selecting literary text for their students: (i) language competency of the students; (ii) the length of the text, (iii) relevance to students' culture or familiar experience; and (iv) students' interest.

##### (i) Students Language Competency

Most ELITES in this study shared agreement about the use of literary texts based on the students' level of language proficiency because students might feel demotivated if they are not linguistically ready. Nevertheless, some of the ELITES were not uniform in their assertions. At one time, they would report that the language of classic literature is so distant to the linguistic level of the students, but on another occasion say that they used classic texts in their teaching. These practices were related both by PRATIZA and FIRTAS who employed classic dramas in their teaching such as "Pygmalion" by George Bernard Shaw and "Waiting for Godot" by Samuel Becket. These dramas are too long and one of them is a play in the genre of the absurd. Relevant to this, Carter and Long (1991, p.5) suggest that it is more truthful to select literary texts which are not too difficult for students to comprehend". It is additionally supported by Hill (1992, p. 142) that literary texts which consist of many unfamiliar of words or expressions discourage the students.

##### (ii) The length of the text

Considering the length of texts, the data show that not all ELITES agreed to consider Lazar's (1993) mentions that teachers demand to mix in the amount of class time available when choosing literary texts, and that teachers should hold in mind whether they have enough time available to work with texts in class, how long students have to ferment on the text at home (reading) and how much background data about the text, the teacher asks to present scholars. (p. 55). Contrasting findings are presented in this study since PRATIZA and FIRTAS preferred using classic drama in their instructions. Only two ELITES, AKAS, and HABIB appeared to consider literary texts of a more contemporary level. Both these ELITES tended to use short stories in class because the textbook would not absorb so much time to read in

class. They are also not keen on using poetry, even it is short, because of its difficult language and the time it takes to learn it.

### (iii) Cultural Familiarity and Needs

In respect of the themes of literature, ELITES selected texts with regard to teachers' and students' cultural competence. Cultural material that is beyond the students' competence will not incite the students to learn. Hill (1992) mentions that the subject matter of the text should be relevant with the issues or themes which the students' experience. (P. 142). Carter and the Long (1991) share this perspective that the composition of the texts must relate to some extent to culture of the lecturers. (142). For this issue, Lazar (2008) notes that "literary texts which may appear to be really remote in time and place from the Earth today may still hold appeal for students in different nations around the world. *This is either because they agree on issues which are relevant to them, or they deal with human relationships and feelings which strike a chord in their' own lives.* In this sense, it is an excellent means of inspiring students to read literature whose setting and culture are familiar to them.

### (iv) Students' Relevant Interest

All ELITES in the study noted that it is significant to choose texts which can take the kind of personal experience that will arouse the learners' interest. If the students' minds, experiences, and needs are wholly at variance with what they are asked to read, it is useless to expect them to be motivated. One relevant research study points out that if the assigned literary text is meaningful and enjoyable, students will try to overcome the linguistic obstacles enthusiastically (Collie and Slater, 1994: 6-7).

Discussing of this section, the authors would like to quote Carter's and Long's (1991) statements that teachers should select literary texts to which "students can respond and in which they can participate imaginatively, which will construct the reading of literature a memorable, individual and collective experience". (p.3). There is a full variety of literary texts available. Thus, the subject of "difficulty" in regard to literary texts should not be exaggerated. Literature might seem to present special difficulties, but carefully selected, it can be really rewarding.

Considering the reference materials, all four ELITES bring different tastes to choose texts for study. PRATIZA and FIRTAS like to choose canonical classic texts because of their elevated style and higher possibilities of revelation, while AKAS preferring to employ non-canonical texts: "simple short stories are interesting". The latter study was supported by HABIB, who sounded out that not only do short stories have manageable length but also contain exciting characters and yet simple plots that make them more accessible to the students. Although HABIB considered poetry is shorter than most of the other genres of literature, but its structural and linguistic complexity, especially the particular use of vocabulary, would be overly problematic for his students. HABIB's experience told us that the widespread reasons for many other ESL educators who hesitate about the purpose of poetry in their teaching. Teaching poetry is hard to understand because of its symbolic words and its metaphorical expressions" (see Lazar 1994; Short 1996a). PRATIZA also felt less eager about the use of poetry into teaching. She attributed her disinclination to her experience of struggling to find poems with relevant topics or ideas, maintaining that appropriate themes were easily available and plentiful in other types of literary text.

### (d) Teaching Method

The findings regarding the ELITES' teaching methods showed that most ELITES' views are still firmly rooted in the traditional view of knowledge. Their practice has not substantially confirmed their acceptance of a reformed approach to teaching since all of them still view themselves as "monopolizing" and "selling" knowledge. For example, each of these ELITES still recognizes teaching as 'telling' in one hand and 'receiving' in another hand. They are inclined to position themselves as expert and teller of knowledge from one person to another. This conception of teaching drives their teacher decision making down traditional method or teacher-centered pathways. In addition to the roles the ELITES play, it could be assumed that the majority of the ELITES place themselves as expert-authority and students as the passive recipient of knowledge. These conceptions were reflected in their comments that: "*students lacked prior knowledge about literature; the literature was so distant to them, and literature has a spectacular style and difficult use of language; the role of literature in the language curriculum was so limited*". The accounts implied that teaching and learning in literature course should be conducted in an integrated manner; language and literature should receive balanced attention in the language education curriculum. Through the habit of this model, students may become more aware of familiar grammar, vocabulary or patterns of discourse that may be practiced effectively in several genres and may uncover them to the formal rules of written speech.

Further, ELITES' comments on defining teaching as instructing, transferring, sharing and informing knowledge to students demonstrated that they understood their role as being that of knowledge transmitter. This view was generally acknowledged that the interaction between teachers and students in the classroom was very one-sided. Teaching manifested in classroom practices placed students as only absorber information from teacher rather than they actively generate their own knowledge and learning process. In observing those ELITES' classroom teaching practices, the researcher argued that most ELITES are still persistence on the transmissive approach to teaching where knowledge is generated by lecturers.

However, some inconsistency appeared in the instructions made by a majority of the ELITES involved in this inquiry. This was supported by data obtained from the interviews showing different or even contradictory opinions about conceptions of teaching. When one of the ELITES, PRATIZA, was asked her conception about teaching, she



acknowledges that teaching is a process ‘to deliver knowledge as well as methods and skills’, but when requested to response about her role as teacher, she answered that she was a model/ tutor's role in assisting student learning’ (PRATIZA). The former answer reflected clearly a molding orientation while the latter implied a cultivating orientation. It implied that a lecturer’s stated conception is in unalignment or in contrast with his or her classroom practice. There is no one-to-one correspondence between stated conception and classroom practice. A lecturer may have one strong belief but in the classroom practice, a lecturer might apply different and sometimes contradictory practice. Considering this case, authors argue for the importance of considering academics’ underlying intentions in approaching their own development as a teacher, and not only the developmental methods and strategies they engage in. Teaching development involves more than content, methods, and consequences; being a teacher requires continuing development of how to teach students a lesson.

*(e) Teaching Goals.*

The goals of teaching that emerged from the ELITES’ data can be broken down into knowledge delivery, ability development, attitude promotion and conduct guidance, and exam planning. This research is similar to what Gao and Watkins (2002: 66-68) discovered in China, namely that teaching is described as content knowledge development, ability improvement, attitude promotion, and cultivation and preparation for the exam. At the degree of pedagogical awareness, each teacher articulated a clear vision of his goals for his students. Yet, he proceeds to articulate the pedagogical significance of literature in terms of a linguistic resource such as increased writing ability and cultural enrichment for the student.

*B. ELITES’ Challenges in Teaching Literature Course*

The results of the interviews with ELITES are summarized in table 3. The following sample responses may give a clear indication of ELITES’ feelings of tension between teachers’ beliefs about literature and classroom-context factors: student ability in literature, student attitude towards literature, classroom management.

TABLE 3  
FACTORS SHAPING ELITES’ CHALLENGES IN TEACHING LITERATURE COURSE

Themes	ELITES			
	AKAS	PRATIZA	FIRTAS	HABIB
Students’ limited language skills and interest in reading	- low ability in reading complicated text such as novel - receiving information & knowledge from each other	- low-level English proficiency - low reading interest in the long text such as novel - dependent; would be active in the created situation	- less active and not enthusiastic, some could be motivated	- resistance to reading assignments especially long text, novel - dependent on teacher’s direction
Limited knowledge of literature	- lack of prior knowledge of literature	- lack of literature knowledge	- lack of knowledge and not understand literature	- unfamiliar with the literature - students are not able to organize learning.
Classroom management	- passive & unresponsive - low motivation	- passive & lazy to practice - resistance sometimes to a part of the literary materials or topics - happy with practical materials rather than theory	- resistance to materials which are related to the theory - prefer practical materials rather than theory	- resistance to reading tasks, low ability and attitude towards literature

*(1) Teaching Literature to Weak Students*

The majority of ELITES explicitly expressed that the biggest challenge was to teach weak students about literature, saying that students just wouldn’t read the literary text no matter how much time they gave them. For students, it is really hard to discuss story (plot, themes, characters, etc) when they know nothing about the story. The ELITES further commented that a lesson would not be successful until the teacher presented them with a simple narrative and then attempted to elicit simple answers from students (AKAS and PRATIZA). Further, ELITES said weak students did not like literature if it contains difficult words to spell and to read. As a text for study, poetry presents a problem for weak students. The sentences do not make sense when the meaning of the individual words is not known. For such students, ELITES employ strategies such as selecting materials for students that do not exceed their ability to grasp the meaning. To sum up, language is a challenge for the weaker students that require teachers to resort to particular techniques. Teachers have come to terms with the fact that they cannot make all students react to the literary text word for word and understand it but they can make them interpret the storyline using their own techniques.

*(2) Students Lacking Interest in Literature Activities and Discussion*

The second language literature classroom as described by ELITES as characterized by marked learner passivity. In FIRTAS’s and PRATIZA’s classes, for instance, the better students were not really interested in carrying out activities and discussions involving the novel or poetry but would from time to time ask about the possible questions to be asked in the examination. It is in fact very difficult to maintain their interest in ‘learning’ or studying literature in the classroom. This situation is supported by HABIB when he reported that sometimes he would be baffled by the students’ lack of interest and the lessons would end up in lots of punishments and force. In summary, students were too exam-

oriented and would really panic and get upset when they were not instructed to resolve certain queries. Often times, they 'haunted' their teachers to give them clues on the exam questions and would go all out to memorize model answers just for making good grades in the literature class.

### (3) *Less Motivation to Read and Appreciate*

It is always challenging for all ELITES to arouse students' interest in reading, especially novels. They noted that students do not appreciate literary pieces as much as the ELITES themselves used to in those good old days when they were students. They also observe that students these days do not read much literature on their own either, outside those allotted them for study. Possibly, this is due to the ever-advancing information technology where students are exposed to more social websites and entertainment sites such as Facebook, myspace, online games, etc. in comparison with which they may find reading literature boring. As a teacher, he or she must be aware and must anticipate these shifting trends in students' style of learning and needs. He or she must be quick to confront the students who do not read the literary pieces assigned to them. (<http://harass.stanford.edu>). As HABIB has reported, he remembered experiencing bad mood and feelings of anger when he found students refusing to do presentations or not completing homework or other assigned tasks. Teaching appreciation of literature and teaching for examination are two dissimilar things. The fact is, examination sets the direction of the teaching and learning in the educational setting explored in this study, and students and teachers realize this. However well-meaning the teachers, literature cannot be 'appreciated' to its fullest if it is applied as a tool to evaluate students through testing.

### (4) *Students' Deficient in Language*

Basically, the challenges faced when teaching literature was similar amongst all the teachers in this study. As the ELITES reported, they actually have a problem with language as most students were not able to engage with literary pieces because they are not advanced enough in linguistic levels. Two ELITES (HABIB and PRATIZA) have observed situations where students have trouble to understand poems. This is due to the stylistic features such as figurative languages such as symbols and metaphors. HABIB, therefore, does not want to use poems to teach in his classroom because it is time-consuming. Other factors that might make it difficult for students to learn literary pieces such as poetry include the student's limited vocabulary in English and lack of background knowledge of the culture in the story. These facts halted the effective teaching of poetry and other pieces of literature.

## IV. CONCLUSION

The predominant insights that can be drawn from the data gathered for this study include the following:

(1) All ELITES draw on some aspects of the views, approaches, and emphases concerning the ways in which literature is conceptualized in ELT. In the dimension of subject-matter knowledge, Literature is viewed by most ELITES in terms of three main strands: literature, language, and literacy. In the literature strand, teachers consider that students can engage in the study of the literary text in regard to personal, cultural, societal and aesthetic and creative values. The literary text was judged to possess the potential for enriching the lives of students, amplifying the range of their experience, and representing interesting cultural ideas. It is likewise perceived that literature creates an opportunity for students to appreciate and to create their own literary text, enriching their understanding of human experiences and the capacity for interpretative skills to achieve literary understanding. In the language strand, ELITES considered that literature can develop students' English language usages and styles; they learn how language enables people to interact effectively. It builds students' knowledge about how language can be used for aesthetic ends; students interpret, appreciate, evaluate and create literary texts such as short stories, novels, and drama. For the literacy strand, literature is viewed as sources of expanding the repertory of English usage and as a medium to develop abilities to interpret and create text with appropriate accuracy and fluency. Other than potential strands, insights emerged from ELITES regarding Literature was that Literature was sophisticated, containing difficult language, lack of practicality and distant from English education students' prior knowledge. Consequently, it will not help all students to meet the same curricular objectives. In addition, teachers in the study feel that literature in the English education curriculum is, at best, not peripheral, serving not as an independent course but as an integrated one;

(2) ELITES' challenges and relational conflicts related to teaching literature courses stemmed from multiple sources such as students unfamiliar with the study of literature, students uninterested in literature-teaching activities and discussion, students with low motivation to read and appreciate literature, and students deficient in language. While ELITES complain that students in their classes are faced with difficult literary texts and, therefore, with difficulty learning the presented literary concepts, ELITES nevertheless assumed that literature is however potential for engaging students to literary concepts and aspects through texts that are written at an appropriate reading and language level of proficiency. Going along to pick out traditional canonical texts that pose several obstacles to students of the "microwave generation", that are irrelevant to the students' lives and interest, and require a teacher's aid to decipher meaning, will constrain the time available for truly teaching literature in the schoolroom. Encouraging students to study literature increased literacy skills, which in turn it requires teachers challenge and re-imagines some of their traditional approaches to literature teaching.

The findings of this study support the utilization of literature in the English Language Education curriculum has already put forward. Literature offers teachers reasonable options for teaching language because it (a) contains literary devices and interesting linguistic styles that attract students' interest; (b) develops language skills through extension

activities with appropriate literary works; (c) provides a bridge for reluctant and struggling readers to successfully read classic works of literature; and (d) builds literacy skills in students.

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# A Survey of Effective Classroom Questioning in College English Teaching

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**Abstract**—Classroom questioning is an effective teaching strategy. Questioning in classroom is not only an important source for students inputting language, but also a contributing factor for students outputting language. It plays a critical role in promoting the communication and interaction between teachers and students. Whether the class teaching is effective or not, mainly depends on questioning. Therefore, effective questioning can stimulate students' interest and motive their enthusiasm in study and then to achieve better teaching effect. More and more attention is paid to the classroom questioning home and abroad, but there is a lack of attention given to the classroom questioning in college. On the basis of the previous achievements, the author makes a survey on the freshman majoring in English in Shanxi Normal University. And through the analysis of the situation in college classroom questioning, the author tries to discuss the existing problems and put forward some improvement suggestions. The research will help teachers to find their problems in questioning and improve their questioning skills and then to promote the English teaching.

**Index Terms**—questioning situation, effective classroom questioning, College English class teaching

## I. INTRODUCTION

### A. Background of the Study

Since the new reform of curricula, the traditional roles of teachers and students have gradually been changing, as well as the traditional models of teaching and studying. The new curricula are trying to develop students' spirit of active learning and exploration. Besides, it cares more about the ways to acquire knowledge and development of thinking ability instead of focusing more on the quantity of the transmission of knowledge. Therefore, teachers should act as the promoters and decision makers. In order to achieve this goal, we should pay more attention to the effectiveness of class teaching. Whether class teaching is effective or not largely depends on classroom questioning. In recent years, more and more attention is paid to the classroom questioning. For example, Wu (2011), Zheng (2009) and many other scholars' researches analyze the existing problems in classroom questioning. They mainly analyze from the four aspects: the type of question, the distribution of question, the wait-time and the teacher's feedback. Through the study of the most scholars at home and abroad, the author finds that the most of the studies are in the theoretical stage, but they are not applied to the practice. And there is lack of attention given to the classroom questioning in college. So it is necessary for us to investigate the current situation in college English classroom questioning so as to improve the teaching effect. The effectiveness of questioning has a direct influence on the teaching effect and the development of learners' thinking ability.

### B. Purpose and Significance of the Study

Questioning can be used as a kind of classroom interaction for teachers and students to communicate and intercourse and then to promote the English teaching. However, due to the pressure from exam-oriented education, teachers and students all make great efforts to get high scores. So under the stress, teachers often ask many informational questions to help students remember knowledge. And some teachers are unaware of the problems in the type of the questions, the distribution of question, the wait-time and the teacher's feedback.

The aim of the study is to make teachers and students aware of the existing problems in college English classroom questioning by analyzing the current situation in college English classroom questioning. And meanwhile English teachers should try their best to ask questions effectively to stimulate students' interest in English learning and active thinking dependently, thus can improve the learning and teaching effectiveness, and finally can promote students' full and healthy development.

## II. LITERATURE REVIEW

### A. The Definition of Effective Classroom Questioning

Questioning is a kind of signal stimulus and it can cause students' reaction. Class questioning refers to teaching indication or a stimulus about what has been studied by students or a direction on what to do and how to do thing.

Effective classroom questioning is a process where teachers use appropriate language to raise proper questions in teaching, and provide reasonable feedback according to students' answers, so that students can acquire knowledge and

thus teachers achieve comprehensive teaching goals, under the guidance of specific teaching objectives or tasks. From the concept of effective classroom questioning, we can see that classroom questioning is not simple questioning and answering, but is a process of students' self-discovery and self-learning under the guidance of teachers according to certain teaching objectives.

#### B. *Classification of Questions*

Different people have different ideas on the classification of questions. For instance, Nuttal (2003) divides questions into four types based on the form of questions: yes / no questions, alternative questions, wh-questions and how / why questions. In these four questions, yes / no questions are the easiest. Students only need a simple judgment with yes or no and need not answer in complete sentences. How or why questions require students to answer in complete sentences, and students must have necessary language skills and thinking ability to make a good answer after careful thinking; Long & Sato (1983) pays more attention to discussing referential questions and display questions.

#### C. *The Function of Effective Classroom Questioning*

In the article *Class teaching use* written by Xu Guanghou, the author summarizes seven purposes and functions of classroom questioning. (1) check what students have learned so that former knowledge can be reviewed and new knowledge can be introduced; (2) attract students' attention and cause their curiosity and interest; (3) help students participate in class actively and activate class atmosphere; (4) open students' thought and inspire their thinking so that students' intelligence and ability can be developed; (5) encourage students to speak English and promote the interaction between teachers and students; (6) It's good to embody teachers' leading role and students function as a main part of class; (7) teachers can gain feedback information and make some adjustment in teaching to make the class teaching more oriented.

#### D. *Previous Researches on Effective Classroom Questioning*

In the west, Socratic "Midwife" is the origin of the study of classroom questioning, Socrates was good at asking some questions to let students think independently and then acquire knowledge. With time going on, more and more well-known scholars pay attention to the classroom questioning. In summary, the studies mainly focus on the classification, the function and the strategy of classroom questioning etc. For example, in the aspect of classification, Tsui (1992) divided questions into three types: yes/no question, alternative question and wh-/how question. In the aspect of function, American scholar L.H and L.S (1985) believe that there are 19 functions of classroom questioning. In the aspect of the strategy, Norton (1989), Orstein (1995) etc. researchers put forward some effective suggestions.

In China, classroom questioning was proposed 2000 years ago. The most popular is elicitation teaching theory which put forward by Confucius. He thought the class is not only the transmission of knowledge, but the development of thinking ability. Zhu Xi also believed that learners should be active in learning rather than be a passive receiver of the knowledge. Many native scholars make great achievement in the classification, the function, the strategy of question etc. In the aspect of the classification, Hu (2004) expound the issue in Foreign language world, and emphasize the display question and referential question. In the aspect of function, Gao (2001) concluded six functions. In the aspect of strategy, Shi (2000) advised that questions should be clear and the wait-time should be 3-5 seconds etc.

### III. THEORETICAL FRAMEWORK

#### A. *Stimulus-response Learning Theory*

Stimulus-Response learning theory, also called behaviorism theory, is one of the most important schools of learning theory. American psychologist Skinner believes that the cause of study is the response of external stimuli. It stimulates people's thoughts and ideas and then produces certain response. This phenomenon can be represented by S-R formula. Skinner also emphasizes reinforcement. Stimulus-Response learning theory plays an important role in studying. In class, teachers' question is a stimulus to students, and triggers a response through external stimuli, that is students' answer to the question. In the process, teachers lead students to think actively.

#### B. *Constructivist Theory*

The constructivist theory believes that learning is a process in which the learner constructs meaning and acquires knowledge based on his or her own experience. It is believed that education is used to develop the mind, not just to recall what is learned. The important representative of constructivism is Piaget. Piaget believes that individuals are born actively constructing personal meaning from their own experience. According to constructivism, students build up their own knowledge structure in the process of their learning rather than acquire knowledge directly from the teachers. In the process, students should be active rather than be a passive receiver of the knowledge. The constructivism learning theory concludes four key factors: situation, cooperation, communication, meaning construction. And the classroom questioning is the bond of the four factors, which is indispensable. It stimulates students' interest in learning English and encourages them to think actively.

### IV. METHODOLOGY

### A. *Objects*

The study aims to figure out the existing problems in classroom questioning in college English class by analyzing the current situation of classroom questioning and put forward effective questioning suggestions to improve teachers' questioning skills, thus can cultivate students' thinking ability and promote English teaching. More specifically, there are two research questions: (1) What are the problems of classroom questioning in college English Class? (2) What teachers should do to achieve the effective classroom questioning?

### B. *Subjects*

The author chooses 6 English teachers and 4 classes in the freshman year in Shanxi Normal University as the research subjects. The average size of each class varies from 45 to 55 students, whose ages range from 18 to 20 years old. All of them have learned English since Grade 3 of elementary school and most of them have already learned English for 9 years, so they were regarded as intermediate English learners. The six teachers both have more than 10 years teaching experience.

### C. *Instruments*

The author uses literature study, questionnaire analysis, classroom observation and after-class interview, and sort, analyze, and classify the materials about classroom questioning aspects by reading literature.

#### 1. **Literature Study**

Mainly based on the content and purpose of the study and the full use of the books, the Internet, the library and other resources, this study learns from them and provides the theoretical basis for the study.

#### 2. **Questionnaire**

The author designs questionnaire about the current state of classroom questioning in college English class and chooses 200 English-majored students in four classes of the college to conduct questionnaire surveys. In this study, the questionnaires are designed according to relative questionnaires on classroom questioning combined with the real condition of the research subjects. Totally there are 200 questionnaires for students handed out and 200 valid questionnaires are recollected. Questionnaires were written in Chinese, which can avoid unnecessary misunderstanding. The questionnaire consists of 10 questions to collect information from students with regard to how the classes usually go on, what kind of questions are asked, how questions are distributed, what feedback the teachers provide for students. It mainly includes the following parts: types of questions, distribution of questions, wait-time and teachers' feedback. All the questions are multiple-choice and they are easier to answer and don't take too much time, so the students are willing to answer those questions. In this way, the reliability and validity of the questionnaire can be guaranteed better.

#### 3. **Classroom Observation**

In the case that questionnaire is insufficient to fully reflect the types most widely used by teachers, the author employed classroom observation as supplementary means. During the practice, the author observes more than 200 students and does classroom record correspondingly. In the process of classroom observation, the author records the questioning types, distribution, wait-time, and feedback and so on.

#### 4. **After-Class Interview**

In the study, the author uses spare time to carry out interviews to the teachers mainly about the design of classroom questioning, comments, suggestions and other aspects. In the process of interviewing, the author tries to create a relaxed atmosphere as much as possible. Consequently, the author gains some unexpected information.

### D. *Statistical Procedures for Data Collection*

The author had a teaching practice in Shanxi Normal University in September 2016 and then began the classroom observation after the permission from school leaders. The author observed 16 English classes altogether in the four classes. Then the author distributed 200 questionnaires and 200 questionnaires were recollected. The questionnaire is finished in January, 2017. Before students finishing the questionnaire, the author gives them some advice on how to fill the questionnaire. Students are required to finish the questionnaire in 10 minutes. In order to let students do more accurate choice, the questionnaire is made in Chinese.

## V. DATA ANALYSIS AND DISCUSSIONS

In this chapter, the writer attempts to find out the results of the data collected from classroom observation, student's questionnaires as well as the interview with detailed analysis and discussion from the data collected.

### A. *The Analysis of Questionnaire*

#### 1. **The Type of Questions**

The first and second questions are aimed at the type of questions and the author draws the following table:

TABLE1  
QUESTIONING FORMS

Question forms	Yes / No	Or	Wh-	How / Why
Proportion	14%	3%	66%	17%



As is shown in Table1, we can see Wh-questions occupy 66% of the classroom questioning, which keep a great proportion. Yes / No questions take up 14% and Or questions occupy 3%, according to what we have talked about before about the classification of questioning, we can know that both of which belong to low level questions. Those questions are easy for students to answer. Because the answers are on the books and students just need to pick out answers from the existent knowledge. By asking those questions, the teacher can check how students mastered the knowledge and teachers can gain feedback information and make some adjustment in teaching to make the class teaching more oriented.

However only 17% of the questioning is to ask reasons and open questions so that students can think widely beyond the book, and gradually they will form the habit of knowing what and why. Open questions have various answers, which can cause students to think actively and can stimulate their desire and motivation in participating in class, as well as promote the language and emotional communication between teachers and students to achieve better teaching effect. With the new reform of curricula, the traditional models of teaching and studying have been changing. It focuses on the development of open-minded rather than only limited to the book. And based on the constructivist theory, students build up their own knowledge structure in the process of their learning rather than acquire knowledge directly from the teachers and from the book. That is to say, the learners make the answer based on their own experience and understanding.

**2. The Distribution of Teachers' Questions**

The third, fourth and fifth questions are aimed at the distribution of questioning objects, and the author draws the following table:

TABLE 2  
NUMBER OF STUDENTS TO ANSWER QUESTIONS

Rank	Time	None	Twice to three times	More than four times
Top ten		0	52%	90%
Ten to twenty		20%	35%	10%
Outside twenty		80%	13%	0

From the table 2 we can see that 80 percent of students who cannot get the opportunity to answer questions are students with lower grades but 90 percent of students who are able to get more opportunities to answer are students with better grades. So we can come to a conclusion that the opportunities of students answering questions in class are unfair, and that classroom interaction lacks equality. Under such circumstances, those students with lower grades may regard unfair treatment as lack of respect, that teachers do not pay attention to them may make those students lose learning motivation and enthusiasm in participating in English class. Therefore, there is significant meaning when choosing questioning objects and the distribution of tasks. For example, teachers should give various opportunities to different students. In general, teachers can let students with good scores answer some deep and complex questions, while teachers can let students with poor scores answer some easy and simple questions. It can help to create harmonies and effective atmosphere for students to learn and can promote the emotional communication between them.

**3. Waiting Time after Questioning**

The sixth and seventh questions are aimed at the waiting time after questioning, and the results are shown in Table 3:

TABLE 3  
WAITING TIME AFTER QUESTIONING

title	option	result
Question 6	A	8%
	B	32%
	C	52%
	D	16%
Question 7	A	25%
	B	53%
	C	22%

As can be seen from the table 3: (1) There are respectively 16% and 52% of students believing that teachers have no or little waiting time for them to answer after questioning. (2) 25% of the students still continue thinking in the process of teachers waiting for answers. But 53% of the students are replaced by other students. So we can know that when students cannot answer, teachers ask others to answer instead give them some indications. But if students cannot be given enough time to think about questions, how can they reply correctly to satisfy teachers? Although sometimes they really cannot answer, teachers should give them some indications when they cannot answer rather than ask others instead. It may hurt students' self-esteem. If more time be given, they will think actively and can increase their confidence by answering teachers' questions with the help of teachers. And in the process of giving them indications, they can make some interactions through eyes, gestures or words, which can promote their emotional communication.

**4. The Feedback of Teachers' Questions**

The eighth, ninth and tenth questions are aimed at the feedback after students answering questions, and the results are shown in Table 4:

TABLE 4  
TEACHERS' FEEDBACK AFTER STUDENTS ANSWERING QUESTIONS

title	option	result
Question 8	A	65%
	B	8%
	C	16%
	D	11%
Question 9	A	72%
	B	12%
	C	10%
	D	2%
	E	7%

As can be seen from the table 4 the majority of students want teachers to make clear evaluations after answering questions. 60% students argue that teachers generally give praise in the feedback, while just 2% students choose D, which indicate that the current high school teachers have been fully aware of the importance of positive classroom feedback and can apply to the actual teaching. The students choosing B, C, E options account for 21%, 10% and 7% respectively, which shows that although teachers have realized the importance of positive feedback, they are not very clear on how to carry out specific analysis according to specific students and questions. Even though general positive feedback can bring confidence to students, it cannot trigger further thought. On the contrary, if the teacher can give targeted analysis for different students, which can not only allow students to further interact with teachers but also allow students to feel concern from their teachers to encourage them to actively participate in classroom teaching.

#### B. *The Analysis of Class Observation and Interview*

The author observes the total of 4 English classes and interviews teachers and students in free time. The following is the author's analysis.

Firstly, the classroom questioning do not really realize interaction, it just produces false communication aiming to better control the class and enhance students' knowledge. English teachers in college tend to ask yes/no questions, wh-questions and translation questions. Actually, those questions are easy for students to answer. They just need to pick out answers from the existent knowledge. But this kind of communication lacks necessary information gap, which does no good to the real interaction between teachers and students. As a result, students can only say yes or no or only know the fixed knowledge on the book, and they cannot communicate in English smoothly. Students will gradually lose the abilities of thinking. Meanwhile, the students are gradually bored with these books, and will lose the interest in learning and will be unwilling to join in class. On the contrary, referential questions and open questions do not have fixed answers, and students can organize their own language according to their understanding. Although students cannot communicate smoothly, they can try to express themselves in English with the teachers' help, which can develop students' communicative competence and language skills. But according to teachers' interview, they show that almost no one is willing to answer after asking referential questions, because they cannot speak English and at least they can read the answer on the book when display questions asked. Under this circumstance, teachers should communicate more with students and encourage them and help them to improve their spoken English.

Secondly, the opportunities of students answering questions in class are unequal. From class observation, the author finds that students have no interest in teachers' questions and are unwilling to answer voluntarily, so teachers often let all the class reply questions. Sometimes the teachers nominate a student to answer at random. And sometimes the teachers nominate students to answer who sit in the first three rows. Even though sometimes teachers may ask students who sit behind, it just aims to warn those who don't listen to class carefully. According to the interview, teachers explain that the purpose of asking the whole class to answer questions is to better control the class. Because teachers know those students who sit behind and with poor scores are not able to reply the questions they raised, so they usually appoint those sit before and with good scores in order to save time. But it may make some students lose learning motivation and enthusiasm in participating in classroom learning and even does harm to students' mental health.

Thirdly, the teachers always appoint students to answer questions and the wait-time is short, so they have little time to think and can only provide a hasty response. When it comes to referential questions, there will be a relatively longer wait-time. However, it cannot be ignored that teachers always appoint certain student before they raise the questions. In this case, the student lacks time to think and can only provide a hasty response. While other students think they cannot be asked to answer questions and soon relaxed. Some students even do not think at all. But according to the interview, the teachers explain that because of limited class time, if more wait-time is given, the completion of teaching tasks will be affected. In fact, they just take the teaching tasks into consideration but ignore the students' development of thinking ability and the interaction between teachers and students, which does no good to the teaching effect. It is obvious that there is still a lot of work for teachers to do on the wait-time.

Finally, the way of teachers' feedback is simple. According to classroom observation and interview, teachers can provide positive feedback to students' answers, and give simple praise or proper comment, but the feedback from teachers is too simple, sometimes even similar. Most teachers often use "Good" or "Well done" or "All right" generally. Classroom observation and interview show that teachers' positive feedback can make learners get correct understanding and feel confidence, and help to increase their motivation and enthusiasm in learning English. However the fuzzy

evaluation, such as “Good” or “Well done”, cannot help to innovate students’ thinking. Instead, that teachers occasionally use participatory and heuristic review is able to receive better interactive effects.

## VI. CONCLUSIONS

### A. Findings of the Study

The paper takes Shanxi Normal University as an example, based on the stimulus-response learning theory and constructivist theory, discussing the existing problems in classroom questioning in college English class by analyzing the current situation of classroom questioning and put forward effective questioning suggestions. After five-month questionnaire, classroom observation and interview, the author gets the main findings about the situation of college English classroom questioning as follows:

(1) There is imbalance between display questions and referential questions. Most of teachers ask more yes or no questions and translation questions, while open questions are fewer. In case teachers always use display questions in teaching, which will restrict students’ thinking and reduce their interest in learning English.

(2) Teachers often appoint students with excellent scores to answer questions. The majority of students do not have opportunities to reply. If teachers design question just for those minority of students, the majority of students will be disappointed and lose their enthusiasm to learn English.

(3) When teachers raise a question, they do not leave enough wait-time, especially enough wait-time for referential questions and open questions. Even sometimes teachers appoint a student firstly and then put forward a question, leaving no wait-time for the student to reply. In such cases, the student does not have time to think, which is not conducive for cultivating students’ thinking ability.

(4) After students answering questions, teachers do not provide appropriate feedback to students. Most of teachers will give students affirmative evaluation, but participatory evaluation, heuristic correction and critical comments are relatively fewer. Even sometimes some teachers just say “good job, Ok or well-done”. The purpose of feedback from teachers is to encourage students and help them establish confidence in learning English. However, such simple evaluation is no use at all but just a waste of word.

### B. Limitations of the Study

Although this study has been seriously and carefully designed and conducted, and has already acquired some achievements and provides some valuable references for the future study, it still has some limitations which should be paid more attention in future study. First of all, the data collected in the study is limited. Only 6 teachers are selected as observed subjects and the teachers and students all come from the same school. The findings of the research could be affected because of the limited number of subjects. Secondly, the obtained data have not been analyzed deeply yet. Many of the conclusions derived from the author's experience and observation, so the paper still needs further investigation.

### C. Suggestions for Further Study

#### 1) Questioning

Teachers should ask more referential and open questions, such as how/why questions. The new reform of curricula is trying to develop the students’ spirit of active study and exploration. What’s more, the new curricula care more about the ways to acquire knowledge and ability development instead of focusing more on the quantity of the transmission of knowledge. Referential questions have no fixed answers, and everyone have different ideas towards the question based on their experience and understanding based on the constructivist theory, so students won’t feel worried and embarrassed due to false answer, and they can express themselves freely and will initiative to participate in the class, which will better improve teaching effect.

#### 2) Waiting for an answer

Teachers should provide appropriate wait-time for students to answer. If leave them enough time to think, they will reply properly, which can increase their confidence and enthusiasm in English. In general, teachers tend to give them 1--2 seconds, but if the teacher can lengthen wait-time more than 3 seconds, the nature between teachers and students will be changed from “question type” to the “dialogue”, which is beneficial to improve classroom atmosphere and promote the interaction between teachers and students, and then make class teaching more effective.

#### 3) Nominating

Teachers should give various opportunities to different students. Teachers often tend to appoint students with better grades, so it is not fair for students with lower grades. And these students may regard unfair treatment as lack of respect, may make these students lose learning motivation and enthusiasm in participating in learning English. So teachers should create equal opportunities for students to answer questions as much as possible. For the questions which students are interested in, teachers should let students speak freely, and give the chances to the students thinking inactively to answer the question loudly so as to create relaxed atmosphere, and enable each student to participate in the learning process.

#### 4) Feedback

Teachers should provide appropriate feedback to students’ answers. Especially teachers can give targeted analysis for

different students. Positive feedback can make student feel confident and can arouse students' learning interest. But too simple evaluation such as "Good" or "Well done" does no good to students. Teachers should give detailed evaluation according to different individuals, which can not only allow students to further communicate with teachers but can also allow students to feel concern from their teachers, thus it can encourage them to actively participate in classroom learning.

#### APPENDIX

#### 调查问卷

亲爱的同学们:

为了更好的了解大学英语教学的现状,掌握学生对课堂教师提问的要求和期望,我们特编写了如下问卷。本次调查问卷采用不记名形式,调查的试题均没有统一的标准答案,请同学们结合自己平时在课堂中的表现情况如实回答下列问题。在此,我们对同学们的大力支持和配合表示衷心的感谢!

1. 你比较喜欢回答英语老师在课堂提出的哪类问题?  
A. yes or no 类型的问题 B. or 类型的问题  
C. wh- 类型的问题 (如 what, when, where) D. how and why 类型的问题  
你更喜欢开放性问题还是封闭性问题?  
A. 开放性问题 B. 封闭性问题
3. 你的英语成绩在班里多少名?  
A. 1—10 B. 11—20 C. 21 名以外
4. 你一节英语课上回答问题几次?  
A. 没有 B. 一次 C. 两三次 D. 四次以上(含四次)
5. 如果老师上课很少提问你,你觉得是什么原因?  
A. 老师本来就很少提问 B. 老师不重视我 C. 老师不喜欢我
6. 当你回答问题时,老师是否给你足够的等待时间?  
A. 经常 B. 有时 C. 很少 D. 没有等待时间
7. 在老师等待你回答问题的过程中,你会做什么?  
A. 独立思考答案 B. 等老师叫其他同学回答 C. 寻求同桌的帮忙
8. 回答问题后你是否希望教师对你的答案做出明确评价?  
A. 是 B. 否 C. 有时候 D. 不介意
9. 教师对你的课堂表现做出的反馈是什么?  
A. 笼统地予以赞扬  
B. 指出你具体取得了哪些成就并予以赞扬"  
C. 对你的成就表现出极大的关注和信任,对其价值予以肯定"  
D. 根本不关心,不提出建议"  
E. 把你的成就与他人对比,指出不足,提出建议"
10. 如果你被提问后无法给出答案,你希望老师怎么做?  
A. 老师自己给出答案 B. 让另外一个同学作答  
C. 给你提示,让你继续回答 D. 什么也不做

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# Developing Web-based English Instructional Material Oriented to Promote Independent Learning at Indonesian University Context

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**Abstract**—The objective of this research is to develop web-based English instructional materials which enable to promote students' independent learning at university context. To comprehend this objective, the researcher employs R & D (Research and Development) design by mixing quantitative and qualitative methods. This research is conducted at Faculty of Engineering Tadulako University. The subjects of the study are the lecturers who teach English for the general course and the students of faculty of Engineering. Subject matter experts were also involved to validate the product. The data were collected through semi-structured interview; study the related documents and the results of questionnaire distribution. The data in these phases were analyzed quantitatively and qualitatively. In reference to data analysis, five findings are documented as explored in this part of the article. In summary, the development of web-based English instructional materials oriented to promote independent learning is effective and responded positively both lecturers and students. With the various supported activities and along with the flexible learning atmosphere and methods of delivery, the web-based English instructional materials are effective to promote students' independent learning.

**Index Terms**—instructional material, material development, web-based instruction, independent learning

## I. INTRODUCTION

The demand for mastering the English language has been increasing steadily because of advancement in science and information technology. The language status as the international language of diplomacy and trade has also contributed to the need for English learning. Many of today's most valuable sources of information are available primarily in English. Many claims that the English language is one of the main foundations of globalization (Johnson, 2009).

As part of today's globalized society, Indonesia has placed particular focus on the teaching and learning of English. The government has established English as one of the core subjects which is taught in formal, informal and non-formal education. Although English has been taught for years at school, it has not produced the expected results. The students' poor proficiency in English as indicated by PISA (Program for International Student Assessment) may be caused by some factors like students' characteristic, norms, and beliefs, students aspect as well as teachers factor who delivered the instruction (Jalal, Samani, Chang, Stevenson, Ragatz, & Negara, 2009). Such conditions are among other caused by the learning strategies of the students who still tend to copy what teacher note down on the blackboard and adopt memorization (Sri Lengkanawati, 2005). The teacher-centered instructional approach in which the teacher does most of the talking and activities leaves little time for students to practice their English. This is the consequence of a teaching and learning process that is still teacher-centered. As a result, students become dependent on the teacher to guide them in learning the language.

The phenomenon has contributed to the dependency of most Indonesian students on the teacher and led them to teacher center due to the domination of the classroom by teachers. As a consequent, students have a limited time to learn and practice English both in groups and individually. This has made the process of English language teaching in Indonesia harder for students (Suriaman, 2015).

Another factor as the determinant of the effectiveness of instruction and learning is the planning of teaching done by teachers. A learning plan is not just to complete the administrative needs and the curriculum, but it must be designed with the involved components of the instructional design. It includes instructional objectives that begin with an instructional analysis, students' need analysis and the context, formulate performance targets, the development of assessment instruments, the development learning strategies, the design and selection of materials, and develop and conduct the formative evaluation (Yaumi, 2013).

The development of teaching materials was undertaken within the procurement of printed materials such as handouts, summaries of materials, and the materials in the form of a Power-Point presentation. Other publications such as books and the module are still very limited as well as teaching materials produced in the form of audio, visual and multi-media that are integrated with Information and Communication Technology (ICT). Moreover, the module or commercial materials used for teaching and learning process are usually not in line with the students need because there is no students need analysis conducted before developing the materials. Therefore learning materials delivered tend to not attract the interest of students (Yaumi, 2013).

Despite the universal recognition of the importance of English at the tertiary level, the issues stated above have to some extent de-motivated students to learn the language. To make the students interested in learning the language, a more relaxed and unbound learning environment is essential. One way of creating such an environment is by encouraging the students to apply the concept of independent learning in which students are required to be more independent in selecting their learning materials and methods to fit their preferences (Sheerin, 1997). Further, she stated that independent learning has frequently been used to welcome this significant change, which has specific aims that teacher, pays more attention to the learner's needs, wants, interests, and abilities.

Independent learning is a learning approach, which purposes to promote the development of learners' autonomy and independence and targets for the students to acquire life-long learning skills (CIEL Project, 2000). The instructional situation is created that the responsibility is heavily placed on the student. In addition, this learning approach is an essential part of both learning and teaching process in which students can expand their knowledge and develop self-managerial skills.

Most importantly, independent learning enables students to learn by following a guide that suits their needs and preference (Knight, 1996). It can be concluded that this type of learning simply means that in an independent learning atmosphere, an individual learner, or with others, the learning does without the teacher's direct control. Responsibility for learning is the key to this concept.

As stated by Aminah (2016), autonomy and students' participation is an integral part of the process of independent learning. Independent learning is supported when students have the will and value learning process. The teacher, in this matter, has the responsibility to develop learning materials and techniques that are relevant to students' needs. The teachers also have a significant role in carrying out instructions in the learning process, which students' look up to. Therefore, in order to develop methods to encourage independent learning, it is necessary to choose appropriate teaching technique and media that can cover all the problems faced by the students. In my point of view, by integrating technology such as the internet as a medium in the process of teaching and learning, it is potential to add the value to the learning process and to increase students' attention and motivation.

Technological process and development over the years have significantly shaped the way languages are taught and learned (Tabatabaei&Gui 2011). Technological tools such as computer technology help learners for language acquisition at the same time motivate them to learn as research has shown that students have high motivation in learning when the learning process involves technological tools (Jaeglin, 1998). The instructional process by integrating technology is likely to make teaching more successful and more attractive. Technology is used in almost every aspect of instruction and learning (Mahmoudi, Samad, & Razak, 2012)and it has been known to promote and facilitate learning.

Being aware of the problems faced by both teachers and students and the urgencies of creating active learning activities in university particularly at Tadulako University, it is necessary to design and develop Web-based instructional materials, which are able to promote independent learning. Therefore, the researcher applied varieties different medium/tool in developing materials namely Web-based English instructional materials for improving students' independent learning. To maximize the educational value of web-based English instructional materials, the researchers will explore the websites' arrangement and practicalities. The basic tools required in the design of instructional websites include the tools of navigation, response time, the sites' reliability, and its substances (Nielsen, 2000).Moodle 2.0 Website is the web application used in order to have the basic tools required for the instructional web.

## II. REVIEW OF LITERATURE

The rapid development of technology along with the significant increase in the use of it has made the internet as of today's basic daily needs to many people in many parts of the world. The World Wide Web as the feature of the Internet is now being included as instruction and instructional support in many fields including education. Olson and Wisner published their research in 2002 which focused on the effectiveness of Web-based instruction. The research reviews 47 reports of evaluations of Web-based courses in higher education in between 1996 and 2002 particularly in the United States and European countries. It found out that the Web-based instruction offers many advantages including flexibility, enrollment, and management.

### A. *Instructional Materials*

Instructional materials play a crucial role in an EFL setting. Therefore, the teachers are demanded to have innovative teaching methods and IT skills when it comes to instructional materials. (Ismail, 2015).As the instructional material in

the field of language teaching may be referred as many things, in this matter it may be referred as the tools used by the teachers to help the students in language acquisition.

Numbers of scholars prove that instructional materials highly facilitate learning and greatly draw learners' attention to the target language. In his book, Richards argued that the basis of language input that learners receive and practice in the classroom are the instructional materials. Therefore, it is crucial that the materials can lure students' motivation and interest to learn (as cited in Cakir, 2015). This argument is also supported by Noam Chomsky who stated that most of the teaching process is to make the students interested in the materials given. In order to achieve that, teachers shall find additional techniques in making the materials for foreign language learners more fascinating (as cited in Cakir, 2015). Furthermore, Tomlinson said that there are 5 classifications of instructional materials for language teaching including informative (informing about the target language); instructional (the materials is able to assist the learners to practice the language); experiential (providing experience on the language for the learners); eliciting (it sparks the learners' motivation and interest to use the language); and finally, exploratory (it triggers the learners to explore the use of the language) (as cited in Cakir, 2015).

### *B. Materials Development*

Materials development refers to anything which is done by writers, teachers or lecturers to provide sources of language input (Tomlinson, 2003). It also relates to the supplying of information about the language in ways designed to promote language learning. In order to conduct this, materials developers, including teachers or lecturers, may bring pictures or advertisements in the classroom, compose a textbook, design a student workbook, audio or video materials, or an article.

### *C. Web-based Instruction*

Web-based instruction has received growing popularity and consideration in the recent years. According to Khan (1997), Web-based Instruction (WBI) can be referred as a hypermedia that uses the features and resources of World Wide Web in creating a learning environment where the learning process is encouraged. Web-based instruction is the emergence and development of a new form of technology-supported education. Web-based instruction can also be referred as a media that utilizes hypermedia and multimedia technology and aim to provide learners with a learning environment where the user has control of and it has the ability to adapt to the users' different learning needs (Kern & Warschauer, 2000). McCormack and Jones (1998) also contributed in defining web-based instruction in which he argued that it can be utilized as an archive where students can find and recall the materials that can be useful for their learning process. Moreover, the internet not only becomes a media that provide texts and information but can go beyond that where we can take advantage of the features of the internet to make students learn better with materials that they find more relatable. Concisely, Web-based Instruction can be referred as utilizing the World Wide Web as a platform to give course materials, manage additional teachings and quizzes and as an alternative platform from the classroom for students and teachers to communicate (as cited in Hui & Cheung, 1999).

Web-based instruction provides a variety of approaches to the use of online resources to help promote student learning and, as a result, many institutions across all disciplines implement Web-based instruction in their teaching. Web-based instruction is the emergence and development of a new form of technology-supported education (Khan, 1997)

Web-based instruction is seen as a platform that highly supports the excellent learning environment. Due to its features and advantages that support the teaching and learning process, educational institutions using the platform keep increasing. There are many advantages offered by the WBI mentioned by Erricolo and Raymond (2008) including; a) students who are professionally attached with their work or have other commitments or limited financial resources and thus unable to frequently attend the classrooms, will still be able to study and participate in the learning process by taking advantage of the WBI where they can access the materials not only from classrooms; b) The unlimited access by time and place offered by WBI can eliminate issues such as schedule conflicts; c) An electronic format of materials, which is one of the features of WBI eases the instructors to modify and keep the materials updated; d) Materials are organized under one repository so that the sources for materials are centralized and accessible; and finally, e) WBI allows, encourages and supports users particularly instructors to use visual images and this feature helps in enhancing the clarity of the course materials for the students.

### *D. Independent Learning*

One of the remarkable changes in recent years in English Foreign Language (EFL) classroom has been an increasing attention to the role of the learner and the process of learning and acquisition of the language. A various term such as self-instruction, individualized instruction, personalized learning, humanization of the classroom, self-directed learning, and self-centered teaching approach, or independent learning have been used interchangeably. Although sound different, all the names share one particular point; teacher more attention towards the learner's needs, wants, interest, and abilities.

Independent learning is a concept that describes a progress to the learner-centered education system where it is acknowledged that each student has unique learning needs. (CIEL Project, 2000).Liu (2013) confirms that in the system of independent learning, the teachers give instructions and guidance for the students and facilitate the learners' initiatives and participation. Outside the classroom, the students are mostly responsible for their own learning wherein



language learning particularly, autonomous learning is extremely essential. The learning process for language learning consists of two integral parts including the classroom and the outside-classroom activities. In classroom, the teachers are expected to give instructions while the learners are expected to carry out these instructions outside (Liu, 2013).

The system of independent learning has expanded learning environment beyond classroom where students can learn from variety of learning environments. Liu (2013) also added that in the system of independent learning, it is necessary for the teachers to habituate the students on autonomous learning. At first, the teachers are expected to facilitate in terms of determining the learning arrangements such as the learning time and content while also encouraging the students' independent learning approaches. Over a period, the students should be able to determine the contents that are in accordance with their need and also independently choose their own timing in completing the learning tasks. In order to create an ideal learning environment, however, the teacher should still ensure the process of the students by strengthening the management and supervision and also give adequate level of pressure.

### III. METHODOLOGY

This study is categorized as research and development design by mixing quantitative and qualitative methods which focus on the development of web-based English instructional materials to promote independent learning for students of Informatics Tadulako University. This research is conducted at Faculty of Engineering Tadulako University. The subjects of the study are the lecturers who teach English for general course and the students of informatics faculty of Engineering Tadulako University. Subject matter experts were also involved to validate the product. The data were collected through semi-structured interview; study the related documents and the results of questionnaire distribution. The data in these phases were analyzed quantitatively and qualitatively.

### IV. FINDINGS AND DISCUSSIONS

In reference to the needs analysis, the following presents some findings. The present condition of the teaching of General English Course in Tadulako University is critical. The current teaching method shows that the frequency of students practicing English language skills in classroom is low particularly on listening and speaking skill. Students are aware of the importance of the language skills in which the data shows that the four language skills' importance to students reached the percentage of 84.7% meaning that the students consider them to be very important. However, the reality presents that the teaching method and materials have not yet increased students' capabilities in the four language skills. This is proven by many students still find the four language skills namely listening, speaking, writing and reading skills to be difficult.

As shown in the analysis of existing syllabus and content of the materials, they are not designed based on students' needs and expectation. Most of the meetings are dominated by lecturers' talk, explaining about structure, or enquiring students to write, lack of exploring students to be more active in classroom while students' needs and expectations show the need for interactive learning and teaching process. As shown in the students' need analysis, students are expecting the materials designed by involving technology that can enhance learning.

In measuring the needs of the students, the researcher tries to find out the present condition of students' capabilities in learning English and also their expectation. This includes their objectives in learning English, how they think English materials should be delivered in terms of language orientation, the endorsement of the four language skills within the course, the learning topics, and their learning preferences.

Students disclosed their main objectives and perceptions on the goal of learning English and the finding showed that the learning objectives are mainly for enhancing their ability in communication, as one of the important qualifications for seeking jobs and most importantly so that they can be able to prepare themselves for studying abroad. However, their expectations on learning English are not parallel with the present condition particularly on the methods of materials delivery, the boring materials and most importantly on its irrelevance of the materials with their needs. It is seen on how 86.2% students think that the present condition does not meet their expectation and needs.

The issue of disparity between the present materials offered to students and the students' needs is not the only problem. In a slow-developing rate province like Central Sulawesi particularly Palu city in terms of technology, has also impacted on the education process within the province and city. Students are highly dependent on the lecturers for their learning process. In fact, students fully rely on their teacher authority or in other words, teacher-centered classroom. This situation leads students to become discouraged in learning English and most importantly hinders their potential in developing good English skills.

As the world is rapidly developing to a digital era, Indonesia is also largely affected. In Indonesia alone, the number of internet users has reached 73 million people or 295 of its population (The Jakarta Post, 2015). Within our society, we may find the significant use and importance of the internet in supporting our daily life. Information is nowadays accessed through internet including knowledge. Online classes are becoming more frequent, class sources such as journals, thesis, articles and electronic books are signs that the internet may present as modern library for students. With the growing importance of the internet, the frequent uses of the World Wide Web to surf for information, and most importantly the needs for students to learn independently and access knowledge not dependent on the teachers, the researcher is highly enticed to develop Web-based instructional materials in Tadulako University.

The exclusive feature of Web-based instructional materials is how it offers learners to unparalleled access to instructional resources that surpasses the reach of the traditional classroom (Olson & Wisner, 2002). The flexibility of the learning atmosphere allows students to access the materials anytime and anywhere. This lets them to not solely depend on the teachers and classroom to study. Its accessibility creates continuous practice of students accessing materials on their own and eventually promotes independent learning in the future if it maintained in a sustainable routine. Therefore, the web can work as a solution to the issues found in classroom. This is proven by the use of the web-based instructional that has increased in universities around the world with an increased rate of 100% annually (Hartono, 2000).

As evidenced by the studies reviewed here, one can conclude that when teaching and learning are conducted with the help of web-based instruction, the students' learning ability and their eagerness to participate in the learning process can be enhanced. The Web-based also supports the learners to become independent learners who are responsible for their own learning.

Moreover, Web-based learning also encourages the students to be autonomous learners.

In reference to the impact of the web-based English instructional materials on promoting students' independent learning through gathering students and lecturers' opinions from distributed questionnaires and interview. The findings of students' opinion can be seen below:

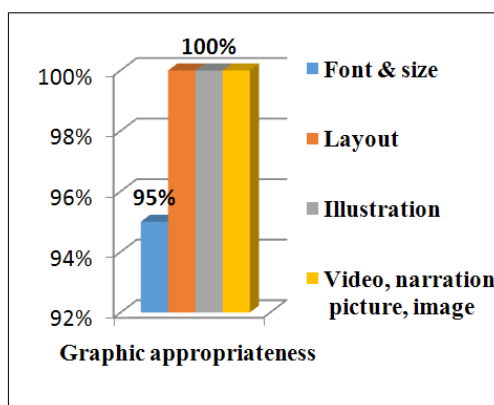
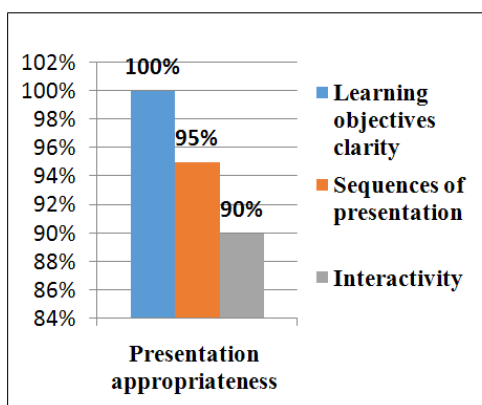
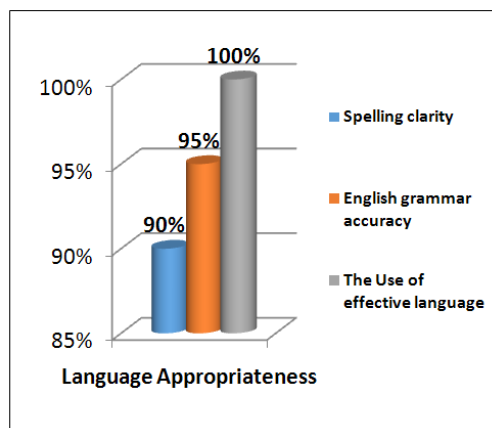
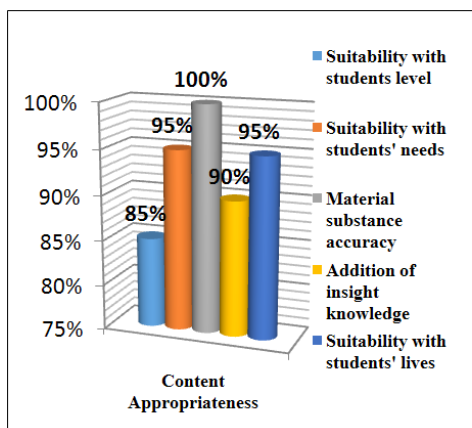
No	Statements	Score	Percentage	Classification
1	Learning English via Web-based Instructional model is a modern way of learning.	3.87	96.8%	Strongly Agree
2	Learning English via Web-based instructional model is convenient to learn, the lessons can be reviewed anywhere and anytime.	3.94	98.6%	Strongly Agree
3	Learning English via Web-based instruction is the way to enhance your self-directed learning.	3.80	94.9%	Strongly Agree
4	Learning English via Web-based instructional model is enjoyable.	3.93	98.1%	Strongly Agree
5	Learning English via Web-based instruction doesn't make you feel isolated or alone.	3.81	95.4%	Strongly Agree
6	Learning English via Web-based instructional model is useful in learning English	3.89	97.2%	Strongly Agree
7	Learning English via WBI helps you remember more new English words.	2.83	70.8%	Agree
8	Learning English via Web-based instructional model has clear explanation of contents and exercises.	2.98	74.5%	Agree
9	Learning English via Web-based instruction has the appropriate contents with learning objectives.	3.80	94.9%	Strongly Agree
10	Learning English via Web-based instructional materials is easy to understand the lessons.	3.33	83.3%	Strongly Agree
11	Overall, learning English via Web-based instructional materials is satisfied.	3.80	94.9%	Strongly Agree
<b>Average Score</b>		<b>3.63</b>	<b>90.9%</b>	<b>Strongly Agree</b>

As seen from the table above, the data obtained reveals that the total average score of the questionnaire is 3.63 with the percentage 90.9%. This value indicates that the students had very good opinions toward learning English via Web-based instruction.

Considering each item, the students agree that learning English by using Web-based instruction is modern, with the highest percentage 96.8%. They agree that learning via Web-based instruction is useful. Students also agree that it is convenient for them to learn using the Web-based instruction because the system that allows them to review the materials anytime and anywhere (98.6%). Learning via Web-based instruction is a way to enhance their self-directed learning (94.9%) and this way of learning can help them remember more new vocabulary (70.8%) which is classified as agree. The students agree that learning via Web-based instruction is enjoyable with the percentage score 98.1% and easy to understand the lessons with the percentage score 83.3%. They agree that learning English via Web-based instructional materials has clear explanations of contents and exercises with the percentage score 74.5%. The students express that learning English through Web-based instructional materials do not make them feel isolated or alone with the highest score 95.4%.

In conclusion, according to the percentage score of the questionnaire, 90.9% classified as strongly agree. It shows that the students had very good attitudes toward learning English via Web-based instructional materials. Having good attitudes and highly motivated are indicators of independent learning attitudes.

With regard to the answered by the lecturers toward the appropriateness of the Web-based instructional materials that have been developed. The data are shown in the following figure:



From the above data, it can be comprehended that the contents within the Web-based instructional materials meet the students' level of capabilities as well as meet their needs shown from the high percentages which are above 80%. The materials substances are accurate and can improve students' insight of knowledge. Moreover, according to the lecturers asked, the Web-based materials are very contextual and in accordance with students' daily lives.

In terms of language appropriateness, from spelling, grammar and also the use of effective language meaning its punctuation, choices of words, from the chart above, we can see that it meets the criteria as it shows percentages all above 90%.

In terms of the appropriateness of presentation; the learning objectives are very clear as well as a chronologically-based presentation sequences. Moreover, within the presentation, interaction features are present to allow students and the speaker to have a virtual interaction.

From the appropriateness of graphic, the font and size, as well as layout, are user-friendly and clear, according to the lecturers. The illustrations provided are also very attractive. The availability of videos, pictures, and narrations are also attractive to learners and are appropriate for students. Finally, the average score of lecturers' responses is 95.3% which indicates that from the content, language, presentation, and graphics overall shows suitability both by English materials standard and to students.

In reference to the assessment of the produced design form the experts in Instructional Systems Technology and English Language Teaching field to validate the materials. The validation of the materials is needed to see whether the instructional materials were applicable or not. There are seven components that are observed; content, text, video, audio, image, animation, and interactivity. To validate the materials, a rubric is provided and filled out by the experts. The criteria of the collected data from the four-point rating scale rubric (4 = very appropriate, 3 = appropriate 2 = inappropriate, 1 = very inappropriate). The results of the validation are shown in table below:

Indicator Scores	Statement	Average	Percents	Classifications
Content	Topics presented are very interesting and actively engaged in learning	3.4	85.0%	Very appropriate
	The design of the presentation displays all skills relevant to students' level	3.8	95.0%	Very appropriate
	Language is very appropriate and vocabulary is very understandable	4	100.0%	Very appropriate
	Content is very accurate and contextual	3.6	90.0%	Very appropriate
	Presentation of content is structured/organized	3.8	95.0%	Very appropriate
	Users are able to use the content with minimal training (user-friendly)	3.8	95.0%	Very appropriate
Text	The text is written with no errors in grammar, capitalization, punctuation, and spelling	3.4	85.0%	Very appropriate
	The fonts are easy-to-read and point size varies appropriately for headings and text	3.6	90.0%	Very appropriate
	Fonts and colors are used to emphasize specific points	3.2	80.0%	Very appropriate
Video	Video is very aligned with the learning objectives	4	100.0%	Very appropriate
	Video can help make learning more meaningful to students	3.8	95.0%	Very appropriate
	Video production can be implemented into classroom activities	3.6	90.0%	Very appropriate
	Video may encourage collaboration and requires students to be active and constructive	3.8	95.0%	Very appropriate
	Information is correct and contextual	4	100.0%	Very appropriate
Audio	The recorder narration is very clear	3.6	90.0%	Very appropriate
	The sound effects are very attractive	3.8	95.0%	Very appropriate
	The sound effect, music, and speeches are very compatible with each other	3.8	95.0%	Very appropriate
Image	The images consistently demonstrate the topics learned in class	4	100.0%	Very appropriate
	The images are well produced and appropriate for the assignment	3.6	90.0%	Very appropriate
	The images are connected to the contents	4	100.0%	Very appropriate
Animation	Every presentation has different animations	3.8	95.0%	Very appropriate
	Animations consist of a series of images that are shown in rapid succession	4	100.0%	Very appropriate
	The animations are varied and displayed on the screen	4	100.0%	Very appropriate
Interactivity	The content is very interactive and easy to understand	3.8	95.0%	Very appropriate
	Users have active role in the learning process	3.8	95.0%	Very appropriate
	The contents provide question-answer problem solving, and learning activities that teach by questioning students, not just by questioning for evaluation	4	100.0%	Very appropriate
Average score of respondents' reactions		3.77	94.2%	Very appropriate

All criteria have shown the result above 80% meaning that from the content, text, video, audio, image, animation and interactivity may both fulfill students' expectations and capabilities for learning English as the Web-based English instructional materials are facilitated with engaging materials with attractive videos and images that are very interactive. Data on the table reveals the validity score of the Web-based materials reached 3.77 in average. These scores located at the very appropriate level. It means that the validity level of the materials which was developed through Web-based is very appropriate and in turn, it can be applied in the instruction of General English Course.

With the intention of quantitative data from questionnaire provided, the researcher also conducted interview to some students to draw out their feelings, opinion, comments, strengths, weakness, and suggestions about the Web-based instructional materials for general English course. Fifteen students were interviewed taken from three different classes. Each student was asked five questions to get qualitative data. In order to get students' meaningful responses and minimize problem of misinterpretation, the semi interviewed were conducted in Indonesian. The students who were the interviewee agreed to the use of digital recording of the interview for an accurate reference. The researchers found the results from the five questions as follows:

*Question 1: Do you like learning general English Course by using Web-based instructional materials? Why or why not?*

*"Ten students admitted their fondness because for them because of the convenience learning through Web-based instruction. For them, it was very flexible that they can learn from wherever and whenever"*

*"Five students convey that learning via Web-based instructional materials promoted them to be independent learners. They can learn constantly on their own without the lecturer. It was fun learning through Web-based materials with various activities, they said"*

*Question 2: What do you like and dislike most when learning English through Web-based instructional materials?*

*There are three different opinions concerning this question:*

*Seven students said that the topic of the materials particularly the speaking practice encourage us to find partner or organize group to practice. This activity stimulates us to keep talking and communicates with us. The topic was clear enough to understand. The level of difficulty of the materials was suitable for our learning ability.*

*Four students assumed that the exercises and the assignments are challenging. They help us to understand more by doing the exercises. When we did the exercises or the assignment, we could check the answer from the answer key provided and recognize the level of our learning mastery or achievement. What is more, the exercises or the assignments were suitable for our learning ability.*

*Four students like the video animation. It is clear pronunciations and interesting conversation topics. They really encourage us to practice the conversation on the video animation.*

*Question 3: Are you convenient learning by equipped with Web-based English instructional materials? If not, what are problems? Would you give any suggestions or comments?*

*Most of the students are well-situated with the Web-based materials, nevertheless, they sometimes find the slow internet connection to be the issue. This issue makes them feel annoyed especially the long waiting process.*

*Another problem that encountered by students were when they used the materials out of campus and need help or assistance from the lecturer but they can't do that immediately. Although the Web-board or chat forum is available, they have to wait for the lecturer's responses or comments on the chat forum.*

*Question 4: How should the Web-based English instructional materials be adjusted to meet your needs?*

*Four students suggested to add and organize the Web-based instruction with learning menu tools and also equipped with animated pictures that can attract their learning.*

*Four students recommended that answers for exercises and quizzes are completed with explanations so that the students can understand comprehensively.*

*Seven students recommended that this Web-based instruction should have a variety of topics or themes, not only used when we study English for general course but the learning materials are still available to be used for the next time for practicing.*

*Question 5: Would you like the next ESP course used Web-based English instructional materials?*

*For this question, all students reacted positively. We prefer to have Web-based instructional materials, present the materials with integrated skills. Further, the topic should much focus on our background study program, in other words, more specific in terms of purposes.*

*After gathering the opinions of the students, the lecturers' opinions were also gathered in order to evaluate the effectiveness of the product in promoting independent learning. Likewise, the students, the lecturers who teach general English course were interviewed. There were three lecturers interviewed concerning the practicality or utility, the appropriateness, and the effectiveness of Web-based English instructional materials in promoting independent learning.*

*Question 1: How do you think the practicality of the teaching by using Web-based English instructional materials?(Practicality)*

*These Web-based instructional materials are really useful for me. Since the materials have been provided and suitable for my students' need and expectation. The various contents which equipped with authentic materials such as audio-visual, authentic conversation from native speakers are valuable (lecturer 1)*

*The Web-based instructional materials enable students to get real and authentic examples of the language expressions (lecturer 2)*

*The students become more enthusiastic, give more attention to learning by the means of Web-based instructional materials (lecturer 3)*

*Question 2: Are the contents of the Web-based instruction accurate for teaching English as general course?*

*The topics presented can engage the students to learn. The design of the presentation that displays integrated language skills relevant to the level of the students (lecturer 1)*

*The Web-based instructional materials make the classroom more enjoyable and potential to promote independent learning because of the various activities that can be accessed anytime and anywhere (lecturer 2)*

*The process of teaching and learning are more interesting and the students have more attention to the subject I teach (lecturer 3)*

*Question 3: How do you think the effectiveness of the Web-based instructional materials?*

*The whole packages are included; Speaking, Listening, Reading and Writing and language functions are presented so students are able to practice their language skills interchangeable (lecturer 1)*

*Because of the open resources software program so we as authorized lecturers can edit the materials whenever needed. It is very effective (lecturer 1)*

*I can give feedback immediately to the students works or their assignment even respond to their problem faced (lecturer 2)*

*With the various activities in Web-based materials, they enable to eliminate the boring situation, making the classroom alive. In short, the Web-based instructional materials can create language learning easier and more successfully managed (lecturer 3)*

## V. CONCLUSION

The present teaching and learning method for General English Course implemented at Tadulako University shows inadequacy in fulfilling students' needs and expectations. The Web-based English instructional materials that are needed by the students based on research conducted through need analysis should be seen from how students perceive their objectives in learning English. The implementation of web-based English instructional materials has brought changes and positive impact on the students. The standards and indicators of students' independent learning are achieved through web-based English instructional materials. This is indicated from the students' opinions toward the content, audio-visual materials that are proven to be very positive and appropriate to be used as instructional materials.

The students agree that the flexible learning atmosphere along with the interactive and resourceful materials, allow them to be attracted and motivated in learning independently. The fun learning atmosphere and the flexibility of lecturers' teaching method as the main feature of Web-based instructional materials are very appropriate for students particularly in helping them to be independent learners. The fact that users are able to access the materials with minimum training and do not depend on the presence of teachers prove to help students to be motivated in learning independently.

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# A Study on Chinese TALK Metaphor from Corpus-based Approach

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**Abstract**—Metaphor is a vitally important concept in Cognitive Linguistics and refers to the mapping from source domain to the target domain. It is the mapping from the concrete entity to the abstract one, through which we can understand the process of men's mental cognition to handle abstract things through specific ones and has been researching by many linguistic scholars by means of traditional methods such as introspection. The Corpus method is a newly utilized and empirical method to conduct linguistic research and contains the language materials of real and the actual use of language, and corpus is the carrier of basic language knowledge resources based on the computer. The real corpus must be processed (analysis and processing), in order to become useful resources. This paper takes advantage of CCL Corpus(Center for Chinese Linguistics Corpus) which is the biggest Chinese Corpus in China constructed by Beijing University to investigate TAKL metaphor and conduct the empirical research to make metaphor research more objective and convincing.

**Index Terms**—metaphor, corpus, TALK, CCL

## I. INTRODUCTION

Metaphor is sometimes and traditionally used as a general term for figurative or non-literal language. It is difficult to determine whether a word or phrase should be understood metaphorically or not. In Cognitive Linguistic view, metaphor is a creative process in which an existing linguistic form is used to express a meaning similar, but not identical, to its conventional meaning (Kovesces 2002). Individual metaphors are built on an inferable analogy between the original and the novel meanings, or the 'source' and 'target' meanings in Lakoff and Johnson (1980)'s terms. Importantly, however, metaphor is not a deviant special case of language use, nor is literal use the default setting for language; Metaphorical language use is often speciously considered exceptional only because of the seductively erroneous assumption that language is a tool which enables the speaker to encode meaning and the hearer to decode it (Wilson & Sperber 2012). Linguistic communication is, however, not simply an encoding-decoding process, nor is it even a process of reverse-engineering in which the hearer puts the speaker's original meaning back together again (Mufwene 2002; Brighton, Smith, & Kirby 2005). Rather it is best characterised by the complementary processes of ostension and inference (Sperber & Wilson 1995). Metaphors are defined by the analogical connections which can be drawn between the source and target meaning, and are interpreted in the same way: the hearer infers the parts of the source meaning relevant in the communicative context and constructs an ad-hoc interpretation based on the relevant semantic fragments.

Corpus contains a large scale computer-aided analysis of very extensive collections of transcribed utterances or written texts. Corpus data has led to methodological and theoretical innovation in linguistics in general. Clear and detailed explanations lay out the key issues of method and theory in contemporary corpus linguistics. A structured and coherent narrative links the historical development of the field to current topics in 'mainstream' linguistics. Practical activities and questions for discussion at the end of each chapter encourage students to test their understanding of what they have read and an extensive glossary provides easy access to definitions of all technical terms used in the text (McEnery & Hardie 2012). Currently, the research of Metaphor of Cognitive Linguistics is more convincing with the benefit from the empirical support provided by Corpus data.

Language is the most important communication tool for human beings. As a medium for human communication, language has an impact on politics, economy and society, science and technology, and culture. The cultural phenomenon of language is developing constantly, and its present spatial distribution is also the result of the development of the past. People use language to preserve and transmit the fruits of human civilization. Language is one of the most important characteristics of a nation. Talking is the oral manifestation of human communication, and we do a lot of talking every day to communicate with others. TALK is the most direct way for people to express themselves and transmit information. Thanks to talking, the relationship between people begins to become tight.

## II. METHODS

As TALK can express people's thoughts and feelings, it has its own abstract features. However, in the use of language, people give it physical features by means of metaphor. In the contemporary view of metaphor, metaphor is not only a rhetorical phenomenon but a way of perceiving the world by human beings, in which human beings utilize the



experiences of one domain to explain or understand concepts of other domains. Metaphor is pervasive in human life. The TALK itself is just a voice form (spoken language) or text symbols (written) and the semantic carrier, which is abstract. But when people take as TALK as object, they often use the metaphor way to use the attribute of other things to understand it. The "talking", is abstract and difficult to understand. In order to enable people to understand this communication tool, this paper will study how the TALK's source domains are mapped onto its target domain with the help of the data attracted from CCL Corpus. The key word TALK related Chinese words such as *hua* 话, *yan* 言, *shuohuaxiang* 说话像, *shuohuaru* 说话如 are examined on CCL Corpus to get the sentences containing above words. If the numbers of the sentences are many that 2000 sentences are selected. And, the sentences of TALK which are met the standard of metaphor are selected from which the percentage is drawn to show the distribution of metaphor in the chosen sentences.

TABLE 1.  
TALK METAPHOR IN CCL

Lexical items	English Translation	Total Numbers	Numbers of Metaphor	Percentage
<i>hua</i> 话	Talk	2000	67	3.35%
<i>yan</i> 言	Talk	2000	31	1.55%
<i>shuohuaxiang</i> 说话像	"Talk" is like	45	18	40%
<i>shuohuaru</i> 说话如	"Talk" is like	15	13	86.66%

Table1 shows that life is the target domain and English TALK has two Chinese translations, namely, *hua* 话 (*shuohua* 说话) and *yan* 言. We use the Chinese lexical items *hua* 话 (*shuohua* 说话) "Talk", *yan* 言 "Talk", *shuohuaxiang* 说话像 "Talk is like", *shuohuaru* 说话如 "Talk is like" retrieve them in CCL respectively to see how many metaphors there are in their respective total numbers and what are their source domains.

In *hua* 话 (*shuohua* 说话) "Talk", the total surveyed numbers of sentences containing *hua* 话 (*shuohua* 说话) "Talk" are 2000, and the numbers of metaphor are 67. The percentage of metaphors is 3.35%. The *hua* 话 (*shuohua* 说话) "Talk" relevant metaphors are *paochuyijuhua* 抛出一句话 "throw a word", *hualoudongbaichu* 话漏洞百出 "The loopholes appeared in the words one after another.", *huasuanliuliu* 话酸溜溜 "The word is sour.", *zhonghua* 重话 "heavy words", *huaxiazi* 话匣子 "talking box", *huashuodedishuibulou* 话说得滴水不漏 "speak words tightly", *qinghua* 情话 "affectionate words", *ruanhua* 软话 "soft words", *yinghua* 硬话 "hard words", *changhuaduanshuo* 长话短说 "cut a long word short", *huafeng* 话锋 "topic of conversation", *huatou* 话头 "the beginning of the words", *huabing* 话柄 "handle", *hualiyouchi* 话里有刺 "words with sting", *wenluandehuayu* 温暖的话语 "warm words", *huabingbingliang* 冷冰冰的话 "cold words", *huahuoyaoweihennong* 话火药味很浓 "the words are full of the smell of gunpowder", etc.

In *yan* 言 "Talk", the total surveyed numbers of sentences containing *yan* 言 "Talk" are 2000, and the numbers of metaphor are 31. The percentage of metaphors is 1.55%. *yan* 言 "Talk" relevant metaphors are *zhiyanpianyu* 只言片语 "isolated words", *yanfangxingyuan* 言方行圆 "contradictions between words and deeds", *yanzhiwuwen* 言之无文 "words without literary", *yanquan* 言泉 "words as spring water gushed out", *yanbujinyi* 言不尽意 "Words cannot express all one intends to say", *yantongleshi* 言同勒石 "profound and precious words", *qingyanxiyu* 轻言细语 "mild tone", *renweiyangqing* 人微言轻 "one's word does not carry much weight.", *yanzhong* 言重 "heavy words", *jinchiliangyan* 金石良言 "good advice", *tianyanmiyu* 甜言蜜语 "honeyed words", *kuyanxiangquan* 苦言相劝 "persuade with honest words".

In *shuohuaxiang* 说话像 "Talk" is like", the total surveyed numbers of sentences containing *shuohuaxiang* 说话像 "Talk" is like" are 45, and the numbers of metaphor are 18. The percentage of metaphors is 40%. The *shuohuaxiang* 说话像 "Talk is like" relevant metaphors are *shuohuaxiangdayami* 说话像打哑谜一样 "Talk" is like guessing", *shuohuaxiangfanglianzhupao* 说话像放连珠炮 "Talk" is like guessing", *shuohuaxiangchaodouzi* 说话像炒豆子 "Talk is like fried beans", *shuohuaxiangjisuanjijiyangkuaisuheqingxi* 说话像计算机一样快速和清晰 "Talk is like a computer quickly and clearly", *shuohuaxiangjiyagaooyiyang* 说话像挤牙膏一样 "Talk is like squeezing toothpaste", *shuohuaxiangheshuihuanhuanliudong* 说话像河水缓缓流动 "Talk is like a river flowing slowly", *shuohuaxiangfangpaozhang* 说话像放炮仗 "Talk is like firecracker", *shuohuaxiang yinhangzhangmuyiyangzhenmi* 说话像银行帐目一样缜密 "Talk is like meticulous bank account", *shuohuaxiangkaijiguanqiang* 说话像开机关枪 "Talk is like a machine gun", *shuohuaxiangchileqiangzi* 说话像吃了枪子 "Talk is like eating bullets", *shuohuaxiangqiaozhong* 说话像敲钟 "Talk is like a bell", *shuohuaxiangyizhilijian* 说话像一支利箭 "Talk is like a sharp arrow", *shuohuaxiangyanzi* 说话像燕子 "Talk is like a swallow", *shuohuaxiangniaoyujizhazha* 说话像鸟语叽叽喳喳 "Talk is like birds chirping", *shuohuaxiangguafengside* 说话像刮风似的 "Talk is like the wind blowing", *shuohuaxiangchangge* 说话像唱歌 "Talk is like singing", etc.

In *shuohuaru* 说话如 "Talk" is like", the total surveyed numbers of sentences containing *shuohuaru* 说话如 "Talk is like" are 15, and the numbers of metaphor are 13. The percentage of metaphors is 86.66%. *shuohuaru* 说话如 "Talk is like" are 15, and the numbers of metaphor are 13. The percentage of metaphors is 86.66%. *shuohuaru* 说话如 "Talk is like" are 15, and the numbers of metaphor are 13. The percentage of metaphors is 86.66%.

like” relevant metaphors are *shuohuarutongerxi* “说话如同儿戏” “Talk” is like a trifling matter.”, *shuohuarutongshengzhi* 说话如同圣旨 “Talk is like a decree.”, *shuohuarutongdadianhuayiyangqingxi* 说话如同打电话一样清晰 “Talk is like clear calling”, *shuohuarutongfangpi* 说话如同放屁 “Talk is like fart.”, *shuohuarutongbairanzao* 说话同白染皂 “Talk is like soap dye.”, etc.

From the table1, we can see that the numbers of metaphor of *shuohuaru* 说话如 “Talk is like” and *shuohuaxiang* 说话像 “Talk is like” are highest accounting for 86.66% and 40% respectively. The numbers of metaphor of *hua* 话、*yan* 言 “Talk are lowest accounting for 3.35% and 1.55% respectively.

### III. RESULTS AND EXPLANATIONS

According to the examples from CCL, we can conclude that TALK metaphors fall into different source domain: Material domain, State Domain, Sensory Domain.

#### A. Material Domain

Chinese always metaphorizes “words” as a container which can hold things, such as, *hualiyouthua* 话里有话 “have one’s tongue in one’s cheek”, *huaxiaozi* 话匣子 “talking box”, etc.

There are internal and external sides in the container. So there is the expression of “the word outside” and “the word inside” in Chinese, and words as a container can not only store things, but also can be opened and closed. As the material, words have two types: soft words and hard words.

(1) 他误认为我话里有话，眼睛中的灰色变得湛蓝。我看着他年轻起来的脸，皱纹和白发都成了一种伪装。

Ta	wurenwei	wo	hua	li	you	hua,
M,3SG	misunderstand	1SG	wordPL	inLOC	have	wordPL
yanjing	zhong	de	huise	biande	zhanlan.	wo
eye	inLOC	POSS	grey	become	blue.	1SG
kanzhe	ta	nianqing	qilai		de	lian,
look	M,3SG	young	up	POSS	face,	zhouwen
he	baifa	chengle	yizhong	weizhuang.		wrinkle
and	white hair	become	CLF	camouflage.		

He misunderstood that I had my tongue in my cheek and his eyes became grey blue. I looked at his young face, wrinkles and white hair had become a camouflage.

Words as container can also store things, feelings and emotions.

(2) 他对那个孤儿说的话饱含深情。

Ta	dui	nage	gu'er	de	hua	baohan
M,3SG	DAT	that	orphan	POSS	words	full
shenqing.						
affection.						

The words he said to the orphan was full of affection.

(3) 这篇散文言辞优美，诗意盎然。

Zhepian	sanwen	yanci	youmei,	shiyi	ang ran.
CLF	prose	words	refined	poetic flavour	abundant.

The prose has refined words and is poetic.

(4) 既然大家把话说开了，那也没事了，咱们还是抓紧进行会议的下一议程吧。

Jiran	dajia	ba	hua	shuo	kai le,	na
As	3PL	CAUS	words	talk	open,	then
yemei	shi le,	zamen	haishi	zhuajin	jinxing	huiyi
NEG	problem,	1PL	still	hurry	doPROG	meeting
de	xiayi	yicheng	Ba!			
POSS	next	agenda	IMP			

Now that we have talked things out, it is all right. Let's hurry up to the next agenda of the meeting.

(5) 几杯酒下肚后，小伙子打开了话匣子。

Ji	bei	jiu	xia	du	hou,	xia
CLF	cupPL	wine	down	stomach	after,	young
huozi	dakai le	hua	xiazi.			
fellow	openPST	talk	box.			

After a few drinks, the guy opened the talkingbox.

(6) 他知道妻子心肠软，就一个劲儿地说软话。

Ta	zhidao	qizi	xinchang	ruan,	jiu	yige jing de
M,3SG	know	wife	heart	kind,	then	constantADV
shuo	ruan	hua.				
say	soft	words.				

He knew his wife was soft, and he said soft words to her.

(7) 新中国建立初期我中国怎敢谈那类强硬话呢?

Xin	zhongguo	jianli	chu	qi	wo zhongguo	zem
New	China	foundPASS	beginning	period	1PM	NEG AUX
gan	tan	nalei	qiangying	hua	Ne?	
dare	say	such	hard	words	Q	

How can China dare to say such hard words in the founding of People's Republic of China?

**B. State Domain**

We humans live in the physical world, and know things from the understanding of the specific matter, which provides the material basis for our physical experience to understand and express thoughts and feelings and psychological abstract fuzzy activities, events, and other intangible concepts. In general, we tend to organize our non-physical experiences with physical experiences. The expression and understanding of words are abstract, and people always use the metaphorical cognitive approach to make the TALKmetaphor a concrete and tangible entity.

Words has the feature of Weight. Because the object has a weight, "words", after being metaphorized into entity, has the weight difference. The weight difference depends on the importance of "words" in the minds of people. In general, important words" shows the feature of weigh and vice versa.

Words has the feature of shape. As an object, it has an external shape. When we make the words metaphor into an entity, we also give the words a certain shape.

(8) 她举止优雅,说话轻言细语,一副江南女子的模样。

Ta	juzhi	youya,	shuohua	qingyan xiyu,	yifu	jiangnan
F,3SG	manner	Elegant,	talk	gentleADV	CLF	South of China
nvzi	de	moyang.				
woman	POSS	image.				

She is elegant talks gently and is a typical Jiangnan woman.

(9) 你可以觉得自己是人微言轻的无名之辈,也可以心灵充实。

Ni	keyi	juede	ziji	shi	renwei yanqin	de
2SG	AUX	think	REFL	COP	humble	POSS
wuming zhi bei,	ye	keyi	xinling	chongshi.		
nobody,	also	AUX	heart	enrich.		

Though you think you are in humble position and your word does not carry weight, you can also enrich your heart.

(10) 听了孙中山这一番语重心长的话语后,当时几个孩子深受鼓舞,且仿佛一下长大了许多似的。

Ting le	Sunzhongshan	zheyi fan	yuzhongxinchang	de	huayu	hou,
ListenPST to	Sunzhongshan	CLF	sincere	POSS	words	after,
dangshi	jige	haizi	shenshou	guwu,	qie	fangfu
ADV	CLF	children	deepADV	inspirePASS,	and	seem
yixia	zhangda le	xuduo	si de.			
suddenly	growPERF	a lot	DUR.			

After hearing Sun Zhongshan's sincere words, the children were inspired, and seemed to grow a lot.

(11) 老师的话很有分量,学生们只有乖乖服从。

Laoshi	de	hua	hen	you	fenliang,	xuesheng men
teacher	POSS	words	ADV	have	weight,	studentPL
zhi you	guaiguai	fucong.				
only	obedient	obey.				

The teacher's words carries weight and the students only obediently obey.

(12) 老师对学生的失败说了一句轻飘飘的话。

Laoshi	dui	xuesheng	de	shibai	shuo le	yiju
teacher	DAT	studentPL	POSS	failure	sayPST	CLF
qing piaopiao	de	hua.				
light	POSS	words.				

The teacher said a light words to the students who failed in the examinations.

(13) 中国队也要用实力来赢球,不要给别人话柄。

Zhongguo	dui	ye yao	yong	shili lai	ying	qiu,
Chinese	team	also FUT	use	strength	win	game,
buyao	gei	bieren	huabing.			
NEG	DAT	otherPL	handle.			

Chinese team should use its strength to win the game, don't give others handle.

(14) 一位老大爷慢悠悠地接过话茬儿。

Yiwei	lao daye	manyoyoude	jieguo	hua cha' er.
CLF	old man	leisureADV	take over	talk.

An old man leisurely talked with others.

(15) 见他收不住话头,妻子忙给他使眼色,并斟满酒向着客人唱起了欢乐的歌。

Jian	ta	shou	buzhu	hua tou,	qizi	mang
Look at	M,3SG	stop	NEG AUX	words	wife	busy
gei	ta	shi	yanse,	bing	zhenman	jiu
DAT	M,3SG	give	Wink,	and	fill	wine
xiangzhe	keren	chang qi le	huanle de	ge.		
DAT	guestPL	sing	jouful	song.		

He could not stop his words and the wife was busy giving him a wink and filled wine to the guests to sing the song.

### C. Sensory Domain

Words are heard by people with ears and then people use the brain to understand its meaning. Different words causes different feelings in the minds of different people,so different words are then metaphorized into different things and different things give people various feelings. And some feelings have similarities though they are diverse. So through the feeling transfer,we get the words with characteristics which are sour, sweet, bitter, hot and cold,pain.

(16) 我的意见完全是被杨某的甜言蜜语所欺骗。

Wo	de	yijian	wanquan	bei	yang mou	de
1SG	POSS	opinion	completeADV	PASS	yang	POSS
tianyanmiyu	suo	qipian.				
sweet words	PASS	fool.				

My opinion is completely fooled by Yang's sweet words.

(17) 医院明白了张朝安为什么要提出带张春华回乡,更加苦言相劝。

Yiyuan	mingbai le	zhangchaoan	weishenme	yao	tichu
Hospital	understand	zhangchaoan	why	have	propose
dai	zhangchunhua	huixiang,	gengjia	kuyuan	xiangquan.
take	zhangchunhua	back home,	COMPA	honestwords	persade

The hospital understood why Zhang Chao'an wanted to take Zhang Chunhua home, and persaded him honestly.

(18) 别老说那些酸溜溜的话。

Bie	lao	shuo	naxie	suan liuliu	de	hua.
NEG IMP	always	say	those	sour	POSS	words.

Don't say those sour words again and again.

(19) 看到一张张亲切的脸,听到那一声声温暖的话语,我便激动不已。

Kandao	yi zhangzhang	qinqie	de	lian,	ting dao	na
See	CLF	kind	POSS	facePL,	hear	that
yishengsheng	wenluan	de	huayu,	wo	bian	jidong
CLF	warm	POSS	words,	1SG	then	exciteADJ
buyi.						
very.						

Seeing the kind faces and hearing the sound of warm words, I felt excited.

(20) 电话那头甩来一位女士生硬冰冷的话,便挂断了。

Dianhua	natou	shuailai	yiwei	nvshi	shengying bingleng
Phone	opposit side	transfer	CLF	lady	stiff
de	hua,	bian	guaduan le.		
POSS	words,	then	hung up.		

Upon hearing a lady' stiff and cold words from the phone, I found the phone hung up.

#### IV. CONCLUSION

This paper makes a tentative analysis of the metaphorical meaning of “words” by means of corpus and cognitive linguistics to show that TALK is abstract but by means of metaphor, we can use the concrete entities to describe it and make it tangible and easy to understand. The Corpus data offers valid and real language materials to explain the amount of metaphor TALK in real world. We can see that the understanding of the concept TALK depends on the other related concepts such as material, food, taste, etc. These materials are closely related to our daily lives and provides vivid picture to let the men know how concrete our TAKL metaphor is because we know these experiences well. So metaphor is grounded in our daily experiences. All the understanding of TALK must be connected with these concepts by means of metaphor. It is difficult to talk about the concept of TALK without these elements in source domains. The reason why life is so rich in metaphorical expression is that metaphor mapping is a process of feature focus and feature suppression. Every focus of the metaphor of talk can only highlight the characteristics of a certain aspect, and all aspects of TALK need to be understood.

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# The Analysis of Sexism in English Proverbs

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**Abstract**—The proverb is summarized and refined by human through many years of social practice beings. As a social variant, it reflects the social customs and cultural values. It is not difficult to see this kind of phenomenon in the English proverb because of the widespread discrimination against women in human culture. Through studying the development trend of sexism in English proverbs, the paper analyses these phenomena from the five aspects—personality, behavior, intelligence, marriage and social status. And then the paper probes into the causes of sexism from three aspects: historical reasons, cultural origin and social factors. The proper comprehension of the sexism in English proverbs not only helps to improve the students' ability of using English, but also avoids the intercultural conflicts caused by improper using of English proverbs in the foreign exchanges.

**Index Terms**—English proverbs, sexism, root cause analysis

## I. INTRODUCTION

The proverb is the product of specific culture and concept, describing as “living fossil of language”. The feudal consciousness of “man is superior to woman” reflected in English proverb incisively and vividly (Fromkin, V & R. Rodman, 1983). As a result, the English proverb has further strengthened the cultural pattern of gender, enhancing the social status and superiority of men, and reducing the self-consciousness of women. Therefore, exploring the status of women through the English proverbs will have extensive representation and powerful persuasion.

Generally speaking, the study of gender language can be divided into two periods: before and after 1860s. In the west, the earliest record of gender language is in *Histoire Naturelleet Moraledes lies Antillet* wrote by Robin Fort, recording the language usage at that time. In the 1970s, a large number of scholars studying gender discrimination in language emerged. *The Woman and the Language*, attracting many scholars researched the gender and the language from other perspectives. *Women Changing Language*, the article of Anne Pauwels in 1998, has examined the works of sexism in several languages and societies. It emphasizes the fact that sexist practices reflect a reality of gender discrimination: men as the norm, women as a deviation of male.

Influenced by western scholars, Chinese exports realized the phenomenon of sexism in language, and began to have related researches until the New Culture Movement. In the early period, Chinese scholars mainly focused on gender differences, studying the men and women's language particularly from pronunciation, tone, syntax, vocabulary and other superficial aspects. Until the 2000, the research direction began to turn to sexism in English proverbs. In *the Sexism of the English Proverbs*, Yang Qing, a teacher of Guilin College, identifies several causes of sexism in English proverbs and points out that this phenomenon is the direct reflection of women's social status in every period (Yang & Yu, 2003). Cheng Haiyan, in her paper-*the Sexism Phenomenon in English Proverbs and Its Roots*, presents the phenomenon of sexism in English proverbs based on feminism and also explores the roots of it from the perspective of Sociolinguistics.

The purposes of paper are to make people aware of the discrimination against women in the language, to remind people to eliminate sexism in language, ultimately contributing to the harmonious development of society and language, and to provide a valuable basis for further research. The proper comprehension of the sexism in English proverbs not only helps to improve the students' ability of using English and to avoid the intercultural conflicts caused by improper using of English proverbs in the foreign exchanges, but also lays the foundation for noticing and improving this phenomenon in the future.

Language is the carrier of culture and the tool of human thinking. English proverbs reflect people's values in English speaking countries. If we want to succeed in English communication, we should pay attention to sexism in English proverbs, which gradually reduces and eliminates with the improvement of the society and people's in-depth understanding. If students communicate with foreigners by using the sexist language on books, which will inevitably lead to misunderstanding or even conflict because of offending others. Hence, as English teachers, the most important thing is to let students understand that English proverb, as a special kind of English idioms, is used to express meaningful, valuable and educational advice through simple, concise and witty expression. As for English learners, mastering English proverbs can not only grasp the essence of English, but also learn the moral standards of people's life and know the development trend of English.

## II. LITERATURE REVIEW

### A. Definition of Proverb

Proverbs are fixed statements, using simple and popular words to reflect the profound truth, and are the summaries of general experience in daily life (Trank, 1983). The proverb is the crystallization of human wisdom and the embodiment of language, which is hailed as a “national mirror” or “the living fossil of language”. The content of proverbs includes all aspects of social life. In the certain sense, as an important component of language, proverbs have become an encyclopedia for people to understand their lives and to regularize their behavior. It not only reflects the culture of human beings and the customs of life, but also contains the record of the discrimination against women in human civilization.

### B. Definition of Sexism

Sexism, according to the new Oxford Dictionary of English, means “prejudice, stereotyping, discrimination, typically against women, on the basis of sex.” It, according to Webster Ninth New College Dictionary, means prejudice or discrimination based on sex. Especially: discrimination against women (William, 1952).

### C. Development Trend of Sexism in English Proverbs

As is known to all, the happening of major historical and political events and the appearance of great inventions and new beliefs will make language (including proverb) produce a corresponding impact and change.

The conservative Christian emphasized husband's personal interests and efforts, and thought that the main mission of women was to take care of the family and children, which undoubtedly played a significant role in gender differences. The industrial revolution of eighteenth century brought about great changes in people's values. Human began to observe and understand all aspects of life by using the scientific methods instead of religious beliefs. Today, it is difficult for young people to blindly accept the ideas in the *Bible*, and the traditional opinion of gender difference has faced with challenges.

Over the years, women become more and more dissatisfied toward the unfair treatment they are suffering. In the 1860s to 70s, the feminist movement ran to a high-tide period in the United States, and women fought for enjoying equal rights in education, work, social security and many other aspects with men. Many women began to become financially independent and to share household spending with their husbands. The status of women has gradually improved, but the discrimination against women still existed. Now only a part of profession opens the doors for women, and women are less likely to be promoted than men. It still needs unremitting efforts of several generations to liberate women. The extinction of unequal words and expressions between men and women will also take a long time to put an end.

However, with the progress of social civilization degree and the improvement of women's status, certain words and expressions are no longer adapted to the development trend of the times, and people begin to despise taboo words and expressions which implicit the inequality between men and women. In uncertain circumstances, people try to avoid using positive third person singular, and attempt to use neutral words or other words to replace them. For example, camera man-camera operator; Congressman-member of Congress; housewife-housemaker; Spokesman-Spokesperson.

What will happen to the sexist language in English proverbs and what kind of changes they will have? Proverbs that have the connotation of belittling women will gradually withdraw from the stage of history. Facing the new world, people will accumulate new experiences in the daily life and then form new proverbs after a long period of practice. Nowadays, because women enjoy equal rights with men and people forbid sexism in language, the proverbs which are formed or will be formed will have fewer and fewer traces of belittling women.

## III. MANIFESTATIONS OF SEXISM IN ENGLISH PROVERBS

As an important part of English language, English proverbs can reflect the culture, life, customs and thinking methods of a particular society in a certain period. Sexism in language is also reflected in the proverbs, and we will take a look at some examples from the following five aspects.

### A. Personality

#### 1. Weakness

Woman made of glass. (女人是玻璃做的.)

Woman is made to weep. (女子生性好哭.)

It is no more pity to see a woman weep than to see a goose go bare foot. (女人哭如鹅光脚走路, 根本不值得可怜.)

The first proverb regards the woman as glass. As we all know, the glass is glittering and translucent, which can be beautiful decorations in most cases. In the eyes of men, these characteristics are in line with the nature of women. In fact, saying in this way is a little bit overgeneralization. Certainly, some women are likely to pretend to be weak in order to live in a comfortable way. Do you think it is only the fault of women? If the man doesn't play a powerhouse in society and is proud of being the umbrella of the woman, it deserves to be considered seriously that whether those weak women will be able to become independent. In other two examples, women seem like crying. Men think that

women seek sympathy and assistance by their tears. However, sometimes they just give vent to bad emotions. The different patterns of thinking lead to misunderstanding so the emergence of proverbs above seems well-reasoned.

The proverbs above are inclined to represent women's weakness by tears and fragile glass, which can be explained from a physical and social perspective. From the physiological point of view, woman's nervous system is not as stable as men, and their emotions are easy to be influenced by special physiological conditions. As for social aspect, the weakness of women seems to be natural, because in the eyes of the human, women are born with weakness (Zhang & Liu, 2005). French female writer George Sand, in one of her works, wrote: "men always have an innate conceit, and they are willing to protect women's weakness rather than to praise women's bravery." Women in this case, are willing to rely on the protection of men, but they often very frustrated, because men are often not as strong as they show. It makes women secretly cry who delicate in emotion, while the men mock them instead without reflecting whether their strength is powerful or not.

### 2. Vanity

Tell a woman she is fair and she will soon turn fool. (跟女人讲她长得漂亮, 很快她就会晕头转向.)

Every woman would rather be beautiful than good. (女人爱美不重德.)

The more women look in their glass, the less they look to their house. (女人成天照镜子, 无心照管家务事.)

These examples above all mention the fact that women pursue beauty, but is it the cause of other defects? No one is perfect, so it is normal for women to have disadvantages. What's more, men have too. The problem is that people regard the pursuit of beauty is the source of evil. Therefore, it is necessary for people to eliminate this prejudice in order to reduce the sexism in language.

These proverbs often emphasize women's virtue but depreciate their beauty at the same time. In fact, men pay attention to the appearance of a woman. When choosing a mate, men prefer women who perform well in both the hall and the kitchen. It is said that the smell of an onion from the mouth of the lovely is sweeter than that of a rose in the hand of the ugly for the most of men. The standards of men choosing spouse are always gentle and beautiful, which makes women in a passive position. Therefore, they have to do everything possible to take men's fancy in order to obtain the favor and protection of them.

### 3. Evil

Women are the snares of Satan. (女人是撒旦设下的陷阱.)

Women are the devil's nets. (女人是万恶之源.)

There is no devil so bad as a she - devil. (恶魔当中女人最坏.)

There is a woman in it. (此事必有女人在捣鬼.)

Nothing agrees worse than a lady's heart and beggar's purse. (女人的心和乞丐的钱包一样, 糟糕透顶.)

The woman is compared to the trap of Satan, the root of all evils, the worst devil and so on in these proverbs, which are extremely terrible things in people's minds. The status of women can be easily seen by describing women as these kinds of objects.

These proverbs are full of sexism. God felt that it was a great mistake to make a woman, and that she was the root of all evil, because Eve violated God's injunction, tempting Adam to eat the apple. God drove them out of the Garden of Eden, and imposed pain on mankind. In order to punish Eve, God let her have to obey her husband. In ancient Greek mythology, Jose created the beautiful Pandora, gave her a box full of evil, and told her not to open it. But in the end, Pandora broke her promise, opening the box and spreading the evil around the world. These arguments compare women to the most terrible things in the world (Dong, 2004). The woman is portrayed as a difficult, dangerous person and troublemaker in some English proverbs.

### B. Behavior

Three women and a goose make a market. (三个女人一只鹅, 市场里面闹哄哄.)

Husbands are in heaven whose wives scold not. (老婆不唠叨, 丈夫就像生活在天堂里.)

A woman's tongue wags like a lamb's tail. (女人饶舌如同羔羊摆尾.)

Many women, many words; Many geese, many turds. (鹅的屎多, 女人的话多.)

When people talk about women, we can find out that women are often mentioned in the same breath with animals. Goose, a kind of bird, is often associated with women. Generally speaking, "talkative" goose who walks along the village with shouting just like those who live in groups loving chatter and slander. According to physiological research, woman's cranial capacity of language is much larger than men, so it is not a defect for them to communicate with people. As for nagging, it is a way for women to vent their dissatisfaction. However, men don't understand this demand of women, don't listen to their voices but blame them blindly.

### C. Intelligence

Long hair, short wit. (女人头发长, 见识短.)

Women have no soul. (女人没灵魂.)

When an ass climbs a ladder, we may find wisdom in women. (毛驴登梯时, 女人有才智.)

A woman's advice is never to seek. (女人的建议一文不值.)



These proverbs present that women only have long hair without knowledge and soul, and it is impossible to look forward to some meaningful statements and useful advice from women. They suggest that there is no wisdom on women, and only men have right to master the knowledge and it is controlled by them (Lin, 2015). It seems to highlight the men's social status and great contributions in opposite ways.

In British history, women had less opportunity to receive formal education than men. Until the Victorian era (1837-1901), some universities began to accept a small number of girls. But the expectations of people for them also had the obvious difference with men. At that time, women were expected to learn the skills of mastering housework, and to cultivate the qualities of kindness, gentleness, piety and dependence. However, man was expected to become the master of his family. Ironically, it was society that deprived equal rights of women to receive education. Mankind, in turn, believed that women were ignorant. On the one hand, men preached "ignorance is women's virtue" (Hu & Wei, 1998). On the other hand, when the women observed all rules and regulations, they still complained "Long hair, short wit". In fact, these contradictory remarks reflected that men needed women's ignorance to show their excellence. Sometimes, women pretended to be foolish to satisfy the men's self-esteem and received recognition and protection of them.

#### D. Marriage

Daughters and dead fish are not keeping wares. (女大不中留, 鱼死不能存.)

Marry your son when you will, your daughter when you can. (娶媳不忙, 嫁女宜速.)

A fair face is half a portion. (姿色颜, 嫁妆半.)

He that marries for wealth sells his liberty. (娶得富家女, 自由受限制.)

Marry a wife of thine own degree. (娶妻, 应与己般配.)

These proverbs reflect the ingrained idea in marriage that "man is superior to woman" and the tendency of commercialization of women. In the male-centered society, the woman's appearance was not only the basis of wealth but also the commodity which could be bought and sold. It shows that women were regarded as dolls under that occasion. Even if a woman had a great family background, she still was questioned by the male. In order to maintain his dignity, man preferred to choose his wife who has the same background with him.

#### E. Social Status

A man of straw is worth of a woman of gold. (稻草男儿抵得上金玉女子.)

Man, woman and devil are three degrees of comparison. (男人, 女人和魔鬼, 三个等级分贵贱.)

The proverbs above are full of male chauvinism and reflect women's social status of oppression and bullying. The wife is only an article of clothing of her husband which can be worn or thrown, even if the poor man is better than woman. People even believe that women are not the members of human beings at all, and they are just the creature higher than devil. The *Bible* says that God created the man who is the first creature, the source of all things, and the master of the world, while woman is made of a rib from man. It can be seen that God placed the man in a dominant position, and the woman was attached to man when creating human beings. Engels revealed in his book *the Origin of Family, Private Ownership and Country*: the husband has mastered power at home, but the wife was diminished and became a slave of her husband's desire and a simple tool for children. It is not difficult to see that the status of women is so humble.

### IV. CAUSES OF SEXISM IN ENGLISH PROVERBS

Language is a part of culture and plays an important role in culture. It is influenced by culture and reflects the cultural and historical features of a nation. The phenomenon of sexism in language is a true representation of social sexism, which is not rooted in the language itself, but has profound historical, cultural and social roots.

#### A. Historical Roots

As for the establishment of matriarchal clan, Morgan, the founder of American cultural anthropology and the representative of classical evolutionary school (1956), pointed out in *Ancient Society*: "clan-the society which is made up of female ancestors, their children and the children of these female offspring. When emerging amount of properties, the social pattern transformed to regard man as the standard". In matriarchal clan, it was the woman who mastered the economic power so that they had power to lay down the law. Therefore, woman was in ruling position at that time. However, in the late period of the matriarchal clan, the men were strong enough to take control of the economic lifeline with the emergence of a lot of properties, and women became the subject of being governed. It was the historical turning point of women's status. From then on, women were always at the bottom of society, suffering from discrimination, oppression and humiliation in the patriarchal clan, slave society, feudal society and capitalist society.

In the long river of history, the men firmly grasped the chips of women from primitive society to western capitalist society, and the discrimination against women finally became a solid mountain by depositing through many years. Despite Montesquieu, one of the most important representatives of the French Enlightenment in eighteenth Century, indicated in *the Spirit of Law*: "women are going forward gradually, and their position has been

improved in civilized nation comparing with the ancient time.” However, the qualifiers of weakness and lowliness not easily disappeared, because the sexism in people’s minds was already deep-rooted. Although women were striving for higher social status constantly after awakening; the women’s liberation movement was happening vigorously; women played increasingly more important role in society, there was a difficult and lengthy way to completely change their social status. Therefore, the sexism in English proverbs would still survive.

### B. Cultural Roots

The cultural roots of English proverbs include: the Greek (Roman) mythology and the more influential literary works (such as Shakespeare's plays), and there are many sexists among them.

#### 1. From the Greek Mythology

The grey mare is the better horse.

The proverb means that “老婆管丈夫或妻胜其夫”. People thought that grey horse in Flanders is good at pulling the car than the British, so the proverb said like that. It seems that there is no sexism in this proverb, but if we understand the background information, we will conduct the different result. In fact, in the origin of it, the author just said “the grey mare will prove the better horse”. The use of “prove” reflects the resistant aspiration of discriminatory women, suggesting their position from opposite perspective.

#### 2. From the Shakespeare's Plays

Frailty, thy name is woman. (脆弱啊, 你的名字是女人.)

This proverb stems from a famous monologue in *Hamlet*, talking about Hamlet’s mother married his uncle Claudius about two months after his father's death. Looking at his mother, as the queen of the country, she still puts her hope of happiness and own destiny in marrying a husband, which also contains a number of bloods and tears of a woman in the class society. Here the remarkable gender discrimination can be seen.

### C. Social Roots

Proverbs are widely used in all aspects of social life, and the content of sexism is everywhere. These contents can basically be divided into several aspects, and each has its deep social roots, or ideas, or emotional factors, or life differences, or women's own reasons.

#### 1. Different Social Divisions of Labor

In the traditional western culture, women are considered to be unable to work out. The only place women can and should stay is the house, and their social division of labor is to do housework and take care of children. As a vulnerable group in society, the value of women can only be reflected through their marriage. This kind of social pattern between male and female not only prevents women’s opportunities to display their talents, but also makes them become the accessories of men, losing the speaking right at home (Yan, 2003). Because men need to go out to work and support their families, many words are filled with the color of masculinism. For example, the English word “history” can be understood as “his-story”. But for women, they stay at home and to do some trifles of no great importance in men’s eyes. Therefore, words associated with household chores are often used to describe women, which are also the reflection of gender discrimination in English proverbs, such as “The foot on the cradle and the land on the distaff is a sigh of a good wife.

#### 2. Patriarchal Ideology

With the development of society, the contribution of women becomes weaker than men, so they gradually are ignored. Later, this kind of neglect develops into scorn or even blind worship-the worship of the male gender, and the discrimination against women is obvious at the same time. Chauvinism is popular no matter in the east or in the west. There is the saying of “九个姑娘不如一个跛腿男儿” in Chinese, and it is the same in English proverbs. For example, “A bad woman is worse than a bad man.” In the small family, comparing the position of husband and wife, the discrimination is more prominent in proverbs such as “If the husband be not at home, there is nobody.” In addition, “Men make houses, women make homes” and “In the husband wisdom, in the wife gentleness” in English and “男主外, 女主内” in Chinese different in approach but equally satisfactory in result. They all suggest that man is the dominator of the world, while the mission of woman is to serve the man.

#### 3. Chastity

It is the man who destroys and pays much attention to woman's chastity. Women not only are forced to bear the physical and psychological damage from men, but also bear the blame from the society. The essence of it is the low social status of woman who is regarded as a vassal of man.

Beauty and chastity seldom agree. (美貌与贞操常不相容.)

Glasses and lasses are brittle ware. (玻璃易碎, 姑娘易毁.)

They are typical examples of describing beautiful women without chastity.

Public hold the different opinions about infidelity for male and female. Men will show off themselves to others when they have an affair, and the other men will admire them. Traditionally, the infidelity of men can be forgiven. The French writer Troia said in the *Paris Dream*: “the disloyalty of men is the natural requirement, whereas the infidelity of women is the depraved performance.” Many men find lovers outside, but suspect their wives in reverse. Nothing is more ridiculous than this!

Who has a fair wife needs more than two eyes. (老婆长得漂亮得多长一只眼睛.)

Ask the mother if the child be not like the father. (孩子长得不像爸要问妈.)

#### V. CONCLUSION

The phenomena of sexism in English proverbs vividly reflect the lower social status of women, the contempt towards women and the prejudice against women. Although the evolution of language is based on the internal principle of language, its objective is to meet the needs of the society. The development of social production, the revolution of social system and the change of human thought all contribute to the emergence and change of language (Yang, 1987). Owing to the progress of the social civilization and the emergence of some outstanding women, the traditional opinions toward women are gradually changing, women's status has improved and some proverbs with discrimination have faded out of people's vision. In the end, when the idea of gender discrimination and the unfair phenomena between male and female completely disappear in the society, the sexism in English proverbs will withdraw from the historical stage.

Although the paper shows the sexism in English proverbs clearly and reveals the underlying roots of this phenomenon. However, there are some shortcomings: the examples are limited to obtain the conclusions; maybe many other factors can also lead to the sexism in English proverbs and so on. Besides, further research needs to be conducted to figure out the measures of improving this situation in order to make the equity between men and women come true.

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# The Development of Writing Poetry Teaching Materials Based on Audiovisual Media of Fifth Grade Elementary School in Bone Regency

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**Abstract**—The purpose of this research is to create the teaching material prototype which is valid, practical, and effective used in learning, especially in writing poetry of fifth grade elementary school in Bone regency. This study uses research and development method. The development model used is the Four-D models that include the definition (define), design, development (develop), and dissemination (disseminate). The design measures used in research and development (R&D) is pretest-posttest design. The data collection techniques used are observation, questionnaires, interviews, tests, and documentation. The finding data analyzed using descriptive and quantitative approach. The research results are: (1) the teaching material developed is writing poetry teaching materials based on audiovisual media with a video format that packaged in the form of compact disks (CD) which is divided into four videos, (2) writing poetry teaching material based on audiovisual media is stated valid. The average aspect of content or material is 3.30 with valid category. The mean of presentation aspect of teaching material is 3.60 with very feasible category. The average aspect of graph is 3.71 categorized as very feasible, and the mean aspect of language is 3.66 with very feasible category, (3) writing poetry teaching materials based on audiovisual media is practical to use in learning to write poetry by 5<sup>th</sup> grade students in Bone regency. This is shown with a mean observation results of learning implementation at 4.57 categorized as very practical and the mean observation of learning management with an average of 4.54 categorized as very practical, (4) writing poetry teaching materials based on audiovisual media effectively used in learning. It is demonstrated by the response of teachers, students and students' test result. The mean response of four teachers is 3.88 with very good category. Furthermore, out of 80 students, 73 or 91.25% of them responded well or very well. The test results show that after the students learn to use the developed teaching materials, there is an increasing mastery learning of 71.43%.

**Index Terms**—development, teaching materials, writing, poetry, audiovisual

## I. INTRODUCTION

The effort to build the complete Indonesian man has become the government's determination since the Five-Year Development Plan I in 1969-1974. Ministry of National Education as a responsible of national education system determined to realize these lofty ideals. It is initiated by arranging a Strategic Plan of National Education Development. The Ministry of National Education's strategic plan becomes a guide for managers of all education levels, starting from the central government, local government, education unit, until the community in planning and implementing the national education development programs and evaluating the results.

Teachers as a main implementer of education in the country are expected to carry out their duties professionally. They need to constantly improve the professionalism, so that the noble ideals of the Indonesian nation which contained in Pancasila, the Constitution year of 1945, the Constitution No. 20 Year of 2003, and the Ministry of National Education's strategic plan can be realized.

Government Regulation No. 19 Year of 2005 Article 20 implies that teachers are expected to develop learning materials and reinforced through the Ministry of National Education's regulation. The fact that occurred in the field is the teachers rarely want to develop their own teaching material. The various reasons are: (1) a matter of time, because the material taught is very wide include various subject areas (Science, Social, Civics, Math, and Bahasa). These studies need devices such as: Lesson Plan, Student Worksheet, Media, and Assessment Tool. So, they do not have time to develop the material; (2) lack of confidence, because they feel their knowledge is still very limited; (3) they do not want to bother themselves. They assume that teaching materials has already provided commercially. They just choose which publisher will be used even though it is not necessarily can lead the students to achieve the goal. In other words, the

available teaching materials on the market still require the adoption and adaptation before the instructional materials used by teachers.

Based on the analysis result of Bahasa teaching material including writing poetry teaching material that has been done by the author of various publishers in elementary school in the last five years, it is found that the conditions of the existing teaching materials still have weaknesses or deficiencies such as: (1) generally, the teaching materials exist from various publishers do not meet the systematic preparation of teaching materials; (2) the material is not presented in depth, for example: the poetry. The content is less described by the author, so students only see the typography poetry which is different from another writing; (3) the material is not easily digested by the students because generally the existing writing poetry teaching material only instruct students to write poetry example. The students are not guided to write poetry step by step; (4) the exposure of writing poetry material is less logically presented. The survey result conducted by Irawan (2014) shows that there are very few parties share videos of Bahasa teaching material, including writing poetry teaching material on the Youtube website. Besides, the physical quality and the content of video are less satisfying.

Teaching material is an important part in the implementation of learning in school. Through teaching materials, teachers will be easier to implement the learning and students will be more helpful and easier to learn. The advances in information technology, enabling the learning materials are not only stored in the textbook but also can be stored in various forms of technology that is more effective and efficient, for example: CDs, cassettes, videos, etc. These forms make the subject matter become more interesting to study. With a variety of animation techniques, the learning materials will be clearer and concrete.

Based on the phenomenon and the actual conditions in the field that has been described above, it conducted the research with the title "The Development of Writing Poetry Teaching Materials based on Audiovisual Media of Fifth Grade Elementary School in Bone Regency" with consideration that the effectiveness of a learning process is strongly influenced by the content or learning material which is interesting, inspiring, fun to challenge, and motivate the students to participate actively.

#### A. *Research Problem*

The problems of this research are:

1. What is the prototype of writing poetry teaching materials based on audiovisual media of fifth grade elementary school in Bone regency?
2. What is the feasibility of writing poetry teaching materials based on audiovisual media of fifth grade elementary school in Bone regency?
3. What is the practicality of writing poetry teaching materials based on audiovisual media of fifth grade elementary school in Bone regency?
4. How does the effectiveness of writing poetry teaching materials based on audiovisual media of fifth grade elementary school in Bone regency?

#### B. *Objective of the Research*

Based on the formulation of the problem that has been presented, this research aims:

1. to formulate the prototype of writing poetry teaching materials based on audiovisual media of fifth grade elementary school in Bone regency.
2. to produce the eligibility of writing poetry teaching materials based on audiovisual media for fifth grade elementary school in Bone regency.
3. to produce the practicality of writing poetry teaching materials based on audiovisual media for fifth grade elementary school in Bone regency.
4. to produce the effectiveness of writing poetry teaching materials based on audiovisual media for fifth grade elementary school in Bone regency.

#### C. *Significance of the Research*

The significance obtained in this study are: (1) to contribute the ideas on the development of theories in learning Bahasa and literature, especially in the design of writing poetry teaching materials based on audiovisual media (2) to help the ongoing activities of the learning to become more interesting and fun, also it can make the students more enthusiastic in learning, so the mastery concepts about writing poetry is more increased, (3) the development of writing poetry teaching materials based on audiovisual media can help teachers to facilitate the learning process and clarify the learning materials especially, writing poetry.

## II. LITERATURE REVIEW

### A. *Definition of Development*

The development is one of the research methods used to produce a particular product, and test the effectiveness of these products. (Sugiyono, 2012) Teaching materials is a set of materials/substances teaching materials that are arranged systematically, showing the whole figure of the competencies which students will learn in learning activities. The basis

consist of the knowledge, values, attitudes, actions, and skills that contains the message, information, and illustrations in the form of facts, concepts, principles, and processes related to the subject of a specific language which aimed to achieve the learning objectives (Suryaman, 2014).

#### B. Teaching Material Theory

Teaching materials is a set of materials/substances (*teaching materials*) that are arranged systematically, showing the figure of the whole of the competencies which students will learn in learning activities. (Ministry of National Education, 2008) It can be concluded that teaching materials are all kinds of materials used to help the teachers/instructors in carrying out the teaching and learning activities. The material can be written or unwritten.

#### C. Definition of Writing

Writing is a form of manifestation abilities or language skills for learners to be mastered most recently after listening, speaking, and reading ability. The writing ability requires mastery of the various elements of language and elements outside the language itself that will be a content of paragraph, both language elements and the content elements should be tied neatly to produce a coherent and cohesive paragraph. (Nurgiantoro 2010) It is concluded that writing is a form of indirect communication to convey the idea of the writer to the reader by using language media. Both elements of the language and content of the element should be neatly interwoven.

#### D. Definition of Poetry

Etymologically, the term poetry comes from the Greek *poema* 'create' or *poesis* 'manufacture' and in English is called poem or poetry. Poetry means 'make' and 'making of' because through poetry, someone has created a world of their own that may contain a message or picture of a certain atmosphere both physically and mentally. (Aminuddin, 2006)

#### E. Definition of Audiovisual Media

Audiovisual media is a media that has an element of sound and image. This type of media has the better ability because it includes both types of media auditory (hearing) and visual (seeing). (Arsyad, 2010) Thus, it can be said that the media is a component of a learning resource or physical vehicle containing instructional materials in the student environment that can stimulate students to learn. In other word, the media is a tangible object that used to facilitate the learning process, so the material being taught is more easily understood by students.

### III. RESEARCH METHODS

This study is research and development method. This study is conducted at elementary school in Bone regency, spread in three locations namely: SD Negeri 13 Biru, SD Negeri 24 Macanang, and SD Inpres10/73 Maroanging

The research instruments used in this study are: (1) the validation sheet of teaching material; (2) the observation sheet of students' activity; (3) the response's questionnaire of student and teacher; (4) test to measure the ability in writing poetry of fifth grade elementary school that used as a data source.

The data collection techniques used in this study include: (1) the interview to find out more about the motivations, characteristics, conditions of the students and teachers, (2) observation used to collect data about the activity and creativity of students and teacher's activity, (3) test used to collect data on the ability of the initial (test pilot small groups) and the final ability of student in writing poetry (trial field test or real), and (4) questionnaire used to determine the level of model effectiveness and teaching materials as well as to determine the student's motivation for ongoing learning.

The study design refers to the 4D model (four D) developed by S. Thiagarajan, Dorothy S., Semmel, and Melvyn I. Semmel. The stages of development model 4D is the definition (define), design (design), development (develop), and deployment (disseminate).

The data that had been collected using instruments then analyzed quantitatively and directed to determine the validity, practicality, and effectiveness of interactive multimedia that has been developed. The techniques used are:

#### 1. The data analysis prototype of teaching materials

The Data analysis techniques prototype of teaching materials is an analysis qualitative with descriptive approach that presents the data in a narrative form.

#### 2. The analysis of feasibility data used inter-validator deal models

A	B
C	D

Notation:

A = Weak Validity, if both experts' assessment worth 1 or 2

B = Weak Validity, if the second expert assessment worth 3 or 4

C = Weak Validity, if the first expert assessment worth 1 or 2 and the second expert assessment worth 3 or 4

D = Strong Validity, if both experts' assessment worth 3 or 4

The formula of mean result validator assessment for each criterion is:

$$\text{Content Validity} = \frac{D}{(A-B-C-D)}$$

To determine the appropriateness or not, it uses Ruslan validation (2009). If the coefficient validity is low (<75%), then the votes considered invalid. If the validity coefficient is high (75% upwards), then the votes considered valid.

3. Data analysis practicality

According Trianto (2009: 25), practicality aspect can only be met if: (1) experts and practitioners state that what is developed can be applied, (2) the fact shows that what is developed can be applied. The activities undertaken in the data analysis process of implementation learning device and management learning are as follows:

a. Looking for a mean total ( $\bar{x}$ ) with the formula:

$$\bar{x} = \frac{\sum_{i=1}^n \bar{A}_i}{n}$$

**Notation:**

$\bar{x}$  : mean total

$\bar{A}_i$  : mean aspects of (-i)

n : number of aspects

b. To determine the implementation category of each aspect or all of the aspects to match the mean of each  $\bar{A}_i$  or mean total  $\bar{x}$  with predefined categories;

c. The implementation category of each aspect or all aspects of the implementation device cited by Nurdin (2007) are as follows:

1.5 ≤ M ≤ 2 entirely implemented

0.5 ≤ M ≤ 1.5 partially implemented

0.0 ≤ M ≤ 0.5 not implemented

Notation:

M =  $\bar{A}_i$  to find the implementation of each aspect

M =  $\bar{x}$  to find the implementation of all aspects

M ~ 4 to find the implementation of each aspect

The criteria used to decide the learning device has a sufficient degree of implementation is the value of X and A, minimum in the partially implemented category. If the value of M is in the other categories, it should be revised by looking at the aspects that has less value.

4. The effectiveness of data analysis

a. The effectiveness analysis of audiovisual media

The effectiveness analysis of audiovisual media is supported by the results data analysis of effectiveness components namely learning outcomes test. The activity of data analysis components are as follows:

a) The effectiveness analysis of audiovisual media by limited trial group.

To obtain the result data of limited trial student learning test, firstly, identify the students who have not been able to write poetry well of each class. Before applying audiovisual media, the pre-test is done to determine the ability of beginning students. After being given the treatment in the learning process with the use of audiovisual media in the limited trial group, then it held posttest to determine the final ability of limited trial group. The study design used *one group pretest-posttest* like in the following figure:

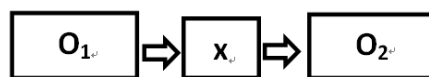


Figure 3.4 Design of limited trial teaching materials

Notation:

O1= initial ability of students

O2= final capabilities

x= treatment

b) The analysis of the students' ability test to write poetry on implementation broader test

The result data of student learning test in the implementation broader test group is done by comparing the situation before and after use (*before-after*). The experiment model used the same model as limited trial classroom.

The result data of writing poetry ability analyzed by determine the scores and final scores of each student. Furthermore, the value is accumulated classically and the average determined. The Value Minimum Completeness (VMC) is 70. It means that students are stated able to write poetry if they obtain a final value at least 70. In other word, students are stated able to write poetry if there is an increasing learning outcome at least 50%.

c) Analysis of the response of teachers and students

The calculation result of teacher and student's response in learning to write poetry using audiovisual media obtained from the actual score and ideal score of the respondents' tabulation. The actual score obtained through the calculation

results throughout the opinions of respondents according to the classification that has been given. The ideal scores obtained from the highest value acquisition multiplied by the number of questionnaires multiplied by the number of respondents. The formula used is:

$$\text{Actual Score} = \frac{\text{Actual Score}}{\text{Ideal Score}} \times 100\%$$

The criteria for the percentage of respondents can be seen in the table below:

TABLE 1.  
CRITERIA PERCENTAGE OF RESPONDENTS

No	% Total Score	Criteria
1	20,00 % - 36,00 %	Very Low
2	36,01 % - 52,00 %	Less / Low
3	52,01 % - 68,00 %	Enough / Medium
4	68,01 % - 84,00 %	Good / High
5	84,01 % - 100 %	Very High

Source: adopted from Narimawati (2007, p. 8)

#### IV. RESULTS AND DISCUSSION

##### A. The Prototype of Writing Poetry Teaching Materials Based on Audiovisual Media of Fifth Grade Elementary School in Bone Regency

Writing poetry teaching materials based on audiovisual media using 4-D model, namely: defining, designing, development, and dissemination.

a. The results of the definition (define) include: analysis of the curriculum, the analysis of teachers' need, the analysis of students' need, media selection of teaching materials, and the selection format of teaching materials.

b. The results of design. Writing poetry teaching materials designed into four videos.

c. The results of development (develop). The development of writing poetry teaching materials using some sophisticated electronic device with the purpose of producing teaching material (video) quality. The devices are: Canon EOS 7D Camera, Lighting, Sound Recorder, Microphone or Clip On, Computer and Software Editing.

d. Dissemination is done through: workshop of teaching materials development, one-day seminar, international scientific journal publications Scopus index, the publication of textbooks for the future elementary school teachers, teaching materials posted on several online based account.

##### B. The Feasibility of Writing Poetry Teaching Materials Based on Audiovisual Media of Fifth Grade Elementary School in Bone Regency

###### a. The results of mean validation, syllabus, lesson plan, student worksheets of validator I and II

TABLE 2.  
RESULTS OF MEAN VALIDATION, SYLLABUS, LESSON PLAN, STUDENT WORKSHEETS OF VALIDATOR I AND II FROM BOTH VALIDATOR

No	Aspect	Validator		Notation
		I	II	
1.	Syllabus	4,00	4,39	valid
2.	Lesson Plan	4,00	4,27	valid
3.	Student Worksheet	3,90	4,45	valid

Table 2 shows that the results of the validation of the validator I and II can be concluded that the instruments supporting teaching material aspects of the syllabus, lesson plans, and student worksheets have met the validity requirements to be used as a writing poetry teaching material based on audiovisual media of fifth grade elementary school

###### b. The mean validation results of writing poetry teaching material based on audiovisual media from the aspect of feasibility content and feasibility presentation

TABLE 3.  
THE MEAN VALIDATION RESULTS OF WRITING POETRY TEACHING MATERIAL BASED ON AUDIOVISUAL MEDIA FROM THE ASPECT OF FEASIBILITY CONTENT AND FEASIBILITY PRESENTATION

No	Aspect	Validator		Notation
		I	II	
1.	Content Validation	3.04	3.35	Valid
2.	Presentation Validation	3.81	3.50	Valid

Table 3 shows the validation results of teaching materials assessed from the material aspects by two validators. The aspects assessed are feasibility content and presentation. The assessment of both validators is on valid category.

###### c. The mean validation results of writing poetry teaching materials media from graph and linguistics aspects



TABLE 4.  
THE MEAN VALIDATION RESULTS OF WRITING POETRY TEACHING MATERIALS MEDIA FROM GRAPH AND LINGUISTICS ASPECTS

Step	Aspect	
	Graph	Language
I	2.80 (not valid)	2.89 (not valid)
II	3.23 (valid but still need revision)	3.70 (valid)
III	3.45 (valid, need a little bit revision)	-

Table 4 shows the validation results of teaching materials by media aspects from two validators. The validation media aspect is done in three stages for graph aspect because the first and the second phase have not received feasibility recommendations from the validator. The validation of linguistics aspect is done twice. The assessment of both validators is in eligible to use category.

C. The Practicality of Writing Poetry Teaching Materials Based on Audiovisual Media

a. The mean observation result of learning implementation

TABLE 5.  
THE MEAN OBSERVATION RESULT OF LEARNING IMPLEMENTATION

No	School	Meeting					
		I		II		III	
1.	SDN 13 Biru Class A (Limited Trial)	4.00	3.00	4.60	3.80	5.00	4.80
2.	SDN 13 Biru Class B (First Trial)	4.00	4.00	4.80	4.60	5.00	5.00
3.	SDN 24 Macanang (Second Trial)	5.00	5.00	5.00	5.00	5.00	5.00
4.	SD Inpres 10/73 Maroanging (Third Trial)	4.00	4.00	4.40	4.20	4.80	4.80

The learning implementation is used to measure the practicality of the developed teaching materials. This data is obtained through the observation made by the two observers during the ongoing learning. The learning activities carry out by three times face to face. The observation result data of two observers on four classes in three schools shows the final mean of learning implementation categorized as very practical.

b. The mean result of learning management response

TABLE 6.  
THE MEAN RESULT OF LEARNING MANAGEMENT OF THREE TIMES MEETING

No	School	Meeting					
		I		II		III	
1.	SDN 13 Biru Class A (Limited Trial)	3.80	3.70	4.50	4.70	4.80	5.00
2.	SDN 13 Biru Class B (First Trial)	4.30	3.80	4.80	4.50	5.00	5.00
3.	SDN 24 Macanang (Second Trial)	5.00	5.00	5.00	5.00	5.00	5.00
4.	SD Inpres 10/73 Maroanging (Third Trial)	3.80	4.10	4.00	3.70	4.70	4.70

Learning management used to measure the practicality of teaching materials. This data is obtained through observation by two observers. The observation of learning management is conducted three times. The observation result shows the learning management using writing poetry teaching material based on audiovisual media is in very good category. The final mean of learning management of the four classes in three schools are in the very practical category.

D. The Effectiveness of Writing Poetry Teaching Materials Based on Audiovisual Media for Fifth Grade Elementary School in Bone Regency

a. The mean result of teacher model response's questionnaire

TABLE 7.  
THE MEAN RESULT OF TEACHER MODEL RESPONSE'S QUESTIONNAIRE

No.	Identity	Mean Result	Category
1.	Teacher Model I	3.90	Very Good
2.	Teacher Model II	3.70	Very Good
3.	Teacher Model III	3.90	Very Good
4.	Teacher Model IV	4.00	Very Good

Table 7 shows the response of four teachers' model on the developed teaching materials teaching. It is stated that writing poetry teaching material is practical to use.

TABLE 8.  
THE DISTRIBUTION OF TEACHER RESPONSES' QUESTIONNAIRE

No.	School	Score				Category				Frequency	Percentage
		1	2	3	4	SB	B	KB	TB		
1	SDN 13 Biru Class A (Limited Trial)			✓	✓	✓				1	6.7
			✓				✓			10	66.7
		✓						✓		4	26.6
									✓	0	0
2	SDN 13 Biru Class B (First Trial)			✓	✓	✓				2	6.7
			✓				✓			28	93.3
		✓						✓		0	0
									✓	0	0
3	SDN 24 Macanang (Second Trial)			✓	✓	✓				0	0
			✓				✓			21	87.5
		✓						✓		3	12.5
									✓	0	0
4	SD Inpres 10/73 Maroanging (Third Trial)			✓	✓	✓				4	36.4
			✓				✓			7	63.6
		✓						✓		0	0
									✓	0	0

Table 8 shows the data distribution of student's questionnaire. Out of the four classes of respondents (80 students), there are 7 students (8.75%) give very good response, there are 66 students (82.5%) respond well, there are 7 students (8.75%) respond poorly, and there is no student who gives not good response. The responses of 80 students show that the teaching material is practical to use.

#### E. The Results Data of Respondents' Pretest and Posttest

No.	School	Pretest		Posttest	
		Complete (%)	Incomplete (%)	Complete (%)	Incomplete (%)
1.	SDN 13 Biru Class A (Limited Trial)	5 (38%)	10 (67%)	15 (100%)	0 (0%)
2.	SDN 13 Biru Class B (First Trial)	9 (30%)	21 (70%)	26 (86.6%)	4 (13%)
3.	SDN 24 Macanang (Second Trial)	17 (71%)	7 (29%)	22 (92%)	2 (8%)
4.	SD Inpres 10/73 Maroanging (Third Trial)	6 (55%)	5 (45%)	11 (100%)	0 (5%)

Table 9 shows the pretest and posttest result in writing poetry of fifth grade students at Bone regency. The pretest result of 80 students in four classes at the three schools state that there are 37 students get incomplete score and there are 43 students get complete score. After being given treatment of 80 students, there are 74 students who get complete score and there are 6 students who get incomplete score. From these results, it can be concluded that there is an increasing in student learning outcomes significantly. This shows that writing poetry teaching material based on audiovisual media is effectively to improve the learning outcomes of fifth grade student.

#### F. The Discussion of Research Result

One of the most important parts of the educational curriculum is a source of learning. Therefore, the substance of learning resources itself must be preserved and developed its quality. In this regard, the teacher has a strategic role to continue to do the innovation in the development of learning resources. One of them is through the development of teaching materials.

Based on the curriculum analysis, there are several weaknesses in the teaching materials that being used. The weaknesses include: (a) some basic competence (BC) are not deeply extract the outer element that will be achieved, for example at BC: 8.1 writing poems with attention to the theme and rhyme, BC: 8.2 writing poems with attention to diction and style of language. In these basic competencies, the element overlooked is the 'theme' in a poem, (b) balancing or the balance between material, examples, and performance in teaching materials have not been met, (c) the media teaching materials used in elementary school, especially in Bone regency still limited to instructional print materials, while the development of information and technology (IT) become a demand for actors who are struggling in the world of education to continue in adapting and applying these technologies in the curriculum system.

Based on these problems, the development of teaching materials especially at BC 8.1 and 8.2 is the answer from the demands of the Educational Unit Level Curriculum (EULC) namely creating the curriculum that facilitates learners to learn and understand the content or subject matter. This teaching material is extract deeply and specific about basic competence (BC) and objectives that will be achieved by focusing on the suitability and the balancing between material, examples, and performance. Thus, the learning process will be more systematic.

The selection of audiovisual media is intended as an optimization of students learning effort by mixing and matching the visual aspects (sight) and audio aspects (hearing) into heard-view media (audiovisual). These media are very

effective to use in learning to write, especially for fifth grade students of elementary school. At this age, students are more interested in learning a dynamic media or media that can involve two main senses namely eyes and ears. This is relevant with Sudjana and Rival (2003: 58) state that the audiovisual media is the amount of equipment used by teachers to convey the concepts, ideas and experiences captured by the sense of viewing and hearing. Media of this type effectively used to improve students' writing skills. Irlidiyah also states that the use of technology based learning is greatly needed in today's era. Technology has an advantage of other media.

## V. CLOSING

### A. Conclusion

The developed teaching material is writing poetry teaching materials based on audiovisual media with a video format that packaged in the form of compact disks (CD) which is divided into four videos. The first video is more emphasis on the discussion of: (a) the definition of poetry and free-verse poetry, (b) the differences between poetry and another kind of writing, (c) the steps of writing good poetry, (d) the elements of poetry's builder and 'theme'. The second video emphasizes the mandate or purpose and rhyme in the poetry and also the examples of its application in writing poetry. The third video emphasizes on diction and style of language in poetry and the examples of its application in writing poetry. The fourth video is focused on evaluation.

Writing poetry teaching materials based on audiovisual media is stated valid or feasible to use. The mean ratings of two validators on aspects of teaching materials are 3.30 with good categories. The material assessment of two validators to the teaching materials of presentation aspects are 3.66 with very good category. The mean score assessment of teaching material to the graph aspects is 3.71 with very good category. The mean score on aspect of linguistic teaching material is 3.66 with very good category. From these results, it is concluded that writing poetry teaching materials based on audiovisual media is declared invalid.

Writing poetry teaching materials based on audiovisual media is practical to be applied in teaching. Class A (limited trial) obtained good results with mean score of 4.27. While in class B (field tests), the mean score is 4.63 with very good category. The implementation of teaching materials in SDN 24 Macanang obtains mean score of 5.00 with a very good category. The implementation of teaching materials in SD Inpres 10/73 Moroanging obtains mean score of 4.37 with good category. The mean score of the implementation teaching material in four trials classes is 4.57 with very good category. It is concluded that writing poetry teaching materials based on audiovisual media is practical to be implemented.

Based on the result test after treatment, it can be concluded that the four classes both trials limited test and field trials of three schools obtain maximum results. There is an increasing of student's learning outcome at the top of the standards that have been set (minimum 50%), which proves that writing poetry teaching materials based on audiovisual media effectively improve the student's learning outcome.

### B. Suggestion

Based on these findings, it is proposed the following suggestions:

1. It is expected for elementary school teachers to implement the writing poetry teaching materials based on audiovisual media, because it is proven to improve the student's learning outcome in writing poetry.
2. The Institute for Education Quality Assurance (IEQA) should pay attention to the teachers in the form of training, seminars, and workshops on the development of teaching materials such as video in order to improve their professionalism, so that the product of video teaching materials is more increase.
3. It is expected for Ministry of Education recommends the teaching materials that have been developed to use in elementary schools, especially in the fifth grade because it has been through the test phase with effective results, and in accordance with the applicable curriculum;
4. For the next researcher, to develop teaching materials based on audiovisual media and find new strategies on aspects of other language skills such as listening, speaking, reading or writing on another theme with varied models so that the quality of the content and the physical quality of the video is more satisfying and interesting.

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Besides, academic activities ever done are presenting a paper entitled "Language in South and East Sulawesi". In Malaysia 2000; Indonesia-Malaysia cultural symposium in Bandung 1993; a guide in action research training in Bone (2011), Soppeng (2006), Mamasa (2008), Majene and Polmas (2015); presenter at International symposium of a paper entitled at tourism schools in South Sulawesi in 2014; conducting a research entitled developing a model of Indonesian Learning Materials for Tourism School in 2013, and many others.

# On Linguistic Philosophy of Mikhail Bakhtin and Hallidayan Systemic Functional Linguistics

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**Abstract**—It is noteworthy that florid descriptions of interaction between linguistics and the philosophy of language are regularly inspired. In this paper, parallels have been drawn between Bakhtin’s philosophical perspectives and Hallidayan theoretical claims of Systemic Functional Linguistics (SFL). Through the analysis of Bakhtin’s theory of dialogism, heteroglossia, chronotope and metalinguistics, I argue that Hallidayan Systemic Functional Linguistic theory is compatible with Bakhtin’s philosophical perspectives to a great extent in terms of the close relations between speech genre and register, heteroglossia and appraisal theory as well as metalinguistics and metafunctions. It is safe to say that as a precursor, Bakhtin has a profound influence on socio-semioticians like Halliday who has expounded in linguistics.

**Index Terms**—Systemic Functional Linguistics, dialogism, heteroglossia, appraisal theory, metafunctions

## I. INTRODUCTION

Mikhail Bakhtin, who a decade ago was a distinguished Russian philosopher, literary critic, semiotician and scholar whose work has influential within the fields of linguistic philosophy, literary theory, philosophy of language, humanities methodology and many other disciplines having huge influence on linguistics as a whole. It is worth noting that language for Bakhtin is both a cognitive and social practice and he is primarily interested in concrete utterances and the dialogic relations into which they enter. It comes as no surprise, therefore, that Bakhtin has proved attractive to language researchers who have adopted functional descriptive framework for a number of studies in linguistics. In the following part, it would be better to show than tell something about Bakhtin’s philosophical perspectives shedding light on language and linguistic studies.

## II. LINGUISTIC PHILOSOPHY OF MIKHAIL BAKHTIN

Bakhtin is not first and foremost a linguist, instead his sphere of interest is often characterized as philosophical anthropology including all basic forms of human activities. When advancing his idea about language and language use, Bakhtin was much ahead of his time with most of his observations assuming an enormous importance for linguistics, especially to those who interested in pragmatics. His main philosophical perspectives are illustrated as follows in sufficient detail.

### A. *Dialogism*

Dialogism, which is of crucial importance to Bakhtin (1981, 1986) is a term to elucidate the interactions between a speaker’s words, or utterances, and the relationship they enter into with the utterances of other speakers, which owns implications for the way to understand oral or written communication. The meaning of dialogism lies not only in the interactions between speakers and listeners but in other fields, other genre, being perceived in Bakhtin’s own work. As a reflection of this, the fields of linguistics, literary criticism and philosophy, for example, all can enter into dialogue with each other and interanimate one another. Suffice it to say that being considered as a universal form of human communication and with its emphasis on context which can be conceived of as the information surrounding the information, Bakhtin’s dialogism attempts to dissolve traditional oppositions of “the individual to society, of self to other, of the specific utterance to the totality of language, and of particular actions to the world of norms and conventions” (Morson, 1986, p.11). This assumption is related to the fact that the voices-saturated dialogical work serves to recognize the multiplicity of perspectives and voices and represents the reality of language-use. To recapitulate, the dialogism is idiosyncratic in having a combative quality in that it is always in an intense relationship with another’s world, with word being addressed to a listener and anticipating a response.

### B. *Heteroglossia/Intertextuality*

It is illustrative to know that the term intertextuality appeared nowhere in Bakhtin’s work, instead, it was coined and expounded by Julia Kristeva(1981) in her work: *Desire in Language: A Semiotic Approach to Literature and Art*. In the view of Kristeva, intertextuality is a mechanism to connect both ourselves and social text with which we write ourselves into the social text and also reflects the social factors shaping us. Being reframed by Kristeva as ‘intertextuality’, Bakhtin’s theory of heteroglossia is well recapitulated by his quotation: “Each word tastes of a context and contexts in

which it has lived its socially charged life; all words and forms are populated by intentions” (Bakhtin, 1981, p.293). That means language serving as a tool for social practice is always subject to human beings’ intents as well as different social evaluations and assumptions and, hence, heteroglossic, therefore, in any very obvious sense, every utterance can be conceived of as half-ours and half-someone else’s. Being in contradistinction to the view that language is simply static and nothing but an isolated means to communicate information, Bakhtin believed that language in its very essence is heteroglossic and language-use is mediated by social ways of seeing contested in dialogue. As Bakhtin (1981, p.291) elucidated,

“Thus at any given moment of its historical existence, language is heteroglot from top to bottom: it represents the co-existence of social-ideological contradictions between the present and the past, between differing epochs of the past, between different socio-ideological groups in the present... These ‘languages’ of heteroglossia intersect each other in a variety of ways, forming new socially typifying ‘languages’”.

Bakhtin also illuminated important dimensions of language as social-construction-saturated, with both speaker/writer and listener/reader making meaning, which reflects language’s idiosyncrasy of inherently responsive. We need to take cognizance of the fact that understanding is imbued with ideology and stance in that we all permanently immersed in relational reciprocity in which we anticipate and evaluate other’s responses and build on our utterances on historic utterances made by others. As Bakhtin (1987) evocatively puts it, our utterances are full of others’ words with echoes and reverberations of other utterances with which it is related by the communality of the sphere of speech communication. Hence, rather than being self-sufficient, utterances with echoes and reverberations can mutually reflect one another during the process of communication.

### C. *Metalinguistics*

The term *metalinguistika* (‘metalinguistics’) was introduced by Bakhtin in his novel ‘The problem of text’ to cover the study of “concrete forms of texts and concrete conditions of the life of texts, their interrelations, and their interactions” (Bakhtin, 1986, p.114). Bakhtin’s metalinguistics as philosophy of language is generally used to study the relations between language and society or culture by emphasizing the collective symbiotic and cultural values of utterance existence. Generally speaking, the most conspicuous point in Bakhtin’s view of metalinguistics is its rejection of the monolithic system of structuralisms and its intention of finding repeating features of reality as speech communication and relations among them. Being distinguishable from the linguistic view in which language is considered as an abstract system, the metalinguistic view takes language in use and in concrete context as meaningful. The linguistic-metalinguistic opposition also stimulates the discussion of the differences between units of language, namely, words as well as sentences and units of speech communication, namely, utterances. As Bakhtin (1981) argued,

“An utterance is a finalized whole, guaranteeing the possibility of a response. It is determined by three factors: semantic exhaustiveness of the theme, the speaker’s plan or will, and typical compositional and generic forms of finalization. Further, the utterance is related both to the speaker and to the addressee. In contrast, units of language, such as words and sentences, have a finality of grammatical form and a finality of meaning that is only abstract: In themselves, they belong to nobody and are addressed to nobody. They are the building blocks of utterances and are typically surrounded by a context of the speech of the same speaker. Thus, we do not exchange sentences but utterances that are built from language units (words, phrases, and sentences).”

However, though differences exist, Bakhtin still admits the decisive role of linguistics in that the result of linguistics can be fully utilized by metalinguistics. As a reflection of this, we should on the one hand, embrace the perspective of keeping the notion of sentence and utterance apart and on the other hand, not absolutely reject any view.

### D. *Speech Genres*

As one of the central concepts of Bakhtin’s philosophy of language, speech genres mean “relatively stable and normative types of utterances developed in different spheres of communication” (Bakhtin, 1986, p.60, 81). That is to say, “utterances have definite and relatively stable typical forms of construction of the whole” (Bakhtin, 1986, p.78). Among the three factors, namely, referential and semantic exhaustiveness of the theme, speaker’s motivation and plan, and generic understood forms of language, the last one is most integral. Because even if utterances own the characteristics of being heterogeneous, changeable, and flexible, they have the normative significance for the speaker which are called as speech genres. It is illustrative to know that speech genre serves as an important role in communication. Bakhtin showed amazing insight into the use of speech genres, for example, as he claimed,

“We learn to cast out speech in generic forms and, when hearing other’s speech, we argue its genre from the very first word; we predict a certain length and a certain compositional structure; we foresee the end; that is, from the very beginning we have a sense of the speech whole, which is only later differentiated during the speech process. If speech genres did not exist and we had not mastered them, if we had to originate them during the speech process and construct each utterance at will for the first time, speech communication would be almost impossible” (1986, p.78-79).

Bakhtin further claimed the different ranges of speech genres and made it clear that the concept applies both to oral speech but also to written communication. To be clear, speech genres cover from a single word utterance to short and direct commands to everyday communication to literary and rhetorical works among which culture and social situations mean a lot.

### III. COMPATIBILITY BETWEEN BAKHTIN'S LINGUISTIC PHILOSOPHY AND HALLIDAYAN SYSTEMIC FUNCTIONAL LINGUISTICS

It is of paramount importance to acknowledge the fact that Halliday's deliberations on language are extensive and complex, and span a considerable number of years, and appear in a number of texts. However, one could say that, if there is a general concern that underlies his deliberations, then it is a concern to develop a social-functional model of language which is reflected in Halliday's consideration of why the linguistic resources at hand are patterned into the particular structures manifested in our language (Bek & Tan, 1999, p.61). Being as an approach to language description, SFL serves the function of modelling linguistic choices in terms of three metafunctions, namely, ideational, interpersonal and textual metafunction. Comparing Bakhtin's linguistic philosophy which was mentioned above and the main theoretical claims of SFL, namely, language use is functional and its functions are to make meaning which is influenced by social and cultural context in which they are exchanged and the process of using language is a semiotic process, a process of making meaning by choosing, I argue that compatibility can be found between Hallidayan SFL and Bakhtin's philosophical perspectives in the following aspects.

#### A. *Speech Genres and Register*

As Bakhtin argued, "Language is realised in the form of individual concrete utterances (oral and written) by participants in the various areas of human activity" (Bakhtin 1986, p.60). Utterances are identified as the real units of speech communication which distinguish from the abstract language structures because concrete utterances are used in various situations of human activities determined by different cultural and social factors. In SFL, Halliday fully developed the ideas of Bakhtin's, which is reflected in his concepts of genre and register. By offering a comprehensive account of the nature of language use and text construction, Halliday provided the elucidation of the interrelationships between language, situation and culture which are the three crucial components of a systemic functional theory. The term genre is used to describe the impacts of the context of culture on language, by exploring the staged, step-by-step structure cultures institutionalize as ways of achieving goals, while register theory describes the impact of the immediate context of situation of a language event on the way language is used. (Eggins, 2004, p.9). Within register, there are three variables, namely, the register variable of field which refers to the role language is used to talk about, the register variable of mode which refers to the role language is playing in the interaction and the register variable of tenor which refers to the role relationship between the interactants. Suffice it to say, being traced to the same origin, Halliday's concepts of genre and register are the further development of Bakhtin's linguistic philosophy because they both fully reflect Bakhtin's concepts of dialogism and are useful in explaining how texts are structured according to the interrelationships between language users in different cultural and social contexts. Reasons are illustrated in detail as follows.

Firstly, Halliday's concept of genre is compatible with Bakhtin's which both refer to the relatively stable and normative types of utterances influenced by cultural factors. They all believe that both the textual environment but also the extra-textual context play an important role to the expectancies on which texts depend to make sense, which means texts are expected to display continuity not just with elements within their boundaries, but with the contexts within which they take place. Since the fact that all texts involve indeterminacies of meanings which are an integral feature of the genre, we need to know how to resolve those indeterminacies not only by reference to textual environment but to extra-textual context and capture meaning within the genre. Secondly, the register variable of tenor which emphasizes the social role relationships played by interactants is to a great extent compatible with Bakhtin's dialogism which attaches great emphasis on interaction between speakers. Based on register theory in SFL, instinctively, we can perceive the social role played in different situations having effects on how language is used. As a reflection of this, the general notion of 'role relationship' can be seen as a complex of three simultaneous dimensions, namely, power, contact and affective involvement (Eggins, 2004) among which power dimension positions situations in terms of whether the roles we are playing are equal or not, contact dimension positions situations in terms of whether the roles we are playing are those that bring us into frequent or infrequent contact, and affective involvement dimension refers to the extent to which we are emotionally involved or committed in a situation. Under different circumstances, speakers involved choose different forms of speech by considering both individual stance but also stance relating to others, from both the perspective of self-role in society and the whole world norms and conventions, which is totally in agreement with Bakhtin's language philosophy of dialogism. Therefore, human speech regulated by context of culture (genre) and context of situation(register) is voices-saturated dialogical work which can recognize the multiplicity of perspectives and voices and represents the reality of language-use and during the whole process, it is the configuration of meaning which serves the role of characterizing a register as a text variety, because in SFL, texts are conceived of as instances of linguistic interaction in which speakers engage in operational contexts. What's more, the concept of register arises from a concern with the importance of language in action because in the production of an utterance, context has the function of activating meaning and meaning activates wording. Lastly, since texts can be considered as instances of a register which itself is a midpoint along Halliday's 'cline of instantiation' (Halliday, 2002 [1992]). As Bakhtin, Halliday's cline also resolved Saussure's unnecessary bifurcation of langue and parole for proposing that 'langue and parole are simply different observational positions' and he argued that seen from the instantial end of the cline (of instantiation – authors),

a register appears as a cluster of similar texts, a text type; whereas seen from the systemic end, a register appears as a subsystem (Halliday, 2005 [1995], p.248).

### B. *Heteroglossia and Appraisal Theory*

Appraisal theory is concerned with the linguistic resources by which texts or speakers express, negotiate and naturalize particular intersubjective and ideological positions (White, 2015) so as to analyze how speakers or writers value the entities within the text that they produce. As mentioned before, three modes of meaning, namely, ideational, interpersonal and textual are operated simultaneously in utterances and appraisal is located as an interpersonal system at the level of discourse semantics. In appraisal theory, three systems are put forward among which attitude is concerned with ways of feeling, engagement and graduation reflect alignment, solidarity and the construed readers. It is contended that “attitudinal evaluations are of interest not only because they reveal the speaker’s/writer’s feelings and values but also because their expression can be related to the speaker’s/writer’s status or authority as construed by the text, and because they operate rhetorically to construct relations of alignment and rapport between the writer/speaker and actual or potential respondents (Martin & White, 2005, p.2). Seen from multiple vantage points, appraisal theory is believed to be compatible with Bakhtin’s theory of dialogism and heteroglossia for the following reasons.

Firstly, generally speaking, heteroglossia in Bakhtin’s view means the stratification of any language into different socio-ideological languages which are forms for conceptualizing specific world view (1981, p.291-292), therefore, linguistic form should be a sign which functions simultaneously in all the diverse areas of social and ideological activities in which people evaluate and communicate things depending on the material contexts. As a reflection of this, SFL emphasizes three kinds of social-functional ‘needs’ among which the second one being to interact with the social world by negotiating social roles and attitudes conforms to Bakhtin’s idea of heteroglossia to a great extent. In the second place, according to Bakhtin, instead of being a neutral medium, language is populated with intentions of others and words are saturated with voice of self as well of others in that texts are idiosyncratic in being invested with an intertextual dimension. In the third place, the subsystems of engagement which emphasize analyzing the relations between speaker/writer and other respondents in heteroglossic settings dealing with sourcing attitudes and the play of voice in discourse are believed to develop influenced by Bakhtin’s theory. As Martin and White (2005, p.97) explicate, engagement is related to meanings which in various ways construe for the text a heteroglossic backdrop of prior utterances, alternative viewpoints and anticipated responses. By distinguishing monogloss and heterogloss, the way of sourcing attitudes and the play of voices around opinions in discourse are evaluated. Martin and White also subdivide instances of heteroglossic utterances into “dialogue contract” and “dialogue expand” on the basis of “the degree to which an utterance, by dint of one or more of these locutions actively makes allowances for dialogically alternative positions and voices (dialogic expansion) or alternatively acts to challenge, fend off or restrict the scope of such (dialogic contraction)” (Martin & White, 2005, p.102). In the engagement subsystem, Martin and White also attached enormous importance to how to choose semantic and lexicogrammatical resources to show someone’s own stance as well as the interactions between self and others and between one’s own stance and stance of other expected responders’ so as to illustrate the alignment or disalignment relationship, which is with the same essence of dialogism essentially. Thirdly, what matters a lot to Bakhtin is not ‘linguistic understanding’, and its corresponding generalized meanings, but their subjectification by individuals, therefore, we need to take cognizance of the fact that subjectification is a dynamic process instead of a stable and static one which is more complex illustrated in written texts because the readership is heterogeneous and the text is received within a broad spatio-temporal context. Correspondingly, appraisal theory also stresses the importance of considering meanings not as inherently ‘system’ properties, but as something generated out of the assumptions and evaluations that are brought to bear in the whole reading process. Furthermore, corresponding to Bakhtin’s theory of chronotope, appraisal theory also emphasizes understanding experience whereby temporal and spatial relationships being expressed in language.

### C. *Metalinguistics vs Metafunctions*

In the view of Bakhtin, metalinguistics covers the study of concrete forms of texts and concrete conditions of the life of texts as well as their interrelations. Bakhtin’s metalinguistics as philosophy of language is generally used to study the relations between language and society or culture by emphasizing the collective symbiotic and cultural values of utterance existence. Being distinguishable from the linguistic view in which language is considered as an abstract system, the metalinguistic view takes language in use in concrete context as meaningful. In SFL, Halliday also identifies three metafunctions of language among which the ideational function serves to reflect situations and events in the objective as well as subjective world with entities, actions and processes involved; the interpersonal metafunction serves to maintain interpersonal relationship and in the textual metafunction ideational and interpersonal meanings are actualized. Being intrinsically linked with Bakhtin’s concept of metalinguistics, language in SFL with three metafunctions is functional as it is concerned with the mechanisms of text structure, function and meaning of language. By the same token, human language should be analyzed in social context where a particular lexico-grammatical choice is constructed under the influence of the social and cultural context.

## IV. CONCLUSION



It is safe to say that Bakhtin is the precursor of much of what socio-semioticians like Halliday have expounded in his functional models of language. This paper sums up Bakhtin's main philosophical claims, namely, dialogism, heteroglossia and metalinguistics and compares them with Hallidayan Systemic Functional Linguistic perspectives. To recapitulate, it is pertinent to note that Hallidayan SFL is compatible with linguistic philosophy of Bakhtin to a great extent in terms of the close relation between speech genre and register, heteroglossia and appraisal theory as well as Metalinguistics and metafunctions. It is instructive to know that probing into the philosophical perspectives in linguistics is of paramount importance for linguists in that on the one hand it can deepen our understanding of linguistic theories and on the other hand, serving as the tool of prioritizing the inquiry on the nature of meaning, philosophy of language can investigate how language and meaning relate to truth and the world to a great extent so as to understand the essence of interpersonal communication.

Generalizing on the basis of the discussion above, we can now safely claim that English language teaching pedagogical benefits may also be reaped from the present research, as new insights can be brought into the teaching process, the illumination of the role of teachers in classroom etc. Suffice it to say that, Bakhtin-orientated approach to teaching plays a pivotal role in achieving the right balance between proximity to and distance from students, offering students more opportunities to express themselves and gain access to the world of students easier.

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# The Role of Web-based Language Teaching on Vocabulary Retention of Adult Pre-intermediate EFL Learners

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**Abstract**—This research is done to prove the effect of web-based language learning on the vocabulary improvement of the subjects of the study and to seek the attitudes of the learners on the use of web-based approach in the language class. In order to ensure the homogeneity of the students, a modified Michigan test (version1997) was presented and students were divided into one experimental group (n1=33) who learned their course vocabularies making use of free vocabulary learning sites of IELTS English language learning site every day for 8 weeks and one control group (n2=33) who received ordinary classroom instructions each session. The result appeared to manifest that learners' perception improve by incorporating web based instruction in language learning classroom. It also indicated a significant difference between experimental and control group with regard to their vocabulary knowledge. WBL instruction enhanced EFL learners' vocabulary knowledge. The findings of this study may offer some implications for language teaching and learning. To begin with, these findings can be beneficial for language learning curriculum designers to present tasks that enrich both the language of the students and their motivation to apply on-line web sites for autonomous learning of language.

**Index Terms**—EFL learners' performance, vocabulary retention, web-based instruction

## I. INTRODUCTION

Online courses and web-based learning and teaching modes have been employed more and more due to the current dramatic advances in computer technologies. This process helps to exchange information between instructors and students, and between students and their peers. The learning process in this way permits learners to have more freedom to monitor their learning without the limitations of considering by other learners or instructor, time and space. Also, the learners can specify when to participate in the activities (Khany & Khosravian 2014).

Shi et al. (2006) stated that one of the main benefits of web-based language learning is students' convenience. This kind of convenience may become very precious for most adult EFL learners since they are often busy with their jobs. Furthermore, within a web-based learning students can rely on themselves simply because of waiting to be on online seems not to be available for teachers. This also enhances second/foreign language learners' personal ability in learning (Khany & Khosravian 2014).

Web-based instruction activities have also left their positive impact on L2 vocabulary learning process. The results of many empirical studies suggest that many L2 learners often prefer to use the web-based instruction activities that include both synchronous and asynchronous forms of teaching L2 lexical items (Kamyab, 2007). According to Ligorio (2001), the instruction resources of web-based vocabulary process can accomplish different types of learners' expectations and enhance the students' participation with different abilities and proficiencies (Khany, & Khosravian, 2013).

Considering the L2 lexical instruction in Iran, most EFL teachers prefer to decrease the utility of traditional approaches and enhance the use of technology-based learning approaches (Khazai & Dastjerdi, 2011). In fact, in Iranian setting, web-based CALL programs are not performed unless they are required even when it comes to L2 vocabulary teaching. Therefore, the question is whether there is a possibility that web-based CALL programs are more effective than the traditional face-to-face vocabulary teaching strategies? This paper aims to address this question through a

critical investigation of the efficacy of web-based language instruction on Iranian EFL learners' level of L2 lexical knowledge.

#### A. *Vocabulary Learning and Technology*

In L2 learning process, Ellis (1994) stated that vocabulary teaching/learning is a very complicated and challenging process. As such, L2 learners do their best to find out the vocabulary learning technique that is more beneficial for them. However, memorizing the new vocabulary item is their first approach in vocabulary learning. Clearly, beginner learners prefer to learn items separately by using a list of word items to memorize, whereas advanced learners attempt to acquire words in their context (Akhlaghi & Zareian, 2015). In general, presenting new words without paying attention to the learner's background knowledge is one of the limitations in teaching vocabulary items. Accordingly, computers have been provided diversity of activities and better opportunities for learners and teachers to master this limitation. The significant impact of computer-assisted instruction on developing reading comprehension skills and learning lexical items has been reported in numerous studies.

Considering the vocabulary instruction through technology, many practitioners of the field (e.g. Dodigovic, 2005; Yoshii, 2003) have claimed that vocabulary has been one of the most commonly taught language areas through technology in recent years. Genc (2012), for example, states that the rapid dramatic advancements in computer technologies have been affecting all aspects of language learning in general and vocabulary component in particular for more than two decades. Genc also believes that among the most important L2 learning areas that have been affected by this huge improvement are the reading skill and lexical items.

Gorjian, Moosavinia, Ebrahimi and Hydarei (2011) state that vocabulary teachings are in line with the profound changes taking place in other areas of knowledge and advances in network technologies. The researcher further claims that this has resulted in the emergence of virtual worlds designed to facilitate synchronous (online), rather than asynchronous (offline), learning activities and practices among students (Gorjian, et al, 2011). As such, it can be claimed that technology can be employed to help students and teachers learn and teach L2 vocabulary items more effectively. According to Long and Doughty (2009), technology can be used to increase the quality of input, to provide useful corrective feedback and train students in the use of technological advances that are fundamental skills in learning another language vocabulary items. Generally, some examples about mixing technology and education in the classroom are having computers to access the internet, using mp3 players and etc. Computer-assisted and online vocabulary learning contexts have proved to be of great help to EFL learners, which are discussed in detail in the following sections (Zimmerman, 1997).

#### B. *Computer-assisted Vocabulary Learning*

Recently, the focus of research has been placed on designing of computer software program which is very practical for self study mode to practice and test vocabulary items. L2 learners construct connections between the verbal and visual representational systems by using multimedia vocabulary learning environments (Mayer & Sims, 1994). This would contribute to an enhancement of efficient practice for speed of frequent word discovery in vocabulary knowledge (Tozcu & Coady, 2004).

Based on the teaching context and L2 students' needs, these multimedia word learning environments may take different shapes (Abraham, 2008). Sun and Dong (2004) showed the importance of appealing framework for vocabulary study when authoring a vocabulary learning environment geared at young learners. However, they emphasized the fact that the appeal of the learning environment will not guarantee more effective L2 vocabulary learning without providing proper learning support (cited in Zapata & Sagarra, 2007).

Similarly, it is pointed out that multimedia-assisted vocabulary learning with the use of static pictures has higher effect than the use of mental effort and as a result, students who used text and video annotations scored lower on the follow-up vocabulary test than students who used the text and picture annotations (Yusuf and et al, 2014).

#### C. *Web-based Instruction and Online Vocabulary Learning System*

Many researchers and practitioners have pointed to the importance of computer technology (e.g., Guthrie & Richardson, 1995; Chang & Lehman, 2002 cited in Son, 2001). According to Smith (2004), computer technology can provide students with the means to construct meaning, to control their own learning and to evaluate and monitor their own performance. In general, it focuses on multimedia computers and the Internet as two important multimedia developments. In L2 learning process, learners prefer to apply various technological tools or hypermedia (Sokmen, 1997).

Among the various existing technological tools, weblogs have attracted the attention of many scholars (e.g., Glen, 2003; Richardson, 2004 cited in Shahivand, & Pazhakh (2012)). Weblogs are a relatively recent and quickly expanding form communication and publishing on the Internet. As an example, web-based learning is going to become a needed part of learning in-class, teacher-led education. This is because blogs allow individuals to develop personal content and connect with an online community, which enable them to collaborate and share knowledge (Shafaei & Abdul Rahim, 2015).

The researchers pay attention to Web-based language learning (e.g. Dlaska, 2002; Lin & Hsu, 2001; Liou, 2001; Liou & Yang, 2002; Sun, 2003). Web-based language learning involves using of the Web and contains Web materials,

resources, applications or tools (Son, 2007). Web-based activities which designed well allow teachers to practice with their students individually or in small groups (Cited in Bagheri and et al, 2012).

There are many studies as an example to investigate the effect of web-based instruction on language learning. Like, Stepp-Greany (2002) who examined using multimedia for language instruction. As a result she found that most of the students agreed that multimedia environment was facilitated the language instruction. In the result of another study, Al-Jarf (2004) investigated Web-based instruction as a supplement has significant effects on writing structure. Kahn (1997) introduced eight frameworks for meaningful learning in Web-based learning; Pedagogical; Technological; Interface design; Evaluation; Management; Resource Support; Ethical and Institutional. Later, Kahn (2001) proposed a framework for using Web- based instruction ranging from “macro” to “micro” uses.

#### *D. Empirical Studies on Web-based Vocabulary Learning*

Most of the researchers who have studied web-based learning approach have the same idea about positive and efficient effects of that in enhancing vocabulary knowledge. Same studies done by Zhang, Song and Burston (2011) and Khazaei and Dastjerdi (2011) a comparative study on the impact of traditional and computer-assisted language learning approaches on Chinese and Iranian EFL learners' vocabulary acquisition and retention. The study aimed to explore the application of online and web-based instruction to the teaching of L2 vocabulary. Whereas one group of students studied a selected list of vocabulary via web-based activities, the other group worked on the same list through paper material. The results showed that students can learn vocabulary more effectively short-term via online activities than with paper material and the students who received the learning content through web-based approach were better than the students who received the learning content in the traditional way.

Web-based instruction offers multiple dimensions of using in EFL teaching and learning. Since vocabulary learning is an indispensable and time consuming part of language learning, numerous efforts have been made to facilitate and enhance the complex process of vocabulary learning (Read and et al, 2013). Veda Aslim Yetis (2010), for example, conducted a study which focused on learning vocabulary by Web-based instruction. His samples were 17 Turkish students who studied French. The students were taught Vocabulary by traditional way for a month and then participated in exams. In the following month the lessons were conducted via the Internet on the web site. Again the students took part in some exams. Results showed that the average scores obtained from exams made after each class has risen when the Internet was used (Khany & Khosravian, 2013).

## II. RESEARCH METHOD

The research design included pre and post-tests. The experimental group was instructed using web-based language learning and the control group used the ordinary classroom instruction of learning vocabulary. The independent variable is using web as a facilitative device and the dependent variable is improving vocabulary knowledge of the learners. In order to probe the research questions, the following hypotheses are formulated:

**H1:** Web-based vocabulary instruction strategies have a significant effect on the Iranian EFL learners' level of L2 lexical knowledge.

**H2:** The Iranian EFL learners have a positive attitude towards the use of web-based vocabulary learning activities and strategies in their language class.

### **Procedure**

In the learning phase, the participants learn their course vocabularies making use of free vocabulary learning sites of IELTS English language learning site every day for 8 weeks. The classes were held two sessions a week, each session one hour and a half in the school computer room; every session 10 new words were introduced to the learners. There is an option for them to choose the number of words to review each session. The learners should review at least 10 words a session, but they can increase this number according to their own pace.

As a homework practice, the students had the chance to use the IELTS vocabulary learning sites which were an instrument in teaching procedure. So, Students could have access to computers every day. They were informed that IELTS vocabulary learning website is free and they can use their laptops at home individually. The students in control group received ordinary classroom instructions each session. In the control group, the same textbook vocabularies were taught through synonyms, exemplifications and practicing vocabulary. So as to teach the new vocabularies, the learners should close their books and follow the steps. First reading aloud each vocabulary items two or three times, then, having a short pause so that the students understand the correct pronunciation.

The next step is also reading out each vocabulary two or three times again and permitting the students to repeat the words. In the third step the students open their books to the intended page and only listen to the teacher as the vocabulary items were read out to them. The last step is illustrating each word from word list and writing the synonyms and antonyms on the board.

In order to ensure the homogeneity of the students, a modified Michigan test (version 1997) was presented among 100 intermediate learners to select 66 male and female students at the same level of proficiency. Then, they were divided into one experimental group (n1=33) and one control group (n2=33). As for the receptive vocabulary learning, in the pretest phase the learners were asked to take the Nation's 14000 version Vocabulary Size Test (1000, 2000 and 3000 word family level, each level having ten questions).

The participants in experimental group learned their course vocabularies making use of free vocabulary learning sites of IELTS English language learning site every day for 8 weeks. IELTS vocabulary learning section helps learners to review target words for a short period of time every by spaced repetition learning system. Students had access to computers every day. They were informed that IELTS vocabulary learning website is free and they can use their laptops at home individually. The students in control group received ordinary classroom instructions each session.

The posttest was administered to experimental and control groups at the end of the course. The Nation's 14000 version Vocabulary Size Test (1000, 2000 and 3000 word family level, each level has ten questions) was utilized to measure the receptive vocabulary size. Finally, in the last session, in order to investigate learners' perspectives on Web based vocabulary learning the questionnaire was administered.

### III. RESULTS

#### Data Analysis

The data of the study were achieved by analyzing the pre and posttest scores as well as the questionnaire. To achieve reliable result, both descriptive and inferential data were used to assess the improvement of one group of learners over the other in vocabulary acquisition. To this goal, some statistical analysis such as mode, mean, standard deviation, correlation, and t-test were used.

The required data was collected using the standardized test of Nation's 14000 versions Vocabulary Size (1000, 2000 and 3000 word family level, each level has ten questions) before and after the intervention for all control and experimental group. Also, the questionnaire from Altiner (2011) and Bulut & Farhan (2007) was administered to the participants to investigate their perception about WB vocabulary teaching method.

Then, the researcher applied the independent sample T-test SPSS 19 procedure. The independent sample T-test procedure compute the probable effect of one variable on the other one. To evaluate whether the means for two independent groups are significantly different from each the independent-samples *t*- test was done. That is commonly referred between groups design and can also be used to analyze a control and experimental group.

For more clarification of the positive effect of websites on vocabulary development of EFL learners, the acquired results of pre-and posts of experimental group are compared in table 3.1 through independent sample t-test. Table 3.1 outlined the values of means and standard deviation along with standard error of the mean for the two vocabulary size tests. The mean score of the post-test was 1.0000 points higher than that of the pre-test.

TABLE 3.1:  
INDEPENDENT SAMPLES T-TEST FOR VOCABULARY SIZE PRE-POST-TEST GRADES OF EFL PARTICIPANTS

Independent Samples Test	Levene's Test for Equality of Variances		T-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	upper
Equal variances assumed	1.310	.260	-4.624	38	.000	-1.00000	.21628	-1.43783	-.56217
grade equal variances not assumed			-4.624	37.263	.000	-1.00000	.21628	-1.43812	-.56188

The independent sample T-test procedure offered two tests of the comparison between the pre and post-tests. The significance index of the Levene statistic was .260 (greater than .05); it could be assumed that the both tests had equal variances. Based on Table 3.1, there was a significant difference (sig 2 tailed= .000) between the mean differences of the vocabulary size test scores of participants before and after the treatment in terms of their vocabulary development tests because the Sig (2-Tailed) value is less than.05. So, we can conclude that there is a statistically significant difference between two conditions ( $p < 0.05$ ).

The second section of the questionnaire was used to determine participants' reworks, attitudes and feelings about the WB vocabulary teaching through 10 Likert-scale items. This test was administered in the last session. Both sections of the questionnaire were adopted from Altiner (2011) and Bulut & Farhan (2007) respectively.

These acquire numerical measurements of questionnaire and Nation's 14000 version Vocabulary Size Test were correlated through Pearson-moment-correlation test coefficient (*r*) to assess the degree that quantitative variables are linearly related in a sample. The values of the Pearson Correlation range from -1 to +1 with negative numbers describing a negative correlation and positive numbers describing a positive correlation. The closer the value is to -1 or +1, the stronger the association is between the variables. In this research, the researcher hypothesized a positive relationship between the learners Vocabulary Size Test scores and their attitudes towards the use of web in the language class.

TABLE 3.2  
CORRELATIONS

		Vocabulary size test	QT
Vocabulary size test	Pearson Correlation	1	.952
	Sig. (2-tailed)		.000
	N	66	30
QT	Pearson Correlation	.952	1
	Sig. (2-tailed)	.000	
	N	66	30

As it is shown in table 3.2, there were statistically significant correlations (The  $p$ -value, Sig.000 < .01) between learners' vocabulary post-tests results and questionnaire acquired results.

#### IV. DISCUSSION

Regarding the research question, students' attitudes toward the incorporating web as a facilitative device on the vocabulary development of the learners has come to an answer that students in general have developed a positive attitude toward using web based education. Recently, conventional computer-assisted language learning (CALL) has gradually out striped web-based language learning (WBLL) (Son, 2008).

These findings are in line with Sampson (2003) who believed that web-based education includes learning independently by using self-study texts and asynchronous communication. Participants who use Internet for ESL learning had positive attitudes toward web-based language learning (WBLL) and they showed that to be interested in additional activities in and outside class time (Son, 2008).

The findings of the study also support many researchers' claims in terms of the learners' perception after using a computer-based program for increasing the speed and amount of vocabulary. The results of current study are compatible with those achieved by Altiner (2011). This result is also supported by other researchers who have shown that technology and learning are related correspondingly and students have tend to use different technologies and also technology use can generate positive attitudes in learners (Oblinger, 2005).

Ghabanchi and Anbarestani (2008) described the effects of a CALL program on expanding lexical knowledge of EFL Iranian intermediate learners. The result shows CALL produced better gains in contextualized vocabulary learning plus better pronunciation. Naraghizadeh and Barimani (2013) explained the effectiveness of CALL on Iranian EFL learners' vocabulary learning and his findings indicated a significant difference between experimental and control group with regard to their vocabulary knowledge. CALL instruction enhanced EFL learners' vocabulary knowledge.

#### V. CONCLUSION

The prime goal of the current study was to investigate learning vocabulary via web based vocabulary learning software by Intermediate EFL students in Iran and its contribution to learners' perception. The result appeared to manifest that learners' perception improved by incorporating web based instruction in language learning classroom. The findings indicated a significant difference between experimental and control group with regard to their vocabulary knowledge. WBL instruction enhanced EFL learners' vocabulary knowledge.

##### A. Pedagogical Implications

From a pedagogical perspective, the findings of this study may offer some implications for language teaching and learning. To begin with, these findings can be beneficial for language learning curriculum designers to present tasks that enrich both the language of the students and their motivation to apply on-line web sites for autonomous learning of language. The experience with computers is an influential factor in instructors' personal views of computer integration. Students through English learning web sites have numerous opportunities such as reflecting on studying through authentic materials and communicating with their companions from all over the world via chat programs (Godwin-Jones, 2011).

##### B. Suggestions for Further Research

This study can be repeated to find out whether the same results would be obtained or not. While the study focused on vocabulary learning as the predicted variable, it is suggested to take other skills into account in other researches. Since different age groups have different personality features, the same study could be carried out among students at different age range and language proficiency levels. Future research may examine computerized instruction on different language skills such as reading and writing.

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# A Study on the C-E Translation of Expressions with Chinese Characteristics in 2017 National Government Work Report from the Perspective of Functional Equivalence

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**Abstract**—Nowadays China plays an increasingly important role in international arena and draws great attention from all over the world. Government Work Report (GWR) reflects the latest and most authoritative work of the present situation in China, which not only summarizes the past work experience, but also puts forward the future work plan. The C-E translation of 2017 GWR is a good reference for people who are interested in C-E translation of political texts and provides a glimpse of China's national conditions for foreign countries. Considering the linguistic and cultural differences between Chinese and English, the author studies the expressions with Chinese characteristics in the 2017 Government Work Report (2017GWR) from perspective of functional equivalence.

**Index Terms**—government work report, functional equivalence, expressions with Chinese characteristics, C-E translation

## I. INTRODUCTION

The author studies Chinese-English translation of expressions with Chinese characteristics of 2017 GWR based on Nida's functional equivalence. The study consists of three parts. The first part is a brief overview of the definition, classification and features of expressions with Chinese characteristics in 2017GWR. The second part mainly introduces functional equivalence and its contribution to the development of China's translation cause. The third part focuses on the application of functional equivalence theory to the translation of expressions with Chinese characteristics in 2017 GWR.

## II. EXPRESSIONS WITH CHINESE CHARACTERISTICS IN GWR

Compared to other types of translation, the translation of political text is more stringent. The translation of political text has the very relevance to the image of the nation and government, so it must be taken seriously. If the translation is not accurate or even full of mistakes, it will mislead foreign readers and have negative impacts on their understanding about Chinese national situations and policies. As GWR is one of the most official documents for other countries to understand China's national conditions, the translators should pay attention to the differences of Chinese and western readers' needs, and reproduce the meaning of source text faithfully.

### A. Definition of Expressions with Chinese Characteristics

Over 30 years' reform and opening up, great changes have taken place in China. Correspondingly, a large number of typical expressions with Chinese Characteristics are emerging. Expressions with Chinese characteristics refer to unique expressions which carry typical Chinese ways of thinking and used to describe Chinese typical phenomena.

### B. Classification of Expressions with Chinese Characteristics in GWR

In Accordance with those different forms of expressions with Chinese characteristics, the translation of expressions with Chinese characteristics are mainly classified into four types: the shortened-form phrases, neologisms, culture-loaded expressions and the three-character and four-character expressions, which will be analyzed with specific examples in the third part.

### C. Features of Expressions with Chinese Characteristics in GWR

New thoughts, new technologies and new phenomena are emerging constantly in China, and expressions with Chinese Characteristics are springing up. These special expressions have two main features: epochal character and rich

connotations.

#### 1. Epochal character

Expressions with Chinese characteristics can reflect different period of development in many aspects such as politics, economy and culture. Examples are as follow: “人民公社”(the People’s Communes) in 1950s and 1960s; “一国两制”(One country, two system)in 1980s; “一带一路”(The Belt and Road) in 2015. These expressions gain certain popularity at that time and reflect the change of times.

#### 2. Rich connotations

Chinese people are good at summarizing by using numeral words to abbreviate long expressions with extensive connotations, such as “三农”问题(issues concerning agriculture, rural areas and farmers); 推进“五位一体”总体布局 (Promote balanced economic, political, cultural, social, and ecological progress); 纠正“四风”(address formalism, bureaucratism, hedonism, and extravagance).

### III. INTRODUCTION TO FUNCTIONAL EQUIVALENCE

Functional equivalence was originally put forward by Eugene A. Nida, a world-famous American translation theorist as well as linguist. Supposed to be one of the most influential translation theorists, Nida inaugurated a new era of the study of modern translation as an academic realm. Nida has also made celebrated contributions to the translation theory and modern linguistics. His translation theory has exerted a tremendous influence on translation research in both China and western countries. Functional equivalence is Nida’s greatest contribution to translation theory.

#### A. Definition and Development of Functional Equivalence

Functional equivalence theory was first purposed in 1964. Nida defined translation as “Translating consists in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style” (Nida, 2004). In Nida’s article *Principles of Translation as Exemplified by Bible Translating* (1959), the functional equivalence is called the dynamic equivalence at first. In the book *From One Language to Another Language* (1986), Nida gradually used “functional equivalence” to take the place of “dynamic equivalence”. In fact, the two items have the same implications. Nida thinks that translation should reproduce the source language messages with the closest natural equivalent target languages. Later in his book *Language and Culture: Contexts in Translating*, Nida distinguished functional equivalence theory into two levels: the minimal equivalence and the maximal equivalence. The former is an ideal condition that translators will pursue all their life. The latter refers to an adequate equivalence that target readers can understand and appreciate what the original readers must learn from the source text. It is the lowest level of the functional equivalence, and translation lower to this level cannot be accepted.

#### B. Contribution of Functional Equivalence to Chinese Translation Studies

In early 1980s, Nida’s translation theory has spread and gain popularity in China, which plays an important role in learning about the western translation theories for many translators in China and has a profound effect on the China’s translation theory research. Despite the doubts on his theory, it is certain that Nida’s translation theory gives significant inspiration to translation researchers. Functional equivalence was put forward in the 1986; the theory was then introduced into China. He provided an explanation for the fierce debate between free translation and literal translation among translators existing for a long period. Literal translation pays more attention to “faithfulness” where form should correspond to the original. However, it is easy to neglect the spirit of the source language. On the contrary, free translation emphasizes “elegance” and the receptor language, while often neglects “equivalence” in form. Nida’s functional equivalence is devoted to achieving equivalence both in form and content, and it successfully solved the contradiction which hasn’t been figured out both by literal and free translation.

### IV. TRANSLATION OF EXPRESSIONS WITH CHINESE CHARACTERISTICS IN 2017 GWR

Since any mistakes in the English version can mislead foreign readers, language in national GWR must be accurate. As nowadays China is advancing the Belt and Road Initiative, it is more important to ensure high quality when translating national GWR and other political texts.

#### A. Difficulties and Guidelines in Translating Expressions with Chinese Characteristics in 2017 GWR

Many problems may occur during translation, and translating should be guided by translation principles. In this part several difficulties and guidelines in translating GWR will be introduced.

##### 1. Difficulties

The obvious problem in translating GWR is “Chinglish”, including: mechanical translation, inappropriate word collocation and improper translation. “Chinglish” refers to the spoken or written English language that is affected by the Chinese language. It is a common phenomenon encountered by those English learners whose first language is Chinese.

Firstly, mechanical translation means that translators mechanically equal certain Chinese expressions to certain English expressions. Take the word “建设” as an example, the Chinese meaning is generally quite general and vague, while the English meaning is often specific and well-defined. Therefore, “加强社会主义精神文明建设” is translated

into “foster stronger observance of socialist cultural and ethical standards”; “建设富强民主文明和谐的社会主义现代化国家” is translated into “build China into a modern socialist country that is prosperous, strong, democratic, culturally advanced, and harmonious”; “‘一带一路’建设” is translated into “the Belt and Road Initiative”; “推进健康中国建设” is translated into “make continued progress in building a Healthy China”. Secondly, inappropriate word collocation often occurs when translator don’t have a good command of language. Thirdly, improper translation refers to redundant expressions and the abuse of commendatory and derogatory words. Unnecessary words make translation not succinct. In addition, sometimes the commendatory words can be used as derogatory terms and vice versa.

## 2. Guidelines

According to Nida’s functional equivalence, a translation has to meet the four basic requirements: conveying the spirit and manner of source language; making sense; having a natural and easy form of expression and producing a similar response, which is also true in the translation of political texts. the author believed that the guidelines in translating GWR are accuracy, faithfulness and expressiveness.

GWR is the authoritative political document concerning national major policies and situation. Inaccurate translation will mislead foreign readers and have negative impacts on the image of Chinese government. Translators should fully understand the importance of accuracy and faithfulness in political documents from the perspective of cross-culture exchanges. Meanwhile, a good translation is very natural and has no obvious trace of translating. In order to achieve the expressiveness, translators should be proficient in the source language and the target language.

### B. Application of Functional Equivalence to Translation of Expressions with Chinese Characteristics in 2017 GWR

From the above discussion, the thesis gives the definition of the expressions with Chinese characteristics, which refers to the unique expressions which carry typical Chinese ways of thinking and used to express Chinese typical phenomena. Forms of expressions with Chinese characteristics include shortened-form phrases with number, neologisms, culture-loaded expressions and Chinese three-character and four-character structure.

#### 1. Translation of shortened-form phrases with number

Many shortened forms with numbers are used to express some China’s unique national policies and situation for the purpose of concise expression and balanced structure. By observing many shortened forms adopted from 2017 GWR, it is not difficult to find the application of functional equivalence. Examples are as follows:

Example 1: “三农”;

translation: Agriculture, rural areas and farmers (From 2017 GWR)

Example 2: “三公” 经费;

translation: official overseas visits, official vehicles, or official hospitality (From 2017 GWR)

Example 3: “约法三章”;

translation: The State Council's three-point decision on curbing government spending (From 2017 GWR)

Example 4: “三去一降一补”;

translation: five priority tasks -- cutting overcapacity, reducing excess inventory, deleveraging, lowering costs, and strengthening areas of weakness (From 2017 GWR)

Example 5: “两学一做”;

translation: gain a good understanding of the Party Constitution, Party regulations, and General Secretary Xi Jinping's major policy addresses and to meet Party standards (From 2017 GWR)

Example 6: 纠正“四风”;

translation: address formalism, bureaucratism, hedonism, and extravagance (From 2017 GWR)

Example 7: “四个意识”;

translation: willingly maintain political integrity, think in big-picture terms, uphold the leadership core, and keep in alignment (From 2017 GWR)

Example 8: 国务院“约法三章”;

translation: the State Council's three-point decision on curbing government spending (From 2017 GWR)

Example 9: 统筹推进 “五位一体” 总体布局;

translation: Promote balanced economic, political, cultural, social, and ecological progress (From 2017 GWR)

Example 10: “四个全面”战略布局;

translation: the Four-Pronged Comprehensive Strategy (From 2017 GWR)

Example 11: “十三五”规划;

translation: the 13th Five-Year Plan (From 2017 GWR)

Example 12: “双随机、一公开”;

translation: random inspection and public release across the board (From 2017 GWR)

Example 13: 农村土地“三权分置”;

translation: separating rural land ownership rights, contract rights, and management rights (From 2017 GWR)

Example 14: “两免一补”政策;

translation: waive tuition and miscellaneous fees, supply free textbook (From 2017 GWR)

Example 15: “双创”政策;

translation: encourage people to launch businesses and innovate (From 2017 GWR)

Taking “四个全面” and “四个意识” for example, which have the same language structures in Chinese, but the latter cannot sustain its shortened form in translation. “四个全面” could be translated into “the Four-Pronged Comprehensive Strategy”, but “四个意识” have to be translated as “willingly maintain political integrity, think in big-picture terms, uphold the leadership core, and keep in alignment”.(From 2017 GWR). Only in this way could the content of “四个意识” be explained clearly. From the perspective of functional equivalence, both of two translations, to some degree, realize the faithfulness and the former focus on the form while the latter emphasizes on the content. Due to great distinction between different languages, most shortened-form phrases with number should be demonstrated clearly in translation of 2017 GWR.

## 2. Translation of neologisms

Neologisms are defined as new words, phrases to describe new or specific policies, times or events, most of which are totally new concepts and have strong Chinese flavors. Neologisms are especially worth analyzing as a kind of specific words in GWR. Due to the conflict between languages, cultures and values, it is quite difficult for translators to find the accurate equivalence in English. Some neologisms adopted from 2017 GWR and their translations will be gathered and discussed. Examples are as follows:

Example 1: “一带一路”建设;

translation: the Belt and Road Initiative (From 2017 GWR)

Example 2: “四个全面”战略布局;

translation: the Four-Pronged Comprehensive Strategy (From 2017 GWR)

Example 3: 经济发展新常态;

translation: the new normal in China's economic development (From 2017 GWR)

Example 4: 供给侧结构性改革;

translation: supply-side structural reform (From 2017 GWR)

Example 5: 大众创业、万众创新;

translation: people are busy launching businesses or making innovations (From 2017 GWR)

Example 6: 营改增;

translation: replacement of business tax with value added tax (From 2017 GWR)

Example 7: “深港通”;

translation: The Shenzhen-Hong Kong Stock Connect (From 2017 GWR)

Example 8: “互联网+”;

translation: The Internet Plus (From 2017 GWR)

Example 9: “两学一做”;

translation: gain a good understanding of the Party Constitution, Party regulations, and General Secretary Xi Jinping's major policy addresses and to meet Party standards (From 2017 GWR)

Example 10: 工匠精神;

translation: workmanship (From 2017 GWR)

Example 11: 中国制造 2025;

translation: Made in China 2025 initiative (From 2017 GWR)

Functional equivalence emphasizes the functional equivalence of information instead of the direct formal equivalence in translation, which allows translators to translate flexibly as much as possible in a relative range to bridge the differences of two languages. When translating neologisms, translators should analyze and understand the content of original text comprehensively. And the translators also have to know the official translation given by China's official institutions.

## 3. Translation of culture-loaded expressions

Culture-loaded expressions are difficult to be understood by the foreigners because of its own cultural background. Therefore, the translator has the responsibility to ensure them readable. There are some culture-loaded expressions adopted from 2017 GWR. Examples are as follows:

Example 1: 在稳的前提下要勇于进取, 深入推进改革, 加快结构调整, 敢于啃“硬骨头”, 努力在关键领域取得新进展。

We should, while maintaining stable performance, endeavor to make progress, deepen reforms, accelerate structural adjustments, be prepared to take on some really tough problems, and push to make progress in key areas. (From 2017 GWR)

Example 1: 我们要咬定青山不放松, 持之以恒为群众办实事、解难事, 促进社会公平正义, 把发展硬道理更多体现在增进人民福祉上。

Translation: We must make dedicated efforts to deliver services to the people, resolve the difficulties they face, promote social equity and justice, and demonstrate that development does better people's lives. (From 2017 GWR)

Example 2: 使城市既有“面子”、更有“里子”。

Translation: All these efforts will make our cities more attractive and function better. (From 2017 GWR)

Example 3: 坚决打好蓝天保卫战。

Translation: We will make our skies blue again. (From 2017 GWR)

Example 4: 各级政府要坚持过紧日子，中央部门要带头，一律按不低于 5% 的幅度压减一般性支出。

Translation: Governments at all levels should tighten their belts, and central government departments should take the lead by cutting no less than 5 percent of their general expenditures. (From 2017 GWR)

Example 5: 这是政府自身的一场深刻革命，要继续以壮士断腕的勇气，坚决披荆斩棘向前推进。

Translation: This is a profound reform of government itself, which we need to continue to pursue with the courage to make painful self-adjustments and overcome all odds. (From 2017 GWR)

Example 6: 政府要带头讲诚信，决不能随意改变约定，决不能“新官不理旧账”。

Translation: Government must take the lead in acting in good faith and must never arbitrarily change agreements, and new officials must not disavow obligations undertaken by their predecessors. (From 2017 GWR)

The underline parts in 2017 GWR are some culture-loaded expressions which are deeply rooted in Chinese culture. These texts cannot be just translated just as their literal meanings according to Nida's theory which was devoted into achieving equivalence both in form and content.

In example 1, “啃了不少硬骨头” was translated as “we tackled many tough issue” instead of “eat some hard bones”; In example 4 “打好蓝天保卫战” does not mean to have a war. It was better to be translated as “make our skies blue again”. The culture-loaded expressions are quite difficult to find their counterparts in western culture, like “面子”, “里子” in example 3. Therefore, while translating some culture-loaded expressions, the original form of metaphor disappears and only the connotation of metaphor is kept.

#### 4. Translation of Chinese three-character and four-character structure

The Chinese three-character and four-character expressions have many advantages in political texts, such as concise structure, extensive meaning, passionate rhythm and aesthetic feeling. Chinese people are good at making elegant sentence in composition, instead of expanding the organization of sentence. The Chinese like to use the three-character and four-character short sentences to create precise, concise and compact texture. Examples adopted from 2017 GWR are as follows:

Example 1: 我们一定要直面挑战，敢于担当，全力以赴做好政府工作，不辱历史使命，不负人民重托。

Translation: We must confront these challenges head-on, be ready to bear the weight of responsibility, and do our all to deliver. We must fulfill our historic mission and live up to the great trust placed in us by the Chinese people. (From 2017 GWR)

Example 2: 全面做好稳增长、促改革、调结构、惠民生、防风险各项工作。

Translation: Maintain stable growth, promote reform, make structural adjustments, improve living standards, and guard against risks. (From 2017 GWR)

Example 3: 必须把改善供给侧结构作为主攻方向，通过简政减税、放宽准入、鼓励创新。

Translation: We must give priority to improving supply-side structure. We should streamline administration, reduce taxes, further expand market access, and encourage innovation. (From 2017 GWR)

Example 4: 必须科学施策、标本兼治、铁腕治理，努力向人民群众交出合格答卷。

Translation: We must adopt well-designed policies, tackle both symptoms and root causes, and take tough steps to make the grade in responding to the people. (From 2017 GWR)

Example 5: 这再次表明，中国人民有勇气、有智慧、有能力战胜任何艰难险阻，中国经济有潜力、有韧性、有优势，中国的发展前景一定会更好。

Translation: Once again, this shows that we the Chinese people have the courage, ingenuity, and ability to overcome any difficulty or hardship. It also shows that the Chinese economy possesses potential, resilience, and strengths, so we can be sure there is even better development ahead for China. (From 2017 GWR)

If we translate the Chinese character phrases into English without any changes in structure, mistakes will happen during the process. According to functional equivalence, the three-character and four-character structure can be broken while the meaning is maintained in translation like examples mentioned above. The form of three-character and four-character phrases is flexible, and there is no need to keep the same structure in translating. If adequate equivalence can be achieved in translated text, the free translation could be an effective way for us to express the exact meaning of three-character and four-character phrases.

## V. CONCLUSION

The study focuses on Chinese-English translation of expressions with Chinese characteristics of 2017 GWR based on Nida's functional equivalence. It has provided many detailed examples of the translation of expressions with Chinese characteristics in 2017 GWR and also pointed out some difficulties and principles in translation. This study introduces

four forms of expressions with Chinese characteristics, shorten-form phrases, neologisms, culture-loaded expressions and three-character and four-character phrases.

A thorough understanding of original text is the necessary for the application of functional equivalence and accuracy is the primary consideration in the translation of political text. The author holds the opinion that the translator should reconstruct the form of the original text if a literal translating can't achieve functional equivalence.

By analyzing detailed examples of expressions with Chinese characteristics in the English version of 2017 GWR, it further emphasizes functional equivalence is an important translation strategy for the translation of expressions with Chinese characteristics in political text.

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# Attitudinal Analysis of President Xi's Remarks at Press Conference of BRICS Xiamen Summit from the Perspective of Appraisal Theory

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**Abstract**—The Appraisal Theory that is the development of interpersonal meaning is divided into Attitudinal resources, Engagement resources and Graduation ones, and its core is the Attitudinal resources. In recent years, the appraisal theory has been employed by many scholars in the field of linguistics. This paper mainly employs attitudinal system to analyze the president Xi's remarks at the Press Conference of BRICS Xiamen Summit by the way of qualitative and quantitative researches. President Xi's remarks are significant and meaningful for the continually cooperation of BRICS. It is found that attitudinal resources are widely distributed in the remark, and they are unevenly applied. Positive attitudinal resources far exceed the negative ones, while direct attitudinal resources outweigh the implied ones. What is more, the affect's distribution is the least and the appreciation is far beyond affect and judgment. The paper analyzes the distribution of attitudinal resources in this remark in order to show China's friendly relationship with other countries and China's determination to strengthen international cooperation and common development.

**Index Terms**—Appraisal Theory, attitudinal system, President Xi's remarks, BRICS Xiamen Summit

## I. INTRODUCTION

Following Halliday's the Systemic Functional Grammar, Martin and White put forward the appraisal theory including attitude, engagement and graduation resources, which developed the meaning of interpersonal function of Halliday. Halliday once put forward that language carries three kinds of meta-functions, ideational function, interpersonal function and textual function. The work on Appraisal Theory by Martin and his colleagues (Martin 2000; Martin & Rose 2003) provides a systemic framework for the analysis of attitude in systemic functional linguistics at a discourse semantic level. At the same time, the appraisal theory has attracted more attention in the kinds of fields of researches. Li Zhanzi (2002) applies Appraisal Theory to discourse analysis and points out the problems in the process of applying the Appraisal System into the analysis of commercial advertising utterances, historical utterances and autobiographical utterances. The problems are: the interpersonal function of attitude should be emphasized further; the importance of the context in recognizing evaluation means should be paid special attention to; the border-line between evaluation as interpersonal meaning and ideational meaning should be made clear; the relationship between evaluation and register should be made clear too. Wang Zhenhua makes a series of research on applying the appraisal system into discourse analysis: 1) He makes the study of engagement in essays (Wang, 2001), and gives an exact illustration of the sources of attitude, namely, engagement on the basis of the analysis of the Chinese corpus; 2) He researches on emotion and engagement (Wang, 2001) and concludes that emotion plays an important role in the representation of interpersonal meaning; 3) He makes a study of Attitude in hard news (Wang, 2001) and concludes that judgment is adopted more than affect and appreciation in English and Chinese hard news based on the analysis of attitudes in English and Chinese newspaper. Wang yuelu (2006) made the attitudinal analysis of VOA and BBC news report in the light of appraisal theory. She carried out the contrast between the attitudinal resources of VOA and BBC news report in the thesis. Li Chengchen and Jiang Guiying (2017) made the comparison of Chinese and English other narration of academic monograph from the point of the appraisal theory. This research compared the differences between Chinese and English attitudinal resources' distribution characteristics of 60 discourses by the way of SPSS 22.0. Meanwhile, appraisal theory provides new points of view for foreign language practices, translation practices, etc. Besides, appraisal theory also provides theoretical framework for kinds of written and oral discourse researches, for example, commercial discourse, literature works, speeches, etc. Different discourse applied the appraisal theory from different aspects.

In the August of 2017, the 9<sup>th</sup> BRICS Summit has been conducted in Xiamen, China. The BRICS refers to the five countries, Brazil, Russia, India, China and South Africa. Why are they called BRICS countries? The reason is that these five countries have developed rapidly in the recent years and have a huge potential in the world's market. Brazil is the agricultural country storing amount of oil, Russia is the big country of resources, and India is the large country of agriculture, and population. Besides, the South Africa is a country possessing rich mineral resources. Therefore, their cooperation will be beneficial for economic, political, cultural and ecological development of five countries and many countries around the world. This year, China as the chairman country will enhance exchanges in humanistic sectors and push political security and economic development of five countries. The BRICS Summit has been held nine times and

held in different regions. The first was in Russia, the second in Brazil, the third in China and the ninth is also in China. On October 16, 2016, President Xi Jinping at the eighth meeting of the leaders of the BRIC countries in Goa, India, said that Xiamen, Fujian Province will hold the ninth meeting of the BRICS leaders in September next year. At the same time, China will try continually to strengthen the representativeness and influence force of the BRICS. The convening of the BRICS National Conference has led to the gradual formation of the "BRICS" cooperation mechanism, and the international influence of the "BRICS" as the representative of the global emerging economies is also increasing. According to the International Monetary Fund in October 2010 released the "International Economic Outlook" and the market exchange rate estimates, "BRIC" GDP from 2008 will account for 15% of the world's share rose to 22% in 2015, then the total economic output of the four countries will exceed the United States, while the four countries GDP growth will account for one-third of the world's increment. Therefore, the remarks of president Xi at Press Conference of BRICS Xiamen Summit are significant and meaningful for the development of their relationship.

## II. THE ATTITUDINAL SYSTEM OF APPRAISAL THEORY

The Appraisal Theory is concerned with evaluation: the kinds of attitudes that are negotiated in a text, the strength of the feelings involved and the ways in which values are sourced and readers aligned (Martin & White, 2008). That is to say, the Appraisal Theory is composed of three parts, attitude, engagement and graduation. During the framework of Appraisal Theory, attitude is the core system. It is used to source feelings and grade feelings, through which engagement and graduation are able to be specified respectively. Engagement is the source of attitude concerned with the matter how attitude resources are negotiated in a community. Graduation is the strength of attitude, modifying attitude resources by ways of force and focus. The attitude resource including affect, judgment and appreciation is the core system of the Appraisal Theory. Attitude resource can be coded implicitly and explicitly indicating positive or negative meaning. Attitude is a way of expressing the person's feelings and ideology. And affect is at the heart of the three sub-systems because it is the expressive resources that we are born with. One way to think about judgment and appreciation is to see them as institutionalized feelings, which take us out of our everyday common sense world into the uncommon sense worlds of shared community values (Martin & White, 2008). The details of Attitude will be introduced in the following. Figure 2 is an outline to illustrate affect as the heart of institutionalized feelings.

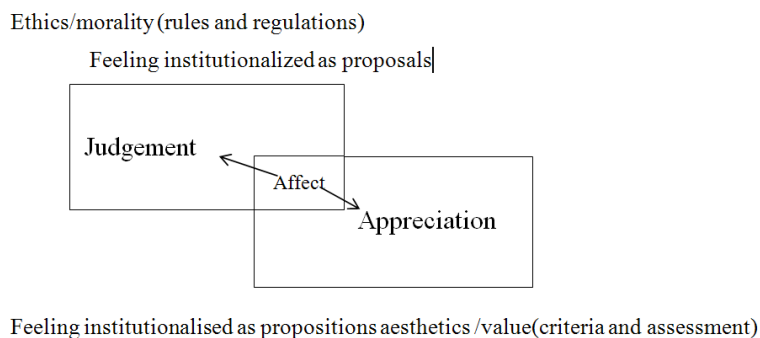


Figure2 Judgement and appreciation as institutionalised affect(Martin,2008)

### A. *Affect*

Affect involves three semantic regions, which is traditionally referred to as emotion, ethics and aesthetics. Emotion is arguably at the heart of these regions since it is the expressive resource we are born with and embodies physiologically from almost the moment of its birth (Painter, 2003). Affect is concerned with registering positive and negative feelings: do we feel happy or sad, confident or anxious, interested or bored (Martin & White, 2008). Generally speaking, affect can be achieved through affective adjectives, affective verbs, affective adverbs, etc. In terms of the classifications, six factors can be applied, positive and negative affect, behavior surge and mental state, directed and undirected, low and high, realis and irrealis, and un/happiness, in/security, and dis/satisfaction.

### B. *Judgment*

Judgment, as a subsystem of Affect, is used to evaluate one's behavior or character, which we admire, praise or condemn according to a set of social norms, which include rules, conventions, social acceptability, social requirements of expectations and systems of value. It involves whether the attitudinal evaluation is negatively or positively assessed with reference to one's behavior, state of affairs by social norms. We may assess one's behavior as moral or immoral, legal or illegal, socially acceptable or unacceptable, as commendable or condemnable, normal or abnormal and so on. Judgment resource is the evaluation of the person's behavior, which consists of social esteem and social sanction. Social esteem have to do with normality (how unusual someone is), capacity (how capable they are) and tenacity ( how resolute they are); social sanction have to do with veracity(how truthful someone is) and propriety( how ethical someone is) (Martin & White, 2008).



C. *Appreciation*

Appreciation resource is the evaluation of the natural phenomenon, concrete or abstract thing, etc. which is composed of three parts, reaction, composition and valuation. The reaction refers to whether they catch our attention or not, and whether we like them or not. The composition is the things' balance and complexity. What is more, the valuation how they are innovative, authentic or timely. As with affect and judgment, we can recognize positive and negative evaluations-properties we value alongside those we do not. Table 2.3 is the types of appreciation resources.

TABLE 2.3  
TYPES OF APPRECIATION (MARTIN & WHITE, 2008)

	Positive	negative
Reaction: Impact: did it grab me	Arresting, engaging... Fascinating, exciting...	Dull, boring, tedious... Dry, ascetic, uninviting...
Reaction: Quality: did I like it	Okay, fine, good... Lovely, beautiful...	Bad, nasty, yuk... Plain, ugly, grotesque...
Composition: Balance: did it hang together	Balanced, harmonious... Symmetrical, logical... Consistent, considered...	Unbalanced, discordant... Shapeless, distorted... Uneven...
Composition: Complexity	Simple, pure, elegant... Lucid, clear...	Ornate, unclear... Plain, monolithic...
Valuation Was it worthwhile	Penetrating, profound... Innovative, original...	Shallow, reductive... Conventional...

III. THE ANALYSIS OF ATTITUDINAL RESOURCES

As we all know, attitudinal resources are composed of affect, judgment and appreciation. Through the analysis of President Xi's Remarks at Press Conference of BRICS Xiamen Summit, we get a large number of attitudinal resources applied in this remark. We can gain some knowledge and ideology about economic cooperation and the relationship of BRICS through the analysis of attitudinal resources towards the remarks at Press Conference of BRICS Xiamen Summit. The following is the distribution of attitudinal resources including affect, judgment and appreciation respectively.

TABLE3.  
THE PROPORTION OF THE ATTITUDINAL RESOURCES

Value	affect	judgment	appreciation	total
Occurrence	14	22	45	81
Proportion	17.3%	27.1%	55.6%	100%

Table3 is the distribution of attitudinal resources, affect, judgment and appreciation respectively. A total amount of attitudinal in this text is 81, of which have 14 affect, 22 judgment and 45 appreciation resources. In addition, affect accounts for 17.3%, judgment takes up 27.1% and appreciation occupies 55.6%. Therefore, the most attitudinal resources in this text are appreciation and the least are the affect. So in the public speech, remarks and conferences, we are supposed to try to lessen the express of personal feelings and employ the positive evaluation.

A. *The Analysis of Affect*

TABLE3.1  
THE DISTRIBUTION OF AFFECT

value	inclination	happiness	Security	satisfaction	total
occurrence	3	4	4	3	14
proportion	21.4%	28.6%	28.6%	21.4%	100%

From the above data, what can be seen is that the inclination, happiness, security and satisfaction all exist in the text. The inclination and satisfaction account for 21.4% respectively, and the happiness and security account for 28.6%. Positive affect resources are in the text and are achieved through some words expressing affective meaning.

For example, "I believe that with the concerted efforts of our five countries and people from different sectors, there will be bright prospects for our cooperation and for the development of BRICS countries". (From <http://www.ChinaDaily.com.cn/>) "Believe" is the security of affect, which is a positive affect word. This shows that President Xi has the confidence to accomplish the common and significant cooperation among five countries. This also shows President Xi's beautiful and wonderful prospects for the future all over the world.

"To conclude, let me take this opportunity to thank other BRICS leaders and friends from the business, think tank, cultural and sports communities for your strong support for China's BRICS chairmanship. My thanks also go to the friends from the media who have been working really hard". (From <http://www.ChinaDaily.com.cn/>) This sentence expresses President Xi's strong feelings towards BRICS leaders and audiences through two "thank". It also shows that as a chairman country, China has the confidence and determination to accomplish the cooperation and economic development.

“Good afternoon! It gives me great pleasure to meet with you and give you an overview of the BRICS Summit and the Dialogue of Emerging Market and Developing Countries”. (From <http://www.ChinaDaily.com.cn/>) This sentence employs “pleasure”, the nominalization, to express the happiness of affect, through which President Xi expresses his happy feelings towards the Xiamen Summit of BRICS. The “pleasure” is a direct positive affect.

In addition, President Xi states that We BRICS leaders believe that it is in our common interests to deepen political and security cooperation and enhance mutual strategic trust (From <http://www.ChinaDaily.com.cn/>). Both “believe” and “common interests” express explicitly the positive attitude system. Political and security cooperation among five countries are all beneficial and common interests for BRICS. What is more, “believe” and “interests” are the expression of the security and satisfaction affects.

“China is ready to work with other parties to give full support to South Africa in convening the summit and keep moving BRICS cooperation forward together”(From <http://www.ChinaDaily.com.cn/>). In this sentence, “be ready to” is the positive expression of inclination affect. The praised is China, which shows that China’s support and help to the work of the South Africa next time.

### B. The Analysis of Judgment

TABLE 3.2  
THE DISTRIBUTION OF JUDGMENT

value	Social esteem			Social sanction		total
	normality	capacity	tenacity	veracity	propriety	
occurrence	6	4	8	1	3	22
proportion	27.3%	18.2%	36.4%	4.5%	13.6%	100%

From the above data, what are clear is that there are 22 judgment resources in all in this text, of which there are 18 social esteem and 4 social sanction. Besides, normality and tenacity take the relatively high percentage with 27.3% and 36.4%. In addition, propriety accounts for 13.6% and veracity takes up 4.5%, which is the least. Capacity takes up 18.2% in the total amount. From this analysis, we can see that social esteem is the most, but social sanction is the least in the judgment resources. The following is the examples that analyze the judgment resources.

“The BRICS Xiamen Summit was concluded successfully yesterday” (From <http://www.ChinaDaily.com.cn/>). In this sentence, the praised is the BRICS Xiamen Summit. The “successfully” is an adverb as the capacity of judgment resources, which shows the success of the BRICS Xiamen Summit. So President Xi gave the high praise towards the BRICS Xiamen Summit.

“The Summit adopted the BRICS Leaders Xiamen Declaration, which reaffirmed the BRICS spirit of openness, inclusiveness and win-win cooperation, reviewed the successful experience of BRICS cooperation over the past decade, and mapped out a new blueprint for strengthening BRICS partnership and deepening practical cooperation across the board”(From <http://www.ChinaDaily.com.cn/>). In this long sentence, there are kinds of parts of speech, adjectives, verbs, etc. to show the judgment resources. The praised is the behavior, the cooperation of five countries. President Xi applied the “win-win, successful, strengthen and deepen” to show this cooperation, which expresses President Xi’s important attention towards the cooperation of five countries.

“Leaders are determined to take the Xiamen Summit as a new starting point, renew the commitment and work even harder for a closer, broader and more comprehensive strategic partnership and for another "Golden Decade" of BRICS cooperation”. (From <http://www.ChinaDaily.com.cn/>) President Xi employed the “are determined, even harder” to express his attitude to the Xiamen Summit and the partnership of five countries. China has the confidence and determination to promote the development of BRICS.

“It is a fine tradition for BRICS to conduct dialogue and cooperation with other emerging market and developing countries. Under the current circumstances, such dialogue and cooperation have become all the more important” (From <http://www.ChinaDaily.com.cn/>). In this sentence, the judgment resource is the “more important”, and the evaluated is the dialogue and cooperation. Through this word, it is especially clear that such dialogue and cooperation play a significant role in the emerging market and developing countries.

### C. The Analysis of Appreciation

TABLE 3.3  
THE DISTRIBUTION OF APPRECIATION

value	reaction	composition	Valuation	Total
occurrence	20	7	18	45
proportion	44.4%	15.6%	40%	100%

The above table is the distribution of appreciation resources respectively. Appreciation is composed of reaction, composition and valuation. In the President Xi’s remarks of the Xiamen Summit, reaction accounts for 44.4% in all appreciation resources, composition 15.6% and valuation 40%. The reaction takes up the most proportion and the proportion of composition is the least in three appreciation resources. These data show President Xi’s high and positive appreciation towards the partnership and cooperation of five countries. The following is the examples of analyzing the

appreciation resources.

President Xi emphasized: “We BRICS leaders believe that the world today is undergoing profound and complex changes. While the world economic outlook is improving, all sorts of global challenges continue to emerge”(From <http://www.China daily.com.cn/>). Two adjectives – profound and complex are used to show the appreciation of world changes in the background of globalization. They belong to the positive valuation of appreciation resources. Through this appreciation, he gave the overview of globalization with the conflict of economic development and kinds of challenges.

And President Xi also said: “We BRICS leaders believe that the long history and splendid culture of our respective countries are our valued assets and must be cherished”(From <http://www.China daily.com.cn/>). In the above sentence, the praised is history and culture of five countries. The two adjectives – long and splendid belong to the reaction of appreciation resources. He emphasized that the history and culture is the basis of cooperation and the development of partnership. At the same time, we are supposed to establish cultural mutual belief institution and mutually develop in the backdrop of globalization.

At the same time, President Xi indicated that: “Since the start of this year, we have had in-depth exchanges of views and reached important consensus on some issues such as the international situation, global governance, international and regional hotspots, national security and development” (From <http://www.China daily.com.cn/>). The praised is the consensus on some international issues. The adjective “important” is the positive valuation of appreciation resources, which shows that China dedicated to solve international issues and achieved national security and development with BRICS five countries.

“The summit adopted the BRICS Leaders Xiamen Declaration, which reaffirmed the BRICS spirit of openness, inclusiveness and win-win cooperation, reviewed the successful experience of BRICS cooperation over the past decade, and mapped out a new blueprint for strengthening BRICS partnership and deepening practical cooperation across the board” (From <http://www.China daily.com.cn/>). In this sentence, President Xi applied varieties of attitude resources, judgment and appreciation to show his attitude and thinking. The positive appreciation-new is used and the praised is blueprint for the fruitful cooperation of five countries, which shows that China and President Xi are eager for the blueprint of the cooperation of five countries.

At last, President Xi mentioned as well, together, we can blaze a sustainable path featuring innovative, coordinated, green, open and shared development and inject more positive energy to global growth and shared prosperity (From <http://www.China daily.com.cn/>). The appreciation systems are realized by means of these words, “sustainable, innovative, coordinated, green, open, shared and positive”. The evaluated is the path, development and energy, which shows the spirit and idea of development among five countries.

#### IV. FINDINGS AND FURTHER RESEARCHES

Through the analysis of attitudinal resources of President Xi’s remarks at the press Conference of BRICS Xiamen Summit from the Perspective of Appraisal Theory, the author reached some findings. Firstly, a large amount of attitudinal resources are stored in President Xi’s remarks including affect, judgment and appreciation towards this cooperation and further cooperation. In addition, this paper analyzes the attitudinal resources, so the engagement and graduation can be studied in the further researches. Secondly, the judgment and appreciation resources are far beyond the affect resources, which shows that public speech and remarks should lessen to express personal attitude and feelings. Therefore, the fact is that heavy usage of affect will construct the text too personalized and improper for the kind of serious and factual topic. There will little opportunities to reveal personal affective words. What is more, we are supposed to try our best to use positive attitude not negative ones. Thirdly, there are different parts of speech (adjective, adverb, verb, noun...) to show the attitudinal resources in this discourse, such as successfully, strengthen, pleasure, profound, balanced, etc. Besides, there are much more explicit expressions than implicit expressions in President Xi’s remarks at the press conference of BRICS Xiamen Summit. From these we can see that President Xi’s definite attitude and persistent decision towards the cooperation and common development of BRICS. In addition, the comparison between China’s leader’s speech and other countries’ leader speech can be studied and researched. Fourthly, although the author tries her best to make the paper as less subjective as possible, it still may be impossible to be actually objective. It is because of cultural and ideological ideas of the appraisal theory.

#### V. CONCLUSION

In the August of 2017, the 9th BRICS Summit has been successfully conducted in Xiamen, China. As we all know, the 3<sup>rd</sup> BRICS Summit also was held in China, which is significant and meaningful for China’s development and improvement of international status. However, analyzing President Xi’s remarks at the press conference of BRICS Xiamen Summit from the point of the Appraisal Theory is greatly beneficial. In the process of studying these attitudinal resources, we know that the explicit and positive attitudes are far beyond the implicit and negative ones, and judgment and appreciation resources are much more than affect ones. From the analysis of this text, we can learn the meaningfulness of cooperation among different countries. As President Xi said, We BRICS leaders believe that practical cooperation is the root of BRICS cooperation. A tree will only flourish when its root goes deep. We will, in line with the

principle of mutual benefit, step up macro policy coordination, synergize development strategies and deepen all-round cooperation in areas such as economy, trade, finance, industry and sustainable development so as to bring about interconnected development(From <http://www.China daily.com.cn/>). Therefore, the analysis of President Xi's remarks at the press conference of Xiamen BRICS Summit is greatly beneficial for the construction of China's image. Based on this, this paper analyzed the attitudinal resources of President Xi's remarks and calculated its distributions that make contributions to the researches of China's image to some extent. Through the attitudinal analysis, we can know the China's attitude towards the common development and cooperation and the background of development and cooperation. In the end, this paper wishes to make some contributions to the researches of the Appraisal Theory especially positive discourse analysis to some extent.

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# The Literacies Effectiveness of Short Story Writing Learning Model

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**Abstract**—This research method was a development research employing Borg and Gall (R & D) model which aims at developing short story writing learning material. The research steps were: (1) conducting a preliminary study or research to find the research findings related to the product, (2) developing the product based on the preliminary study, (3) conducting the field test, and (4) revising the product to improve the weaknesses found during field trials. The results of the study showed that first, the quality of short story writing learning requires creative strategies to achieve learning objectives. Second, the results of text-writing learning model assessment using conversion text encompassing entrepreneurial values obtained a positive score from the expert test, practitioner test, small field test, and extensive field test. Third, the learning model of short story writing with text conversion strategy encompassing entrepreneurial values can significantly improve the ability of students to write short stories compared to conventional models.

**Index Terms**—short stories learning, text conversion strategy, literacies

## I. INTRODUCTION

The selection of creative learning strategy could generate a captivating and interesting innovation and in addition, it can encourage students to obtain knowledge independently. In particular, writing course requires an extra attention. Within writing course, one of the competencies is short story writing skill. Short story writing aims at encouraging students in making literary works, particularly short story. Through a competence of short story writing students can develop their imagination and able to response to its current life dilemma. Supplementary, short story writing deals with creativity establishment of the students. By composing creative literary works, indirectly, students will be able to motivate themselves, develop critical thinking, possess high imagination, activate a precise life goal, and communicate with their own native language.

The importance of creative writing for college students is to obtain a wide knowledge and insight around their surrounding. The process of creative writing activity could not be separated from the reading activity. During creative writing activity, students are demanded to read various kinds of references such as books, articles, newspapers, magazines, and journals. In addition to above-mentioned resources for creative writing, college students are demanded to be able to capture real-life experience and issues around them through self-sensitivity and curiosity. As an author, curiosity and self-sensitivity are the primary sources in composing good writing. Every single piece works of the author come from author's curiosity or author's response to the reality around them. Hasanah and Siswanto (2013) explain that during the process of composing a short story, a number of aspects within human beings are activated such as attention, observation, response, fantasy, memory, mind, feeling, and any other motive.

In the process of creativity, thinking process aspect is inseparable. Fisher (2002) explains that the goal of thinking is to develop literacy skills, organize human experience, as a valuable means to stimulate discussion activities. The power of the story is in the process of creativity to create the world as an object of intellectual inquiry as well as a challenging intellectual construction.

The important reason to think according to Fisher, Douglas and Gay Ivey (2002) are as follows. *First*, the ability to think can be used and applied to solve problems, improve reasoning, enable conceptual ability, and encourage analysis ability required within the society in the long-run. The second is the capability of thinking students. Students who possess the ability to think, the level of presentation function increase. Most students do not acquire the skills to obtain ideas from different readings. Only a few number of students possess problem-solving skills and thinking strategies. The decline of students in critical, creative, analysis, synthesis and evaluation thinking leads to weak ability to solve

problems. This is a fundamental reason for developing thinking skills in learning activities, particularly writing competency. *Thirdly*, in regard to learning methods, the classroom teaching process is dominated by lecturers with verbal information. This suggests that most teachers do not use methods that can develop students' critical and creative thinking skills.

Therefore, this present study provides a direct learning solution to writing course, particularly short story writing. Direct learning according to Eggen and Don Kauchak, 1996: 367-368) is to apply learning method using four phases, namely introductory phase, material presentation phase, guided training, and self-training phase. The purpose of each phase is to attract attention, encourage engagement in working together, develop skills, and ensure learners accomplishment.

A text conversion strategy is a learning strategy that passes through the process of reading and writing, which involves the creative thinking process. Stages of the reading process, namely: reading the text, understanding, and analyzing the text. Creative stages according to Jauhari (2013: 14) are the stage of idea construction, development, creation, and refinement. The construction of ideas relates to the knowledge and experience that its appearance can be stimulated. The development of ideas could be encouraged by reading, adding experiences, contemplation, discussion, and observation. The creation of ideas is a supportive psychological state, adequate language, and lots of practice. While the refinement of ideas is expressed directly or indirectly, perfected by the author or others through perfection once or more.

The news text is part of the short story writing media. The selection of news as a media for short story writing is due to the characteristics of news as a live depiction and has a function as a real information delivery. In addition, the news provides pictures and sounds, therefore the information and messages are delivered easily and can be digested and understood by the students. Supplementary, it possesses an unlimited distance and time, easier tying and giving associations within the individuality of the student. By employing news as a media for short story writing activity, it decorates students' work to be more colorful and strong impression as if it is happening in a real life.

Anshori, et al. (2005:90) argue that news is a collection of fact or information which is written by journalist and it is reported and published in media. It is commonly published in newspaper, magazine, radio or television. Relevant to the above-mentioned principle, a piece of news is generally composing from particular events occurring in real life. However, not all events happening are defined or met the characteristics of news. The aims of employing news media are to encourage a motivation to students in order to enrich ideas and imagination and encourage them to compose a story flow easily.

In this study, the value related to entrepreneurial aims at disseminating an entrepreneurial character to students. According to Suryana (2007:12), the entrepreneurial value is oriented to a character of self-confidence, creative, innovative and able to take a risk. Individual possessing entrepreneurial value also deals with the task assigned and its result and indeed he or she is possessing leadership characteristic.

## II. METHOD

The research and development model employed a Borg and Gall (R & D) model. According to Borg and Gall (1989: 624), educational development research is a process to develop and validate products in the field of education. The selection of research and development R & D model is expected to discover knowledge or answer to practical problems.

The four main features of research and development according to Borg and Gall (1989) are (1) conducting a preliminary study or research to find the research findings related to the product, (2) developing the product based on the preliminary study, (3) conducting a field trial, and (4) making a revision to improve the weaknesses during the field trials stages.

The first cycle was planning. Planning is the first cycle formulated before the implementation of research and development of learning. Planning in this study, formulate the objectives to be achieved. The research and development objectives are (1) to develop learning strategies for short stories writing with news text conversion strategies encompassing entrepreneurial values, and (2) to test the effectiveness of the product.

The second stage was developing the product. The design of the product developed in this present study is a model of short story writing with news text conversion strategy encompassing entrepreneurship value for students. The team in this study were (1) supervisor, (2) team of experts, (3) practitioners, and (4) students. The supervisors play a role in providing direction and suggestions for improvement of product research development. The expert teams play a role in assessing comments, critiques, and suggestions for product improvement. The practitioner team plays a role in providing information about the MKS course, while students are involved to provide comments, criticisms, and suggestions regarding the usefulness of the product.

The third cycle was experts and practitioners testing. Expert testing is the process of assessment of the product created. This assessment is done by experts in the field of short story writing lessons. The designated experts are literary learning specialists, entrepreneurial experts, visual design experts, and practitioners. The assessment is done to know the deficiency and excess of the product. The deficiencies found by experts make constructive suggestions for researchers to revise the developed product.

The four stage was expert testing. The revision of expert test results includes a revised model of learning to write short stories with news text conversion strategies encompassing the value of entrepreneurship for students, consisting of the following.

- The revision comprises a review from the learning expert; (1) learning planning, (2) implementation of learning, (3) learning assessment, and 4) general response

- The review of literature expert consists of (1) the process of reading literary texts, (2) the process of creative and imaginative thinking, (3) the process of writing short stories.

- The review of practitioners consists; (1) learning procedures, (2) feasibility of presentation, (3) general comments.

The fifth stage tests the effectiveness of product design. The effectiveness test was conducted on the students of Indonesian Language and Literature Education Department, involving two classes. It aims at measuring the effect of product usage results. The effectiveness test activity is carried out through quasi-experimental research. What distinguishes the two groups is that the experimental group is treated with short story writing with a text conversion strategy, while the control group is given the conventional treatment.

The sixth stage deals with the revision of effectiveness test results. The revisions of effectiveness test results include content, presentation of stories, and the language used. The story content consists of 1) the suitability of the story with the theme, 2) creativity in developing the story, 3) the completeness of the story, 4) the suitability of the story with the source of the story. The presentation of the story consists of 1) the presentation of elements in the form of characters, plot, point of view, and background story, 2) cohesiveness of story elements, and 3) sequential story sequence. Language, composed; 1) choice of words or diction, 2) compilation of sentences and use of the figurative language.

The seventh stage is final product dissemination and implementation. The process and implementation of the final product are to print out the final product, present the final product, and publish the final product through the scientific forum or scientific journal.

The data collected through assessment and trial consists of two types, namely qualitative and quantitative. The sources of qualitative data were in the form of criticism and suggestions of experts, practitioners, and students. The data were obtained through consultations, discussions, interviews, and through expert review assessments, and user groups. The data was used to review, revise, and refine the product. The quantitative data obtained from the results of the test of effectiveness was in the form of scores of students' ability to write short stories.

### III. RESULTS AND DISCUSSION

#### Results

The learner's strategy to write short stories for the students generally contains two stages, namely the stages of reading news and writing short stories. Both stages are exposed to the parts of the product development. Both stages are described below.

##### Part 1: Conceptual Stenghtening

The concept described in part I is the concept of entrepreneurial, which is one of creative and innovative concept and the concept of news text. The purpose of the presentation of creative and innovative concepts is to enable students to understand the meaning and description of creative and innovative. It aims at instilling the value of the character in composing excellent works and possesses positive expressions in society. Through the story, students are expected to develop themselves to apply creative and innovative values in everyday life.

The presentation of the concept of news aims at understanding the notion of news, elements of news, the process of presenting news and images. This makes it easier for students to critically examine the text presented, and make it easy to convert news texts into short stories.

At the stage of reading the news text, the news text was presented. Students are asked to read critically and analyze it based on the elements of the news. A news element is presented in the questionnaire column. This can be seen in the picture above.

##### Part 3: Short story writing

Within the part of short story writing, students are asked to combine questions related to the news aspects and questions related to the story. According to the guidance, students are demanded to be able to compose a story framework. Story framework, then, will be developed as a complete story. The instance is presented in the following guidance.

TABLE 1.  
SHORT STORY FRAMEWORK GUIDANCE

Guided News Questions	Answers	Guided Story Questions	Answer
What event did occur?	Debris and waste issues of Gorontalo City Government, both organic and anorganic waste which has not been managed optimally	What events are raised in the story?	Personal experience
Who was involved in the event?	Government of Gorontalo (Mayor) Journalist	Who are the characters involved in the story How is the character of the character?	I am a loving character and observer. Haris's father was a loving, caring, caring, and trying figure without giving up Rosa's mother is a quiet and irresponsible person
Where did the event occur?	City of Gorontalo	Where did the story happen?	At home Secretariat of Nature Lovers Community
When did the event occur?	Year 2016	When did the story happen?	Day and night The atmosphere is sad and happy
Why did that happen?	The lack of public knowledge of organic and non organic waste management.	Why did the story happen?	Starting from the sadness of the figure due to losing job Enterprises of the character in managing waste
How did that happen?	Waste problem in Gorontalo. The City Government launched the waste-free program Gorontalo to minimize the volume of waste. It was managed professionally. Before disposal to landfill, the waste is sorted. Waste that can still be utilized then be recycled into a variety of crafts. Organic waste will be processed into fertilizer or raw materials for the manufacture of biogas for household needs.	How does the plot is developed?	Beginning: Introduction to the character of a couple who was previously happy The figure 'I' represent all-know and lenient daughter Having problems in economic terms The wife left her husband because he could not stand the family life that has low income Husband who tried as much as possible, especially in waste management End: Happy to be rewarded for his achievements as an environmentalist.

The next step after determining short story framework, guided questions to direct story's development on imagination aspect was done. Guided questions can be seen in Table 2.

TABLE 2.  
STORY DEVELOPMENT GUIDANCE

Who are you?	• I'm a girl named Andayani
What happened to you?	• I am saddened by my family life
Who are the characters involved in your life?	• Father and mother
How are their characters?	• Father is a figure of merciful, compassionate, caring, and without giving up • Mother is a quiet and irresponsible person
How are you with them?	• I'm an observer of my Mom and Dad. I love both. Dad loves me too. • My mother has left me
What interests them?	• Father patient, creative and hardworking
What's your problem with them?	• Father and mother have problems in their household, especially economic problems.
When does this problem occur?	• It started when my mother left home because she was laid off from her job. Father as her husband was the target of her outrage.
Where this problem occurs	• In a rented house
How the conflict could happen	• Mother works at an oil company in my neighborhood. Twelve employees are laid off without severance pay. Including Mom. • Especially Mom can not control herself. Just a bit of a nuisance to his heart, his anger flooded. He became rude and often insulted my father.
How do you deal with this problem?	• Trying to be patient with everything. Just be able to pray, hopefully, a kind Father can find a solution to the problem. • Dad works sincerely • Meet creative and innovative friends • Creating something worthwhile.
What is the wisdom on this issue?	• Keep trying though experiencing various problems • Be creative and innovative thinkers to realize something new and valuable.
What is the value of entrepreneurship in this story?	• Have a creative and innovative spirit through waste recycling. <b>(Creative and Innovative)</b> • Dad walked around four villages to collect garbage and used goods. With this livelihood, the way Father made me happy. Provide and meet the needs of my school. <b>(Hard Work)</b> • I so know, when my father and community friends separate organic and inorganic waste. Dad chose anorganic trash like glass bottles, plastic bottles, k a leng, and paper. The goods are reprocessed into useful items. I never saw my father working late nights cans to recycle back into something unique and nice as accessories or toys. <b>(Understanding the Work Procedure: Plan, Create, Produce creativity)</b>



At the discussion stage, the activity conducted was reading the work that has been given to the partner to be assessed and given advice. The discussion process is described below.

The short story composed by students were exchanged with the peers to be read, corrected, and given advice. Guided questions to revise the short story is presented the following details.

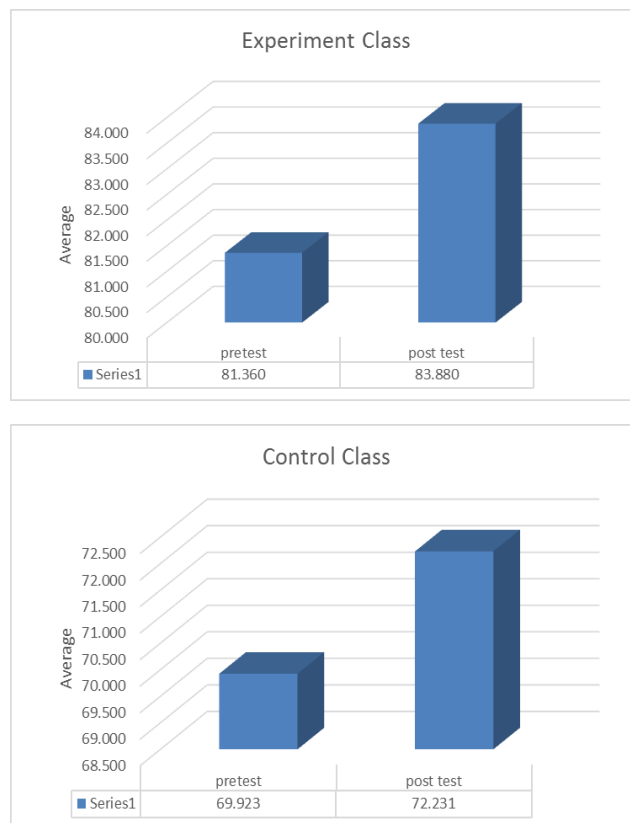
1. Figure and Characterization
  - Does it depict character's character?
  - Does the character portray directly?
  - Does it describe the circumstances surrounding the character?
  - Does it reflect the reaction of other characters to the main character?
  - Does it characterize character through dialogue between characters?
  - Does it depict the actions of the characters?
2. Storyline
  - What problems arise?
  - What are other problems being developed in the stages of the dispute?
  - What is the climax point? Is it resolved?
  - How to resolve the issue?
  - Is unity integrated story? Are there unnecessary scenes?
3. Background Story
  - Does the background support the quality of the story?
  - Does the background support each character's role?
  - Does the background support the storyline?
  - Does the background support themes and messages?
  - In what period of time does the work take place?
4. Themes and the Message
  - Does the character of a character support a creative and innovative theme?
  - Does the storyline represent the theme and the message?
  - Does this story give a good impression?
  - Does this story provide insight into various aspects of life?

#### IV. DISCUSSION

According to the result, in general, the model is considered feasible to be used to support writing course, particularly in writing short story. The general comments obtained from expert and practitioner testing are: (1) there is a need of learning product development, for students, to motivate them in achieving the competence of the course, (2) the product assists students to practice writing, (3) the presentation of product assists students to understand, analyze, and create short story, (4) in addition, it assists the students easily to discover the creation of ideas, the determination of the story framework, and the process of writing stories.

Product effectiveness test was conducted to obtain the result of product usage. To know the effectiveness of the product then trial to the student in the learning process was conducted. The experiment class of this study was a 3B Class which consists of 25 students. Meanwhile, the control class of this study was a 3C Class which consists of 26 students. The experiment activity to both experiment and control group was done in three phases, (1) pre-test, (2) treatment, and (3) post-test. The control group was also being employed as an experiment activity, however, they did not treat using learning model developed. Instead, conventional learning model for short story writing course was employed.

Based on the result of the learning process in 3B Class (experimental group) and 3C Class (control group), the data of t-test result showed that the mean difference between the experiment class and control class score was 11.38923 and the experiment class score is higher than the control group. The standard error mean is 0.85540 and at the 95% confidence level the lowest average difference is 8.76464 and the highest average difference is 14.01382. In addition, t-test results obtained by the count value of 8,720 with  $df = 49$  and significant at the level of 0.000. This can be seen in the following graph.



The results of data processing can be described below. (1) If  $\text{sig} \leq 0.05$  then the mean of both groups differ significantly. From the data known  $\text{sig} (2\text{tailed}) = 0.000$  then  $0.000 \leq 0.05$ , therefore it can be concluded that the average score of the experimental class and the control class score differ significantly. (2) Based on homogeneity test, if  $\text{sig} \geq 0.05$  then both groups are considered homogeneous. The data shows that  $\text{sig} = 0.308$ . So it can be concluded that both groups belong to a homogeneous group. (3) Thus, the 3B experimental class students had a higher average score than the 3C control class students. Thus it can be argued that the use of Learning Model of Short Stories Writing with Text Conversion Strategies encompassing entrepreneurial values significantly influence the ability to write short story text. Thus, the use of such products can improve the effectiveness of short story text writing skills.

## V. CONCLUSION

Based on the above description, it can be concluded that writing a story can be done through the conversion of news texts. The news media is the preferred way of developing a story writing lesson. Creative writing is the development of skills to explore competence in understanding discourse, both as a reader and as a writer. Given the importance of the ability to write a story, particularly in the course of writing text, it is suggested in further research to develop a media of learning in writing text, especially writing works of literature.

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# The Listen-to-write Approach Proposed for EFL Teachers of College English in China: Definition and Its Essentials

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**Abstract**—College English writing in China has been faced with at least three problems: marginalization, poor input and reducing participation of the teacher. Considering these problems, the author introduced listening in the teaching of College English writing and this strategy has developed into an integrated approach: The Listen-to-Write Approach. In this paper, the author gives a complete and comprehensive definition to the Approach and has a detailed study of its essentials, including EFL classroom teaching, the intensification of listening, the assistance by computer technology, and the orientation to classroom teaching as a cognitive process. Finally, the author presents an overview of the Approach by analyzing its strengths and weaknesses, which helps readers to make their own decisions on it.

**Index Terms**—College English writing, EFL, listening, cognitive processes, classroom teaching

## I. INTRODUCTION

### A. *Problems in the Teaching of College English Writing in China*

It is indisputable that the teaching of College English writing in China has been marginalized to a great extent. From the design of syllabus, the system of credits, and the development of testing, it is hard to see any advantages of writing over speaking, listening or reading. In 2007, the Chinese Education Department advocated communicative language teaching (CLT), aiming to raise learners' English level significantly, especially in listening and speaking, in the context of study, work and social interaction (Cai, 2014). Unfortunately, we saw very little emphasis on writing. Even worse, English writing courses are mostly designed and opened to English majors while non-English majors, occupying the overwhelming majority of college students in China, learn English writing only through intensive reading courses, where English writing is neglected as a kind of dispensable homework, or through a limited number of selective courses on English writing.

Actually, the marginalization of teaching English writing in China has led directly to a serious problem of poor input. The input, which involves language knowledge and language competence, is poor both at quality in terms of accuracy and authenticity and at quantity in terms of time and practice. For a long time English teaching in China has been criticized for producing low output with high input (Luo, J. & Garner, M., 2017). It sounds right in some sense from the perspective of time and economy. It is often the case in China that large amounts of time and money have been spent over ten years or more for a single person to learn English from elementary school to higher education, but may end up with an English learner who is able to read and write but whose oral and aural skills are insufficient. However, from the perspective of language teaching, that is not so simple. First, "high input" is a bit ambiguous. At least in current English teaching this very "high input" does not necessarily equate to the high-quality input that is accurate and adequate. Second, "low output" is considerably confined to the poor ability of speaking because, when it comes to the judgement of a person's language competence by output, emphasis tends to be placed on speaking rather than writing.

The third problem in teaching English writing in China is the reducing participation of the teacher. The shift of classroom roles from the teacher to students has been an anti-tradition practice strongly recommended in College English teaching. Student-centered teaching may be effective for speaking classes since output practices really help develop speaking ability. But in writing classes, excessive attention paid to students' output at the cost of inadequate input certainly results in poor output. It is clear that the reduction of the teacher's participation has unconsciously become a problem in the teaching of English writing in China. Traditionally, the teacher of English writing designs all the contents of classroom teaching, leaving necessary and appropriate time for drills, practice and feedback. This traditional way helps intensify the input in the classroom teaching. But now students are given too much freedom both inside and outside the classroom, which may do harm to the accuracy of input. For example, they are sometimes encouraged to learn from each other by reading the writing samples of their partners. This is not so much learning strengths from each other as developing a sense of making similar mistakes made by their partners because in most of their writing samples drawbacks outweigh merits. Another example is plagiarism. Students usually finish their writing assignments after class by simply copying the writing materials from the internet. This freedom may greatly constrain their ability of thinking and creating because, unconsciously, they are getting too much dependent on online resources

for writing.

### B. *Deliberations on Solving These Problems*

Marginalization, poor input and the reduction of the teacher's participation have long existed as the main problems in the teaching of College English writing in China, but it is not an easy thing to make a sudden change or profound improvement because it needs multi-efforts from learners, the teacher and the nation.

In recent years, English for Specific Purposes (ESP) has become a good choice and an important part of English teaching in some universities in China. Many English writing courses related to business, biology, engineering, nursing, and other special purposes are designed for undergraduates, who can learn to write with interest and motivation in their specific discipline after they complete College English. It seems to be a promising sign, but the key to improving English writing ability is not only with the favorable atmosphere created by the nation; the use made of the good intentions and policies of the nation may be limited and uncertain. The key is not only with the interest or motivation of learners; most learners are always ready to learn. It is, from my own point of view, the efficient and effective input in classroom teaching that really counts in the teaching of College English writing in China.

Taking steps along this path, I did some research and accumulated many teaching experiences. In the end, I decided to apply listening in the classroom teaching of English writing and this has developed into an integrated approach: the Listen-to-Write Approach (LWA).

## II. DEFINITION

In *A Theoretical and Practical Study of the Listen-to-Write Approach* (Gu, 2014), I offered the first complete and most comprehensive definition of LWA in Chinese. The following is its English version with minor editions.

LWA is a listening-intensified, computer-assisted and process-oriented approach proposed for EFL teachers of College English in China to improve students' English writing ability in a SLA classroom environment. In LWA, the teacher arranges the class as a cognitive process integrated with task-based activities, exposing students to sorted, step-by-step and repeated listening to writing-related language materials which are selected from authentic, native and formal written documents and recorded as audio files by humans or speech recognition software with purposeful editions. Meanwhile, the teacher engages them in writing practices as a reinforcement, in an attempt for them to accumulate the language information for writing, to transform as much the information as possible from short-term memory to long-term memory, and hence to have the ability of outputting the information they have obtained as long-term memory whenever it is needed in writing practices.

## III. ESSENTIALS OF THE DEFINITION

### A. *EFL Classroom Teaching*

EFL classroom teaching, as oppose to ESL classroom teaching, is the essence of LWA. It involves the following three aspects: EFL, classroom, and teaching. Each is discussed in greater detail below.

First, LWA defines its teaching environment as an EFL classroom in China, where English is being taught as a foreign language for the students who share the same Chinese language and culture. As we all know, teaching English as a second language (TESL) is different from teaching English as a foreign language (TEFL). ESL classes typically take place in an English-speaking country with students from different backgrounds and with different home languages, while EFL classes are conducted in a non-English speaking country with students from the same country and with the same home or national language. The ESL classroom is a heterogeneous context while the EFL classroom is for all intents and purposes a homogeneous context. Now that LWA is applied in China, it is simply characterized by EFL. It is true that TESL may have greater advantages over TEFL for English learners, but TEFL at least has one advantage which seems to lie in the fact that EFL learners can easily communicate with each other, and interestingly in the fact that they usually make the same mistakes which may be comparatively easy for the teacher to correct or make comments on. Fortunately, this advantage of TEFL may be taken in LWA to achieve high efficiency in the teaching of English writing.

Second, the teaching of English writing in LWA is conducted in the classroom rather than out of the classroom. ESL learners have the opportunity for extensive daily exposure to the English language and culture if they choose to engage with the host language and culture, so after class they have many opportunities to acquire language skills in an authentic English-speaking environment. On the contrary, EFL learners have much less exposure to the English language and culture and they have very few opportunities to use English in authentic and real-life interactions outside classroom. In consideration of the lack of access to English in a TEFL context, LWA restricts activities to the classroom for the purpose of making good use of the controlled classroom teaching environment.

Third, the dominant role in LWA is the teacher rather than the learners, or more exactly, LWA focuses more on how to teach than on how to learn. All the Listen-to-Write activities are similar to film making. The teacher is the director and gives orders; learners are actors or actresses who follow these orders. It is not that learning activities are negligible but that they are instructed and dominated by the teacher. LWA advocates teacher-centered teaching primarily to guarantee the quality and quantity of input, which I believe are integral in improving writing ability.

### B. *The Intensification of Listening*

Language skills are often categorized as receptive or productive (Nunan, 2003). Listening and reading are receptive skills and serve as a kind of input for students studying and learning an additional language. Likewise, speaking and writing are productive skills serving as conduits for language output. In language acquisition, the four skills are correlated to some extent. The language competence acquired from one skill may be the foundation of another skill. It is common sense that reading improves writing. Du Fu, a famous Chinese poet in the Tang Dynasty, said, “only through reading thousands of books can one write well (读书破万卷, 下笔如有神)”. Reading, as an input skill, has been traditionally thought of as the most effective way to improve writing. Then, how about listening, the other input skill? Is there any positive correlation between listening and writing? How does listening improve writing? Why is listening used to improve writing in a Listen-to-Write class?

In first-language acquisition, there are actually two main guiding principles: 1) speech perception always precedes speech production and 2) the gradually evolving system by which a child learns a language is built up one step at a time, beginning with the distinction between individual phonemes (Fry, 1977). Speech sound perception and production form the basis for speaking. From birth, or even earlier, infants are exposed to repeated listening to the native speech sounds before they suddenly start to speak. No matter how many debates there have been on infants’ language acquisition, it is no doubt that listening plays a decisive role.

Then, can we borrow the process (or principles) of listening in first-language acquisition in the teaching of writing in an EFL/ESL context? We certainly can, not simply because the input through listening is beneficial to the output in speaking and writing, but because listening, especially repeated and intensified listening, greatly helps transform the language input from short-term memory to long-term memory which has the potential to greatly improve writing skills.

Memory can be understood as an organism’s ability to store, retain, and recall information. In the eyes of psychologists, memory comprises sensory memory, short-term memory, and long-term memory in terms of its span (Gui, 2000). Andy Hudmon (2006) describes that long-term memory, unlike sensory and short-term memories, is able to retain information over extended periods of time (minutes, hours, or a lifetime) and can transfer information out of short-term (working) memory into a more stable medium that is less sensitive to interference or disturbance (i.e., from incoming sensory information). While a person is writing, information is being actively taken out of long term memory and purposefully processed which in turn adds additional exemplars to the long term memory. Writing is a process of outputting information in an accurate way, so it may depend more on long-term memory than on short-term memory. Traditionally, reading is accepted as the main supporting skill for writing, and listening as the main supporting skill for speaking. But actually, listening contributes not only to comprehension but also to memory, and, therefore, it can and does support writing.

It was in 1992 when I first came across the idea about the relation between listening and writing in the preface to the book *How to Improve CET Writing* (Gu, 1992), where Professor Mingfang Wu pointed out, “Listening is also a good way to improve the ability of writing”. In 2006, this idea was reinforced by a personal experience in Nantong University. It was the time for final exams. I invigilated an English exam with one of my colleagues. A student handed in his paper exceptionally early. I had a glance at his paper out of curiosity, only to find a long Chinese poem written in the area for English writing. It is often the case in China that poor students hand in their test papers very early and write or draw something for fun. I was very much touched by the content of the whole poem and could hardly wait to share it with my colleague. To my great surprise, my colleague showed very little notice of my excitement, saying, “Nothing special. Just a copy of some lines of lyrics from *A Thousand Miles Away* (《千里之外》)”. At that moment, I was a little embarrassed because I didn’t know that the “poem” by the student came from the song, even though it was then very popular all over the country. But fortunately, I learned something from the experience – writing is closely related to listening. The student was probably not a poet at all, but the fact that he wrote so many lines on the paper reflected his ability for “writing” to some degree. Did he output so much information on his testing paper just because he had got himself familiar with the lyrics of the song by reading them many times? Not really. It was repeated listening and active imitating that helped him learn how to sing the song and memorize the lyrics. What if the writing of the paper was coincidentally related to the song? The student would have a lot to write, but I couldn’t. As the famous Chinese saying goes, “a layman in poetry could easily utter a poem after he had recited 300 poems in the Tang Dynasty (熟读唐诗三百首, 不会吟诗也会吟)”.

In LWA, listening is intensified for at least three reasons. First, intensified listening can be well designed in a Listen-to-Write class to amplify the input of language information in quantity and improve its accuracy and authenticity. In addition, some of the input information can be easily transformed to long-term memory through repeated listening. Finally, it is much easier for the teacher to manipulate listening in a Listen-to-Write class because all the listening activities are prepared by the teacher and carried out in the classroom rather than out of the classroom.

### C. The Assistance by Computer Technology

Computer technology is widely applied in LWA to maximize the benefits of listening for improving the ability of writing. Computer-assisted language learning (CALL) emphasizes student-centered classes where students are encouraged to learn independently through using structured and/or unstructured interactive exercises, while in the Listen-to-Write classes, computer-assisted language teaching (CALT, which I borrow from CALL) plays a dominant

role, underlining teacher-centered classroom teaching through exposing students to intensified listening. The computer technology used in LWA includes language labs, the Internet and audio editing softwares.

First, language labs are recommended in LWA to guarantee the quality of listening and the effect of teaching. In a language lab, the teacher can easily control the digital system connected to a number of student booths. There is less miscommunication than in regular classroom teaching because of direct nature of the sound transmission. More importantly, in a language lab, students show more enthusiasm in learning and are more willing to record and check their own voices with very few distractions from others.

Second, the Internet is used in LWA as a good source of listening materials, which are usually prepared by the teacher for a certain task. The Internet can also be used as a platform for checking homework or testing students' writing ability. Most important of all, the use of corpora and concordances in the Internet serves as a great help for the teacher to check the accuracy and authenticity of lexical language materials. For example, if the teacher wants to decide which is correct, "as a saying goes" or "as the saying goes", he may easily get the answer from The Corpus of Contemporary American English (COCA). When "as a saying goes" is searched, it says "ERROR". But, when "as the saying goes" is searched, its frequency is 227 and its context is rich in details (See Figure 1).

unpopular opinions. " And unpopular opinions aren't going away. **As the saying goes**, " prices will rise, politicians will philander " - and public figur  
content area curricula, teacher librarians can lead the charge. # **As the saying goes**, " If you're not at the table, you're on the menu  
I am' still confused but on a higher level', **as the saying goes**. I merely hope that this three-part conversation - 1) comparing historical and new  
is art in and of itself-- God's paintbrush at work, **as the saying goes**. But beneath the clouds, another artistic world awaits--a world of both color ar  
an open secret in Washington that that's not the case. **As the saying goes** the real scandal in Washington isn't what's illegal, it's what is  
everybody. I mean, that's just a fact. MARQUEZ# **As the saying goes**, keep your friends close and your enemies closer. So, if the U.S.

Figure 1. The Context of "As the Saying Goes" in COCA

Third, anyone of the audio editing software, such as Audacity, Adobe Audition, CoolEdit and GoldWave, can be used in LWA to enhance the effect of memorizing language information that is needed for writing. With the use of audio editing softwares, the teacher can not only edit the sound files recorded by human or software for the tasks to be conducted in the classroom teaching, he can also play the edited files freely to meet the needs of classroom teaching. It is not easy to use a tape recorder to replay the exact language units, but with the help of an audio editing software, words, expressions, sentences, and paragraphs can be played accurately and repeatedly. For example, "phenomenon" is a frequently-used word in English writing, but it is difficult to spell. In LWA, each recording of "phenomenon" can be split into four syllables (phe-no-me-non) and edited with different intervals. Usually, five recordings of "phenomenon" with intervals are played repeatedly together with another five without intervals (See Figure 2).

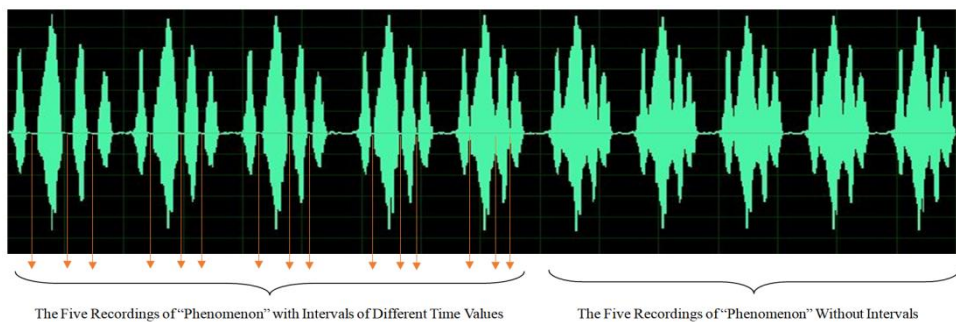


Figure 2. Ten Recordings of "Phenomenon" Played Together

Another example is the intensive listening to a selected part of a sentence or paragraph. All audio editing softwares have the function of automatic replay (See Figure 3) which can be used to intensify listening through repetition.



Figure 3. Intensify Listening Through Repetition

*D. The Orientation to Classroom Teaching as a Cognitive Process*

To develop the ability of English writing is the final target of LWA. Listening seems to be a complementary teaching strategy, but it is applied throughout the whole process of classroom teaching, so the Listen-to-Write classes are featured with the characteristics of listening classes. However, a Listen-to-Write class is not a simple combination of listening

and writing, but a cognitive process which is well designed and arranged by the teacher and integrated with some task-based activities.

Cognition is a mental process of knowing and understanding. Cognitive processes use existing knowledge and generate new knowledge. A cognitive process may have several stages (See Figure 4).

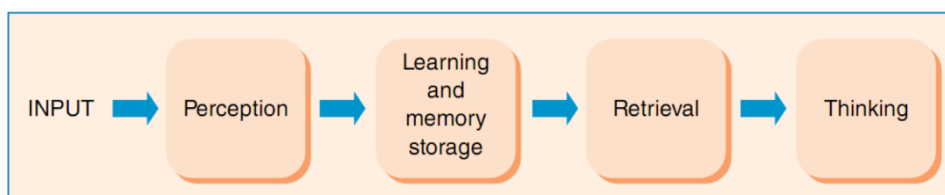


Figure 4. The Main Stages of Cognitive Processing (Groome, 2014)

Studies on cognition tend to start with listening probably because listening stimulates the brain more than other skills and it does play a crucial role in L1 acquisition. Much of our current understanding of how individuals process spoken signals and construct meaning from them has been illuminated by theoretical perspectives from cognitive psychology (Celce-Murcia, M., Brinton, M. D. & Snow, A. M., 2014). The function of cognitive processes during listening can be explained by the three recurrent and overlapping phases – perception, parsing, and utilization (Anderson, 1995), which very well match the main stages suggested by David Groome (2014).

In LWA, the cognitive processes of listening are sure to be influenced by writing activities. For example, when a writing task is introduced, the listening process is broken up and some cognitive stages, say Retrieval and Thinking, may be transferred to the writing process. Fortunately, listening doesn't conflict with writing in LWA; by contrast, it serves as a competent catalyst and a good coordinator. Moreover, Top-Down and Bottom-Up, the two main types of input processing identified by Neisser (1967), can be shared by listening and writing, as is to be discussed subsequently. However, it is worth mentioning that the listening applied in LWA differs from the listening in a regular listening class in that the former focuses on how much language information can be transformed to long-term memory with the help of intensified listening, whereas the latter focuses on how well listening skills are developed and used for the listener to communicate with the speaker. Accordingly, listening activities like "Top-Down to Bottom-Up" and "Input for Output" are usually designed on a task basis in LWA to meet the needs of improving the ability of writing.

#### E. Classroom Activities

In LWA, listening is purposefully intensified through well-designed and task-based activities in an effort to achieve high-quality input in an effective and efficient way, which serves as a great help to the output in writing activities. Basically, there are five types of activities which are recommendable for a Listen-to-Write class: Listen-Write, Guess-Listen-Write, Translate-Listen-Write, Think-Listen-Write and Write-Listen-Write, which are demonstrated in detail in the following examples.

##### 1) Listen-Write

Directions: In this section, you are asked to read aloud after the speaker and write down what you hear.

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

(See the keys in Appendix 1 for reference)

Listen-Write is often used as a warming-up practice for the students to get familiar with the important words or phrases selected from a well-written essay which has been prepared purposefully as a sample writing and is to be studied throughout the Listen-to-Write class. This task is similar to dictation, but it is more than that because the students are asked to read aloud after the speaker, aiming to input language information via sounds. In some sense, Listen-Write is a very simple Bottom-Up process.

##### 2) Guess-Listen-Write

Directions: In this section, you are first asked to guess whatever goes in each blank. Then, listen to each item, and fill in the blanks with what you hear. Finally, check what you have written with what you have guessed.

- The \_\_\_\_\_ of living in a new environment can give you courage and self-confidence.
- If you are thinking about where to study, consider all of these benefits and make a decision that is \_\_\_\_\_ for you.

... ..

(See the keys in Appendix 2 for reference)

Guess-Listen-Write encourages the participation of the students. It seems to be a Top-Down processing, but actually it is a Bottom-Up processing because students are stimulated to know and understand in a cognitive process.

Guess-Listen-Write is often used for paragraphs in the form of Gap-Filling. The selected paragraph shall be a good sample of writing and gaps to be filled include connectives (e.g., conversely, as a result, after all, what's more, in a



word), often-used writing expressions (e.g., contribute to, arise from, take effective measures), and any recommendable writing expressions (e.g., just as a coin has two sides, it goes without saying that, it is interpreted to mean that). The following Gap-Filling practice helps the students to know and understand the often-used expressions in a writing of comparison.

Working in the office and working from home \_\_\_\_\_ have advantages. In the office, you will have much contact with your colleagues. Daily contact with people at work is often how good friendships are made. \_\_\_\_\_, it can be very easy to concentrate on work in the office because there are very few opportunities to do private things. \_\_\_\_\_, the working atmosphere helps one work enthusiastically and efficiently. \_\_\_\_\_, there are also advantages of working from home. \_\_\_\_\_ you do not have to commute to work. Millions of people worldwide have to deal with rush-hour traffic to make their way to the office. \_\_\_\_\_, this is not necessary if you turn your home into your place of work. \_\_\_\_\_, working at home gives you much more freedom to manage your working day. \_\_\_\_\_, if you work in an office, you are often asked to attend meetings, and your timetable is decided for you. \_\_\_\_\_ when you work in an office at home. \_\_\_\_\_, if working in the office costs a lot, working from home will be the best replacement (See the keys in Appendix 3 for reference).

3) Translate-Listen-Write

Directions: In this section, you are first asked to translate each item into English. Then, listen to its English version carefully, and write down what you hear. Each item will be read twice. Finally, check what you have written with what you have translated.

1. 生活在国外会是一次令人激动的经历，因为一切看起来都很新奇。

Translation: \_\_\_\_\_

Dictation: \_\_\_\_\_

2. 生活在国外的另一个理由是可以更好地了解异域文化。

Translation: \_\_\_\_\_

Dictation: \_\_\_\_\_

3. 然而，在国内学习也有一些优势。

Translation: \_\_\_\_\_

Dictation: \_\_\_\_\_

4. 在国内，你不必担心上课讲的都是外语。

Translation: \_\_\_\_\_

Dictation: \_\_\_\_\_

5. 如果呆在国内，你的家和朋友都会离你很近。

Translation: \_\_\_\_\_

Dictation: \_\_\_\_\_

(See the keys in Appendix 4 for reference)

It is often the case that in the process of writing an English essay, most EFL students are doing translation work, so LWA applies translating in classroom teaching. In Figure 5, translating is an indispensable part in the “Cognitive Process Theory of Writing (Flower and Hayes Model)”.

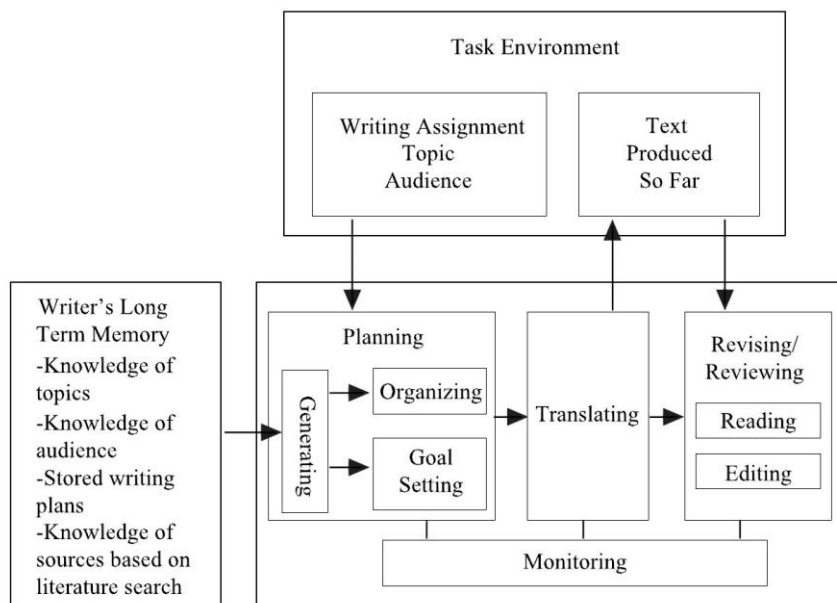


Figure 5. Cognitive Process Theory of Writing (Flower and Hayes Model) (Flower, L. & Hayes, J. R., 1981)

As an effective activity in LWA, Translate-Listen-Write is often recommended for sentences. This doesn't mislead students to use much translation in writing, but helps them to effectively know and understand sentence patterns, especially those featured with coordinators (and, but, or and so) or subordinators (because, if, although, etc.).

4) Think-Listen-Write

Directions: Please think about three advantages of both online shopping and in-store shopping. Then, write down what you hear.

Online Shopping

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

In-store Shopping

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

(See the keys in Appendix 5 for reference)

Think-Listen-Write differs from Guess-Listen-Write. Thinking is much less casual than guessing. Students make more use of their schematic knowledge while they are thinking, so Think-Listen-Write can be treated as a Top-Down processing.

5) Write-Listen-Write

Directions: In this section, you are first asked to write a paragraph about the advantages of both studying abroad and studying in your own country. Then, listen to the sample paragraph intensively and write down on your notebook whatever you hear (See the keys in Appendix 6 for reference).

Write-Listen-Write is often conducted in the end of a Listen-to-Write class and shall be closely related to the input from previous activities. For example, the topic "The Advantages of Working from Home and Working in the Office" (demonstrated in Guess-Listen-Write previously), the topic "Online shopping and In-store Shopping" (demonstrated in Think-Listen-Write previously), and the topic in this task are intentionally put together in the same Listen-to-Write class to help students to learn how to write a paragraph of comparison through an input-based output.

In *The Listen-to-Write Approach to Improving CET Writing* (Gu, 2016), the above five classroom activities are often carried out step by step as an integrity, as is shown in Table 1.

TABLE 1.  
THE FIVE CLASSROOM ACTIVITIES CARRIED OUT AS AN INTEGRITY

Step	Classroom Activity	Language Level	Cognitive Process
1)	Listen-Write	Word	Input
2)	Guess-Listen-Write	Word / Phrase	Input
3)	Translate-Listen-Write	Sentence	Output→Input
4)	Think-Listen-Write	Sentence / Paragraph	Output→Input
5)	Write-Listen-Write	Paragraph / Text	Output→Input

From the table we can see that the language levels for classroom activities are changing gradually from a low one to a higher one and that students are placed in a cognitive process of learning how to write through alternating sequence of

input and output activities.

More importantly, all the activities in the class center around the final target – students end up with a fine memorization of a purposefully-selected sample writing ( either paragraph or essay) and a general knowledge of how to write in the same way as the sample. As can be seen from the following appendixes, the language points in each step are highly related to the final target – memorize a sample of writing about studying abroad and learn how to write a paragraph of comparison on any topics.

It is worth mentioning that the paragraph in Guess-Listen-Write originates from *IELTS Advantage Writing Skills* (Brown, R. & Richards, L., 2011). The original sample of writing is about how to demonstrate advantages and disadvantages, but the task in Write-Listen-Write is to compare only advantages, so many purposeful editions have been made to the selected materials from the original sample.

#### IV. STRENGTHS AND WEAKNESSES

The use of listening in the teaching of English writing may not be a new thing, but to define LWA as a TEFL approach in China is “the first time to eat crabs (第一次吃螃蟹)”. Just as a coin has two sides, LWA has both strengths and weaknesses.

##### A. Strengths

First, the classroom teaching of English writing in LWA is more productive and controllable than the teaching out of the classroom. The students and the teacher are working in an EFL environment, sharing the same language and culture, so they have hardly any difficulties in communicating and understanding, which greatly helps raise the efficiency of teaching and create a relaxed atmosphere of thinking. Interestingly, students think in a similar way and usually make the same mistakes which can be more easily identified and corrected by the teacher.

Second, the intensification of listening in LWA helps students to acquire language and skills in a virtue but similar environment of L1 acquisition, where students may achieve better results of learning through constant listening. Also, students tend to enjoy the process of listening to the formal written materials which they normally get to know and understand by hard and boring reading.

Third, the use of advanced computer technology is a big advantage in LWA. With the help of computer technology, the teacher can have free and best choices from the vast pool of language materials for English writing and record them as high-quality audio files. Also, correcting mistakes will be much easier when the Internet is used.

Fourth, the application of LWA is transferable from China to any other non-English speaking nations, where students are also taught in an EFL environment. Although the status quo of teaching English writing in China may be quite different from that of other nations, the actual fact is that the more and better input of language information students accumulate, either through listening or reading, the more they will benefit to improve their output, either in the form of speaking or writing.

##### B. Weaknesses

First, the classroom teaching in LWA depends too much on the teacher’s pre-class preparation and while-class arrangement. A single mistake or any carelessness of the teacher may probably bring about improper selection of materials, unbearable quality of recordings, questionable design of task-based activities, and poor arrangement of the class. The teacher is required to develop other abilities beyond that of language teaching, such as the know-how of computer science, the familiarity with the popular audio technology, and the operation of multi-media devices.

Second, excessive exposure to listening may easily make students lose their patience. My teaching experiences show that few students can concentrate on listening for more than half an hour in a Listen-to-Write class. Impatience is a big challenge to efficiency.

Third, the requirements for the textbook in LWA are very high. In the textbook, there should be adequate language information, a great many good writing samples and a variety of task-based activities. Also, all the audio files need to be made professionally from native English speakers.

Fourth, the ways to assess LWA are still uncertain. Listening needs patience and persistence, so does writing. Students often feel frustrated at the first few weeks of the Listen-to-Write practice because they notice almost no obvious improvements. At the crucial Listen-to-Write stages, students need inspiration and encouragement from the teacher to build up their confidence.

#### V. SUMMARIZATION

The highlight of LWA is the application of listening in the teaching of College English writing in the classroom. It is specially designed for EFL teachers in China. While it is true that the intensification of listening does improve writing through converting language information from short-term memory to long-term memory, it cannot be said that listening is versatile in LWA. Listening needs patience and the listening in LWA needs far more patience, so LWA will surely be a big challenge to both the teacher and students.

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## APPENDIX 1

- |                       |                     |
|-----------------------|---------------------|
| 1. <u>abroad</u>      | 6. <u>native</u>    |
| 2. <u>experience</u>  | 7. <u>culture</u>   |
| 3. <u>challenge</u>   | 8. <u>familiar</u>  |
| 4. <u>environment</u> | 9. <u>consider</u>  |
| 5. <u>courage</u>     | 10. <u>decision</u> |

## APPENDIX 2

1. The challenge of living in a new environment can give you courage and self-confidence.
2. If you are thinking about where to study, consider all of these benefits and make a decision that is right for you.

## APPENDIX 3

Working in the office and working from home both have advantages. In the office, you will have much contact with your colleagues. Daily contact with people at work is often how good friendships are made. Also, it can be very easy to concentrate on work in the office because there are very few opportunities to do private things. What's more, the working atmosphere helps one work enthusiastically and efficiently. On the other hand, there are also advantages of working from home. One of the major advantages is that you do not have to commute to work. Millions of people worldwide have to deal with rush-hour traffic to make their way to the office. Obviously, this is not necessary if you turn your home into your place of work. In addition, working at home gives you much more freedom to manage your working day. For example, if you work in an office, you are often asked to attend meetings, and your timetable is decided for you. This is not the case when you work in an office at home. So, if working in the office costs a lot, working from home will be the best replacement.

## APPENDIX 4

1. Living in another country can be an exciting experience because everything seems new and different.
2. Another good reason to live abroad is to learn more about another culture.
3. On the other hand, there are also advantages of staying in your own country to study.
4. In your home country, you don't need to worry about taking classes in a foreign language.
5. If you stay in your own country, you can be close to your family and friends.

## APPENDIX 5

**Online Shopping**

1. Online shopping is very convenient and saves a lot of time and energy.
2. Online shoppers can read a great many reviews about a commodity before committing to buy.
3. Online shopping can avoid facing the employees you are taking away from loved ones.

**In-store Shopping**

1. In-store shopping can help customers to confirm the quality of goods by watching, touching or smelling.
2. Shopping in stores is not only an experience of buying things but also a way to get relaxed from the stress in work and life.
3. In-store shopping is a good opportunity for family members to share their spare time and get much closer.

## APPENDIX 6

Studying abroad and studying in your own country both have definite benefits for a student. Living in another country can be an exciting experience because everything seems new and different. The challenge of living in a new environment can give you courage and self-confidence, too. If you want to learn another language, living abroad is a great way to do that because you can read magazines or newspapers, watch television programs, or make friends with people who are native speakers. Another good reason to live abroad is to learn more about another culture. On the other hand, there are also advantages of staying in your own country to study. It is cheaper than living abroad, so you can save

more money. Also, in your home country, everything is familiar. You don't need to worry about taking classes in a foreign language, and you can understand the culture and the expectations of teachers. Finally, if you stay in your own country, you can be close to your family and friends. So, if you are thinking about where to study, consider all of these benefits and make a decision that is right for you (Zemach, E. D. & Rumisek, A. L., 2003).

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# A Comparative Study of the Effect of Portfolio and Dialogue Journal Assessment on Iranian EFL Learners' Writing Performance

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**Abstract**—The aim of the present quasi-experimental study is to investigate the effect of dialogue journal assessment and portfolio assessment on Iranian EFL learners' writing performance. To do this, 90 intermediate EFL students from 150 students in Omid –Mofid English Language institute in Khoy were non-randomly chosen. They were male and female (58 females and 32 males) and their age range is between 20-32. Then they were randomly divided into three groups of 30: a control group receiving only the routine instruction, and two experimental groups receiving portfolio and dialogue journal, respectively. Topic based paragraph writing as pretest and posttest were given to the participants of three groups to detect their writing ability at the beginning and at end of study. The result of the study showed that portfolio assessment group, the dialogue journal group and the control group performed significantly different on the post test. Students in portfolio assessment group outperformed than the student in dialogue journal group and performance of dialogue journal group was better than control group in their writing performance. Finally, some implications are provided for EFL teachers, learners, and syllabus designers.

**Index Terms**—alternatives in assessment, EFL writing, portfolio, dialogue journal

## I. INTRODUCTION

There have been plenty of efforts during last decades to replace traditional and cliché educational methods with innovative and modern methods based on individual and social needs of students in order to educate them to be more innovative and bring about new perspectives toward the development of knowledge and technology. Development of educational methods entails the change of assessment methods. The changes of assessment methods are inevitable issue once the educational methods are being replaced. Through the alternative assessment methods, teacher takes advantage of assessment at the service of better learning so that the assessment is entirely viewed via a different perspective (Rossi, Freeman, & Lipsey, 1999). The teacher applies the assessment in such a way that may result in learning improvement. The obtained results of assessment provide the teacher with the tools to recognize students' learning problems as well as her/his own teaching shortages so that s/he could take the required measures to remove the deficiency. Furthermore, the method can favorably strengthen students' motivation for learning and make them aware of weaknesses. Alternatives in assessment, in the present study, include portfolio and dialogue journal assessment.

Portfolio assessment is the most effective technique which is used in the domain of teaching and learning and assessing of English Foreign Language (EFL) writing. According to Paulson and Paulson (1991), portfolios demonstrate efforts, progress, and achievements of learners in one or more areas. Portfolio assessment is an on-going process that includes a procedure. Teachers use this procedure for planning, collecting and analyzing a collection of student's work (Abdul Smad, 2013). The main goals of portfolio assessment are encouraged learners to take responsibility of their own learning, to promote students involvement in assessment, improve student-teacher relationship, fosters learner autonomy, increases motivation of the students, and facilitate cooperative learning activities (Tabatabaei & Asefi, 2012).

Another non-traditional form of alternative assessment is dialogue journal. Dialogue journals are written conversations between students and teacher or student, kept in a notebook or on a computer. Teacher and student or student and student write back and forth regularly during period of time (voit, 2009). Teacher does not assigned topic to students. Students can write about topic in which they are interested. Teacher doesn't correct students' errors. Dialogue journal has several advantages. Garmon (2001) asserts that it facilitates learning of course material, promote self-reflection and self-understanding, procedural conveniences and benefits, opportunity to express ideas, get feedback on ideas and questions, improve student-teacher relationship.

The primary objective of this study is presenting strategies to improve writing performance via utilization of Portfolio assessment and Dialogue journal assessment.

The specific objective of this study is to investigate whether using dialogue journal or portfolio assessment can affect the overall writing performance of Iranian EFL learners. This study also aims to find possible existing difference between effect of portfolio and dialogue journal assessment to improve students' writing in Iranian writing classes.

#### A. *Significance and Purpose of the Study*

Writing pedagogy has been one of the greatest challenges that English language teachers encounter in their curriculum. For learners to succeed in writing in EFL, the focus is mainly on class activities which provide the learners with opportunities for being exposed to language. They also could reflect on English discourse and produce language (Ammon, 1985). Such activities composed frequent writing, with guidance and feed-back. Therefore dialogue journal and portfolio can be an effective method in teaching of writing to EFL learners.

There is a lot of research done on portfolio and dialogue in Iran; however, the findings of those are not applied in practice. So in this study, we tried to fill the gap between science and practice. It was hoped that fulfillment of the above aims would help to provide EFL teachers with invaluable information concerning portfolio and dialogue journal assessment as an essential teaching method to improve their students' writing ability.

The primary objective of this study is presenting strategies to improve writing performance via utilization of Portfolio and Dialogue journal assessment. The specific objectives of this study are to investigate whether using dialogue journal or portfolio assessment can affect the overall writing performance of Iranian EFL learners. This study also aims to find possible existing difference between effect of Portfolio and Dialogue journal assessment to improve students' writing in Iranian writing classes.

Unfortunately in our country, according to norms, the process of evaluating just consists of final evaluation happening at the end of course (Mohammadi, 2013). In this method, the efforts of teacher, student, parents and all educational system are focused on final exams and their grades, and all these efforts are summarized in one or two digits mark. This grade is not only the criterion of judgment but is a kind of evaluation of teacher, parents and educational system performance. Undoubtedly, the results of these kinds of decision making are not accurate and may have horrible consequence.

Today we need evaluating systems that take students into account more than traditional assessment. To do so, we use dialogue journal and portfolio assessment. These forms of assessment enable teachers to modify their teaching and make learning meaningful in the classroom. Teachers can also use them as the means of gathering information about students' progress and achievement, help teachers to modify their teaching, and make learning more meaningful in English writing classroom (Chastain, 2004). Also these forms of assessments are in-service of education, teaching and learning.

#### B. *Research Questions and Hypotheses*

Based on the above mentioned problem, the research attempts to answer the following main questions:

Q<sub>1</sub>: Dose portfolio assessment have any effect on Iranian EFL learners' writing performance?

Q<sub>2</sub>: Dose Dialogue journal have any effect on Iranian EFL learners' writing performance?

Q<sub>3</sub>: Are there statistical difference between the effect of dialogue journal and portfolio assessment on Iranian EFL learners writing performance?

With respect to the research questions, the following hypotheses are proposed:

H<sub>1</sub>: Dialogue journal has some effect on Iranian EFL students' writing performance.

H<sub>2</sub>: Portfolio assessment has some effect on Iranian EFL students' writing performance.

H<sub>3</sub>: There are statistical differences between the effect of dialogue journal and portfolio assessment types in Iranian EFL learners' writing performance.

## II. REVIEW OF LITERATURE

### A. *Theoretical Study*

In the last two decades, evaluation has undergone a major change. That is, it shifts from testing to assessment. Evaluation contains an integration of instruction and assessment. According to butler (2001), evaluation is defined as the act of information collection to get a better understanding of others for the purpose of more effective instruction. Formal/traditional type of evaluation measured point in time skills and facts (Schackelford, 1996). It was based on objective tests in which students apply lower level thinking skills (Anderson, 1998). There is, in fact, neither collaboration nor participation of students in traditional forms of assessment. It is only teacher who decides what and how to teach (Porter & Cleland, 1995).

The alternative assessment is a method in contrast to the traditional forms. It is an attempt to find out students' knowledge, skills, and growth, as well (Pierce & O'Malley, 1992). Through alternative assessment, the progress of both learners and instructors is judged; therefore, they could develop their reflective skills. Portfolio, the most commonly used kind of alternative assessment, collects students' work to show their efforts, progress, and achievements (Arter & Spandel, 1992). As a facilitator, the teacher is required to be aware of students' needs and proficiency level to provide the appropriate tasks for them. Applying the method, the habits of self- reflection, self-direction, and self- evaluation are constructed in students and their autonomy grows (Brown, 2000). Portfolio assessment helps students to be life- time

learners. Dialogue journal is another type of alternative assessment. It is a regular written conversation between teacher and students (Peyton, 1993). Students are free in dialogue journal on topic, time, and quantity of their writing without fear of being evaluated (Hyland, 1990).

### B. Empirical Studies

Choochaei, Tavakoli, and Nejad Ansari (2010) in a research examined the effect of portfolio assessment on Iranian EFL students' essay writing. The result demonstrated that portfolio assessment had positive influence on learners' essay writing.

Lee Geok Imm (1997) examined the effects of dialogue journal writing on the development of ESL students' writing skills. He found that dialogue journal writing had enabled the learners to develop their writing products qualitatively and quantitatively. In addition, this study indicated that dialogue journal writing encourage and help ESL students to improve their writing skills.

Kaitlyn Datzman (2009) investigated the impact of dialogue journal writing on the writing performance. The finding suggested that the participants who participated in the journal writing showed greater improvement in their writing. The development in their writing indicated this might be an effective strategy for improving writing skill of English language learners.

Massoudi and Hashemnezhad (2013) examined the effect of dialogue journals and traditional product writing on Iranian EFL learners' writing ability in term of using appropriate preposition and subject- verb agreement. The finding showed that although dialogue journals improved students' writing ability, the amount of improvement was not so significant in contrast with traditional product writing. They concluded that dialogue journal could use as an instrument for improving writing skills and decreasing writing apprehension.

Although there have been a good number of studies on portfolio or dialogue journal assessment, there seems to be little research on comparative form. Hemmati and Soltanpour (2012) compared the effect of reflective learning portfolio (RIP) and dialogue journal writing on Iranian EFL learners' writing performance. The results of posttests showed that students in the RLP group outperformed those in DJW group.

## III. METHOD

### A. Participant

This study was conducted at Omid –Mofid English Language Institute in Khoy, Iran. The participants of this study comprised 90 intermediate EFL students (30 for each three groups) who were non-randomly selected out of 150 EFL students. In order to make sure that the participants were homogeneous with regard to their language proficiency, Nelson test was administrated to participants. The participants included 19 females and 11 males in the portfolio group, 19 women and 11 men in the DJW group, and 19 females and 11 males in the control group. Participants were randomly assigned into groups of 30: two experimental groups received the treatment (portfolio and dialogue journal) while the other served as the control group and received only the routine instruction. The participants' ages ranged from 20 to 32 years. They were all bilinguals (Azeri-Persian) and they were almost equal regarding their cultural and educational background.

In order to provide uniformity of instruction, the teacher and text books were the same for all three groups.

### B. Instrumentation

According to the aim of the study, the following instruments for collecting the relevant data were utilized:

*Nelson English language test:* The Nelson300 D test was administered to detect proficiency levels of learners and to prove their homogeneity. It consisted of 50 multiple-choice items, including 37 questions of structures, 7 questions of lexical and 5 questions of pronunciation. Participants were asked to answer the questions in 40 minutes. The Nelson test is nearly common and standardized EFL proficiency test and its reliability and validity was estimated by other researchers.

*Text Book:* The research textbook is entitle 'Top Notch 3B. English for today's world' by Saslow and Ascher (2006).

*Topic-based Paragraph Writings as pre- test and post- test:* Researchers took 30 argumentative (agree or disagree) writing topics. They believed that argumentative topics seemed more suitable for students since students could express their thoughts and feelings freely. At the beginning of the study, two topics were chosen by the researchers as pre- test. Also, two topics were chosen as post- test.

The pretest was conducted before the dialogue journal and portfolio activity started. The pretest was designed to determine the quality of participants' writing before dialogue and portfolio practice. Students wrote a paragraph. Each paragraph included at least 150 words. They had 60 minutes time to write a topic based paragraph and were allowed to use dictionaries at the time of writing.

The posttest conducted after 16 sessions. The researchers administered a post-test to know whether the difference between groups and also between pretest and posttest is significant.

*Analytic Scoring Rubric:* The researcher scored the paragraphs according to the rating scale of Jacobs, Zinkgraf, Wormuth, Hatfiel, & Hughes (1981). The scoring rubric applied in the study consisted of five subscales: mechanic, language use, organization, content and vocabulary. The main section was divided into four subsections. The total score



for each participant's composition was 100. Researchers would not doubt their validity and reliability because their validity and reliability were already established.

### *C. Procedure*

This study was conducted at Omid–Mofid English Language Institute in Khoy, Iran. The class met once a week for one hour and thirty minutes over 16 weeks during winter and spring semester.

This study is a quasi-experimental. Ninety intermediate EFL learners' were non-randomly selected out of 150 learners' in Omid–Mofid English Language Institute in Khoy through purposive sampling technique. First, the Nelson English Test was administered to 150 intermediate EFL learners in a licensed language school to make sure that all participants were homogeneous. They were allowed 40 minutes to complete the Nelson Test. For having more homogeneous groups, students with scores between 27 and 41 were selected in the main phase of the research. Besides, they were asked to write on a topic. It was carried out as a pre-test in order to have participants with the same level of overall writing performance prior to the treatments administration. Students wrote a paragraph. They had 60 minutes time to write a topic based paragraph.

Next, the selected participants were randomly assigned into three groups: two experimental groups (each of them consist 30 students) and one control group (30 students).

The sessions were held one session per week for sixteen weeks. The teacher and the textbook were the same for all three groups. The same instruction presented to 3 groups of samples. The amount of time for all 3 groups was equal. Each of three groups went through different treatments which was explained bellow.

#### **Experimental group one: portfolio**

During the first week, the teachers explained the purpose, design and procedure of portfolio assessment. They explained the importance of self- assessment in process of portfolio and also explained the self- assessment check list and told them how they were going to check themselves and score their own paragraph. This check list that provided based on Bailey and Powell's book (1987 as cited in Moradan & Hedayati, 2011). The check list contained 10 questions. The questions were based on the researcher expectations of students' learning about paragraph writing. One score was assigned to each question and students checked their own paragraph based on the question and gave themselves one or zero. The total score was 10.

Having instructed the common materials of the book, the students were asked to write on a topic (agreed upon by the class majority). They had 60 minutes time to write. The first drafts of students' writing were read and examined carefully by the teacher. Next stage included applying teacher's comments on each assignment. In addition, students were provided with some guidelines to review their paragraphs. In the following week, they were required to self-assess their own writing by the means of checklists given by teacher and then checklists were collected. Next week, the researcher returned the checklists to the students to be revised and redrafted by students themselves based on their own reflections and also the comments given by the teacher. Students wrote their name on the given folders and kept their writings and checklists on them. Once the treatment came to the end, the learners presented a portfolio to the instructor for evaluation. Students could select two out of five papers as their best work for final evaluation.

Evaluating the portfolios was based on analytic rating scales. In line with Jacobs et al. 1981, as cited in Campos (2010). The treatment lasted for 16 sessions.

#### **Experimental group two: dialogue journal**

During the first week, the teacher introduced the concept of dialogue journals and was asked to bring a notebook with themselves. Students were instructed that notebook would be used outside of classroom. This method created a safe environment for the pupils because it removed students' fear and helped them express themselves more effectively in the second or foreign language (Spack & Sadow, 1983). Researchers gave three topics to students. The researchers motivated students to have discussions by which their interests on various topics were checked. During the whole semester, the teacher was ready to answer their questions and solve their problems. She also wrote a list of words and phrase on the board as students asked about them. At the end of class, the participants were asked to hand in their journals to the teacher. The students were informed that their writing was not going to be corrected, graded or evaluated for grammar. This method provides the learners with the opportunity to get indirect feedback of the teacher in their journal. Moreover, the teacher tried to illustrate the correct usage of grammatical errors in the responses (Peyton, 1991). In the coming week, the teacher gave her comments on writings, and recast their errors by writing correct responses. In that session, students read teacher's responses and answered her questions back. A part of class time was also allocated to their paragraph decoration and arrangements. The same treatment was executed in this group for 16 successive sessions.

Teacher also gave time to decorate their paragraph. The treatment in this group went on like this for sixteen sessions.

#### **Control group**

After teaching the first lesson of the text book, the participants were asked to write a paragraph having a maximum number of 150 words at the class. The writings were collected and corrected by the researcher in red ink at home. The next session, the scored papers were delivered back to the students with some comments on the global mistakes. The compositions were given scores throughout the semester. The same trend continued till the end of semester.

Finally, after sixteen sessions all subjects were given two topics. The learners took post-test in order for the researchers to learn whether the difference between groups and also between pretest and posttest is significant or not. The scoring procedure for the post-test was quite similar to that of the pre-test.

#### D. Design of the Study

The intent of this study was to find out if dialogue journal and portfolio assessment have any effect on writing performance. This study also aims to investigate difference between effect of portfolio assessment and dialogue journal on Iranian EFL learners' writing performance.

The appropriate design for this study is quasi-experimental method. Ninety intermediate EFL learners' were non-randomly selected out of 150 learners' in Omid-Mofid English Language Institute in Khoy through purposive sampling technique. To carry out the experiment of the study, participants were randomly assigned into three groups of 30: two experimental groups and one control group. Three groups were nearly the same from viewpoint of sex. Two experimental groups receive the treatment (portfolio and dialogue journal) while control group receives only the routine instruction. The collected data were analyzed by the following methods through Statistical Package for Social Sciences (SPSS version 19). First, Descriptive Statistics was used to determine the mean and standard deviation of the two experimental groups and the control group at two different testing sessions on the pre- test and post-tests. Next an independent sample t-test was run to approve that all 3 groups were not primarily different but, homogeneous. Since descriptive statistics alone were not strong enough to reject or accept the second hypothesis and second question, a one-way ANOVA was applied to assess difference between three groups after the administration of treatment.

### IV. RESULT

This part is provided the descriptive statistics and analysis of the results of the proficiency test and writing pre- and post-tests in both groups as well as the statistical analysis investigating research hypotheses.

#### A. The Language Proficiency Test

To homogenize the participants of this study a Nelson English Language Test was done.

150 participants took part in test. Then the samples which their results were one standard deviation above or below the mean took part in this investigation. Table 1 demonstrates the descriptive statistics of the participants' Nelson scores.

TABLE 1  
DESCRIPTIVE STATISTICS OF THE PARTICIPANTS' NELSON ENGLISH LANGUAGE TEST SCORES

	N	Minimum	Maximum	Mean	SD
Nelson	150	22	49	33.90	7.631
Valid N (listwise)	150				

As the table demonstrate, overall mean and standard deviation of the initial participants' Nelson English Language Test scores were 33.90 and 7.631, respectively. From these initial participants, 90 students whose score were between 27 and 41 were selected.

#### B. Descriptive Statistics of Three Group

Table 2 demonstrates the descriptive statistics for the participants in three group.

TABLE 2  
THE RESULTS OF THE PARTICIPANTS' PRE-TEST AND POST-TEST SCORES IN CONTROL GROUP

	N	Minimum	Maximum	Mean	SD
Pre-Test in Control Group	30	40	83	59.87	11.069
Post-Test in Control Group	30	57	100	76.87	11.066
Pre-Test in EG1	30	39	84	59.43	11.619
Post-Test in EG1	30	72	100	89.43	7.394
Pre-Test in EG2	30	41	83	59.57	11.294
Post-Test in EG2	30	66	100	83.33	9.241

It can be clearly observed in Table 2 that participants' pre-test mean score in control group was 59.87 with the standard deviation of 11.069. Concerning the post-test, participants' mean score was 76.87 with the standard deviation of 11.066.

As the table represents, it has been found that students' mean score in EG1, in pre-test, was 59.43 with the standard deviation of 11.619; whereas in the post-test, the first experimental group showed a mean score of 89.43 with the standard deviation of 7.394.

Furthermore, the students' mean score in EG2, in pre-test, was 59.57 with the standard deviation of 11.294; while in the post-test, the second experimental group had a mean score of 83.33 with the standard deviation of 9.241.

C. Writing Pre-test

To check the homogeneity of the control and two experimental groups in terms of their writing pre-test, an ANOVA on their pre-test scores was run. But, prior to conducting ANOVA, to test the normal distribution of the pre-test scores in each group, the Shapiro-Wilk test was used which is typically tested at the  $\alpha = 0.05$  level of significance. The p-value is compared to the alpha level (level of significance for the statistic) – and a determination is made as to reject ( $p < \alpha$ ) or retain ( $p > \alpha$ ) the research hypothesis. Table 3 indicated the results of the normality test.

TABLE 3  
THE RESULTS OF THE SHAPIRO-WILK NORMALITY TEST FOR PRE-TEST SCORES IN THE THREE GROUPS

	Shapiro-Wilk		
	Statistic	Df	Sig.
Pre-Test CG	.974	30	.645
Pre-Test EG1	.967	30	.458
Pre-Test EG2	.955	30	.225

Given that the p-value is higher than 0.05 for three sets of scores, it can be concluded that proficiency test scores in each group are normally distributed. Therefore, the normality assumption was met for this sample.

Finally, the one-way ANOVA was run to investigate the difference in pre-test scores of the participants in three groups the results of which are presented in the Table 4.

TABLE 4  
THE ANOVA OF THE PARTICIPANTS' PRE-TEST SCORES IN THE THREE GROUPS

	SS	Df	MS	F	Sig.
Between Groups	2.956	2	1.478	.012	.989
Within Groups	11168.200	87	128.370		
Total	11171.156	89			

Table 4 indicates that there is not any significant difference among the pre-test scores of the participants in three groups ( $p\text{-value}=0.989 > 0.05$ ). Therefore, participants in three groups were homogenous.

D. Statistical Analysis for the First Hypothesis

The first research question addressed the effect of portfolio assessment on the writing performance of the participants. An independent samples t-test had to be run on the scores obtained from the post-test of the participants in CG and EG1 to answer this research question. Table 5 presents the results of the independent samples t-test.

TABLE 5  
CG AND EG1 DIFFERENCE

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	Sig. (2-tailed)					Lower	Upper
				T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		
CG-EG1	Equal variances assumed	4.460	.039	-5.172	58	.000	-12.567	2.430	-17.431	-7.703
	Equal variances not assumed			-5.172	50.589	.000	-12.567	2.430	-17.446	-7.687

Levene's Test for Equal variances yields a p-value of 0.039. This means that the difference between the variances is statistically significant and the statistics in the second row should be used. The p-value in the second row approaches to 0 which is less than 0.05 and indicates that there is a significant difference in post-test scores of the participants in control and first experimental groups. The amount of mean score of the control group minus mean score of the first experimental group was -12.567, which revealed better performance of the EG1 in comparison with CG. The 95% confidence interval for the difference between two means was (-17.446, -7.687). Therefore, the first hypothesis of the study is supported.

E. Statistical Analysis for the Second Hypothesis

The second research question attempted to investigate the impact of dialogue journal on the writing performance of the participants. Another independent samples t-test was made on the participants' post-test scores in CG and EG2 to check the second hypothesis. Table 6 shows the results of the independent samples t-test.

TABLE 6  
CG AND EG2 DIFFERENCE

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		<i>F</i>	<i>Sig.</i>	<i>T</i>	<i>df</i>	<i>Sig. (2-tailed)</i>	Mean Difference	Std. Error Difference	Lower	Upper
CG-EG2	Equal variances assumed	.707	.404	-2.457	58	.017	-6.467	2.632	-11.736	-1.198
	Equal variances not assumed			-2.457	56.213	.017	-6.467	2.632	-11.739	-1.194

According to Table 6, the p-value of the Levene's Test for Equal variances was 0.404 which shows an insignificant difference between the variances of CG and EG2. Therefore, the statistics in the first row should be employed. The p-value is equal to 0.017 which is lower than 0.05 and reveals that there is a significant difference in post-test scores of the participants in control and first experimental groups. The amount of mean score of the control group minus mean score of the second experimental group was -6.467, which indicated better performance of the EG2 in comparison with CG. The 95% confidence interval for the difference between two means was (-11.736, -1.198). Therefore, the second hypothesis of the study is confirmed.

#### F. Statistical Analysis for the Third Hypothesis

The would-be difference between the effects of portfolio assessment and dialogue journal was checked by an independent samples t-test the results of which are presented in Table 7.

TABLE 7  
EG1 AND EG2 DIFFERENCE

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		<i>F</i>	<i>Sig.</i>	<i>T</i>	<i>Df</i>	<i>Sig. (2-tailed)</i>	Mean Difference	Std. Error Difference	Lower	Upper
EG1-EG2	Equal variances assumed	2.118	.151	2.823	58	.007	6.100	2.161	1.775	10.425
	Equal variances not assumed			2.823	55.336	.007	6.100	2.161	1.770	10.430

As Table 7 shows, the p-value of the Levene's Test for Equal variances was 0.151 which shows an insignificant difference between the variances of EG1 and EG2. Therefore, the statistics in the first row should be employed. The p-value in the first row is equal to 0.007 which is lower than 0.05 and yields a significant difference between the effects of portfolio assessment and dialogue journal on writing performance of the participants. The mean score difference of groups was 6.100 and revealed that students who used portfolio assessment outperformed the dialogue journal group. The 95% confidence interval for the difference between two means is (1.775, 10.425).

## V. DISCUSSION

The present study examined whether dialogue journal and portfolio assessment can affect the writing performance of Iranian EFL learners. The result of statistics confirmed Hypothesis 1 and 2 and showed that portfolio assessment and dialogue journal assessment have some effect on learners' writing performance. Portfolio and dialogue journal assessment not only assess the learners' abilities but also provide them with enough opportunities for learning and development. Also, learners receive some corrective feedbacks which help them to be aware of their weakness and strengths.

Also, the result of study confirmed hypothesis 3 and shows that there are significance differences between dialogue journal assessment and portfolio assessment among Iranian EFL learners' writing performance. The means score of writing in the portfolio assessment group was significantly higher than in dialogue journal group.

Portfolio assessment is the most effective technique which encourages learners to enhance their reflective skill, and provides an opportunity for learners to monitor their own progress, and take more responsibility. In addition, they enable teacher and learner to share the responsibility for setting learning goal learning goals and for evaluating progress toward meeting goal. Self-assessment checklist helps learners to develop sense of independency in writing class and hence their critical thinking skill.

Findings of the present study are in line with the results of Starck (1999) who examined the impact of portfolio assessment on students' use of accurate grammar and structure during writing, their general writing skills and their attitudes toward writing. The findings of the study indicated when student journals were analyzed, there was positive feedback concerning their attitudes toward writing.

Results of the present research approved Spencer's (1999) findings which studied the impact of portfolio evaluation on learner's writing abilities and their orientation about writing. Outcomes indicated that portfolio evaluation had effect on learners' writing competency and it had a consequence on their tendency toward writing.

Findings of the present study were also in the same line with the Yurdabakan and Erdogan (2009) findings who studied the impact of portfolio assessment on reading, listening and writing skills of a group of secondary school students in Turkey. They concluded that that portfolio assessment had significant positive influence on students' writing abilities.

The findings of the present study confirmed the results of Choochaei et al. (2010). They found that portfolio assessment positively affected the students' achievement in their overall writing.

Results of the present study were also supported the findings of the Datzman (2009) who examined the impact of dialogue journal writing on the writing performance and found that the participants who did journal writing showed greater improvement in their writing.

Similarly, the present study confirmed the results of the study conducted Lee Geok Imm (1997) who explored the impact of dialogue journal writing on the improvement of ESL students' writing skills.

In terms of comparing the effects of portfolio assessment and dialogue journal, as far as the researchers know, only one study was conducted by Hemmati and soltanpour (2012). They made comparison between the effect of reflective learning portfolio and dialogue journal writing on Iranian EFL learners' accuracy in writing performance. Outcome of their study was in line with the results of the present research both indicating better performance of the portfolio group in comparison to the dialogue journal group.

The present study, in terms of dialogue journal, reject the result of Massoudi and Hashemnezhad (2013) who examined the effect of dialogue journals and traditional product writing on Iranian EFL learners' writing ability in term of using appropriate preposition and subject- verb agreement. The finding showed that although dialogue journals improved students' writing ability, the amount of improvement was not so significant in contrast with traditional product writing.

## VI. CONCLUSION AND PEDAGOGICAL IMPLICATIONS

### A. Conclusion

The present study attempts to investigate whether using dialogue journal and portfolio assessment can affect the writing performance of Iranian EFL learners. This study also aims to investigate possible existing difference between Portfolio and Dialogue journal assessment to improve students' writing in Iranian writing classes.

Results of the hypothesis testing showed that among 3 groups of samples there are important differences in case of results. In case of writing ability no significant difference found among experimental and control group samples before treatment.

Result of this study indicated that there was statistically significant difference among the performances of the three groups in terms of their writing performance. The Post- test comparison revealed that those students who received portfolio assessment and dialogue journal assessment significantly outperformed students who received traditional assessment. The dialogue journal and portfolio assessment were effective in promoting the students' English writing proficiency. The students who were given a dialogue journal and portfolio as an additional activity had better scores in writing than traditional activity. The improvement of the students' writing performance was shown by the result of the posttest from three groups.

Comparison between portfolio assessment and dialogue journal assessment revealed that there was a significant difference between the performances of the two experimental groups in terms of their writing performance. The students who were given a portfolio assessment as an additional activity had better scores in writing than those who were given a dialogue journal as an additional activity.

### B. Pedagogical Implication

The analysis of the data and the findings of the study suggest some pedagogical implications both for the EFL teachers and EFL learners.

#### **Implications for EFL teachers**

Concerning the third research question, this study found that portfolio assessment can be effective in improving writing performance than dialogue journal. This study may encourage ESL educators to implement portfolio assessment in writing classes as a technique to improve writing ability. Also, this research provided valuable insights into how portfolio as a substitute of traditional assessment could be applied in teaching and assessing writing.

If teachers use portfolio assessment, it may increase learner autonomy, critical thinking, and creativity. It is recommended that writing instructors incorporate a portfolio assessment in order to develop EFL students' writing performance.

### Implication for EFL learners

From the point of EFL learners, portfolio assessment helps EFL learners to develop writing skills through collaborative learning, self-assessment, and taking responsibility in the process of their learning. Portfolio assessment provides students with the opportunities to acquire and construct the habit of self-reflection, self-direction, and self-evaluation. These qualities are all embedded in the portfolio process. Orem (2001) states that portfolio assessment provides ESL students with a chance to practice using the target language in meaningful and authentic contexts.

English language learners could also benefit from the findings of this study. The finding of third question reveals that portfolio assessment as a type of alternative assessment provides the students with opportunity to use the language authentically in a non-threatening environment. This form of assessment helps learner find their strengths and weaknesses, evaluate and analyze their learning process and learn by themselves.

Using portfolio assessment enables learners to become autonomous learners. Learners can become active learners by taking more responsibility in learning and having more involvement in assessment. It helps learners to develop writing performance.

### Implication for syllabus designer

Syllabus designers and material developers can get the insight from the results of this study in designing an appropriate syllabus and material. Also, educational policy-makers should consider the applicability of portfolio assessment in the Iran context. Portfolio can be included in syllabus and materials, to enable students to take responsibility for own learning and increase learners' motivation. It is recommended that syllabus designer and policy maker consider the applicability of portfolio assessment in Iran context and text book in order to develop EFL students' writing performance.

### C. Suggestions for Further Research

The findings of this study have provided an insight into the usage of alternative assessment specifically portfolio and dialogue journal assessment in classrooms.

However, this study can still be developed and further explored. Below are some recommendations and suggestions for those who are willing to contribute to the present study by conducting studies on finding differences between portfolio and dialogue journal assessment on writing performance.

It is necessary to check the similar results around Iran with the present research. To understand if there is difference between them or not.

This study was conducted to EFL intermediate students. It can be fruitful if other research on the same issue is extended to other levels such as elementary or advanced.

Also, it is recommended to compare the effect of portfolio and dialogue journal on other skills such as reading, listening, and speaking.

Other researches can be done to compare the effect of other alternative assessment techniques on writing skill.

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# Implications of Interrelationship among Four Language Skills for High School English Teaching

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**Abstract**—Theoretically, four language skills of listening, speaking, reading and writing are interrelated and interactive in real communication. According to the system theory, the improvement of whole language ability can not be achieved by a simple combination of the four skills, but results from the interaction and coordination among the four skills. On the basis of some theories of physiology and psychology as well as principles of system theory, this paper analyzes the interrelationship among four language skills and finds that they have close and strong an impact upon one another. Then the paper inquires into the necessities and feasibility of improving overall English language skills of high school students by comprising four language skills in a more economic and effective way.

**Index Terms**—system theory, learning theory, language skills, English teaching, positive transfer

## I. INTRODUCTION

*English Curriculum Standards for Nine-Year Compulsory Education* (2011) requires that students should improve comprehensive language proficiency for real communication since four language skills are interrelated and facilitate one another in language learning and communication. Therefore, listening, speaking, reading and writing are not only learning contents for high school students but also learning tools and strategies for them.

Four language skills should be improved at the same time in language learning but their development is sometimes in imbalance. For the students, listening is more difficult than reading, and production is more difficult than understanding. For example, when listening, they cannot understand the same article, or the same sentence or even the same word which they can understand when reading; they can understand an article, but cannot use it or use appropriately. Therefore, it's important to explore the close relationship and impact among four language skills in order to find some effective ways of integrating them.

Previous research on four language skills of listening, speaking, reading and writing can be classified into two kinds, the relationships between two of the skills and teaching of one of the skills based on the relationships between two skills or relationship between input and output or between oral and written skills. Teaching modes of college English speaking, listening, reading or writing has been explored respectively based on input and output hypothesis (Han, 2016; Guan, 2015; Liu, 2014; Shen, 2012; Zheng, 2010). Zhao (1980) and Zhang (1995) have discussed the importance of developing both oral and written skills in college English teaching. Yang (1991) and Wu (1998) have explored how to develop English listening comprehension and Gao (2001) oral English proficiency of college students on the basis of understanding the interrelationship between speaking and listening. As for reading and writing relationships, Stotsky (1983) reviewed some correlational and experimental studies and Eckhoff (1983) carried out a study whose results show that the writing of children contains features of their reading texts. Shanahan discussed the nature of the reading-writing relation (1984) and the impact of writing instruction on learning to read (1980). Flower (1988) called for more studies on the active strategies of writers and readers and their relationships. Krashen (2012) claimed that writing style is not from writing experience but from reading. Most of the research in China based on reading-writing relationship has focused on how to improve English writing skills of high school students (Cai, 2009; Zhang, 2014; Cheng, 2016), but only a few on how to improve reading comprehension (Yang & Dong, 2010). Relationship between listening and reading has been discussed in details by (Zou, 1988; Lin, 1996; Nan, 1997) and Wei (1994), Yang (2006) and Zhang (2012) have conducted experimental studies on how to develop English listening comprehension by integrating reading in teaching. The distance and relationship between speaking and writing (Cook-Gumperz & Gumperz, 1981; Akiannso, 1982; Chen, 1991) as well as the influence of English oral proficiency on writing (Bereiter & Scardamalia, 1982; Wang, 2007; Tang, 2011; Feng, 2017) has been also studied by a few scholars. The interrelationship among four language skills has been discussed in general by Xu (2004) and Lu (2006).

## II. RATIONALE

From the physiological point of view, several different perceptions are involved in communication to perform linguistic activities of listening, speaking, reading and writing which are correlated with one another and form a whole.



When certain communicative activity is performed, the relevant sense organs as well as other sense organs are involved. For instance, sense of hearing and kinesthesia are active in the process of reading. "Reading is the process of converting what are seen to what are heard and what are pronounced" (Zhu, 1997). Sense of sight and kinesthesia are active in writing. When writing, we are also reading. We are reading schematic knowledge in mind in order to retrieve the appropriate schema for writing. After writing, we read to check our product. Sense of sight is active in listening. The result of hearing is often checked through sense of sight, especially when we ask or talk about one's surname in Chinese since Chinese is rich in homophones.

According to the wholeness principle of system theory, "everything is considered as one part of a whole which belongs to a part of a bigger whole. Therefore everything should be comprehended in the relationships between whole and whole, part and part, as well as whole and part" (Yang, 1987). Improvement of the whole of a system is not the sum of the improvement of individual parts, but the result of the coordination of the relationships between elements and proportionate relationships of the parts of the system. The integration principle, which is based on the wholeness principle, of the system theory, holds that "The function of a system is greater than the sum of the functions of its parts (Yang, 1987) as long as the parts of the system are combined organically and merged with each other.

According to the transfer theory of learning, if one learning facilitates another one, there exists positive transfer between them; if one learning interferes or blocks another one, there exists negative transfer. The development of the overall language ability comprising the four language skills depends on the positive transfer made among the skills when they are combined and coordinated organically. So it is necessary to probe into the connecting points of the four skills and make full use of the positive transfer made between them, which will lead to the comprehensive improvement of the four language skills as *English Curriculum Standards for Nine-Year Compulsory Education* (2011) requires.

### III. INTERRELATIONSHIP AMONG FOUR LANGUAGE SKILLS

Among the four language skills of listening, speaking, reading and writing, listening and reading which are a successive process belong to linguistic comprehension while speaking and writing which are interrelated belong to linguistic production. According to system theory, linguistic comprehension and linguistic production are two aspects of communication in which speakers and listeners, readers and writers are interconnected and interconditioned in terms of psychological and cognitive processes as well as information transfer process since the same modals of information process and such subjective factors in information process as amount of vocabulary, semantic schema, cognitive ability, and such objective factors as contexts are involved in both linguistic comprehension and linguistic production. According to the language acquisition theory of psycholinguistics, linguistic comprehension prior to linguistic production. Linguistic comprehension is the basis for linguistic production since only adequate understanding can lead to effective expression while sound linguistic production will enhance linguistic comprehension.

#### A. *Relationship between Listening and Reading*

According to the wholeness principle and integration principle of system theory, better understanding of the interrelationship between listening and reading must be helpful in developing linguistic comprehension. On one hand, listening and reading, which are not only the basic ways of linguistic comprehension but also the important methods of acquiring linguistic knowledge, share the same process of psychological activity and of decoding. Listening and reading are receptive skills, but listeners and readers don't receive information passively through outside stimulus. Listeners and readers intake information actively by connecting the information with their prediction, experience and schematic knowledge, which involves surface understanding and deep comprehension. On the other hand, listening and reading are correlative and reinforce each other. First, listening can facilitate one's capacity of response to language, which leads to faster reading. Listeners have little or no control over the speed of the input of listening material and cannot pause or go back to work out the meaning of the heard material as can be done when reading and therefore need to process new information in a very short time and comprehend the real intention of the speakers. Such a fast and complicated thinking process can drive forward the development of the listeners' ability to respond quickly to the linguistic meaning. In return this ability of quick response is necessary for speed reading and accurate reading. Secondly, since reading is a psycholinguistic guessing game (Goodman, 1967), previous knowledge which is stored in brain as schema is needed to win the game. Through reading, the students can enlarge their schematic knowledge which is useful for improving listening comprehension. A lot of reading enables the students to get more input by exposing themselves to various kinds of linguistic material, to broaden their knowledge, to increase background knowledge and enrich schematic knowledge, linguistic and non-linguistic. The ability to make effective use of schematic knowledge can be strengthened in repeated application and the process of invoking prior knowledge will become automatic. So when listeners hear new information, they can activate related schema quickly and comprehend the meaning accurately. Thirdly, the large number of vocabulary the students get in reading enables them to improve their listening skills. Vocabulary size, vocabulary recognition and vocabulary prediction play vital roles in linguistic comprehension. Students can enlarge their vocabulary in reading by exposing themselves to a great deal of practical and contextual words. This kind of quantity accumulation can lead to quality change, that is, more reading will push forward the improvement of listening comprehension. Fourthly, microskills of listening and reading can be used interchangeably. The same process of psychological activities and cognitive approaches are involved in listening and reading so that

similar microskills are adopted in listening comprehension and reading comprehension. These microskills can be implemented respectively in listening class and reading class and such skills as predicating, reference and looking for key words can be presented interchangeably so as to get better understanding both in listening and reading. Fifthly, reading provides more opportunities for students to think in English, which will improve listening comprehension. Students may find out the differences in thinking between English people and Chinese people when they read and then they can follow and react to different grammatical structures and idiomatic expressions quickly enough to better their listening comprehension.

#### *B. Relationship between Speaking and Writing*

Speaking and writing belong to productive ability. Speaking, performed via vocabulary, grammar rules, rhythm and intonation, indicates the students' linguistic competence, pragmatic competence and the ability to use these two kinds of competence quickly and appropriately under some pressure. Writing requires more logical thinking and complicated grammatical structures. Speaking and writing are interrelated and cause positive transfer each other. First, speaking activates writing in an indirect way. Improvement of writing does not depend on the development of writing skills only. "Oral acquisition of language also can help the improvement of writing." (Zhu, 1997) The improvement of certain language skill is the result of effective cooperation with other skills. More speaking enables the students to be more familiar with the linguistic material, that is, what is used often in speaking will be used fluently in writing. Secondly, more speaking can speed up writing. Speaking is limited in time so it should be done in a short time in which any revision and correction cannot be made. The speakers should have quick thinking and fast response. Therefore more speaking is useful for writing because it can develop the ability to use language, make the linguistic production a fluent process and speed up thinking. Thirdly, more writing will be useful in developing the ability to speak more appropriately. Writing is rarely limited in time but is limited in other ways. Reasonable composition, substantial content, accurate expression and strong logic are required in writing. More writing can enhance the students' ability of wording and phrasing, using language appropriately, expressing themselves logically and composing properly. All of these points will enable students to express their ideas more appropriately and accurately.

#### *C. Relationship between Listening and Speaking*

On one hand, listening is first and the process of input while speaking is second and the process of output in language acquisition. The more input of linguistic material and linguistic knowledge, the more accurate, more fluent and more various the output will be. On the other hand, listening as comprehensive ability belongs to the implicit process, while speaking as productive ability belongs to the explicit process. Therefore, they are two closely related but opposite processes of psychological acts in oral communication, one from surface structure to deep structure, another from deep structure to surface structure. What the speaker expresses is not only the subject the listener should perceive and understands, but also the trigger for the listener to conduct a series of complicated psychological activities for final expression. During this complicated process, listening and speaking is an interrelated continuum. First, listening and speaking prerequisite each other. One learns to speak by listening. One can express himself only if he understands what he hears; speaking is important as a signaling device to negotiate better listening. One can understand easily what he can speak fluently. Secondly, more listening provides real linguistic context and appropriate English for oral communication. Real linguistic context pushes the speaker and listener to long for mutual dependence and mutual communication. More listening ensures the good quality and large quantity of language material from which both of the speaker and listener can obtain a lot of accurate and appropriate English. This helps them establish an intuitive sense of the language and an ability to comprehend the different feelings of the speaker. Thirdly, more speaking enhances the internalization of new information. People acquire language while using it. More speaking enhances the intake and internalization of new information and ensures the creative use of language. Speaking without listening or listening without speaking cannot achieve the communication goal. Fourthly, listening and speaking test each other. Listening is examined in speaking, that is, the accuracy of listening and degree of mastering listening skills can be checked in oral expression. Accuracy of speaking can be examined through listening, that is, one can correct his pronunciation and check the appropriateness of lexical use in speaking.

#### *D. Relationship between Reading and Writing*

According to the system theory, reading and writing are two complementary parts of the written communication system. As Stotsky (1983) indicated that "better writers tend to be better readers, which better readers tend to read more than poorer writers, and that better readers tend to produce more syntactically mature writing than poorer readers.", reading and writing enhance each other. First, both reading and writing depend on schematic knowledge. Writers and readers use similar kinds of knowledge about language, knowledge about content, knowledge about genre conventions, knowledge about organization and structure (Aulls, 1985; Flood & Lapp, 1987; Kucer, 1987), which can strengthen a writer's ability to read and a reader's ability to write. From the psychological perspective, "Reading and writing share the same cognitive process of human beings' thinking." (Kucer, 1987) When reading and writing, people use schematic knowledge stored in their mind. Secondly, reading is the basis for writing. "Reading materials are the thinking bank for writing." (Kennedy, 2011) Through a lot of reading, students can broaden their thinking and enrich the writing content. They also can understand the difference between English text models and Chinese text models as well as the differences

between English thinking models and Chinese thinking models. The result of this is that the students can understand the features of English text in expressing and transmitting the information. According to Smith (1983), reading like a writer allows one to actually become a writer. Reading will enhance the development of English writing skills. Thirdly, writing enhances reading. Writing is the best way to indicate and develop reading efficiency. According to the difficulties in writing, students will try to find relevant information in reading. Therefore, writing is necessary for reading more effectively with more specific purposes. Fourthly, textual knowledge used in writing enhances reading comprehension. While writing, people always pay special attention to the sense development and relations between parts and whole, parts and parts as well as between elements of each part. This kind of textual knowledge used in writing will lead to faster, more accurate and more effective reading.

#### IV. IMPLICATIONS FOR HIGH SCHOOL ENGLISH TEACHING

Whole language ability is a system composed of the four basic language skills of listening, speaking, reading and writing, interwoven and integrated with one another. The development of any of the four skills depends on and can lead to the development of the rest and finally causes the improvement of overall language ability. Therefore, in order to develop whole language ability of high school students, English teaching should be based on the principles of system theory, with the more effective use of the positive transfer made between them, and ensure more integrated and comprehensive English teaching and learning.

##### A. *Comprehensive Arrangement of Teaching so as to Ensure the Integral Force of All the Skills*

In order to develop overall language ability, we can adopt the whole language approach by means of which four language skills can be presented respectively and integratedly. In teaching where certain language skill is presented, we can use other skills as either supplementary means or for feedback, for instance, speaking and writing skills can be presented in listening class or in reading class or vice versa. We can use a listening text as a model for the students' speaking, and a reading text as a model for the students' writing. Or we can construct a series of activities that use a varieties of skills in which one activity is closely linked thematically to the next. We can also provide students with such comprehensive activities as "listening and speaking" and "reading and writing", which will make learning English more motivating and make sure of realistic and communicative use of the language.

##### B. *Importance of Sufficient Listening for High School Students in English Learning*

The amount of vocabulary one has mastered plays a very important role in developing four language skills. Lack of vocabulary is one of the main causes of the underdevelopment of either language skill. Reading can help build vocabulary that helps listening comprehension. As for high school students, listening more can also enlarge vocabulary efficiently, which is very useful in remembering words. Therefore more listening can help these students get and memorize more words and information in a faster way. As a result the four language skills will develop more efficiently. A large number of vocabulary is also helpful in guessing the meaning of the words more accurately and efficiently, which can enhance and speed up reading comprehension. Listening more can also check and correct the pronunciation, which is vital in improving both speaking and listening comprehension.

##### C. *Discussion in Class so as to Develop Four Language Skills*

Discussion, the bridge connecting language input with output, reflects the change from teacher-centered teaching to learner-centered teaching. Discussion can be organized in reading class so that what is being read can be applied to oral expression and at the same time oral communication can enhance reading comprehension. Discussions adopted in writing class can "make writing a kind of social communication activity" (Zhang, 1995). Learners can make comments on one another's first draft of writing or discuss the questions put forward in comments. This kind of cooperative writing enables the learners to get direct and timely opinions from others and then adopt the reasonable suggestions to revise their own writing. As a result the writing ability will be improved more effectively. Relationship of listening and speaking. Discussions after listening can check the efficiency of listening

##### D. *More Reading, so as to Overcome the Unfavorable Factors Affecting the Development of Other Skills*

Reading, a complicated information process in which active and profound thinking activities and creative abilities are required, can facilitate the development of other language skills. More reading materials in class and after class can contribute to high school students' English language learning since purposeful reading can encourage thinking and learning other language skills. Reading can help high school English learners to gain an understanding of patterns of discourse and connections between language and culture, which is the basis for mastering linguistic knowledge, obtaining information and improving the ability of language use. Therefore, improvement of reading skills can ensure a lot of optimized linguistic input as well as ways of obtaining more and better information. Organizing a lot of extensive reading in a conscious and planned way in the whole process of high school English teaching can realize qualitative change and lay a good foundation for the improvement of other skills. In the classroom, students do best with frequent and extended opportunities to read and write and when exposed to a body of literature that represents a variety of genres, topics, and styles (Comstock, 1992). Since reading affects overall learning, instruction does best to focus on both reading and writing (Ferris & Snyder, 1986; Shanahan, 1984)

### E. Writing in the Whole Teaching Process

Writing is an essential part of English teaching but it is also a weak link of English teaching. Writing ability can be improved in two ways, increasing teaching hours of writing or presenting and practicing writing skills in other individual skill presenting classes. According to the realities of high school English teaching in China, it is hard to increase teaching hours. Therefore, to have more effective writing, writing skills should be presented in other parts of teaching, for instance, combining presentation of writing with the presentation of reading, esp. textual reading, is one of the best ways of improving writing skills. What's more, a sense of authorship can lead to the development of critical literacy in which the reader/writer moves past simply understanding the content of the text or using it as a model to be imitated and begins to question, test, shape and reshape it (Flower, 1990). During the process it is the "interplay of mind and text that brings about new interpretations, reformulations of ideas, and new learnings." (Langer, 1986). In the content areas, essay writing was found to be more beneficial than answering questions or taking notes regardless of students' prior knowledge (Newell, 1984).

### V. CONCLUSION

Speaking, listening, reading and writing are interrelated and interdependent in real communication. According to the system theory and the transfer theory of learning, the improvement of whole depends on the coordination of relationships and ratios between the elements of the system. Four language skills constitute a system in which the four skills interweave and integrate. Improvement of this system cannot be achieved by a simple combination of the four subsystems, but results from interaction and coordination among four subsystems which depend on one another to various degrees. Listening is the basis for speaking, reading is a source for listening, listening and speaking facilitate reading and writing, and vice versa. Therefore, the basic principles of system theory should be adopted in high school English teaching in order to maximize the effects of teaching and learning. Four language skills should be combined organically and merged with one another so as to ensure English teaching becomes integrated and comprehensive. In this way, we can obtain optimal integration of language learning and improve high school English teaching more efficiently. Different language skills should be integrated organically in whole high school English teaching in order to prepare for real communication. This can make high school English teaching comprehensive by means of economic teaching and presentation and achieve effective teaching by "less time, more efficiency".

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# Sexism in English Proverbs and Idioms

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**Abstract**—The study of “language and gender” has been always popular among linguistics. Language, as a mirror of the society, reflects a nation’s values and beliefs. Sexism against women has been common in English-speaking countries. So we can also see sexism in English here and there. Proverbs and idioms are blood and guts of a nation. This paper pays much attention to the sexism in English proverbs and idioms. This paper first discusses the preview studies about sexism and the definition of English proverbs and idioms; and then the thesis expounds the manifestations of sexism in proverbs and idioms from the perspectives of social status, wisdom, character, and marriage; then the paper also makes deep studies into the causes of sexism from three aspects: society, culture and psychology; finally, this paper indicates the development trend of sexism in English proverbs and idioms. Through the studies on English proverbs and idioms, this paper tries to reveal the phenomenon of sexism in language and find out solutions to help people reduce and eliminate discrimination against women in society and language.

**Index Terms**—sexism, English Proverbs and idioms, manifestation, causes, development trend

## I. INTRODUCTION

According to Edward Sapir (2014), we can see that language is a guide to social reality. Language, as a mirror of the society, can not only reflect a nation’s culture and history, but also reflect its values and beliefs. Language and gender are popular fields in sociolinguistics. As we know, sexism is a common phenomenon of the society. And in the process of the studies on this issue, language has played an important role.

The phenomenon of discrimination against women exists in English-speaking countries, so we can see sexism in English here and there. English proverbs and idioms are often taken as the blood and guts of English, they are important parts of English and popular among people. So studying sexism in English proverbs and idioms helps us understand sexism in English-speaking communities.

So in this paper, the author tries to analyze sexism in English proverbs and idioms and find out its origin. However, the studies on this issue made by researchers are not rich and profound. So, this paper tries to study sexism on this aspect and understand the values and beliefs of life of people from English-speaking communities. We can also grasp historical pulse of the development of English. Doing researches on this issue helps us make English communications successfully.

## II. LITERATURE REVIEW OF SEXISM, PROVERB AND IDIOM

### A. Literature Review of Sexism

#### 1. Definition of Sexism

Sexism refers to the prejudice or discrimination involving in sex. It often refers to the discrimination against women. The inequality of two sexes causes sexism in society. And sexism can also be defined as the unfair and unreasonable discrimination between sexes. Therefore, sexism is a kind of system of beliefs and rules that confirm the dominance of men over women. Anne Pauwels(1998) examines how sexism works in language in her book *A Women Changing Language*. Sexism in language refers to the phenomenon that we use some language containing discrimination against women. Sexist language refers to the expressions that differentiate between men and women or eliminate, trivialize either gender.

Sexism especially refers to the phenomenon of discrimination against women. It is common in society and reflected in language, that is linguistic sexism. Linguistic sexism is the language that assures one sex dominates the other one, that is, the language that favors the male, and degrades the female.

Sexism is a common phenomenon since our human history. Jennifer (1993) once said sexist language not only reflects the stereotyped attitudes to men and women, but also reflects the values and beliefs of a nation. The discrimination against women is inherited from one group to another and from one generation to the next. With the development of movement of feminists for woman’s rights, the phenomenon of sexism against women is gradually eliminated. And women will be treated equally in the future.

### B. Literature Review of English Proverb and Idiom

### 1. Definition of Proverb

The proverb is a unique form of language. It is popular among people. English proverb contains the common sense and the practical experience of humanity. It is a kind of folk literature. Proverb, as one of the varieties of language, is human being's crystallization of wisdom. It embodies the concise language. English writer William Penn once said: "The wisdom of nation lies in their proverbs." And some people thought that proverbs were embodiment of daily experience. The proverbs are produced on the basis of cultural concepts and social encyclopedia. Proverb is useful in people's daily life. It helps people recognize life, find the meaning of life and even encourage people's will. It plays an important role in people's life. As a product of culture, the proverbs, the special form of language, are used to reflect a nation's social life, custom and mode of thinking.

According to Longman Modern English Dictionary (2004), proverb is a brief maxim of folk literature. And it is often compressed in form, usually describing certain image. So we can find the features of proverbs as followed.

#### (1) Created and used in non-standard situations

As we know, proverb is a kind of folk literature. Folk literature is the literature that is created by ordinary people in their daily life. It is often circulated by oral form and continuously changed with the development of the society. Most of the English proverbs are created by ordinary people in their labor. They are not created by the officials and scholars. Lots of workers, such as peasants, hunters, sailors and cooks get experience from their work and labor. Then, they use a relatively easy and informal way instead of a complex and stand one to systemize these experiences and introduce them to their descendants, that is proverb. With the development of history, the proverbs are gradually circulated in people's communication, often in family communication and other relatively informal contexts.

#### (2) Expressing a truth, encouraging people's will and thought and educating people some lessons.

The proverbs are the form of the experience gotten by ancestors in their former life. The contents of proverbs are abundant. And the meanings are profound, full of philosophy. We can get inspiration from them for thought. English proverbs mostly contain abundant meaning and contents. People often use them as a guide to action. In lots of situations, English proverbs can become the good teacher and best friends of people. People who read proverbs will get inspiration for thought and receive plentiful experience and lessons. Maybe we can find the shade of proverbs in one's growth.

#### (3) Simple and straightforward, easy to understand.

As we know, the proverbs are created by laboring people. The most English proverbs are relatively concise and easy to understand and grasp. Only a few words of them will contain much complex form and plentiful contents, which are used to express deep lessons and provide source for thoughts. The proverbs are passed on by oral form, so they are often relatively easy to remember.

#### (4) Harmonious rhyme, easy to read.

In order to encourage the spread of proverbs, the creators of English proverbs will pay much attention on the rhyme of proverbs. They created harmonious rhyme to help the widely spread of English proverbs. They often use alliteration, parallelism or others to produce the impact of beautiful phonetic rhyme.

### 2. Definition of Idiom

Idiom is an important part of English. It is the concise phrase or short sentence which is used by ordinary people in daily life. In this paper, we refer the idiom to the concise phrase. Idiom consists of more than more words. The meaning of the whole idiom has some differences with the separate words. So it is difficult to find the real meaning from the literal meaning. English idiom is a special form of language. It is the mirror of the culture of the western countries. People put a high value on idioms. English idiom is often taken as the blood and guts by the English-speaking people. It is widely used in spoken and written communications.

English idiom has unique word construction. It can make the ordinary word produce magic effect. The meaning and structure of English idioms are special and elegant.

#### (1) A unity of meaning

English idiom consists of more than one word. Every word loses its own original meaning. And they combine with each other to form an entry to express certain meaning. So we can't find the real meaning of the whole English idiom, if we only discriminate the class and meaning of every isolate word. For example, in the following phrase: cap in hand, cap is a noun, in is a preposition, hand is also a noun. However, the meaning of the whole phrase is not that one has a cap in hand, it's real meaning is that someone do something in a very polite way. So the whole phrase is used as an adverb.

#### (2) Fixed structure

The construction of English idiom is relatively fixed. The words which are used to construct English idioms can't be exchanged by other words. And the order of the words can't be changed. For example, the following idiom: at sixes and sevens can't be exchanged by at sevens and sixes. In addition, there are many idioms which are non-conformity with the phrase rule, but the structure of them can't be changed randomly. There are some other examples: Diamond cut diamond, Money makes the more to go, Rain cats and dogs.

## III. MANIFESTATIONS OF SEXISM IN ENGLISH PROVERBS AND IDIOMS

### A. Manifestations of Sexism in English Proverbs

#### 1. The Accessory Position of Women

When human history developed into the patrilineal society, men began to become the center of the society. In the history of western or eastern countries, women were in the low position and discriminated by the society. Christianity prevails in the western countries and the accessory position of women was also reflected in Bible. According to Bible, God made men firstly and let them become the dominance of the whole world. However, woman is just one rib of man. So we can see that Bible plays the men into the dominate position and women into the accessory position. In English proverbs, there are some examples containing this thought:

- (1) A man of straw is worth of a woman of gold.
- (2) If the husband be not at home, there is nobody.
- (3) Man, woman and devil are three degrees of comparison.

The above proverbs all contain sexism. We can find male chauvinism in them. And they reflect the fact that women are oppressed and insulted by the society. In the second example, it says that if the husband is not here, there is nobody. It expounds an obvious fact that woman is always ignored and the husband, that is man, is always regarded as the center of the family and society. Women always do the most tired and bored housework, but they still can not be respected by husbands and the society. And in many situations, women are in the secondary position. They do not have the equal place with men and are always in the accessory position.

#### 2. The Inferiority of Woman's Character and Wisdom

In western history, women had little chances to receive the normal education. And often the higher education was only for men. In tradition, there was a common practice that ignorance is woman's virtue. So women were not advocated to receive education. Because of the fact that women were deprived of the chance of education, women were not as sophisticated as men. And in most situations, the famous scientists and great people were always men. So because of the traditional practice and the common phenomena, the contribution of women was always ignored by others. However, the ignorance of women was belittled by the society. In addition, in the western culture, women were always connected with some bad aspects, they were often the synonym of vanity, weakness and tears. English has many proverbs that satire these shortcomings of women about character, for example:

- (1) A woman's advice is never to seek.
- (2) A woman and a glass are ever in danger.
- (3) Women are wavering as the wind.

The above proverbs all reflect sexism against women about character and wisdom. In western history, the contribution of women always was ignored. In the first example, the opinions of women are not cared. Their thoughts are regarded as trash and have no reference value. This reflects that woman's wisdom is degraded and nobody cares about how they think. In the second example, woman's character is fragile and has the same feature with glass. Although they have done great contribution in some historical movements, in most situations, they are always the synonym of vanity, weakness and tears.

#### 3. The Lower Position of Women in Marriage

Marriage is an important aspect of culture. It reflects the social and cultural view of one community. There are two kinds of proverbs in English about marriage. One reflects the urgent wish to marry daughters. The other one is concentrated on the chastity of women. Both of these two kinds reflect the discrimination against women. Women always bear a lot in marriage. They need to do lots of housework and other things, but they still can not be respected by husbands and the society. We can see this phenomenon in the following proverbs:

- (1) Daughters and dead fish are not keeping wares.
- (2) It is harder to marry a daughter well than to bring her up well.
- (3) Marry a wife of thine own degree.

These proverbs emphasize the center of men in marriage and make women become the commodity and doll. In the first proverb, it reflects the urgent wish to marry daughters but not sons. In a family, the wives and daughters are always not regarded the real part of the entirety. In the western history, when there were some important fairs in family, the wives could not ask in detail and give her own ideas. They were in the lower position in marriage. In the third example, when a man want to marry someone, he would consider the wife's family status and always wants to marry a woman who can deserve him but not consider his own conditions at first.

### B. Manifestations of Sexism in English Idioms

#### 1. The Inferiority of Woman's Character and Wisdom

With the development of society and history, in many situations, when we refer to women, we will think of the character of gregarious, frail, emotional, irrational and so on. These words obviously reflect sexism against women about character. There is nobody who settles these characters on women, but we often contact them with women. And they are inevitably reflected in the daily communication. They are not only reflected in proverbs but also reflected in idioms. There are many English idioms reflect this phenomenon. For example:

- (1) Nice Nelly
- (2) Alley Cat
- (3) Aunt Sally

In the above idioms, we can obviously see the fact that woman's characters are degraded. In the first idiom, when people want to describe the bad personality, they will use the words connected with woman. "Nelly" has the meaning of



feminization. And people use it to express the evil aspect of characters. In the third idiom, when people refer to the opposite thing, they also use feminine words.

#### 1. The Lower Position of Women in Marriage

Family is the basic unit of society which is established on the basis of marriage. So it is necessary to pay attention to the idioms about family. According to many studies, the idioms about family reflect the low position of women. Women often depend on men in economy and they are engaged with housework. But they can't receive respect from men. We can take the idiom of *Golf Widow* as an example. In this example, people put man in the major place, and women are regarded as the accessory of man. In people's idea, women depend on man, and they can not live a good life without men.

#### 2. The Passivity of Sex for Women

In English, there are many idioms of women having contact with sex. And women are always in the passive position. People often connect the bad things with woman in sex. There are some examples: *A woman with a past Call girl*, *Make an honest woman of somebody*. From the above idioms, we can see that the idioms of women about sex reveal the phenomenon of discrimination against women. Women are paid much attention on the aspect of sex, not as a human. In addition, women are always belittled because of sex permissiveness. They are taken as sex tools by men. However, if the men be open in sex, they will be tolerated.

### IV. CAUSES OF SEXISM IN THE ENGLISH PROVERBS AND IDIOMS

Sexism in English proverbs and idioms is the real reflection of social sexism. It is not the language that contains sexism. It is the result of society, history and culture. The reasons of this phenomenon contain many aspects. They are social factors, cultural origin, and psychological reasons and so on.

#### A. *Social Factors*

From the patrilineal society, men were the center of the whole world, when human history entered into patriarchy society, the discrimination against women was institutionalized. And the view that men were superior to women becomes the custom of the society. Men gradually become more and more dominant in the society. And women were in the low and accessory position. However, in modern society, people also accept this practice. They believe that in a typical family, the man should mainly deal with social affairs and the woman should mainly deal with domestic affairs. Because of the different social division of labor and social status, men gradually occupied the dominant position in society and women were in the subordinate position. Language is the mirror of the society. So this phenomenon of discrimination against women can be reflected in the language. The dominant position of male language reflects the main position of men in the society, and the accessory position of female language is the reflection of subordinate position of women.

#### B. *Cultural Origin*

Language is a mirror of the society. It reflects a nation's values and culture. So the phenomenon of sexism has deep cultural origin. A lot of English proverbs and idioms originated from many myth and literary writings. And in many cases, these myth and writings contain much sexism.

##### (1) Sexism in myth

Religion has played an important role in the development of western cultural history. Bible is always taken as the key to western culture. Linguistics often pay much attention on it. So, in the studies of reasons of sexism, we can't ignore the influence of Bible. According to Bible, God made Adam firstly and then created Eve using Adam's rib. When God took Eve to meet Adam, Adam said: "this is now bone of my bones, and flesh of my flesh; she shall be called woman, because she was taken out of man." We can see sexism in this sentence. And in many Greek myths, we also can find discrimination against women. This view originating from western myth gradually became a kind of practice, penetrated into every aspects of society, and provided seeds for sexism.

##### (2) Sexism in writings

There were many outputs containing much sexism. Among them, the works written by Shakespeare are outstanding examples. In Shakespeare's famous tragedy *Hamlet*, he once said: "Frailty, thy name is woman." In this play, we can see that the queen put her destiny and happiness on marrying a good man, which contains a lot of blood and tears of women in the class society.

#### C. *Psychological Reasons*

Men and women have different characters. They are different on aspects of perception, thought, emotion, and ability. The differences on these aspects play an essential role on the formation of sexism. In addition, the practice that men should have masculinity, that is, men should be in the dominant position, be brave and not be feminine, and women are in the opposite side, should not be ignored on the process of formation of sexism. In tradition, women should have femininity, which means that women should be tender, considerate, shy and sentimental. On the influence of this tradition, women always pay much attention on the elegance and standardization of their language when they communicate with others. They hope to be accepted by other people, so they always use pleasant words and sentences.

However, in psychology, on the influence of this practice, woman will tend to make herself as a contemptuous figure, which strengthens the discrimination against them.

#### V. DEVELOPMENT TREND OF SEXISM IN THE ENGLISH PROVERBS AND IDIOMS

Due to historical factors, cultural origin and psychological reasons, the views of sexism root deeply in people's mind and they are gradually reflected on every aspect of life. However delightfully, with development of movement for woman's rights, the feminists have tried their best to eliminate sexism in English. And they got lots of amazing achievements; we can see them in the following aspects:

(1) In language, there are gradually more and more neutral words which are used to replace the masculine words. For example, businessperson is used to replace businessman, salesperson is used to replace salesman, and police officer is used to replace policeman.

(2) There are some changes in address. In some countries, women have the rights to use their own family name but not their husband's. And Ms is used to replace Mrs and Miss.

(3) There also appears many feminine words or changes the masculine words into the plural of neutral words. For example, in the following sentence, someone left his or her book on the desk.

(4) There are some amendments in legislation. The western country governments have eliminated sexism in legislation; they made some laws and rules to assure the equality between men and women.

Although the feminists have made great contribution in changing sexism, this way is very long and rough. As we know, language is the mirror of the society. It is not the language that is sexist, it is the society. So if we want to eliminate sexism in language, we should change the social opinion of sexism firstly. The reform of language should be established on the basis of social reform.

#### VI. CONCLUSION

Language is the mirror of the society. Sexism in language reflects sexism in society. And proverbs and idioms are important parts of English. Through studying sexism in English proverbs and idioms, we can better understand the phenomenon of sexism in society. To some extent, for lots of English learners, learning the English proverbs and idioms equals rearing the soul of English. When we communicate with foreigners, we should try to avoid using proverbs and idioms with sexism.

It is not the language that is sexist, it is the society. So in order to clear away the phenomenon of sexism in English proverbs and idioms, we should change the society firstly. We must try to change people's deep-rooted wrong thoughts, reform the legislation and eliminate the phenomenon of sexism in society. Then the sexism in English proverbs and idioms will die out and some new words which respect and admire women will be created.

We hope that the ideas of equality between men and women can be rooted deeply into people's heart, and women can be treated equally in the future.

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# The Effect of Teacher's Verbal Communication and Non-verbal Communication on Students' English Achievement

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**Abstract**—The research aimed to reveal the effects of verbal communication and non-verbal communication on students' English achievement of Informatics department of STMIK Bina Patria Magelang, Central Java-Indonesia. The research employed a quantitative approach with survey research. The data was collected by using questionnaire and score of final English test. The data was analyzed by using regression. The results of the research, verbal communication gives a significant positive effect on the students' English achievement. Non-verbal communication gives a significant positive effect on the students' English achievement. Both verbal and nonverbal communication together give a significant effect on the students' achievement. Based on the conclusion of research result which shows the significant role of verbal communication and nonverbal communication in teaching and learning process, teachers need to maintain and develop effective communication in order to successfully transmit learning materials to students. One alternative to developing it is with a combination of the use of verbal and nonverbal communication.

**Index Terms**—verbal communication, non-verbal communication, English achievement, regression

## I. INTRODUCTION

Communication is an integral part of our lives. We communicate in different ways to express our thoughts, feelings, knowledge, skills, and ideas. It is normally assumed that communication is identified with speech and sounds but communication is, in fact, the communication of verbal and non-verbal transmission of knowledge. Communication is the basis of all human contact, which is central to human life. (Bunglowala & Bunglowala, 2015, p. 371). Meanwhile, Richards & Schmidt (2010) states that communication is the exchange of ideas, information. In an act of communication there is usually at least one speaker or sender, a communication message which is transmitted, and a person or person for whom this message is intended (the receiver) (p. 97).

The way teachers communicate to the students is one of the many factors that help determine effective teaching and how the students perceive the teachers' communication might affect their effective and cognitive learning and their feeling throughout the learning process. Verbal and nonverbal immediate behaviors on the part of the teacher enhance positive and effective instructional interaction, which has direct effects on the students' attitude towards the teacher and the course and the students' willingness to learn (Richmond & McCroskey, 2005; Pogue & AhYun, 2006 as cited by Ballester, 2013, p. 10)

Peng Hong Li (2011) states that classroom teaching, in essence, is an activity of communication between the teacher and students by means of information transmission. In other words, the teacher and students convey messages by both verbal and non-verbal cues in classroom teaching. As a result, teachers should be aware of non-verbal behaviors in the classroom (p. 506). In teaching context, verbal communication can be defined as relationship that can be achieved through speaking and conversation. Teachers should use the words carefully to be successful in teaching. Each word provokes a feeling in people, specific emotions, and distinct function. If the words are applied in proper place, it will affect the soul and body of audience immediately. Therefore, it is appropriate that the teacher avoids using negative words in dealing with the students, i.e. such words as "I can't, it's impossible, never, etc (Gorham, 1988, p.52 in Rasyid 2013, p. 421).

Establishing a good communication between students and their teacher introduces successful steps for both learning and teaching process. Communication is more than words, and it is important for teachers to understand the nonverbal messages they are sending and receiving in classroom (Caswell, 1993; Miller, 2005 cited by Barmaki 2014, p. 441). Nonverbal messages include facial expressions, eye contact or lack of eye contact, proximity, and closeness, hand gestures, and body language (Miller, 2005 in Barmaki, 2014, p. 441).

Mostly teachers are unconsciously using their body parts and give gestures. They said that after along practice in the field of teaching it is impossible to control their styles, body movement (Haneef, 2014, p. 515). Meanwhile, Chaudhry & Arif (2012) states that nonverbal communication is the unspoken communication that goes on in every face to face encounter with another human being. It tells us their feelings towards us and how well are our words being received. (p. 56).

In the foreign language classroom, compliance between verbal and nonverbal signals is one of the conditions for successful communication of teaching learning process. When having knowledge of verbal and nonverbal communication principles, teachers can teach and communicate better with the students. Teacher's emotional behavior and empathy, their ability to show understanding for their students' feelings and actions, plays a very great role in making the teaching learning process more comfortable and successful. The problem is that not all teachers are able to synergize both verbal and nonverbal communication in teaching English Foreign Language (EFL).

## II. LITERATURE REVIEW

People communicate in many different ways, one of the most important ways, of course, is through language (verbal communication). For a long time, only language occurs to us immediately when we discuss human communication, while nonverbal communication is neglected to large extent. In fact, nonverbal communication plays a very important role in teaching learning process (Bunglowala & Bunglowala, 2015, p. 371). On the basis of the medium, communication had been divided into verbal communication and non verbal communication. Verbal communication involves the use of the language whereas the nonverbal communication is essentially based on the use of expressions, gestures, action etc. Both the forms of the communication are extremely important for complete transfer/understanding of the content yet when it comes to the teaching learning process, verbal communication plays a much more vital role in transfer of knowledge (Rawat, 2016, p.3059).

In the selection of words, the intended concept must be exactly in the words of the educator. It is appropriate to use clear, concise, polite, correct and rich expression in oral communication with the audience to transmit the speaker's intention to the audience properly (Najafi, 2013). Verbal skills are generally divided into four parts; listening, speaking, reading and writing. Among these skills, speaking has the bigger degree of importance and usefulness and has more decisive impact on oral communication with the audience (Khabaz, 2013).

Expression of words vividly and eloquently by the teacher causes the students to listen with dignity and willingness, sum up the facts, and think to solve the problem and supply the teacher's comment without any tensions or boredom. But using biased phrases often raises a sense of stubbornness and humiliation in the trainee, puts them out the cycle of learning and deep understanding of scientific content completely, and leaves irreparable psychological effects on the students (Mortazavi, 2013).

Chaudhry & Arif (2012) state that verbal communication itself does not create that impact upon students' mind and hearts as does non-verbal communication that complements the verbal message. Same verbal message may create opposite meaning and interpretation by students, the way the message is communicated through the medium of non-verbal communication (p. 57).

A successful educator in the field of teaching should be aware of the power of words and its impact on the audience and avoid using words habitually without thinking. Also, ordering is one of the conflicts which leads to failure in human interaction. The teacher should express his opinion with proper words and within the defined framework for his comments to be effective penetrating. Therefore, the teacher as the sender of message, should first determine the framework of his message and then express his expectation of the students frankly with appropriate tone and words (Gholipour, 2007).

Haneef, et al (2014) states that more often non-verbal communication occur unconsciously. People are not aware of the fact that besides their verbal communication the nonverbal gestures also transmit a potent message. The body language, eye contact, physical appearance, and tone of voice provide meaningful information to the audience. Non-verbal communication is deemed much reliable and effective in comparison to verbal communication as it gives additional support to the verbal communication (p. 513).

Studies on non verbal communication have generally focused on the teaching methods in the classroom which may be used in teaching any subject. Learners have not paid serious attention to the unique situation in English class. Foreign language teachers who intentionally control their movements and position enjoy a delicate but effective power. During pattern drills, they can increase observably by tempo of the class, while decreasing teacher talk at the same time. Language teachers can use body language such as gestures to signal and instigate changes in the class atmosphere and thus further their instructional goals, throughout a class period encompassing such as various activities as conversation and choral repetition (Qi Pan, 2014, p.2627).

Educators, psychologists, anthropologist and sociologists define body language or nonverbal communication as communication without words. It includes overt behaviors such as facial expressions, eye contact, touching and tone of voice. It can also less obvious, however, as through dress, postures and spatial distance. The most effective communication occurs when verbal and nonverbal messages are in sync, creating communication synergy (Ali, 2011, p.1097)

Negi (2009) states that By function of non-verbal communication what is meant is the message that NVC cues convey. Non-verbal behaviors occur simultaneously with the verbal message and they substitute, complement, regulate and contradict the verbal message. Substitution of non-verbal message occurs when a non-verbal cue is used instead of verbal one. For example, a head nod to indicate 'yes', pat on shoulder to show 'intimacy' and so on. Non-verbal behaviors also compliment, expand or modify the verbal message. For example, a teacher looking confident while delivering the lecture in the class enhances the quality of teaching. Non verbal message regulate the conversational Aow

as well. For example, gestures, head movements and many other behaviors indicate how the interaction should progress (p.102).

### III. RESEARCH METHOD

The research employed a quantitative approach with survey research. The population of this research was the second year students of Informatics department of STMIK Bina Patria Magelang which consisted of 76 students and all the members of population were used as the research respondent. The data of verbal communication and non-verbal communication were collected by using questionnaire, then the data of English achievement used the final score of English test. The data was analysed by using regression. Field (2000) states in regression analysis we fit a predictive model to our data and use that model to predict values of the dependent variable (DV) from one or more independent variables (IVs) (p. 103).

### IV. RESULTS AND DISCUSSION

#### A. Description of the Research Data

##### 1. Verbal Communication

Measurement of verbal communication (25 questions) gets results: Scale 4 (often) is the most predominant answer given by respondents, reaching 71.0%; then scale 3 (Medium) 18,68% and 5 (Very Often) 10,32%.

Interview score is evaluated on an interval developed by Sturges (Kothari, 2004, p. 125) shows that 23.68% of respondents are in the 95 to 97 of interval range, 26.32% of respondents are in the range of 98 to 100. Other respondents are relatively even at other intervals of about 13% - 15 %, except on the lowest and highest intervals.

Descriptions of the tendency of the use of verbal communication in communication teaching process are interpreted in five categories according to the scale of the answers used, namely: Very Low, Low, Medium, High, and Very High table 1. The interval width for categorization is determined in the following way (Richards, 2010, p. 30).

$$k = (\text{Max}_{\text{hip}} - \text{Min}_{\text{hip}}) / 5$$

Whereas:

k: interval

Max<sub>hip</sub>: highest hypothesis score

Min<sub>hip</sub>: lowest hypothesis score

TABLE 1.  
TENDENCY OF VERBAL COMMUNICATION

No	Categorization	Interval
1	Very Low	25 – 45
2	Low	> 45 – 65
3	Enough	> 65 – 85
4	High	> 85 – 105
5	Very High	> 105 – 125

Descriptive statistical calculation results show that the lowest empirical scale = 92, the highest = 104 and average = 97.908: High category, implies that students use verbal language in communicating.

TABLE 2.  
DESCRIPTIVE VERBAL COMMUNICATION

Parameters	Score The Empirical	Description
Mean	97.908	1. Number of questions: 25; Scale: 1 – 5 2. Measurement of the range of hypotheses: 25 – 125 3. Categorization: High
Std. Deviation	2.62	
Minimum	92	
Maximum	104	
Mean	97.908	

Source: Primary data Processing

The individual tendency characteristics shows that all students are categorized as high table 3. It implies that all students use verbal language in communicating.

TABLE 3.  
TENDENCY OF VERBAL COMMUNICATION

No	Categorization	Frequency	Percentage
1	Very Low	0	0
2	Low	0	0
3	Enough	0	0
4	High	76	100.00
5	Very High	0	0
	Total	76	100.00

Source: Primary data Processing

2. *Nonverbal communication*

Nonverbal communication is measured through a questionnaire instrument consisting of 32 items with an answer scale of 1-5. The answer of scale 4 (Often) is mostly given by respondents, reaching 76.6%; then scale 3 (Medium) 14.39 and 5 (Very Often) 8.88%.

The response scans were reviewed on an interval developed by Sturges (Kothari, 2004, p.125) indicate, as many as 57.89% of respondents in the interval range of 122 - 130. These intervals include the upper range that interprets the intention quite high. Other respondents were ±20% in intervals below, and as much as ±4% above.

Descriptions of the tendency of nonverbal communication to communicate are interpreted in five categories according to the scale of the answers used: Very Low, Low, Medium, High, and Very High table 4. The interval width for categorization is determined in the following manner (Richard, 2010, p.30):

$$k = (\text{Max}_{\text{hip}} - \text{Min}_{\text{hip}}) / 5$$

Whereas:

k: interval

Max<sub>hip</sub>: highest hypothesis score

Min<sub>hip</sub>: lowest hypothesis score

TABLE 4.  
CATEGORIZATION OF NON VERBAL SCORE

No	Categorization	Interval
1	Very Low	32.0 – 57.6
2	Low	> 57.6 – 83.2
3	Enough	> 83.2 – 108.8
4	High	> 108.8 – 134.4
5	Very High	> 134.4 – 160.0

The results of descriptive statistic calculation acquire the lowest empirical score of 96, highest = 143 and average = 126.158: High category. Interpreting students in general often use nonverbal language in communicating.

TABLE 5.  
DESCRIPTIVE OF NON VERBAL SCORE

Parameters	Score the Empirical	Description
Mean	126.158	1. Number of questions: 32; Scale: 1 – 5 2. Measurement of the range hypotheses: 32 – 160 3. Categorization: High
Std. Deviation	6.33	
Minimum	96	
Maximum	143	
Mean	126.1578947	

Source: Primary data Processing

The individual tendency characteristics: as many as 93.42% of the students are in high category, 5.26% are in very high, and 1.32% are in moderate. It implies that all students tend to use nonverbal language in communicating, over 93% of students are in high category, and more than 5% of students are in very high category (table 6).

TABLE 6.  
TENDENCY OF NONVERBAL COMMUNICATION

No	Categorization	Frequency	Percentage
1	Very Low	0	0
2	Low	0	0
3	Enough	1	1.32
3	High	71	93.42
4	Very High	4	5.26
	Total	76	100.0

Source: Primary data Processing

3. *English Achievement*

The result of English achievement measurement acquires the lowest value = 60, the highest = 92 and average = 77.132. A mean of more than 75 indicates that students has reached the established mastery level, which is 75.

TABLE 7.  
DESCRIPTIVE ENGLISH LANGUAGE ACHIEVEMENT

Parameters	Score The Empirical	Description
Mean	77.132	Achievement average reaching mastery level*. *Mastery Level = 75
Std. Deviation	6.70	
Minimum	60	
Maximum	92	
Mean	77.132	

Source: Primary data Processing

The achievement of individual mastery level indicates that all the students are in the high category. This implies that all students use verbal language in communicating.

TABLE 8.  
ENGLISH LANGUAGE ACHIEVEMENT

No	Categorization	Frequency	Percentage
1	Below mastery level	24	31.58
2	Reached mastery level	52	68.42
	Total	76	100.0

Source: Primary data Processing

## B. Regression Analysis

### 1. Assumption Test

#### a. Normality Test

Normally distributed data assumption is confirmed by Kolmogorov Smirnov test. The test results obtained Coefficient Kolmogorov Smirnov = 0.948 with  $p = 0.330$  on the verbal communication variable Kolmogorov Smirnov coefficient = 1.016 with probability ( $p$ ) = 0.253 on the nonverbal communication variable; Coefficient Kolmogorov Smirnov = 0.872 with  $p = 0.433$  on the English achievement variable. Acquisition  $p > 0.05$  denotes normal distributed data (Sheskin, 2004, p.239). Thus the plan for the use of multiple regression parametric statistics can proceed.

TABLE 9.  
NORMALITY TEST RESULTS

No	Variable	Coefficient k-s	P
1	Verbal Communication	0.948	0.330
2	Nonverbal Communication	1.016	0.253
3	English language achievement	0.872	0.433

Source: Primary data Processing

#### b. Linearity Test

Independent data assumption of linear to dependent variable pattern was confirmed with F test. Result of the test reveals that F-statistic=0.338 with  $p=0.974$  on variable verbal communication and F-statistic =1.668 and  $p$  value=0.068 on nonverbal communication variable.  $p>0.05$  shows independent data is linear to dependent variable pattern.

TABLE 10.  
LINEARITY TEST RESULT

No	Independent	F <sub>test</sub>	P
1	Verbal Communication	0.338	0.974
2	Nonverbal Communication	1.668	0.068

### 2. Regression test

Effect of verbal and nonverbal communication variables simultaneously on achievement in English was evaluated using multiple-regression statistic. Effect of both independent variables is explained by determination parameters, while effect of each independent variable partially is explained by regression coefficient ( $\beta$ ) table 11.

TABLE 11.  
TEST RESULT OF MULTIPLE REGRESSION

Variable	Coef. Regression		T <sub>test</sub>	P
	B	B stan		
Constant	-78.295	0.332	-3.461	<0.0001
X1 – Verbal Communication	0.848	0.542	3.856	<0.0001
X2 – Nonverbal Communication	0.574		6.251	<0,0001
Multiple Correlation (R)	0.686			
Determination Coefficient (R <sup>2</sup> )	0.470			
[1] F <sub>test</sub>	32.364			<0.0001

#### a. Effect of Each Independent Variable



Individual effect of independent variable explains contribution of one variable independent over dependent variable along with the other variables. The effect of verbal communication on achievement in English along with nonverbal communication and effect of nonverbal communication on achievement in English along with verbal communication. Based on the table, regression equation explaining individually effect of independent variable is  $Y = -78.295 + 0.574X_1 + 0.848X_2$

The equation explains

1) Constant

Constant explains score of achievement in English when factors affecting it are omitted. Negative constant indicates that students decrease their achievement when verbal and nonverbal communication are not conducted.

2) Effect of Verbal Communication

Verbal communication in regression function together with non verbal communication has positive regression coefficient of 0.848 explains that increasing in verbal communication can increase achievement in English and likewise decreasing in verbal communication can decrease achievement in English *ceteris paribus* for increasing in one unit of verbal communication can increase achievement in English of 0.848 unit. Significance of individual effect was evaluated by t test. Table 11 indicates that t statistic for verbal communication is 3.856 with  $p < 0.05$  indicates significant.

3) Effect of Non Verbal Communication

Non verbal communication in the regression function with verbal communication has coefficient of 0.574 explains that non verbal communication can influence achievement in English at 0.574 *ceteris paribus*. Positive score indicates that increasing in non verbal communication can increase achievement in English and decreasing in non verbal communication has impact on decreasing in achievement in English. Significance partial effect of non verbal communication was evaluated through t test. The table 11 indicates that t-statistic of non verbal communication is 6.251 with  $p < 0.05$  indicates significant.

*b. Simultaneous Effect*

Determination coefficient ( $R^2$ ) indicates contribution of all independent variables simultaneously on dependent variable. The coefficient of 0.470 explains that verbal communication and non verbal communication contribute 47% to achievement in English, while other unstudied variables contribute 53%. Significance of determination is evaluated with F test; result of F statistic = 32.384 with  $p < 0.05$  indicates significant result.

*3. Hypothesis Test*

The First hypothesis states that verbal communication influences significantly on achievement in English. Multiple regression test indicates regression coefficient  $\beta = 0.848$  with  $p < 0.05$  on verbal communication.  $P < 0.05$  indicates significant result. So, it implies that empirical fact supports the first hypothesis.

The second hypothesis is that non verbal communication influences significantly achievement in English. Multiple regression test indicates regression coefficient  $\beta = 0.574$  with  $p < 0.05$  on non verbal communication.  $P < 0.05$  indicates significant result. So, it implies that empirical fact supports the second hypothesis.

The third hypothesis states verbal and nonverbal communication affect simultaneously on achievement in English. Result of regression test shows determination coefficient of 0.470 with  $p < 0.05$ . Result of  $p < 0.05$  indicates significant result and it implies that empirical facts support the third hypothesis.

### C. Discussion

Verbal and nonverbal communication are revealed to give significant effects on the learning English achievement of second year students of Informatics of STMIK Bina Patria Magelang. Its contribution can be explained statistically by 47%, where verbal communication contributes higher ( $\beta = 0.848$ ) than nonverbal ( $\beta = 0.574$ ).

The findings of this research can be utilized to strengthen the results of previous research on communication in teaching and learning process, which has contributed positively to the learning achievement. Behjat F. (2014), nonverbal communication using facial expressions and eye contact play a significant role in language learning; Surkamp (2014), The use of verbal and nonverbal communication by teachers have a positive impact on language learning; Panjaitan et al (2017), The use of verbal and nonverbal communication helps students understand the material presented by the teacher.

Verbal teacher immediacy refers to the verbal messages that show empathy, openness, kindness, reward, praise, feeling of inclusiveness, humor personal knowledge and willingness to engage students in communication, among others. Inevitably linked to nonverbal immediacy behaviours, verbal immediacy has been associated with increase cognitive and affective learning and with increased motivation (Cristophel, 1990, Rodriguez, Plax & Kearny, 1996). Consistency of the results of some research related to the positive role of communication is factual in accordance with the fact that the way of human communication is a unique ability that plays a role in human existence as a social being (Birchenall, 2016).

The teacher's timely use of nonverbal communication can be done through a simple greeting with students which is the best way to start the class, and is of course impossible without nonverbal language. In the field of teaching, certainly one of the main characteristics of good teacher is good communication skill in classroom. Through the use of nonverbal language, teachers draw the students' attention to more understanding and motivate the students and even bring excitement to the bored students. The students unconsciously receive nonverbal signals sent from the teacher; they

immediately notice that the one standing before them is teaching by all his/her will or is constantly waiting for the class to be ended (Najafi, 2013).

Surkamp (2014) states that non-verbal behavior is also relevant as communicative strategy. Nonverbal communication can help the learners both to understand the foreign language and to express themselves in it. Lacking knowledge of vocabulary or not being able to produce speech can be compensated for by the decoding of nonverbal signals or by transmission of part of the communicative intention to the gesture modality. Similarly, the emotive function of nonverbal behaviour can give students valuable information about the emotions and the intentions of their conversation partner in linguistic emergencies. Making use of the phatic function of nonverbal communication, in addition, can be a strategy for speakers to use their own facial expression and/or gestures in order to give feedback to their conversation partner concerning their reaction to the perceived communicative process or, inversely, to interpret whether the communication is successful or not by decoding their conversation partner's non-verbal behaviour (p.16).

Bunglowala & Bunglowala (2015, p.371) research has indicated that teachers are required to learn to use non-verbal communication to improve classroom teaching. In addition, Salimi (2014) found that the students' attitude about English vocabulary and their comprehension with non-verbal communication indicated that they had a positive attitude toward the use of non-verbal communication in learning the second language.

In addition, Peng hon-li (2011) states as the teacher is put at the dominating role in classroom teaching, the nonverbal signals he/she uses in the classroom have great influence on the teaching effect. As a result, college English teachers should not only be aware of the role played by nonverbal communication means in classroom teaching, but also should set a good example for students in the application of non-verbal communication means (p. 506). Then, Edwards & Edwards (2001) revealed that a high correlation exists between verbal and nonverbal immediacy but nonverbal immediacy may exist independently of verbal messages and this is why it is often given more importance in classroom research.

Haneef, et al states that body language or non-verbal communications have deep linked with communication. In the field of teaching where the communication skills play more important role than important of the body acting become more important. Teachers believe without effective body language it is impossible to communicate the class (p. 515).

Azam & Kingdon (2014) reported in a study that teachers matter a great deal as far as achievement of students is concerned. Apart from the basic knowledge, the effective communication plays a major role in motivating the students, knowing their aspiration and the problems that they may have. Though, both the verbal and nonverbal communication play a role, yet an effective verbal communication helps in building a strong teacher student relationship which act as platform for the strong cognitive development. Easy and effective verbal communication helps the teacher to get an insight into the students' thought, ideas and opinion whereas the students get the knowledge of the teacher's expectation, knowledge and skills.

## V. CONCLUSIONS AND SUGGESTIONS

### A. Conclusions

The result of the regression test shows that the effect of independent variable to dependent variables individually and simultaneously. Based on these findings, it is concluded;

1. Verbal communication gives a significant positive effect on the English achievement of second year students of informatics department of STMIK Bina Patria Magelang .. ( $\beta = 0,848$ ,  $p = <0,05$ ).
2. Nonverbal communication gives a significant positive effect on the English achievement of second year students of informatics department of STMIK Bina Patria Magelang ( $\beta = 0,574$ ,  $p <0,05$ ).
3. Verbal and nonverbal communication together give a significant effect on the English achievement of second year students of informatics department of STMIK Bina Patria Magelang. ( $R^2 = 0.470$ ,  $F\text{-hit} = 32.364$ ,  $p <0.05$ )

### B. Suggestions

The above conclusion shows the significant role of verbal communication and non-verbal communication in teaching and learning process. Teachers need to maintain and develop effective communication in order to teach the students effectively. Teachers can use combination of verbal communication and non-verbal communication as teaching technique with the objective to create interest amongst the students and hopefully students' English achievement will increase.

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# Call for Papers and Special Issue Proposals

## Aims and Scope

Journal of Language Teaching and Research (JLTR) is a scholarly peer-reviewed international scientific journal published bimonthly, focusing on theories, methods, and materials in language teaching, study and research. It provides a high profile, leading edge forum for academics, professionals, consultants, educators, practitioners and students in the field to contribute and disseminate innovative new work on language teaching and research.

JLTR invites original, previously unpublished, research and survey articles, plus research-in-progress reports and short research notes, on both practical and theoretical aspects of language teaching, learning, and research. These areas include, but are not limited to, the following topics:

- Language teaching methodologies
- Pedagogical techniques
- Teaching and curricular practices
- Curriculum development and teaching methods
- Programme, syllabus, and materials design
- Second and foreign language teaching and learning
- Classroom-centered research
- Literacy
- Language education
- Teacher education and professional development
- Teacher training
- Cross-cultural studies
- Child, second, and foreign language acquisition
- Bilingual and multilingual education
- Translation
- Teaching of specific skills
- Language teaching for specific purposes
- New technologies in language teaching
- Testing and evaluation
- Language representation
- Language planning
- Literature, language, and linguistics
- Applied linguistics
- Phonetics, phonology, and morphology
- Syntax and semantics
- Sociolinguistics, psycholinguistics, and neurolinguistics
- Discourse analysis
- Stylistics
- Language and culture, cognition, and pragmatics
- Language teaching and psychology, anthropology, sociology
- Theories and practice in related fields

## Special Issue Guidelines

Special issues feature specifically aimed and targeted topics of interest contributed by authors responding to a particular Call for Papers or by invitation, edited by guest editor(s). We encourage you to submit proposals for creating special issues in areas that are of interest to the Journal. Preference will be given to proposals that cover some unique aspect of the technology and ones that include subjects that are timely and useful to the readers of the Journal. A Special Issue is typically made of 15 to 30 papers, with each paper 8 to 12 pages of length.

A special issue can also be proposed for selected top papers of a conference/workshop. In this case, the special issue is usually released in association with the committee members of the conference/workshop like general chairs and/or program chairs who are appointed as the Guest Editors of the Special Issue.

The following information should be included as part of the proposal:

- Proposed title for the Special Issue
- Description of the topic area to be focused upon and justification
- Review process for the selection and rejection of papers
- Name, contact, position, affiliation, and biography of the Guest Editor(s)
- List of potential reviewers if available
- Potential authors to the issue if available
- Estimated number of papers to accept to the special issue
- Tentative time-table for the call for papers and reviews, including
  - o Submission of extended version
  - o Notification of acceptance
  - o Final submission due
  - o Time to deliver final package to the publisher

If the proposal is for selected papers of a conference/workshop, the following information should be included as part of the proposal as well:

- The name of the conference/workshop, and the URL of the event.
- A brief description of the technical issues that the conference/workshop addresses, highlighting the relevance for the journal.
- A brief description of the event, including: number of submitted and accepted papers, and number of attendees. If these numbers are not yet available, please refer to previous events. First time conference/workshops, please report the estimated figures.
- Publisher and indexing of the conference proceedings.

If a proposal is accepted, the guest editor will be responsible for:

- Preparing the "Call for Papers" to be included on the Journal's Web site.
- Distribution of the Call for Papers broadly to various mailing lists and sites.
- Getting submissions, arranging review process, making decisions, and carrying out all correspondence with the authors. Authors should be informed the Author Guide.
- Providing us the completed and approved final versions of the papers formatted in the Journal's style, together with all authors' contact information.
- Writing a one- or two-page introductory editorial to be published in the Special Issue.

More information is available on the web site at <http://www.academypublication.com/jltr/>



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