Theory and Practice in Language Studies

Contents

Teacher Written Feedback on Student Writing: Teachers' and Learners' Perspectives

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Abstract—Using quantitative and qualitative research instruments, this study investigates teachers' feedback on students' writing in an EFL teaching context in the Republic of Benin. The main purpose is to determine the nature of the feedback that the teachers provide, and to identify their rationale for feedback provision. The study also attempts to provide insights into the learners' opinions about their teachers' feedback. The results indicate that the majority of the participant EFL students are not favourable to their teachers' feedback practices, and therefore, do not use the feedback that they get effectively. The study also reveals that while the teachers consider their feedback as a tool to promote accuracy in writing in their EFL classes, the students prefer a type of teacher feedback that would also take into account the content of their written production. Suggestions are made in the study to help bridge the gap between teachers' practices and learners' expectations.

Index Terms—EFL writing, learner attitude to teacher feedback, process approach, product approach, teacher feedback

I. INTRODUCTION

Responding to student writing is a crucial component of the teaching-to-write process. Similarly, students' access to the teacher's feedback and their effective use of it constitute an important aspect of the learning-to-write process. In writing classes where the provision of feedback is not part of the teacher's pedagogical practices, or where learners are unable to process the feedback they get from the teacher on their writing, developing adequate writing proficiency is quite impossible. The importance of the teacher written feedback has largely been documented by a considerable body of research in the areas of ESL and EFL writing. In both English language teaching contexts, especially in classrooms where the teaching of writing is process-oriented, teachers and students have acknowledged the crucial value of the teacher written feedback. Not only does it facilitate students' revisions, but it also assists them during the step to step learning-to-write process (Harmer, 2004; Peterson, 2010). Teachers in such contexts strive to use adequate strategies to respond effectively to their students' writing in order to help them improve their writing skill. However, in some EFL contexts, teachers carry out the teaching of writing through a product-oriented approach for two reasons: some of them simply have little or no knowledge of the process approach to teaching writing. Others, the majority, resort to the product approach because of some context-related constraints such as a rigid time-based syllabus, a product-oriented evaluation system, and large class size.

In the Republic of Benin, where secondary school syllabi in all school subjects are time-based, and classrooms are overcrowded (40 to 70 students), the approach to teaching and assessing student writing is product-oriented. Providing written feedback on students' writing and coaching them through follow-up revisions is considered a burden that EFL teachers do not even think of integrating to their pedagogical practices. Giving summative feedback on students' writing is a practice that is largely adopted by all teachers because of the context-related constraints previously mentioned and a school evaluation system which requires teachers in all subjects to assess learners whithin a given week period scheduled by the school administration and to report grades to the vice-principal's office.

This study attempts to uncover the rationale underlying teachers' provision of a summative feedback on students' writing and their expectations in Benin EFL teaching/learning context. The study also examines the students' opinions about the type of feedback they receive from their teacher on their written production. It is assumed in this study that an inquiry into the teachers' rationale for their response to their students' writing will help to determine their level of understanding of the role and function of feedback in the writing process, to uncover their expectations, and to make relevant suggestions that will encourage them to adopt a process approach to teaching writing despite the constraints they are confronted with in the context under consideration. It is also assumed that knowledge of the students' opinions about the feedback they receive will help to pinpoint any discrepancy between the teachers' feedback practices and learners' preferences. Basing on this knowledge, relevant suggestions will be made to help bridge the gap between these teachers' practices and their learners' expectations.

II. LITERATURE REVIEW

A. Teacher Written Response to Student Writing: Significance

Teacher written feedback is defined in the literature as any comments, questions, or error corrections that are written on students' assignments (Mack, 2009). It can take a variety of forms: questions, error corrections, praises, suggestions, criticisms, and so on. According to previous research in ESL, the teacher feedback is considered as a useful tool that can be used to promote students' revision and to foster the learning-to-write process (e.g., Hattie & Timperley, 2007; Hyland, 2003; Hyland & Hyland, 2006; Paulus, 1999; Sommers, 1982). Because of the importance of the teacher feedback in the step to step learning-to-write process, Harmer (2000, p.261) highlights the role of the teacher as "feedback provider" and considers it as a valuable aspect, central to the process approach to teaching writing. Silver and Lee (2007) view the teacher feedback as a crucial variable in the process approach as it helps to pinpoint students' strengths and weaknesses, and helps them to be better motivated during the writing process. Alluding to the importance of the teacher written feedback, Peterson (2010) points out that it informs the student writer on the reader's reactions. Teachers, therefore, provide feedback on student writing to support students' writing development and to nurture their confidence as writers. The teacher's comments on the students' drafts inform students about the quality of their writing and its effect on the audience. Unfortunately, in some EFL teaching contexts, especially when teachers are confronted with the constraints of large classes, providing ongoing feedback to students in writing classes becomes a burden, and they resort to a product-oriented approach to teaching writing and to responding to students' written production.

B. Nature of the Teacher Written Feedback

Considering the nature of the teacher feedback, previous studies in the area have pointed to some characteristic features of effective and helpful feedback. First, it should be both criterion-based and reader-based, that is, it should tell the student writer whether or not the piece of writing has achieved the intended communication purpose. It should address not only the clarity of communication and organisation of ideas, but it should also show the student writer the effect that the writing has on the reader. Such feedback nurtures the students' confidence as writers, and increases their motivation to improve their writing (Hyland, & Hyland, 2001; Lantolf, & Pavlenko, 2001; Peterson, & McClay, 2010; Stern & Solomon, 2006). Second, effective feedback should be suggestive rather than prescriptive in order to support students'sense of ownership of their writing. Instead of taking the form of instructions and criticisms, it should offer suggestions for improvement. It should take the form of observations and open-ended questions that prompt the student writer to think about ways of improving the draft (Peterson, 2010). Third, effective and helpful feedback should be clear and easy to decode and understand, and the criteria for success should be clear to the students (Hodges, 1997; White, 2007).

C. Types of Teacher Written Feedback

With reference to the instructional purpose of the teacher's written response to students' writing, research in the area of ESL writing distinguishes between formative and summative feedback. While the former is intended to help student writers to revise their work before it is graded, the latter evaluates the quality of the finished product. No matter the instructional purpose of the teacher's written feedback, that is, whether it is formative or summative, it may have different foci (Park, 2006). It may be form-focused (focused on grammar correction), content-based (focused on quality and organisation of content), or integrative (a combination of both). With regards to this distinction, Ferris (2003) contends that in the process-oriented approach, the focus of the teacher feedback should be on content on preliminary drafts followed by a form-focused feedback on the final draft. While some studies have shown that a form-based feedback is more appreciated by students (eg., Ferris, 2004), others have revealed students' preference for a content-based feedback and an increase of their motivation (e.g., Alamis, 2010; Park, 2006; Ravichandran, 2002).

D. Students' Reactions to Teacher Written Feedback: Research Considerations

Most of the feedback research in ESL and EFL writing that has focused on examining the effect of the teacher's written comments on student writing during the learning-to-write process has considered the teacher feedback as an important tool that can be used to prompt students to revise and edit their drafts and to develop their writing skill. In this framework, some of these feedback studies have revealed that teachers' written comments on final graded compositions are ineffective as students no longer take any care of them once they got their grades (Ferris, 1997, 2003; Hyland & Hyland, 2006a; Peterson, 2010; Stern & Solomon, 2006). Therefore, it is more advantageous that learning to write in the second or foreign language class be process-oriented to enable learners to better develop the writing skill.

Early studies in the same area focused on students' perspectives on feedback and considered students' responses to teacher feedback as being very important in helping teachers develop effective feedback practices (Cohen, 1987; Ferry, 1995; Leki, 1991). Pointing to the same aspect, Hyland and Hyland (2006a) later consider students as active agents of the feedback process and suggest that their feelings be understood for the teacher feedback to produce expected effect. Other studies on students' reactions to teacher feedback have revealed that the way students respond to the feedback they get might be influenced by learners' characteristics and individual needs. With regards to this aspect, Hyland and Hyand (2006b) consider feedback as a social act involving students who actively respond to "what they perceive as valuable and useful" (p.220). An inquiry into students' expectations and views on their teacher's feedback in this study will help get a deeper understanding of their reactions.

III. Methodology

The main purpose of the research is to identify the participant EFL teachers' perspectives on feedback, more specifically the rationale underlying their provision of written feedback on students' writing and their expectations. The study also attempts to compare the teachers' expectations with learners' opinions about the written feedback they receive. To reach this objective, the following research questions are considered in the study:

- What is the nature of the participant EFL teachers' written feedback?
- What are their perspectives on feedback provision?
- What do the participant EFL students think about the written feedback they receive?

A mixed method research design is used to obtain the data for this study. The rationale for selecting this research design is that an inquiry into the issue of concern through qualitative and quantitative data would help get a deeper insight into the matter and reach a thorough understanding of the research problems (Creswell, 2002). The population involved includes two categories of participants. The first category is composed of 132 secondary school 7th graders attending classes in four different classrooms in the same secondary school. They took the same test in which they were required to write a 15-line paragraph (about 150 words) about racism. They are taught by teachers A and B who constitute the second category of participants in the study. Each of them teaches in two of the classrooms. Both teachers are qualified and have respectively 17 and 9 years of EFL teaching experience. Paula and Mike are the pseudonyms used in this report to refer to them in order to keep anonymity.

The data for the study were collected through three instruments : (1) the students' graded compositions in order to identify the nature of the feedback provided; (2) a close-ended questionnaire addressed to the participant EFL students in order to gain insight into their opinions and attitudes to their teacher's feedback; (3) a semi-structured interview to each of the participant EFL teachers to elicit information about their rationale for providing written feedback on their students' writing and their expectations. The data from the teachers' written feedback on the students' writing are analysed and categorised basing on their focus (form or content), their nature (prescriptive or suggestive), and on whether or not the feedback provided is both criterion-based and reader-based. The data from the students' responses to the questionnaire are analysed using percentages. A theme analysis (Oppenheim, 1992; Seidman, 1998) is carried out on the interview data gathered from the two teachers in order to identify the trends in their opinions about the provision of written feedback in EFL writing.

IV. RESULTS

A. The Nature of the Participant EFL Teachers' Feedback

Paula provided written feedback on 68 written texts that she marked. A total of 795 feedback points were collected from those marked texts yielding an average of 11.69 feedback points per student text. Her feedback is 100% form-focused as it is concerned with errors related to the clarity of ideas and to the accurate use of language (grammar, word choice, word order, and spelling). Paula's error feedback strategies consist in underlining and circling identified errors as well as in providing correction of some of them. Her overall feedback provision is criterion-based. It is carried out through the use of codes that relate to the assessment criteria she considered in order to address the following areas: accuracy, organisation, context, and text type. These codes correspond to the assessment criteria outlined in the EFL curriculum in Benin, and are commonly used by EFL teachers to assess student writing. They are labelled as follows: RC: respect of context; RLO: respect of logical organisation, GVSP: grammar, vocabulary, spelling, punctuation. However, although the codes and the grade points she attributed to each give the student writer an idea as to whether or not the text produced relates to the topic proposed and to the type of text required, they provide no explicit clue for revision. The student writers cannot figure out why each code has been given the grade point written next to it in the margin. No additional marginal or terminal written comments are provided to help them to understand why each code is worth the grade point attributed to it and to think about ways of improving the quality of the content. Moreover, Paula's feedback provides no information about the teacher-reader's feelings and impressions about the quality of the content of the marked texts, and their overall effect on the reader.

As for Mike, his feedback practices are almost the same as Paula's. A total of 716 feedback points were collected from the 64 written texts he marked, giving an average of 11.18 per student text. As is the case with Paula, Mike's feedback is mostly form-focused as 98.32% of it deals with accuracy and clarity. He too reacted to errors using the same error feedback strategies as Paula (underlining, circling, and provision of sparse error corrections). He also used the same codes as Paula. However, contrary to Paula who provided no marginal or terminal written comments on her students' marked texts, Mike gave terminal written comments on 11 out of the 64 texts that he marked. Tvelve feedback points in the form of question and statement are included in the feedback points gathered from his marked texts, which corresponds to 1.68 % of the 716 feedback points collected. Of the 11 marked texts that include written comments in the feedback provided, 10 show a single written comment, while only one text shows two comments. The written comments provided relate mostly to the content of the texts, except for one that addresses grammatical accuracy *"adjectives do not take's' in English".* The other comments that address content are mostly suggestive *("But what can be done to abolish racial attitudes?" ; "What do you suggest for eradication ? " ; "But you said nothing about your own position " ; "How should people behave ?").* They are in the form of open-ended question or statement of opinion to prompt the students to think about ways of improving the content of their writing. The table below presents the summary of information about both teachers' feedback practices.

TABLE I
THE NATURE OF THE PARTICIPANT EFL TEACHERS' WRITTEN FEEDBACK

Focus of feedback	Paula (%)	Mike (%)
Error feedback	100	98.32
Grammar and lexical accuracy	83.57	71.20
Clarity of sentence structure	16.43	27.12
Written comments	00	01.68
Organisation of content	00	00
Quality of content	00	01.54
Others	00	00.14
Total	100	100

B. The Teachers' Perspectives on Feedback Provision

To have insight into the participant EFL teachers' perspectives on feedback provision on student writing, a theme analyis has been carried out on the interview data elicited from them. The following major themes emerged from these data as being representative of their opinions about feedback provision in EFL writing: feedback provision is an important practice, feedback is a useful tool to develop accuracy, context-related constraints hinder the provision of effective feedback, written comments are very important, and students' effective use of the teacher feedback is part of the learning-to-write process.

First, both teachers think that feedback provision is a very important practice in EFL writing. While Paula considers it as a valuable awareness raising technique that prompts students to revise their writing, Mike perceives it as a strategy to increase learners' interest in writing as well as their knowledge about it. Each of them contends as follows: *"I think it is a valuable exercise. I should do that to make students aware of the different types of mistakes they have made in their writing in order to help them improve it."*(Paula). *"Giving them feedback can help them be more interested in writing. I think that surely to improve students' writing, feedback will help a lot to increase their knowledge about how to put their ideas in good English."* (Mike).

Second, they perceive feedback as a useful tool. They believe that it helps learners to improve their knowledge about the language and to develop accuracy in writing. Paula confessed that she provides feedback to draw her learners' attention to the mistakes in their writing. Mike considers it as a way of increasing learners' knowledge about good English. Their perceptions of the function of the teacher feedback translate into practice as they both focus on form in their feedback to students' writing. They consider that learners' mastery of the rules of accuracy, of the mechanisms of sentence construction and sentence structure in English would enable them to perform well on English writing tasks. When asked to provide the rationale for this focus, they answered as follows: *"Students must follow grammatical rules to write correctly. I focus mostly on mistakes."* (Paula). *"I check if the sentences are meaningful and grammatically correct. I focus on grammar and spelling to help them master the language."* (Mike).

Third, in their rationale for a form-focused feedback, both teachers alluded to some context-related constraints such as recurrent strikes, the insufficient amount of time allocated to the teaching of EFL in secondary schools, large class size, and the resulting large number of students'copies to grade. They both consider these constraints as hindrances to the provision of effective feedback. They expressed their concerns in the following words: "*I focus mostly on mistakes because of time. There are many copies to mark, and the amount of time assigned for EFL is not sufficient.*" (Mike). *"There are many factors that prevent us from responding to student writing the way we should. One of them is the lack of time because of the strikes that often reduce the academic year."* (Paula)

Fourth, though in practice both teachers provide a type of feedback that is mostly form-focused, they are aware of the usefulness of the teacher written comments on students' writing. Although they confessed that they do not usually provide written comments because of the constraints they alluded to, they think that such comments are very helpful and important. Here is what they said about this aspect of the teacher feedback:

I don't usually give them because they are time-consuming. Most of the time, we have large classes and the marked papers should be brought back at a given date, so to meet the deadline, we are obliged not to write too much on the papers to save time. Written comments are very important and helpful for learners. They can go through these comments again and again to improve their writing. We need to have limited number of students in our classrooms to make our feedback effective. (Paula)

As for mike, he contends as follows:

They are too many in the classrooms. You see, if I should write comments on each student's copy, it is too much time. I sometimes do this when the student has not written about the topic given, or when he has copied sentences from the reading passage. I put comments only when it is necessary. I wonder if the learners read them. But I think that normally the teacher's comments should help learners to improve their writing, and this is very important. Unfortunately, most of them look at the grade and that's all. They don't care about the comments (Mike).

Fifth and finally, both teachers hold the view that students' effective use of the teacher's feedback is part of their learning to write. They expect students to consider the feedback they receive and to take it into account when dealing with subsequent writing tasks. Here is what they said: "*I expect them to ask me questions about the feedback they got and to integrate it to their writing in the future.*" (Mike*). "*When I give them feedback on their writing, I want them to take it into account so that in the future they should avoid those kinds of mistakes."* (Paula).

C. The Students' Opinions and Attitudes to Their Teachers' Feedback

1. The students' impressions of their teachers' feedback

The majority of both teachers' students hold negative impressions of their teachers' feedback. As far as Paula's students are concerned, about two thirds of them (64.71%) are critical of their teacher's feedback. They consider it to be discouraging (27.94%), confusing (22.05%), overwhelming (10.29%), and useless (04.41%). The remaining students (35.29%) are favourable to it and find it clear (14.70%), useful (19.12%), or both (01.47%). Similarly, about two thirds (65.63%) of Mike's students are critical of the feedback they receive with 23.44% who find it discouraging, 18.75% confusing, 15.62% useless, and 07.81% who think that it is both confusing and overwhelming. On the other hand, the other students (34.37 %) hold positive impressions of the teacher's feedback. While 10.93% of them consider it to be clear, 07.81% think it is useful, and 15.62% marked both response options.

TABLE II
THE STUDENTS' IMPRESSIONS OF THEIR TEACHERS' FEEDBACK

Nature of students' impressions	Paula's students			Mike's students		
Positive	Selected responses	Numbers & percentages	Total	Selected responses	Numbers & percentages	Total
	Clear	10 (14.70%)	24 (35.29%)	clear	07 (10.94%)	22 (34.37%)
	Useful	13 (19.12%)		Useful	05 (07.81%)	
	Clear & useful	01 (01.47%)		Clear & useful	10 (15.62%)	
Negative	Discouraging	19 (27.94%)	44 (64.71%)	Discouraging	15 (23.44%)	42 (65.63%)
	Confusing	15 (22.06%)		Confusing	12 (18.75%)	
	Useless	03 (04.41%)		Useless	10 (15.62%)	
	Overwhelming	07 (10.29%)		Confusing & overwhelming	05 (07.81%)	
Total			68 (100%)			64 (100%)

2 The students' feelings about their teachers' feedback

Feelings of dissatisfaction appear to be the options selected by 86 (65.15 %) of the 132 students taught by both teachers, especially those who hold negative impressions of the feedback they get. While *frustration* is the response option selected by 52 of them (39.39%), *lost* is the feeling marked by 33 (25%), and both options by one student (0.75%). Among the 46 (34.85%) students who are favourable to the feedback they get, 26 (19.69%) are interested in reading it, and the remaining twenty (15.15%) respondents selected satisfaction and eagerness to improve their writing as being their feelings about their teacher's feedback. Table III provides detailed information about the feelings of the students taught by each of the two teachers.

TABLE III
THE STUDENTS' FEELINGS ABOUT THEIR TEACHER'S FEEDBACK

Students' impressions	Paula's students			Mike's students		
Positive	Selected responses	Numbers & percentages	Total	Selected responses	Numbers & percentages	Total
	Interested in reading it	14 (20.59%)	24 (35.29%)	Interested in reading it	12 (18.75%)	22 (34.37%)
	Satisfied and eager to improve	10 (14.70%)		satisfied	05 (07.81%)	
				Eager to improve	05 (07.81%)	
Negative	frustrated	19 (27.94%)	44 (64.71%)	frustrated	33 (51.56%)	42 (65.63%)
	Lost	24 (35.29%)		Lost	09 (14.06%)	
	Lost and frustrated	01 (01.47%)				
Total			68 (100%)			64 (100%)

3. The students' reactions to their teachers' feedback

Twenty-three (33.82%) of Paula's students discard their paper after reading the mark. Five (07.35%) ask for clarification after reading the teacher's feedback, and five (07.35%) others take care of the mistakes that are easy to correct. The remaining thirty-five (51.47%) attempt to approach revision; 12 (17.65%) on their own taking into account the teacher's suggestions, and 23 (33.82%) with the help of their home tutor. As for Mike, thirty (46.88%) of his students discard their paper after reading their mark. Eight (12.50%) ask for clarifications, five (07.81%) correct the mistakes that are easy to correct, nine (14.06%) attempt to revise by themselves taking into account the teacher's suggestions for correction, and twelve (18.75%) undertake the revision work with the help of their home tutor. It should be noticed that only 42.43% of the students involved in the study attempt to revise their writing. Half of them (50%) content with reading the teacher's feedback, and the remaining 07.57% students focus on minor error correction.

TABLE IV
THE STUDENTS' REACTIONS TO THEIR TEACHER'S FEEDBACK

Response options	Paula	Mike	Total
I read the mark and discard the paper	23 (33.82%)	30 (46.88%)	53 (40.15%)
I read the mark and the comments and I discard the paper	00 (00%)	00 (00%)	00 (00%)
I read the mark and the comments and I ask for clarifications	05 (07.35%)	08 (12.50%)	13 (09.85%)
I correct the mistakes that are easy to correct	05 (07.35%)	05 (07.81%)	10 (07.57%)
I revise taking into account the teacher's suggestions	12 (17.65%)	09 (14.06%)	21(15.91%)
I revise with the help of my home tutor	23 (33.82%)	12 (18.75%)	35 (26.52%)
Total	68 (100%)	64 (100%)	132 (100%)

4. The students' preferences

a . The students' preferred type of written feedback

The participant EFL students' responses to the item of the questionnaire relating to their preferred type of teacher written feedback reveal that most of them are in favour of a comprehensive, explicit, and infomative teacher feedback. More than two thirds of Paula's students (72.05%) expressed preference for a written feedback that shows the grade, the teacher's suggestions for error correction, and written comments on the content. None of them wants to get the grade only. Similarly, none of Mike's 64 students showed interest in getting a written feedback limited to the grade. More than two thirds of them (67.19%) rather expressed interest in the teacher's reaction to the quality of their writing through the provision an error feedback and written comments in addition to the grade.

TABLE V
THE STUDENTS' PREFERRED TYPE OF WRITTEN FEEDBACK

Response options	Paula	Mike	Total
By giving a mark only	00 (00%)	00 (00%)	00 (00%)
By suggesting error correction only	04 (05.88)	08 (12.50%)	12 (09.09%)
By providing written comments on the content only	00 (00%)	02 (03.12%)	02 (01.51%)
By giving a mark and suggesting error correction	03 (04.41%)	04(06.25%)	07 (05.30%)
By giving a mark and providing written comments on the content	02 (02.94%)	0 5 (07.81%)	07 (05.30%)
By suggesting error correction and providing written comments on the content	10 (14.70%)	02 (03.12%)	12 (09.09%)
By giving a mark, suggesting error correction, and providing written comments on the content	49 (72.05%)	43 (67.19%)	92 (69.70%)
Total	68 (100%)	64 (100%)	132 (100%)

b. The students' preferred type of error feedback

The majority of both teachers' students (70.45%) expect a thorough error feedback as they want correction suggestions for all errors. Only a few of them (29.55%) would like to receive an error feedback that is selective and focused on a few errors, which indicates the respondent students' reliance on the teacher's input for correction.

TABLE VI
THE STUDENTS' PREFERRED TYPE OF ERROR FEEDBACK

Response options	Paula	Mike	Total
By suggesting correction of all errors	46 (67.65%)	47 (73.44%)	93 (70.45%)
By suggesting correction of some errors	22 (32.35%)	17 (26.56%)	39 (29.55%)
Total	68 (100%)	64 (100%)	132 (100%)

c. The students' preferred teacher's suggestions for error correction

The students' reliance on the teacher for correction is obvious as the large majority of them do not want a type of error feedback that is restricted to indicating errors with a circling or an underlining. They also expect additional hints such as a code and/or correction of the indicated error. It should be noticed that 105 (79.55%) of them are interested in getting an overt correction of their errors by the teacher.

TABLE VII
THE STUDENTS' PREFERRED TEACHER'S SUGGESTIONS FOR ERROR CORRECTION

Response options	Paula	Mike	Total
By circling/underlining errors	02 (02.94%)	02 (03.12%)	04 (03.03%)
By circling/underlining errors and providing correction	18 (26.47%)	07 (10.94%)	25 (18.94%)
By circling/underlining and using a code to indicate the type of error	11(16.18%)	12 (18.75%)	23 (17.42%)
By circling/underlining, using a code to indicate the type of error, and providing correction	37(54.41%)	43 (67.19%)	80 (60.61%)
Total	68 (100%)	64 (100%)	132 (100%)

d. The students' preferred focus for the teacher's error feedback

An item of the questionnaire required the respondents to mark the aspects that they think their teacher's feedback should focus on. The results reveal that grammar is the area of interest of both teachers' students as it is the response option marked by all of them (100%). Forty-seven students (35.61%) marked it as their single choice, and the other 85 students (64.39%) added other response options to it. The information in table VIII presents the ranking of the options basing on the number of respondents who marked them.

TABLE VIII
THE STUDENTS' PREFERRED FOCUS FOR THE TEACHER'S ERROR FEEDBACK

Response options	Paula	Mike	Total
Grammar	68 (100%)	64 (100%)	132 (100%)
Spelling	24 (35.29 %)	28 (43.75%)	52 (39.39%)
Vocabulary	18 (26.47%)	20 (31.25%)	38 (28.78%)
Punctuation	15 (22.05%)	16 (25.00%)	31 (23.48%)

Grammar is ranked first in the list as it is marked by all the students (100%), followed by spelling (39.39%), vocabulary (28.78%), and punctuation (23.48%).

e. The students' preferred focus for the teacher's written comments

The data gathered for this item of the questionnaire reveal that the majority of both teachers' students prefer to receive a thorough and constructive teacher feedback on the content of their composition as 78.03 % of them would like the teacher written comments to focus on both positive and negative aspects of their writing.

TABLE IX
THE STUDENTS' PREFERRED FOCUS FOR THE TEACHER'S WRITTEN COMMENTS

Response options	Paula	Mike	Total
Negative aspects	05 (07.35%)	08 (12.50%)	13 (09.85%)
Positive aspects	09 (13.24%)	07 (10.94%)	16 (12.12%)
Both aspects	54 (79.41%)	49 (76.56%)	103 (78.03%)
Total	68 (100%)	64 (100%)	132 (100%)

V. DISCUSSION AND SUGGESTIONS

Though the generalizability of the findings of this study is limited to the participants involved, they helped to get a deeper insight into the issue related to the provision of feedback on EFL students' written production in Beninese secondary school EFL classes.

First, about two-thirds (65.15%) of the participant EFL students expressed their inability to make sense of the feedback on their papers. They found it difficult to decode and to understand. Some of them even consider it overwhelming. Regarding this issue, the study suggests that teachers take into account students' language ability when responding to their writing, and use language that is accessible to them in order to enable them to get most benefit from the feedback provided. Students will gain more from a focused and selective feedback than from a comprehensive and overwhelming one. The teacher may respond to selected error patterns in order to make learners feel like undertaking the revision process or taking into account suggestions made for future writing. The teacher's choice of an effective feedback strategy will help students develop interest in making sense of the teacher's marginal and terminal comments, error codes and corrections provided for errors. As far as written comments are concerned, they too should be put in a clear and easy language for students to understand.

Second, the findings reveal that the feedback provided by both teachers is error-focused and highlights the weaknesses of students' writing. According to Straub (2000), a comprehensive negative error feedback overwhelms students and makes them lose interest and self-confidence in improving their writing. The results indicate that 34 (25.75%) of them expressed discouragement because of a negative feedback. Learners' motivation should rather be enhanced through encouraging feedback. The teacher should praise students' efforts. He should provide a constructive feedback, one that shows the positive aspects and areas that need improvement in the students' production. The participant students are in favour of a constructive feedback as a large majority of them (78.03%) expressed the desire for receiving a teacher written feedback that will consider both positive and negative aspects of their writing. With

regard to the effectiveness of the teacher's feedback, researchers have pointed out that individual learners' characteristics constitute a crucial variable to consider in feedback provision in order to maximize benefits (e.g., Guenette, 2007; Lantolf & Pavlenko, 2001).

Third, the participant EFL students also expressed their desire for reading a word of appraisal from the teacher on the content of their writing. They want to know the effect of their writing on the teacher. Beside the teacher's feedback on errors, they want more information about the content of their written production. More than two-thirds of the students taught by each of the two participant EFL teachers expressed preference for a written feedback that shows the grade, the teacher's suggestions for error correction, and written comments on the content. It is important that the teacher figure out the students' preferences and provide the type of feedback that would be most helpful to them at any given time during the learning-to-write process. Despite context-related constraints such as large class size, the insufficient amount of time, and a product-oriented evaluation system, which favor the participant teachers' provision of a summative feedback in the school investigated, the teachers should use adequate strategies to promote students' effective use of the feedback they receive in future writing.

Fourth, the study has revealed that more than one-third of the participants EFL students (40.15%) hardly pay any attention to the feedback on their writing and quickly discard their paper right after reading their mark. These students are naturally more interested in their grades and do not see any point in carrying out the work of revision as the teacher feedback is provided on the finished work. To get students more involved in the learning-to-write process, at least in using the teachers' suggestions to improve future writing, teachers should inform them about the assessment criteria as well as the meaning of the different codes they use in their error-feedback. They may also allow the students to participate in the development of the assessment criteria.

Finally, many other alternatives are available for teachers for responding to learners' written production in EFL classes. Due to the non-existence of adequate technology in most secondary school settings in Benin, which may make the use of audio or computer-based feedback impossible, the teacher can get the students themselves involved in the work of feedback provision through peer response sessions under the teacher's guidance and supervision, or through verbal response in teacher-student conferences.

VI. CONCLUSION

The findings of this research invite EFL teachers to consider writing as a skill that needs to be taught through the use of adequate and effective techniques. Within this framework, the provision of formative feedback with the view to providing input and impetus for revision should be considered as an important part of the teaching learners to write process. More importantly, the type of feedback that teachers provide should not only be informative, but it should also take into account learners' background knowledge, motivation, level of learning, and preferences.

APPENDIX A. INTERVIEW GUIDE QUESTIONS

1- How would you explain your vision of feedback provision on your students' writing?
2- Could you please describe your feedback practice?
3- How do you determine the content of your feedback?
4- What aspects of your students' writing do you focus on? Why ?
5- Explain the strategies that you use in providing feedback on errors in your students' writing.
6- How do you perceive the provision of written comments?
7- Do you provide written comments on the students' writing? Why ?
8- What are your expectations in providing written comments on your students' writing?
9- What do you do to check students' understanding of your feedback?
10- What do you do to make students take your feedback into consideration?

APPENDIX B. QUESTIONNAIRE TO STUDENTS

The purpose of this questionnaire is to gather information related to your impressions, feelings, and opinions about your teacher's feedback on your writing. Thank you very much for taking a few minutes to complete it. (Circle the letter(s) corresponding to your response(s).
1. What is your impression of your teacher's feedback? (You can select more than one response)
    a- It is clear (easy to read and understandable)
    b- It is useful (it shows positive points and areas that need improvement)
    c- It is discouraging (it shows only negative aspects and criticisms)
    d- It is confusing (not clear, difficult to decode/to understand)
    e- It is overwhelming (it contains too many feedback points)
    f- It is useless (it offers no suggestion for revision)
2. How do you usually feel about your teacher's feedback on your writing? (You can select more than one response)
    a- Frustrated
    b- Lost (don't know how to revise the composition)

   c- Interested in reading it
   d- Satisfied
   e- Eager to improve my writing

3. What do you do when you get your teacher's feedback on your writing? (You should select only one response)
   a- I only read the grade and discard the paper
   b- I read the grade and the comments, and I discard the paper
   c- I read the grade and the comments, and I ask for clarification
   d- I correct the mistakes that are easy to correct
   e- I revise my writing taking into account the teacher's suggestions
   f- I improve my writing with the help of my home tutor

4. How would you like your teacher to respond to your composition? (You should select only one response)
   a- By giving a mark only
   b- By suggesting error correction only
   c- By providing written comments on the content only
   d- By giving a mark and suggesting error correction
   e- By giving a mark and providing written comments on the content
   f- By suggesting error correction and providing written comments on the content
   g- By giving a mark, suggesting error correction, and providing written comments on the content

5. How would you like your teacher to react to errors in your composition? (You should select only one response)
   a- By suggesting correction of all errors
   b- By suggesting correction of some errors

6. How would you like your teacher to suggest error correction in your composition? (You should select only one response)
   a- By circling/underlining errors
   b- By circling/underlining errors and providing correction
   c- By circling/underlining and using a code to indicate the type of error
   d- By circling/underlining, using a code to indicate the type of error, and providing correction

7. What type (s) of errors would you like your teacher to focus on in his/her feedback? (You can select more than one response)
   a- Grammar
   b- Vocabulary
   c- Spelling
   d- Punctuation

8. What would you like your teacher's written comments to focus on? (You should select only one response)
   a- Negative aspects
   b- Positive aspects
   c- Both aspects

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The Impact of Out-of-class Friends' Interaction on Second Language Writing

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Abstract—**The purpose of this paper is to examine the impact of friends' interaction outside the classroom on the development and production of writing in English as a second language inside the classroom. The paper examines second language writing from the perspective of second language learning in the field of education. The terms: friends, friendship, interaction, and conversational interaction are explored as they mean in the context of this study. Then an experimental study is performed to examine the feedback the students obtain from the interaction with their friends within the same field of study and the impact of this interaction on developing the students' writing and revision. The paper discusses how the interaction has or has not changed the writer of the paper's view of the topic. The result of the study shows that friends' feedback outside of the classroom plays a very important role in enhancing and developing second language writing. The group interaction helped in improving the writer's ideas, knowledge, linguistic and academic skills which all lead to producing a better written text.**

Index Terms—**interaction, friends, second language writing, writing development, writing communication**

I. INTRODUCTION

Interaction plays a very important role in second language writing. It is one of the assessable factors that help ESL/ EFL students develop with language. Before I begin, it is important that I define some terms as they will be used within the context of this study. Interaction becomes a broad topic, as it is one of the basic elements required to function in society. It is considered a part of the socialization process. Still, there is debate about the definition of the term interaction. Most times, interaction is overlapped with the term interactivity and the two terms are treated as synonyms. Interaction in this study means a reflective experience which is created by the existence of both the actor and the reactor, who are engaged in an affective experience. It can occur between two or more people or things. A dictionary definition of the term interaction states "the direct effect that one kind of particle had on another, in particular, in inducing the emission or absorption of one particle by another"(dictionary.com, Para 1). There are many definitions for the term interaction offered by scholars across different fields. In education, Wagner (1994) defined it as:

Reciprocal events that require at least two objects and two actions. Interactions occur when these objects and events mutually influence one another. An instructional interaction is an event that takes place between a learner and the learner's environment. Its purpose is to respond to the learner in a way intended to change his or her behavior toward and educational goal. Instructional interactions have two purposes: to change learners and to move them toward achieving their goals. (p. 8)

In the above definition, Instructional interaction supports two main goals. The first one is measuring the changes that the interaction can add and the second one is to the extent that interaction encourages learners to achieve their goals. For this study, I will be adapting both of the above definitions.

Many studies like Entwistle & Entwistle (1991), Garrison (1990), Hackman & Walker (1990), Ramsden (1988), Schell & Branch (1993), and Wagner (1994) emphasized the role of interaction and its impact on second language learning in general, and second language writing as a component of the language in specific. Sutton (1999) concluded from the results of the above mentioned studies to determine that the increased level of interaction will lead to a greater satisfaction with instruction, expanded level of motivation, optimistic and positive attitudes and behavior toward learning, better achievement, and more significant and meaningful learning. Interaction then is a process that includes different ways in which learners experience for different purposes and with different people. The different ways can include, but not limited to: touch, signs, verbal communication, language, technology, or body language. In education, scholars recognized four types of interaction: learner-content, learner-instructor, learner-learner, and learner-interface (Hillman, Willis, & Gunawardena, 1994 & Moore, 1989; Mitchell et. al, 2013). The one that is related to this paper is the learner-learner interface which implies classmates, friends, friends and classmates.

In the field of education, interaction is described as a kind of action that occurs as two or more objects have an effect upon one another. The idea of a two-way effect is necessary in the concept of interaction instead of a one way effect (phentermine, Para. 4). Each object influences the other in different ways. For example, interaction can be created through communication between two or more people, groups, or organizations. Another type of interaction is providing or exchanging feedback between the interactors on a specific topic.

Conversation of interaction is another type of interaction. It is a structured action coordinated by conversation and negotiation. It is a critical element of acquiring fluency in a target language and is a very important source of comprehensible input. Its elements are opening, closing, turn taking, topic selection, and participants' determination. Still, this does not mean that all of the elements should exist in one conversation. Many of the interaction hypotheses of SLA emphasized the role of conversational interaction in developing and facilitating second language development in general, and second language writing in specific by connecting the input features, internal learner capacity, and the language output (Mcdonough, 2006). The value of interaction outside of the classroom is as important as the interaction that occurs inside of the classroom. As Dell Hymes (1972) states:

The key to understanding language in context is to start not with language but with context… only by viewing the relationship from the side of the contexts can we see an essential part of what is going on when language is taught and used. (p. xix).

This study will focus on friends' interaction and feedback outside the classroom which is considered as students' social systems that would possibly impact their attitudes and thinking about writing in second language.

The term "friend" is defined by the Oxford Dictionary as "a person with whom one has a bond of mutual affection, typically one exclusive of sexual or family relations. A person who supports a particular cause or organization" (Para. 1). Friend implies people who we know, communicate, and interact with by different ways for different purposes because we want to by choice. Friends exchange information, benefits, ideas, and opinions among each other. They exhibit loyalty towards, and trust for, each other. The term friend is connected with the term friendship. Friendship is a kind of interpersonal relationship that is created through time among human beings seeking out each other's company and involves helping behavior. It exists when two or more people become friends. It is used to indicate cooperative and supportive behavior that is created between two or more social entities. Friendship is central to all human beings' lives; people need to develop different kinds of friendship by their nature whether it occurs between family members, classmates, neighbors, or people who come across our lives. It involves some degree of intimacy and sometimes plays an important role in shaping our personality and who we are. Friendship could lead to success or failure for the members depending on the effect they have upon each other whether it is a positive or negative one. For this study, I define friends as peers with in the field who share the same classes and become friends.

Friends' conversational interaction reflects the process in which two people or more interact, communicate, engage, and exchange ideas, knowledge, and benefits through an oral (spoken) conversational interaction for a specific period of time in a specific context and by discussing a specific topic. Interacting with friends is familiar and intimate which is different than interacting with strangers or acquaintances. This type of interaction is called "horizontal (friendship) networks" which means informal communication that occurs between friends (Gibson, 2005; Ellis, 2015). Friends can interact with each other more effectively and freely without committing themselves to watch their speech and conversation. In terms of writing in a second language, friends' interaction may create a motivated environment that helps when negotiating, correcting, increasing understanding, and exchanging ideas and concepts. Thus, the purpose of this study is to find out: what kind of affect this interaction has on the second language writing process and learners, how actors and reactors are influenced by the conversational interaction process, and how second language writing is influenced by this interaction.

II. RESEARCH QUESTION

The above questionable purposes can be reformed in the following research question: How do friends' conversational interaction outside the classroom impact writing in a second language?

III. METHODOLOGY

A. Participants

The sample of participants involved in this study is comprised of two types. The first type is the writer (the case) who is a male nonnative speaker of English, and a graduate student at Indiana University of Pennsylvania in the MA TESOL program. He is from the Middle East and has been in the United States for almost a year and a half. His level of English is advanced. The second type is a group of friends of the writer, which consists of four PhD students in the Composition and TESOL program in IUP. The group includes multicultural students from different countries who speak different first languages. The first one is a female native speaker of English who has been a friend of the writer for almost a year. The second one is a male nonnative speaker from Thailand who has known the writer for four months. The third one is a female nonnative speaker from Indonesia who has known the writer for a year and a half. The fourth participant is a female nonnative speaker from Kazakhstan who has been a friend of the writer for four months. I am the final participant and a female nonnative speaker from America but spent most of my life in the Middle East and I have known the writer for a year and a half. I played the role of both participant and observer for this study. All participants knew each others previously and for different amounts of time.

The participants' ages ranged from early twenties to late forties, three were in their late twenties and one was in her late forties. Most of the participants, except the native speaker, had arrived to the United States within the last year with an advanced level of English and traveled to many countries and had a good multicultural background. The real names

of the participants were not used in the study. I chose the participants based on the relationship with the writer both within and outside of the classroom. All of the participants including me took classes together and then became friends outside of the classroom environment.

B. Design and Instructional Context

The design of this study consists of several steps. At the beginning, I asked the participant to sign a consent form and also for their permission to record the interaction that takes place during the group meeting for verbal agreement. I also asked for the writer's permission to use both of his paper versions, the before and after paper, as the samples to be analyzed. The writer participant was asked to share his draft paper with the other group members. A group meeting was set at the library to discuss the presented draft for an hour so that the writer could get feedback for rewriting his draft. The meeting was tape-recorded so that I could analyze the feedback and the writer was given a transcript of the dialogue in order to assist in revising his paper. Finally, the participants were asked for their perspectives of the group meeting and the interaction.

The writer was asked to supply me with an electronic copy of the final version of the draft after the interaction. The two copies (the draft and the final version) were matched with the use of the "Compare and Merge Documents" command through the 'Tool Menu' of the Microsoft Office Word. I analyzed both versions carefully, including the list of found differences, searching for differences the writer made after the group meeting. A comparison between the main issues that were raised during the group meeting and the final version of the paper were documented.

IV. ANALYSIS

To analyze the collected data from matching the two versions of the paper and the group interaction itself, several variables were taken into account.

A. Draft One and Group Feedback

In this part, I will discuss the writer's draft and the types of issues that were raised during the group meeting interaction reflecting on the draft. The draft was titled *Personal Reflection on Sociolinguistics: Marriage in Saudi Arabia* for a class project at the PhD level for a language and cognition class. It explores the aspects of marriage in Saudi Arabia in the past and present and how socio-cultural and socio-linguistic aspects play a role in marriage, relationships, and wedding ceremonies. The paper focuses on how transformation from the tribes or villages to the cities has been playing a role in changing the interaction between the members. Also, the student mentions how a guy and a girl meet each other before marriage under certain roles. It explores the use of language in the communication process between a couple before and after marriage. The draft also talks about the society itself as it is experiencing rapid changes, mostly social ones and the role of the dominance of technology in changing the Saudi society. In the paper, he discusses other issues which include the rarity of marriage between a Saudi and someone who practices religions other than Islam. It also talks about the multi-cultural diversity contributing to the nature of marriages among people living in Saudi Arabia of various ethnic backgrounds. The writer concludes his paper with a hope that the traditional concept of marriage in Saudi Arabia will be modified and adjusted to a better and more acceptable type of marriage that offers more advantages than disadvantages to the individual and society.

During the group meeting, the participants read the draft together; after clarifying the main idea of his draft, the writer explained his concerns and the issues he needed help with. The group participants interacted in an open conversation and provided the requested feedback for the writer's draft. Here are the issues that were raised during the interaction:

• The participants provided some advice on the organization of the ideas in the draft. They asked the writer to clarify his thesis paragraph and the main aims of his paper by suggesting that he could add some of his conclusion to the thesis paragraph. The participants clarified for the writer that his paper felt more like an explanation of how marriage is done in Saudi Arabia than how it is related to his course, language and cognition. One of the group members whom I will refer to as Dana said:

"I am going to start with the first page because that's my question, ahh, my first question comes from the last page. And here in this paragraph which is the second to the last paragraph when you actually state an opinion with the word hopefully with the rose colored promising towards the future, the traditional concept of marriage in Saudi Arabia will be modified and adjusted to better and more acceptable type of marriage that offers more advantages to the individual and society here you seem to be arguing for marriage to change a little bit and I notice your teacher also pointed that out. I did not get this point at all really until I got here and so, ahhh, I am wondering if this is really your main argument and if you would consider, ahhh, stating it a little more specifically in the beginning of the paper because up to that point that is why I was reading slowly. I do that, I look for, ahh, a prevailing argument even if the feeling that is not explicitly stated in the beginning of the paper where we intend traditionally put it, it doesn't have to be, but that is traditional thing… ahhh because otherwise I, as I was reading, I read the information which was clearly stated, ahhh, but I was reading it as more of an explanation of how marriage is done in Saudi Arabia, more than your call for it to change a little bit. Do you know what I mean?"

• The participants asked the writer to clarify some of the points in his draft that they did not understand. For the writer, the information he provided was common sense, but for the readers from other cultures, they could not comprehend the meaning of some of the issues.

• The participants suggested some ideas on how to connect the topic (marriage in Saudi Arabia) to linguistics and diaglossia. The participants focused more on providing content suggestions and help and stayed away from the grammatical and structural suggestions. They asked him to consider the speech forms of interaction that occur during the proposal; who does the talking first in proposing, is it the father of the groom, the groom himself, or an older member of the family, and how does the conversation go? Is the groom's family supposed to call the potential wife's family before they go to ask for her hand? If yes, what kind of speech act happens throughout the conversation? Are there specific phrases that need to be said during the proposal? How does language play a role in the wedding ceremony? All these questions were suggested by the group members. A member of the group said:

"I think that would be really intriguing if you could add some of that because I was wondering the same thing like you know you mention online you mention briefly how a guy and a girl can come together under the certain roles but you know to, as Rony said this point in how language plays a role in all those things and at the family meeting are you the one doing most of the talking, or is there an elder family member probably a male doing the talking, and how does that conversation go like what registers it in I guess."

The participants were unclear of the writer's meaning and were making assumptions based on what they knew about the culture. This interaction helped the writer to realize that he needed to be more specific about things he took as common sense.

• The participants focused on the ideas of the paper and understanding the topic; they suggested how to include in the draft other related topics that they found interesting, including: the language that is used between the groom and wife, how the language changes before and after the marriage, and how social class plays a role in the speech acts and interactions that occur during the wedding ceremonies? Ideas sometimes flowed very quickly and the participants built on each others ideas as seen in the following dialogue:

"Chris: I would like to know whether or not the uhh, the social status of the brides make any differences in the wedding ceremony,

Chris: it seems to me there will be a lot of factors how strict the parents are, and how rich they are and

Dana: and how does the social status affect the formality of the speech?

Hun: as you can see in the paragraph, the factors that affect the wedding ceremony such as social status, all these stuff

Chris: education of bride

Hun: How it affects the social linguistics (mm yeah) that yeah the language of the ceremony that is used in the context

Dana: cause I can guarantee you that here a wedding ceremony in NYC among the rich costs, catholic, is going to be way different than a wedding ceremony with my country people who were Baptist (Anton: oh yeah) you know what I'm saying? The language is going to be completely different..."

• The participants also asked the writer to explain how the Saudi wedding ceremony is different from other cultures. They mentioned that there are other good issues to raise in the paper such as, if there are any variation of ceremonies in Saudi Arabia based on the social status, how strict certain Islamic groups are, and the location of the wedding in Saudi Arabia. Also, what are the factors that affect the wedding ceremonies and the formality of the speech in Saudi Arabia?

The participants also discussed some of the wedding rituals in their cultures to identify the similarities and differences between their cultures and the writer's. They addressed the rituals of wedding ceremonies in Kazakhstan, Indonesia, and America. The group member from Kazakhstan commented:

"I think your culture since we are Muslims; we have the same procedures in the wedding ceremonies. When you go, we call the person ambassador who talks, we call him ambassador and he talks. He usually, and during the wedding ceremony we drink not tea but water we call it holy water. There is some word right; we call the priest not the priest, Mola, Mola right. He says something than you have to repeat after him but these speech only is like, ahh, can occur only during the ceremony. Outside, like in the street you don't use these words like "tump tumpo tumpo" you have to say three times like…."

So the participants found ways to connect to the draft personally and could offer suggestions based on their own knowledge of weddings in their own cultures.

• The participants raised the issue of authority of certain linguistic forms. The participant from Kazakhstan gave an example of how authority of language plays a role in marriage. The example was that in Islam, of divorcing someone in Islam. Dana discussed this topic from her culture:

"even in divorce procedures they say three times: I divorce you, I divorce you, I divorce you, then you are divorced, so I think you can connect it not only marriage but even in divorce we say three times I divorce you then this is the end of marriage."

• The participants asked the writer to use a research method to support his ideas and statements, for example, like using some citations or interviews with married or unmarried Saudi people. This will strengthen and support his argument.

"Chris: Are you going to use any, to back your words with some citations? It's kind of narrative right?

Dana: yeah, it's narrative

Chris: ok another point is that, ahhh, to be very important when ever you say something about culture, about something that is a fact sometimes, you have to find somebody or quotation.

Zee: yeah somebody to back your ideas up, yeah, that's very good point, yeah, citations.

Chris: I know that you are writing according to your experience; I know that's true but other people from other countries or researchers may not believe ok, you may make it up to, (Anton: ohh), make it real to serve your point, sometimes you have to find

Zee: supporters

Chris: yeah

Anton: interviews

Chris: writers, or?

Dana: you can use personal.

Chris: communication"

• The participants discussed the difference between public discourse and private discourse in linguistics. The participant from Kazakhstan gave an example about how classic Arabic is used in specific situations and special events like weddings.

"Dana: and does not that rise, I am thinking of the linguistic course, isn't that the difference between the public discourse and the private discourse, and those are two different"

This was a new idea for the writer that could help him explore the different types of discourse.

• The participants provided alternative ideas and opinions that are related to the topic. Some questions raised were: what is the relationship between language and religion and how does religion play a role on the form of language that is used in weddings? They mentioned culture and how it controls the speech forms that are used in wedding ceremonies, and how arranged marriage is related to the topic and its advantages and disadvantages. Also, they addressed what the groom's friends say to him about his potential wife? Are they supposed to say anything? How about after marriage, are the groom's friends allowed to ask him about his wife? Will the language change in the way the friends address their friend's wife?

• The participant from Thailand asked the writer why he specifically chose marriage and why not any other topic. Other group participants suggested some points about why they find this topic interesting.

"Chris: and you haven't said why marriage why not something else in your culture.

Dana: yeah, that's true

Rony: Marriage, family,

Anton: I'm thinking, what's the reason for that…why would I choose marriage

Chris: that's why I'm asking the question, why marriage?"

This could help the writer in formulating his rational and thinking critically about his topic. What was his personal connection to this topic and why was it important to him.

• The participants also discussed other topics that were raised during the conversation, such as flirting. Unrelated topics sometimes led to constructive feedback that the writer could incorporate into his paper.

"Anton: if a girl winked to a boy, does it send messages

Rony: yes of course

Anton: so it's offensive or?

Rony: it's asking for trouble

Hun: is it polite?

Rony: no

Dana: so it is asking for trouble Rony?

Rony: yes

Zee: not trouble trouble but flirting

Anton: not necessarily asking for trouble, yeah flirting"

This dialogue led to a discussion on who should make the first move when pursuing a relationship.

• At the end, the participants mentioned that there are still some issues that the writer needs to work on, such as: topics in the draft that the writer needs to further develop, to be neutral and not judgmental, to add some pictures and footnotes, and to re-organize the draft to include some of the suggested feedback.

B. Comparison between the Draft, the Final Version, and the Group Interaction

In this part, I will compare the draft, the final version, and the group interaction to address the list of differences, if any, the writer made after the interaction took place. I started comparing both versions by using the Microsoft Office Word, tool "Compare and Merge Documents," but no linguistic similarities were found between both versions. This means that the writer re-wrote his paper making complete changes not just with the clarity, simplicity, transparency, or straightforwardness of the sentences and paragraphs, but also with ideas and methodology. Since there are no linguistic similarities that were found, I changed the comparison tool from "Compare and Merge Documents" to personal depth reading and analyzing of the final version. I was looking for the main changes, or even the similarities in ideas between

the draft, the final version, and the group interaction. I set a list of questions before I analyzed the final version to find the impact of the group interaction on the writers' draft. These questions were: what types of changes did the writer make after the interaction? Are these changes related to the issues that were raised in the group meeting? Did the writer add all, some, or none of the issues that were raised throughout the group interaction? Did the writer make any changes that are not related to the draft or the group interaction? How much did the writer benefit from the group interaction?

V. RESULTS

After analyzing the final version, here are the issues that were found:

• The writer re-wrote the whole paper including: adding an abstract, changing his outline organization, and the arrangement of the ideas. He further developed some of the existing issues and deleted others in the draft, added some new issues that were raised during the group interaction, and reorganized the thesis paragraph by adding the main issues and purposes of the paper. (The writer took advantage of the group suggestions.)

• The writer used the research method recommended by the participants for his final version to strengthen his paper with different perspectives, in addition to his views. He developed a questionnaire and distributed it to Saudi unmarried and married, males and females, inside and outside of the USA to identify the participants' views in relation to the marriage system in Saudi Arabia, and the extent to which their perspectives reflect changes in the past and in the present. By including different perspectives, he was able to validate or strengthen many of his points. (The writer took advantage of the group suggestions.)

• The writer added some of the issues that were raised during the group interaction, but not all of them. The writer selectively chose issues to add to his draft including: the language that is used between the groom and wife and how it changes before and after the marriage and the nature of private and public discourse between the couple. Thus, the writer was able to pick and chose from the suggestions without feeling obligated to include all of the feedback. (The writer took advantage of the group suggestions.)

• The writer's final paper title was changed to *Sociolinguistics and Language Use: An Observational Glimpse into the Aspect of Marriage in Saudi Arabia from an Insider Perspective*. Instead of an essay providing explanation of how marriage is done in Saudi Arabia, marriage was linked to the course of language and cognition by discussing socio-linguistics, and diaglossia in relation to his topic. (The writer took advantage of the group suggestions.)

• The writer clarified some of the points that were mentioned in his draft. He also used some quotations from his participants as examples for the issues he discussed. (The writer took advantage of the group suggestions.)

VI. DISCUSSION

The group members are friends who share some overlapping professional interest about academic topics and all of them study in the TESOL and Composition program. The main focus of the group was on providing discussion, suggestions, ideas, feedback, and some linguistic terms that the writer had not previously considered. No grammatical correction issues were raised during the interaction. From the above discussion, the result of the study is that friends' conversational interaction outside of the classroom plays a very important role in second language writing. It impacts and helps second language learners by improving and enhancing their abilities and skills in second language writing. The group meeting had a helpful and positive impact on their friend's draft. It enhanced the writer's draft to a level which displayed improvement in the content of his second language writing. As an observer, I did not find any negative impact from the group interaction that affected the writer or the group members.

The relationship that occurred during the friends' conversational interaction was a beneficial relationship between all the group members and the writer. It helped in improving the writer's ideas, knowledge, and linguistic and academic skills which all led to producing better written text. The writer commented that the group meeting is "an eye-opening for him;" it exposed him to different academic, linguistic, and social perspectives and widened his horizon. The group participants commented that the interaction was as helpful for them as it was for the writer. From the conversational interaction, the group members gained more knowledge about other cultures' rituals and traditions, widened their knowledge in relation to marriage socio-linguistically and socio-culturally, and shared ideas and points of view. They were also able to think critically about a text in order to provide constructive feedback, which may help all of the participants to think more critically about their own writing.

VII. CONCLUSION

The ability to write well in English as a second language is challenging. It requires a combination of both formal structures consisting of a clear set of standards that have been gained through the learning process, and communicative applications inside and outside of the classroom. Formulating new ideas, retelling pieces of information in new forms of narrative or description, or transforming information can be difficult when producing a written text. Such a process of writing in a second language requires students (writers) to achieve proficiency in the use of the language standards, comprehension and understanding of the language, and familiarization with writing strategies, techniques, and skills. These are not naturally acquired skills but must be practiced through formal and informal communication, during both inside and outside of classroom interactions.

The current study's experiment proved that friends' interaction outside of the classroom encourages students to explore, arrange, integrate, and share knowledge, ideas, experience, and concepts. This encouragement assists in the development of second language writing skills and abilities. It also acts as a social dimension that can enhance the group members' attitudes towards writing.

Future areas of research can include the study of unstructured friends' interaction outside of the classroom. Would the interaction differ if it were not part of a study? Can the level of friendship affect the honesty and quality of the feedback among friends and peers?

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The Scopes of Experimental-phonetic Analysis

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Abstract—**The article investigates the nature of prosodic features of speech. The discussed problem has always been interested the linguists for many years. The prosodic features such as length, accent and stress, tone, intonation and others are analysesd in the article. The article states that from the beginning of the investigation of these features were based primarily on segments – vowels and consonants and prosodic features were either ignored or forced into an inappropriate segmental mould. The author explains the meaning of the term of 'prosodic means'. She writes that 'prosodic means' is derived from the Greek 'prosodia' meaning a musical term which appears to signify something like 'song sung to music' or 'sung accompaniment'. It implies that prosody is the musical accompaniment to the words themselves. Recently, the term covers such things as rhythmical patterns, rhyming schemes and verse structure. It is necessary to stress that in linguistic contexts it encounters with a different meaning such as characteristics of utterances as stress and intonation.**

Index Terms—**phonetics, phonology, syntagn, segment, tone, intensivity, sound, structure**

I. INTRODUCTION

It is understandable that the description of speech is classified with segmental features, such as the vowels and consonants or their attributes. Prosodic features are considered to be as segmental features of secondary modifications of segmental features. This feature has been under discussions of the major phonological schools. Bloomfield describes prosodic features as modificationss of the typical actions of the vocal organs. He (Bloomfield) includes here length, loudness and pitch. It is nevertheless to separate prosodic and non-prosodic features from one another in terms of other phonetic criteria. It is possible to separate prosodic and non-prosodic features from one another in terms of other phonetic criteria (Bloomfield 1935, p.35). Abercrombie claims that there are three components of the physiology of speaking: the subglottal component, the larynx, and the supralaryngeal component. The first one consists of the lungs, trachea, and associated muscles, produces and regulates the pulmonic air-stream which is utilized for normal speech; the second provides voice and other laryngeal features of speech; it also regulates the pitch. The third consists of the various cavities of the pharynx, mouth, and nose, and associated muscles, especially those of the tongue, acts as a kind of variable filter, modifying the air-stream so as to produce the wide range of sounds required for speech (Abercrombie 1949, p.96).

Most of the segmental features of speech are produced by the supralaryngeal component. Place and manner of articulation depend on the postures and movements of the tongue, velum, jaw, and so on. The one exception to this generalization is voice. It is generated in the larynx, along with other laryngeal features such as aspiration and glottalization. By contrast, prosodic features can be seen primarily as the result of laryngeal or subglottal activity. Tone and intonation are based on pitch, which is controlled by the laryngeal muscles, whic accentual features are often attributed to the activity of the respiratory muscles.

II. DETERMINATION OF REFERENCE

It is noteworthy to mention that prosodic features have different phonetic characteristics from segmental features. It is necessary to state that prosodic features cannot be defined solely in phonetic terms. Fry writes prosodic features can only be identified according to their linguistic role; thus, 'only those distinctions which have linguistic relevance are classed as prosodic features in a particular language' (Fry 1968, p.5). But Fox opposes 'prosodic' to phonological'. He states that the term phonological apparently refers only to segmental phonemes. However, 'linguistic relevance' is evidently broader, and it is possible-in Fry's terms-for features to be linguistically relevant without being phonological (Fox 2000, p. 7). Crystal writes claims that 'we have define prosodic systems as sets of mutually defining phonological features which have as essentially variable relationship to te words selected, as opposed to those features ... which have a direct and identifying relationship to such words' (emphasis added) (Crystal 1969, p.5). Fox states his opinion to the statement of Crystal's. He writes: "Crystal's definition is unsatisfactory, as it implies that prosodic features are not inherent in the words of a langauge. This may be true of intonation, but certainly not of accentual or tonal features. It is true that such features are frequently modified in connected speech, but then so are non-prosodic properties such as voicing and supralaryngeal features (Fox 2000, p.5).

III. METHODOLOGY

Most analysts assume that there is a maximum number of five levels that need to be distinguished. Maddieson elevates this to a universal principle: "a language may have up to five levels of tone, but not more'. Not all languages will require all of these, and indeed a system with five levels appear to be rather unusual. These five levels need to be assigned to a number of binary distinctions, and there are many different possibilities here. The choice from among these possibilities will depend on both phonetic and classificatory factors, as well as on a number of other principles, such as frequency and "markedness" of the different tones, and the kinds of tonal processes. The assumption is that features of tone are universal. This does not mean that every tone-language has the same kinds of phonetic contrasts. More or fewer of these features will be used by different languages according to the number of levels required (Maddieson 1978, p.42).

In the paradigmatic dimension, a great deal of attention has been paid to the most satisfactory set of distinctive features in terms of which tone-systems can be analysed. Investigations show that features were investigated by Prague School linguists as a means of characterizing phonemic oppositions. Jacobson developed them in a number of radical directions producing a limited set of auditory and acoustic binary features which were intended to be universal, phonetic and relational (Jacobson 1931, p.117). In the revision of Jacobson's features, Chomsky and Halle not only revert to more traditional articulatory parameters, but also allow more phonetic realism in the features. They also identify two functions for the features, 'the phonetic function' (concerned with characterizing the phonetic nature of the oppositions), and the 'classificatory function', concerned with the organization of the oppositions in phonoligical terms (Chomsky and Halle, Morris 1968, p.25).

Any advance within experimental phonetics increases confidence in the investigations carried out in phonetics. What is more, they cause an increase in the authority of phonetics as an exact science. Seeing the advantage of experimental phonetics, therefore, a number of known phonetists have began to carry out their own investigations on the basis of this method. For instance, L.V.Sherba – regarding the explanation of langauge facts and the experimental method wrote: "I have definitely know for a long time that in the Russian language it is impossible to reveal the meanings of conditional mood" (Sherba 1974, p.105). Then he added: "by using experiment – the meaning of a verb, if dealt with convincingly, may be explained. Thenceforth, he contended that in linguistics based on this method, tendencies towards subjectivism lose their importance. So, he (Sherba) said: "On the basis of my linguistic thoughts, stand language materials attained from experiments, langauge facts" (Sherba 1974, p.105).

IV. Discussion

Nowadays the necessaty of experimental phonetics increases more and more. Investigations show that in modern linguistics the majority of attained results are based upon experimental phonetics. This realization finds its justification in the increase (in number), of research works carried out by the method of experimental phonetics. New experimental laboratories are observed to be opened in diffrenet countries. By the way it is noteworthy to mention that the laboratories established by L.V.Sherba, etc. are still famous among the newly opened laboratories.

It is important to mention that the style of speech and recording of the materila is very important while carrying out the experiment.

1) The style of utterance is not only associated with profession, but equally with individual psychology and the social level of person. Depending upon intellectual ability and the the speech object, the speaker may use different forms of pronunciation. In linguistics these forms are observed to be called "pronunciation style". This term was generally used by L.V.Sherba. He wrote: "Learning different speech forms, fitting to different conditions and aims, is called speech style" (Sherba 1963, p.20).

2) Damirchizade offered two meanings (in a wide and narrow sense), discriminated these forms of style by penning. He wrote: "That is why pronunciation styles in the wide sense of meaning mean the system of puposeful colourings of phonetic means and possibilities of the language, namely they mean the system of phonetic possibilities in the oral literary language styles. Pronunciation style in the narrow meaning means pronunciation variants formulated by the manifestation of phonetic possibilities only on the frame of orphoepic norms, on the basis of purposefullness" (Damirchizadeh 1969, p.7).

It is necessary to mention that L.V.Sherba indicated two types of pronunciation styles as well. 1.Free style; 2.complete (absolute) style (Sherba 1957, p.154). Free pronunciation is encounteredin daily speech. The complete style is not observed in daily speech. It is observed in literary speech. Literary style norms are mainly used on radio and TV broadcasting, in reports, and in official talks. Damirchizadeh writes about the complete style: "The words establishing the phonetic bark of the words as to the place of articulation are very clear, but the syllables from these sounds,usually in the divided case are pronounced as the clearly distinguished rings in the speech chain.

3) Any investigation of phonetic material may be empowered by basing itself on experiment, more than the observation alone. The recording of the materila is also important in experiment. Recording highly experimental materials is made possible by using the bearers of language as announcers. Choosing the annoucers is also important. They should be either men or women. If the material for experiment is recorded by two persons, it is purposeful for them to be both men or women. It is purposeful for the announcers to be both men, or women. Otherwise, the results of the experiments may be wrong. The announcers should pay attention to their proninciation while reading the material. There shouldn't be any any artificiality. That is why it is necesary that the annoucers should read the material

beforehand. So, the text must be read distinctly and fluently. Sometimes as the announcers begin reading the material in a high tone, one finds in the second half of the process, their tones become weaker – creating obstacles for obtaining real results. That is why the material for the experiment must be recorded in parts, along with pauses. IN order to learn the phonetic changes of speeches between people of other nationalietes, the material for the experiment must be in the Azerbaijani language.

4) It is noteworthy to mention that special attetion should be paid to the choice of proper material under investigation. Materials must be selected such a way that the langauge units presented for analysis are appropriate to the speakers. It is important that each language unit is associated with real conditions. For example, in Azerbaijani any experimental investigation of word stress, needs to follow such guiding principles for conclusive results.

5) Associated with solutions regarding the division of a sentence, the materials chosen must be selected for both the syntagmatic composition of a sentence, along with the syntactic structure of a sentence. Furthermore, only appropriate sentences will do, which depending on their syntagm division, should be chosen to express different meanings. The place of syntagm-stress plays a crucial role in member-division and must be carefully taken into consideration. That is why in the choice of the sentences, one must try the same word in different meanings and different phonetic loads.

6) Any division of sentences into syntagms and their consequent function in syntagm-stress, requires that every type of sentence must find its reflection. Besides this, the inner structure of a sentence, and its lexical composition must be taken into consideration. That is why all material is taken within a context. Obviously, announcers must read the material clearly, without giving way to any artificiality – as it is in ordinary speech. Moreover, this research work demands that reading these sentences must be representative of the dialect subjected to investigation.

7) The recording device is also important in experiment. The speed of recording is sometimes associated with technical conditions, and sometimes with the objectives put forth before investigators. Aiming to check on the quality of recorded materials, investigators may carry out an analysis of hearing and listening. After an investigator specifies that the recording is at proper level, the investigator may continue the experiment. Depending on the material put forth the investigator may get the ossillogram, intonogram or spectrogram from the material Studying of segment and supersegment units of a language it is possible to use all three of them. It is considered to be necessary to take into account that the results attained by such calculation (in an ossillogram the frequency of the main tone, the line of intensivity) is given in a ready-made form by the intonogram.

At present the experiments are carried out by the program of "Praat". Praat is a Dutch word meaning "talk", "speech". It is a free scientific computer software package for the analysis of speech in phonetics. The program was designed, and developed by Paul Boersma and David Weenink of the University of Amsterdam.

The first step in experiment is calculating the frequency of the sound. The sound is considered to be important in the experiment. In the process of speech, depending on the tone-height of the pronounced sounds, the types of sentences (declarative, imperative, interrogative, exclamatory), the attitude of a speaker to the object of speech and on its emotionality change seems continual. The rise and fall of tone in the flow of speech establishes the melody of speech. At the end of a research project, the attained results (depending on calculations of the tone of voice), insist on special attention. The curves marked on the type of an ossillogram make it possible to determine the number of the circumference emerging from the movement of vocal cords, as well as the frequency of the voice. Thus, it is necessary to estimate the relativity of a complete circumference, taking place in the pronunciation of a concrete sound on the ossillogram, along with the time taken. It is shown like this $F= 1\_T$

F- indicates the frequency of concrete circumference in the articulation of a sound;

T-indicates the time spent on the creation of one complete circumference during the articulation of the sound.

If one also takes into consideration the type of recording of the material with 1000sm speed, the given formula can be generalized in the following form:

$F=1\_T \ 1000$.

The second step is the intensivity of sounds. The power of sound depends on the widening degree of the vibration, namely on its amplitude. With an increase in amplitude, the intensivity of the sound increase. In order to calculate the intensivity of the sound in the ossillagram therefore – by taking the zero line passing from the center of the ossillogram tape as a basis – it is necessary to determine the results of this widening: of the vibrations on both sides (up and down) from the zero line during pronunciation. Afterwards, putting them on a paper marked with mm, it is possible to measure the intensivity of the sound. Intensivity of sounds depends on their pronunciation strength and the quality of this pronunciation. That means closes sounds, when compared with open ones, are less intensive, namely the sound /5/ which is pronounced in the same position and out of the sounds /i/, /5l/, /il/ is more intensive than the second one. In the ossillogram, the intensivity of vowels and voiced consonants have been registered (marked) (Veysalli 2016, p.100).

As with calculations of the sound tone, any calculation of the intensivity of a sound may be done in two different forms. In which case, depending on purpose, the intensivity of a sound can be calculated in general, or as parts (the beginning, the centeral part, or the end). In the process of investigating sentences, the absolute intensivity of separately taken sounds does not play a major role (Veysally 2016, p.186). So in order to calculate a relatively medium mark of intensivity, it is necessary to find the mathematical medium mark of a certain sound, and then divide it by the absolute mark of intensivity mark, the attained mark shall be relative medium mark of intensivity for that sound.

Sometimes, in the ossillograms, within the pronunciation of sounds, a separation of dimentions in the vibrations (from the zero line) are different. At this juncture, it is necessary to make a calculation on the direction in which intensivity is greater (Veysalli 2016, p.70). Any such calculation must be carried out either in the direction above the zero line, or below the zero line from the beginning till the end. It is not correct to carry out these calculations from above the zero line, or below the zero line. Additionally, the intensivity of the sounds are calculated by the intonogram. This is done with respect to the electrographic line: which indicates the intensivity given on the tape. Separating the distance from the zero line which indicates the electrographic line of the intensivity of the sound shows the difference in the intensivity of the same sound. All without having phonematic meaning in the sounds not establishing oppositions as to the features associated with positions of the sounds in the words. In Azerbaijani there are not even two phonemes, which are discriminated from each other as an aspect of their features. However, in Azerbaijani, any distinction of sounds respecting intensivity reveals itself through acoustic features as relevant signs of syntagm and sentence stress. This can be considered to be important in determining the communicative type of the sentence.

The third important step in experiment is to determine the time of the sound. Speech sounds like other sounds may be different lengths. In articulation of some sounds more time is required while in the articulation of other sounds less time is demanded. Depending on the object of the research work, sound, syllable, word, syntagm, sentence, and the bounderies of concrete speech units, are determined by an ossillogram. Indeed, the time spent on the pronunciation of any unit in the ossillogram is determined by the sign "vvvv". The distance among these signs being of the same dimentions: each dimention being equal to 10ms. For instance, let us take a sentence in Azerbaijani as an example, "Mənim xoşbəxtliyim sənsən" (You are my happiness):

Sounds	S	ə	n	s	ə	n
Time amount of the ridges	9	8	5	8,2	6,7	5,2
The speed time	90	80	50	82	67	52

The speed of pronunciation in separately take sounds has been calculated by the ossillogram.

It is necessary to mention that in written works on experimental phonetics, length is determined by the amount of language units pronounced within a one second (time) unit. The length of language units is measured by millisecond. If one marks the length of a speech unit within one millisecond by the sign T.

Listening is always very important in distinguishing tone groups. Unplanned spontaneous speech is not easy to be heard. Listening to the unplanned speech the speaker produce units which are rhythmically bound together. They are not always readily relatable to syntactic constituents, but which appear to be intended by the speaker to be taken together.

Halliday describes the intonational contour of tone groups as being constituted around the tonic syllable: 'Within the tone group there is always some part that is especially prominent... The tonic syllable carries the main burden of the pitch movement in tone group' (Halliday 1970a, p.4). The clear indication is that there is just one strong intonational movement within the tone group. It is possible to find such smoothly articulated intonational contours, but they are comparatively rare. It is usual to find tightly rhythmicaally bound structures with several peaks of prominence. Brown, Currie and Kenworthy (1980) report a series of experiments in which judges, experienced in teaching Halliday's system, were unable to make reliable identifications of tonics, hence unable to identify tone groups reliable (Brown, Currie and Kenworthy 1980, p.65).

V. EXPERIMENT

Let's analyse a sentence in English: /ma9 'brʌð7 w7z tu b9z9 tə w7 :k// According to the acoustic parameters of the sentence, the intonation contour of the sentence has been defined. The determined acoustic parameters has been written in the table, and basing on them the obtained acoustic parameters has been written in the graphic.

/m aı 'br ʌ ð 7 w7z t u   b9z9   tə w7 :k //
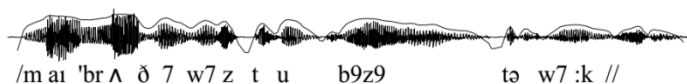
Cədvəl 1

saitlər / parametrlər	Aı	ʌ	ə	ə	u:	9	9	7	ə
f (hs)	145	190	130	126	140	136	130	143	112
i (db)	74	75	72	70	71	60	63	69	59
t (m/san)	124	110	84	80	90	290	60	96	95

The intonation contour and the frequency parameters of the main tone prove that the complete intonation has been realized. In /maı 'brʌð7 w7z tu b9z9 tə w7:k// the middle tone frequency of the vowels is observed in 139 hs, though the parameters of the main tone frequency is lower than the parameters of the middle tone frequency. For example, at the end of the sentence the vowel / 7 / has the main frequency of 110hs. The interval difference is in 29hs quantity in the sentence. Though the melodic parameter of the vowel is in 145-190hs quantity, and it is higher than middle tone register. The melodic pitch in the sentence in the second sillable is 190hs and it is necessary to state that this indication is

possible for an intonation contour of a declarative sentence (See table 1, gr. 1). The analysis of the time parameter shows its differentness from the parameters of the melodicy. The middle pronunciation temp basing on the absolute parameters is 113ms. The pronunciation temp is getting to be lowered in the length parameters of the sentence. At the end syllable of the sentence the lengh of the vowel /7:/ is 95ms. The time parameters are increasing nearly at the end of the sentence, and these are the signs for an intonation of completeness. The parameters of the intensivity of the sentence show its   weakining direction. The middle intensivity is 68db. The amplitude parameters at the beginning of the sentence are 74-75 db, 59ds is observed at the last syllable. The interval difference in intensivity parameters is 59 db. (See: table. 1, gr. 1).
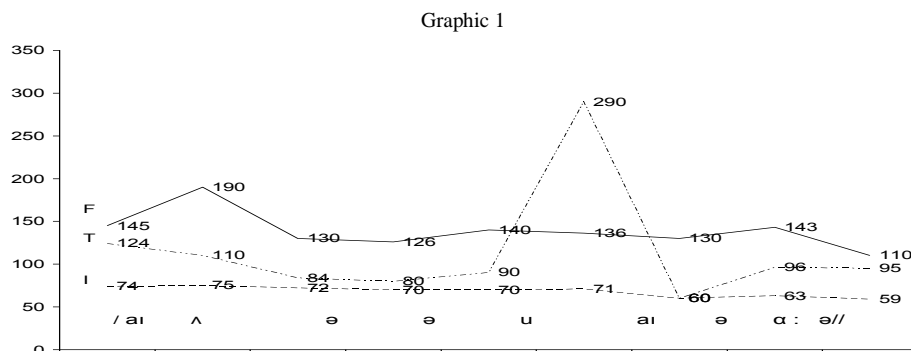
Graphic 1

Basing on the results of the ossillographic analysis prove that in the analysed sentence the intonation of completeness has been observed.

VI. CONCLUSION

It is known that it is impossible to investigate the language without carrying out experiment. That is why, from a phonetic view point, speech sounds, or different language units can be examined using the scopes of the experiment. The results of a well-carried out experiment is always reliable. In Azerbaijani the experimental-phonetic analysis of language facts are supported by linguists day by day. Most universities in Azerbaijan have experimental-phonetic laboratories which help the investigators to carry out their experiments using exact calculation numbers.

(The experiment used in the article was carried out in the experimental-phonetic laboratory of the University of Languages ruled by prof.F.Y.Veysalli).

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Gender-inclusive Language and Female Assertive Idiolects in Sefi Atta's *Everything Good Will Come*: A Sociolinguistic Appraisal

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Abstract—This paper looks into the language of Sefi Atta's *Everything Good Will Come* from a sociolinguistic perspective. It aims at pointing out instances of gender inclusive language and assertive idiolects from female characters. In actual fact, most of the earlier literary productions, as argued by a few scholars (Ojo-Ade, 1983; Fonchingong, 2006 and Koussouhon 2009), have come to display features of sexist language with docile female characters in subservient positions. This investigation is carried out under the scope of inclusive language and female assertiveness, as advocated by feminists and exponents of language equity. It has basically consisted in identifying and analyzing passages of the novel in which instances of inclusive language and assertive from female characters are noticeable. The findings reveal that Sefi Atta avoids using male-dominating/sexist language and draws on inclusive idiolects to collectively refer to both male and female characters. Moreover, she portrays her female characters as most assertive as possible. This is why the work concludes that Sefi Atta, like other feminist writers, espouses the women emancipation cause.

Index Terms—gender issues, inclusive language, assertiveness, female idiolects, feminist writers

I. INTRODUCTION

Gender issues have been keenly debated in the literary arena and even beyond. In fact many scholars (Ojo Ade, 1983; Ogunyemi, 1985; Humm 1991; Fonchingong 2006) vehemently criticize the all-pervading domination of men and male issues in African literature. They resent the fact that African literature has given little room for female issues and even censure the marginalization/exclusion of female writers in the African literary canon. The concern to change the status quo of the male domination in the African literature arena has gained currency and scores of literary productions have been published to help further the woman cause. In the light of the above pronouncements, it stands to reason to scrutinize Sefi Atta's *Everything Good Will Come* to find out how she partakes in the challenge to fashion a new and positive image for women in African fiction. This investigation into Sefi Atta's debut novel is doublefold. First, it focuses on the use of inclusive language and second, it provides an analysis of assertive female idiolects.

II. BRIEF LITERATURE REVIEW

The representation of male and female characters has gained currency among applied linguistics scholars; at least when one brings to the fore score of scholarships that have recently been published in that particular area.

Koussouhon (2009) deals with Anglophone East and West Africa discourses with a view to finding out how they are politically correct in their use of the English Language. Drawing on the rules of standard/educated English and Lakoff's (1973) characterization of female speech, he has arrived at the conclusion that most African male novelists use sexist language. This study also discloses how two female writers make use of inclusive language respectively in their novel and short story with their female characters highly assertive.

Analysing male and female personae both in their similarity and difference through the selection of various process-types in various circumstances in Sefi Atta novels has been Agbachi's (2015) concern. Drawing on the Hallidayan's lexicogrammar theory, the paper sets to look at choices made on the transitivity level by male and female characters in Sefi Atta's fiction to highlight the way experience is socially constructed by men and women or to explain difference and similarity in how gender is constructed. Among other findings, Agbachi (2015) points out that Atta portrays female characters as initiators of concrete actions about their plights and depicts them as the agents of their own restoration or ruin or the future possessors of all they want. He, then, infers from his investigation that the comparative study of male and female experience in Atta's novel does not buy the established ideologies regarding women portrayal which generally belittle women experience and achievements.

On their part, Akogbeto and Koukpossi (2015) have undertaken to probe the language used by male and female characters in Soyinka's *The Lion and the Jewel* to see how gender issues are grounded in this play. Using Hallidayan's

transitivity and Critical Discourse Analysis, they have showed that the identification of the processes indicates that the 1986 Nobel laureate has consciously or unconsciously portrayed male characters as strong and powerful. In truth, men in Soyinka's works are regarded as dominators in the public sphere with concrete and tangible actions. On the contrary, women are portrayed as goals or beneficiaries of men's actions. Quite interestingly, this article has pointed out the ideology behind such a state of affairs which are social institutions such as family, marriage and chieftaincy. They conclude that the set of the play which described men as dominators and women submissive is typical of the Nigerian Yoruba society in which the novel is set.

Over the view that gendered identities are socially constructed via speech, Allagbe and Allagbe (2015) attempt a critical reading of Daniel Mengara's *Mema* (2003). They draw on language and gender theories and insights to cross-examine how female masculinities and male femininities are represented in the novel. On the basis of a qualitative textual analysis, they have pointed out that the investigation reveals that the gendered representation of men and women discloses characters with subverted roles and attributes. To put it differently, while female characters are portrayed in roles that are stereotypically reserved for males, male characters are delineated in traits that are said to be female. It can be inferred that gendered identities as portrayed in *Mema* are intricate and do not buy the expectations of African culture.

By and large, this brief literature review has focused on the representation of females in fiction under a positive light. In addition to what has been argued about the portrayal of female characters, this paper sets to showcase how the use of a non-inclusive language on the one hand, and female characters assertiveness on the other, can epitomize Sefi Atta's challenge against the patriarchal norms in African literature.

III. THE ANALYSIS

A. Inclusive Language

A down to earth definition of an inclusive language sees it as a use of a language that does not connote any sex-related discrimination or bias. An inclusive language can be equally termed a "non-sexist" language. The investigation into inclusive language stems from the fact that women are given a disparaging treatment or excluded from mention. The most significant manifestation of this discrimination is the use of masculine pronouns and its variants as in the sentence "Every child must love *his* parents than *himself. He* should honor them before God and men". Many studies bring about the fact that the use of the masculine pronouns "he/him" or the generic use of *man,* while referring to humans irrespective of their sex, can be very confusing (Malkey & Fulkerson, 1979; Martyna, 1980). Other scholars pinpoint the discrimination behind the use of generic pronouns and nouns since it reinforces the dominant position of men and therefore confirms their supremacy over the human species (Spender, 1980; Wolfson, 1985).

The most significant manifestation of the discriminatory use of the English language, as we recall above, is the use of the masculine pronoun ''he'' and its variants (him, himself). To put it bluntly, it is the use of the masculine pronoun and its variants to collectively refer to men and women. The following extracts from *Everything Good Will Come* show an inclusive use of nouns and pronouns viz. a use of nouns and pronouns which neither excludes males nor females. Here, we have showcased lexical items that reflect the use of an inclusive language by italicizing them in the extracts culled from the novel.

(1) "*Anyone* who bullies you, beat *them* up." (p.42)
(2) "*Everyone* told me I would stare and I believed *them*." (p.86)
(3) "*Everyone* knows about Aphrodite, but ask *them* about Oshun" (p.114)
(4) "If *anyone* was measuring any ingredient… that *they* really didn't know what *they* were doing" (p.124)
(5) "If *someone* put *their* hands around a child's neck and applied the slightest pressure." (p.133)
(6) "I cared for *someone* and I enjoyed showing *them* courtesy." (p.157)
(7) "The child of a black *person* and white *person*" (p.159)
(8) "They are looking for *someone*, *anyone* who can be *their spokesperson"* (p.163)
(9) "Every African *person* in the world represented in Lagos" (p.163)
(10) "*Everyone* said my mother-in-law was nice. I wouldn't believe *them* until I'd heard a true word pass her lips'' (p.181)
(11) "No matter how much money a *person* had, *they* would find their bowel" (p.196)
(12) "If you detain *someone*, shouldn't you at least tell *their* relations" (p.238)
(13) "But what makes a *person* cross the border of safety?" (p.238)
(14) "*Everyone* is talking about you, *they* say you left for no reason" (p.323)

In (1), (3), (7), (12) and (14) the indefinite pronoun *everyone* has been referred to either by the subject personal pronoun *they* or the object personal pronoun *them*, a non-inclusive language will merely consist in the use of s/he to refer to the indefinite pronoun *everyone*. The same analysis is valid for (4) where *anyone* has been referred to by *them*.

In the same way, in the excerpts (5), (6), (8) and (10), the lexical item *person* is another telling example of the use of an inclusive language in *Everything Good Will Come*. In fact, by avoiding drawing on the lexical item *man* which connotes sexist, the novelist has abided by the general rules of educated English of the years following the politically correct speech debate of the late 1980s.

B. Assertive Female Idiolects

Lakoff (1973), one of the major and early scholars in the field of the English language and sex has described six major characteristics of what she has termed "women speech". It is nevertheless worthy to point out that Lakoff has based her claims on introspection not on empirical studies. The six characteristics are the following:

-Lexical choices: the use words devoid of any connotation of powers. These include terms such as "mauve" and "chartreuse" or adjectives like "great" and "terrific".

-Question intonation in statements: non-assertiveness which consists in using question intonation in conjunction with declarative sentences.

-Hedges and tags: the former includes modifiers such as "like" or "sort of" in a sentence like "I'd sort of like to see that movie". The latter is used to request the agreements of the interlocutors.

-Emphatic modifiers and intonational emphasis: use of modifiers "so, such and very" to emphasize their utterances.

-Hypercorrect grammar and pronunciation: use of formal syntax.

-Superpolite forms: use of excessively polite forms.

The issue raised by the idiosyncratic features of female speech as described by Lakoff (1973) is that sex is variable in being assertive. In other words, women's idiolects are devoid of bold and confident views. The extracts below from the novel under scrutiny do not buy this viewpoint. They are very bold and astonishing opinions held by female characters.

(15) "I want to be something like... like president

- Eh? Women are not presidents.

- "Why not?" "Our men won't stand for it. Who will cook for your husband?

- "He will cook for himself"

- What if he refuses?"

- "I will drive him away" (p.33)

(16) "Which one of our men really treats women well?' I don't know many" (p.103)

(17) "Now, where I differ from most women is, if you lift your hand to beat me, I will kill you God no go vex" (p. 107)

(18) "Next year, you'll be paying your own rent. But this, this, I have to tell you is rubbish. You're bright, you're young, and this man is treating you like his house girl." (p. 138)

(19) "I don't know why we continue to follow native law anyway when civil law is in existence. It has no moral grounding, no design, except to oppress women" (p.141).

(20) "Show me one case: Just one, of a woman having two husbands, a fifty-year-old woman marrying a twelve-year-old boy. We have women judges and women can't legally post bail. I'm a lawyer. If I were married I would need my husband's consent to get a new passport. He would be entitled to discipline me with a slap or two, so long as he doesn't cause me grievous bodily harm." (p. 141)

(21) "Never make sacrifices for a man. By the time you say look what I've done for you, it's too late. They never remember." (p. 173)

(22) "Why can't you go to the kitchen? What will happen if you go? Will a snake bite your leg !" (p.184).

(23) "Human rights were never an issue till the right of men were threatened. There's nothing in our constitution for kindness at home. And even if the army goes, we still have our men to answer to. So, what is it you want women to say." (p.193)

(24) "My one rule, whenever I was hosting, was that the women should not serve their husbands food. That always brought a reaction, from them: "Well, you always speak your mind." From their husbands: "Niyi, your wife is a bad influence! From Niyi himself "I can't stop her. She's the boss in this house" (p. 196)

(25) "From childhood, people had told me I couldn't do this or that, because no one would marry me and I would have become a mother. Now, I was a mother." (p. 317)

(26) "In my 29 years, no man ever told me to show respect. No man ever needed to. I had seen how women respected men and ended up shouldering burdens… and the expectation of subordination bothered me most. How could I defer to a man whose naked buttocks I'd seen? Touched? Obey him without choking on my humility like a fish bone down my throat." (p. 184)

Most of the theories discussed above bring about the idea that women are not assertive; a stance which Atta's debut novel does not buy. In actual fact, what strikes any alert reader after a few perusal of the novel is the way female characters, regardless their social background, hold astonishing views.

Right in the first part of the four that the novel is divided into, the discussion between Enitan and Sheri, as illustrated in (15), is a telling evidence of female assertiveness. Enitan, from her childhood, has decided to pursue her career in a field which can lead her to the highest level of the society, turning down the stereotype which stipulates that women should be defined by their role in their household. Enitan's opinion in (15) appears to be a need for women to break the ice wall that confines them in an inferior position. In the same way, Sheri, from a poor education background notwithstanding, holds the view that men are no longer charming princes who care for their lovers, which is why females should fight for themselves. Enitan, in (18), sides with Sheri since the former strongly advises the latter to find her way out by hardworking than behave like a house girl who is to be dictated the right way to go.

Excerpt (26) is another instance of how women view their relationship with their husbands. Enitan, here, refuses to play second fiddle since she blatantly opines that disobeying a man does not mean disrespect because if a man wants her respect and obedience, then he must earn it. The assertiveness of female characters in the novel seems to be all-pervading regardless generations. Enitan's mother, in sentence (21), out of the bitter experience which results from the her marriage break up, comes to conclude that women should not devote their lives caring for their male counterparts who, in return, are not ready to do the same.

The quest of independence or the need for women to free themselves from men's domination can account for the assertive views hold by female personae. For example, Enitan totally disapproves of the law system which favours women's oppression. In sentence (19), the same Enitan clearly indicates that the implementation of native law, while civil law exists, is nothing else but a deliberate way to belittle females. Besides, the fact that women should resort to their husband's consent before getting their passport, as shown in sentence (20), confers an advantage to men while it confines women to a subservient position. Any alert reader can wonder whether women are not intelligent enough to decide for themselves. On this very vehemently criticized law system, the heroin of Sefi Atta's debut novel maintains, in excerpt (23), that human rights should be rightly termed "men's right" since they advocate for men's right and turn a blind eye on women's issue.

Female assertiveness in Atta's novel has also been explored regarding the issue of kitchen and cooking. Enitan hardly understands why her husband always refrains from cooking or going to kitchen. Similarly, in (22), Taiwo's daughter speaks her mind by questioning the social convenience according to which women should serve their husbands food. The issue of kitchen is quite important in illustrating how Enitan, the main character in the novel, opposes the stereotype which fosters the idea that kitchen is a place to be kept for women while men are either making fun or sitting in front of the screen. Needless to argue that for Enitan, women role/responsibility should not be limited within the four walls of the kitchen/house.

IV. Discussion of Findings and Conclusion

The most significant manifestation of sexism in the English Language is both the use of generic terms to refer to individuals of indefinite sex and the use of generic masculine pronouns and their variants to address both males and females. The analysis of Atta's language shows that she has deliberately avoided the use of masculine pronouns to collectively refer to males and females. As discussed in the earlier section, the fact that *everyone*, *someone* and *anyone* have been anaphorically referred to by *they* or *their* is a sheer instance of the use of an inclusive language. In addition, the use of the lexical item *person* rather than the highly sexist *man* attests to the novelist's attempt not to exclude females from mention. Atta's use of non-sexist or male-dominating language reveals how the writer has kept abreast of the educated variety of the English Language decades after the heyday of political correctness in the 1980s.

It, all the same, stands to reason to emphasize a key aspect regarding the use of inclusive idiolects in *Everything Good Will Come*. Actually, the use of non-sexist language suggests gender equality. It brings to the fore the idea that the novel does not promote any domination or supremacy of the male gender over the female one. About the use of male dominating (non-inclusive) language, Koussouhon (2009) forcefully argues that most West African novelists and their East African counterparts use sexist language in their literary productions, thereby excluding females. Atta's deliberate use of a gender neutral (non-inclusive) language had not gained currency in those years, we can definitely account for the politically correct language drawn on in *Everything Good Will Come*.

Female assertiveness is a key issue in *Everything Good Will Come*. Atta's novel has given prominence to female characters. They are highly assertive and independence-prone. Women assertiveness stands as a need for them to break the patriarchal shackles of the society. Atta's fiction displays female characters that are fed up with coping with men domination and oppression. Those female characters do not want to live like their mothers and undergo the same ill-treatment from their male counterparts. *Everything Good Will Come* highlights a few stereotypes and patriarchal dictates which reinforce men's position and relegate women to an inferior position. Enitan's view about native law is a telling example about how she overtly criticizes the native law which reflects nothing else but societal dictates over women. The bold and astonishing view that Enitan holds has something to do with her education. But education per se cannot account for this assertiveness.

In actual fact, Sheri, Ariola and Mother of the Prisons who are from a poor/humble education background hold vibrant views on the same issue. Sheri, for example, explains that if a man happens to beat her, he will deal with him. (17). This is quite surprising since uneducated women are first and foremost described as docile wives. Quite surprisingly, Sheri flouts the sacrosanct principle which stipulates that a married woman will never raise a hand on her husband. Ariola (Enitan's mother), likewise, is somehow imbued with this assertive spirit. She has experienced a lot of hardships in her attempt to keep fanning the embers of love between her and Taiwo (Enitan's father). The marriage eventually fails and Ariola resorts to church as an escape mechanism. Ariola, from her bitter experience, advises her daughter not to make a sacrifice for a man (21). In other words, she tells her daughter that a woman should not experience sufferings and pains for the sake of marriage. This view strongly opposes traditional Africa dictates about marriage. In fact, in traditional African societies, mothers always plead with their daughters to save their marriage.

In the same perspective, Enitan's assertive views on the issue of kitchen and that of women serving food to their husbands needs to be scrutinized. The issue of kitchen reveals how women resent the idea of serving their men as gods.

Such an attitude, more than what Akung (2012) calls "a mild domestic protest", is nothing but a rebellion against unquestionable society's dictates. Such has been the case when Enitan made a move into the relationship with Daramola (27), thereby rejecting the belief that only a man can woo a woman. The above analysis attests to the fact that female characters are highly assertive irrespective of their social and education background. Kehinde, A. & Mbipom (2011, p. 69) corroborate this viewpoint as they opine that in demythologizing and reconstructing the stifling structures in a male oriented society, Atta instructs women on the way out of retrograde patriarchal domination through the practical actions of gender assertive Enitan, Sheri, Mrs. Ameh and even the Mother of the Prison.

Women assertiveness is then a way to break the patriarchal shackles of the society and fight for one's emancipation. Female assertiveness in *Everything Good Will Come* also has to do with economic independence. Enitan, Sheri and Grace reinforce the belief that women assertiveness can only be achieved when they hold the purse strings. Enitan, owing to her Western education, finds out that women need to be economically independent if they want to carve a name for themselves. Either with Mike or with Niyi, Enitan resents the idea of being dependant on a man and she is ready to pay the price this attitude calls for. Imbued with this economically independent spirit, she has advised Sheri to drop Hasan, the brigadier, so as to start a business and become successful. It is only when one takes into account the fact that Hasan, the Brigadier, caters for Sheri's needs that one understands the significance of Enitan's advice. Similarly, Grace lives on her being a journalist. Kehinde, A. & Mbipom (2011) contend that this prosperity for women to succeed outside the traditional roles of wife and mother shows how Atta challenges the stereotypical literary portrayal of female characters.

This paper has surveyed gender issues in Sefi Atta's *Everything Good Will Come*. The analysis has attested to the fact that the novelist has resorted to gender- inclusive language and turn down a systematic use of generic pronouns. Another striking outcome of this investigation into Sefi Atta's language is the assertiveness of female characters, an attitude which is to be construed as a deliberate attempt of the novelist to portray her female characters as dynamic and ready to break the patriarchal shackles of the male-dominated setting of the novel.

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About the Teaching Strategies of Modality in the Classroom

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Abstract—**The article investigates the modality of verbs, words, expressions, and the methodology of teaching them in the auditorium. First of all, the author gives some information about the category of modality. She states the opinions of different scientists about the modality in different languages. For instance, the names of the scientists who investigated the category of modality such as O. Musayev, F. Jahangirov, I. Crilova, Y. Slinin, Y. Zvereva, I. Rickman and others have been referred to in the article. She gives the division of the modal verbs according to O. Musayev's classification in the English language. They are: primary modal verbs, and secondary modal verbs. Each of these modal verbs has been analyzed through the examples by the author. Besides modal verbs, there are words, expressions which can express modality too. These facts are also stated in the article. The author considers it noteworthy to mention that the usage of modality of *words, expressions* is not generally found in the textbooks which are studied in the auditorium of Azerbaijani students. For this reason this usage of modality is considered to be challenging by the students as they don't have much information about them. So, she gives the methodology of teaching modality in the auditorium. The methodology can be helpful for the lecturers to teach the category of modality. The examples used by the author can illustrate the exact model of the modal *words, expressions*, etc.**

Index Terms—**modality, verb, word, speech, expression, information, method**

I. Introduction

Modality is a grammatical category. It states the speaker's attitude toward the action or state which is expressed by the infinitive. The action which is expressed by the infinitive indicates the following attitudes of the speaker's such as possible*, impossible, probable, improbable, obligatory, necessary, advisable, doubtful* or *uncertain*, etc. The term "attitude" means the kind of information which the speaker wants to send to the listener. The sent information might be used and sent for various purposes according to the grammatical point of view. The information which is sent by the speaker can be grouped as the following:
1. The modality of declaration and negation;
2. The objective and the subjective modality;
3. The modality of truth and untruth;
4. The modality of reality and unreality;
5. The desirable and the undesirable modality;
6. The modality of probability;
7. The modality of necessity;
8. The modality of importance and unimportance;
9. The time modality (Jahangirov 2005, p.8).

Some scientists such as F. F. Jahangirov states that besides these, there is also a kind of modality which denotes assurance and disbelief; certainty and uncertainty; expressiveness. According to Jahangirov there also exists the amplifier modality and the debilitating modality, etc. (Jahangirov 2005, p.10).

The main purpose of linguists is determining the boundary of modality in the level of language at present. This problem is a little disputable. Sometimes modality is considered to be at the same level with plurality and is used as its kind; and sometimes it is understood as a kind of logical category. The principle differences between the linguistic and logical modality is clearly explained in the works of Y. A. Slinin's who is considered to be one of the founders of the theory of modality (Slinin 1967, p.147).

The lexical means of expressing the modality has been investigated by different linguists both in the Azerbaijani and English languages. Of course, in the comparing languages the main branch of expressing modality is the morphological means. In sentences modality can be expressed by lexical means too. For instance, in both of the stated languages the roles of modal words are not deniable in forming and strengthening the modality.

The Azerbaijani linguist O. I. Musayev gives the classification of the means of expressing the category of modality in modern English. He writes about the modal words: "The modal words denote the speaker's attitude to the reality, possibility or probability of the action he speaks about." (Musayev 2009, p.223)

He gives the division of the modal words: 1.words expressing certainty (certainly, surely, assuredly, of course, etc); 2.words expressing supposition (perhaps, maybe, possibly, probably, etc);

3.modal words expressing various shades of desirability or undesirability, such as happily, unhappily, luckily, unluckily, fortunately, unfortunately, etc. It is noteworthy to mention that O. Musayev enters the words *yes* and *no* to the modal groups. The words *yes* and *no* has taken a special place among the parts of speech depending on their specific features. Some scientists consider them affirmative-negative words; others consider them replying words, etc. As we stated above unlike them O. Musayev refers these words to the modal groups. He writes: "The words *yes* and *no* are a special group of words resembling modal words: like modal words *yes* and *no* have negative combinability, they never enter into the structure of the sentence, and are used freely. As modal words, comma is put after them in writing and pause is made in oral speech." (Musayev 2009, p.224). For instance,

Are you a teacher? – "Yes", he answered.

Do you drive? – "No", she said.

O. Musayev states that the lexical meanings of these words are those of affirmation and negation. *Yes* represents a previous statement adding the lexical meaning of affirmation, but *no* the meaning of negation. In this respect these words resemble modal words, because they, like modal words, denote the subjective attitude of the speaker to objective reality. Thus the hearer can answer one and the same question in two ways: to the question *Is it cold outside?* There can be two answers, depending upon the attitude of different hearers:

Yes, it is.

No, it is not.

So, as we see in this point the words *yes* and *no* stand too close to the modal words. Taking into account the above-mentioned similarity between modal words and the words yes and no we consider it possible to name the words *yes* and *no* a special group of modal words (Musayev 2009, p.224).

II. Scope of Study

Modal words were investigated by V. V. Vinogradov in Russian linguistics. In English they (modal words) have been investigated by I. G. Rickman, V. V. Shuvalov, Y. M. Gordon, I. P. Crilova, etc.

Stating the means of expressing modality Y. A. Zvereva writes: "modality expresses the speaker's belief or disbelief in reality" (Zvereva 1962, p.20).

The morphological means of realization of the category of modality is represented by means of the mood. Here we'd like to state the importance of indicative modality. The indicative modality is related to the non-finite forms of the verb.

Investigations show that the number of verbs denoting modality is not the same in the Azerbaijani and English languages. O. Musayev divides modal verbs into two groups in the English language: 1.primary modal verbs; 2.secondary modal verbs. Primary modal verbs are *can, may, must, ought to*; secondary modal verbs are *shall, should, will, would, dare, need* (Musayev 2009, p.105). The Azerbaijani linguist F. Jahangirov claims that there are two verbs in Azerbaijani which have the meaning of modality. They are *bilmək* and *bacarmaq* (Jahangirov 2005, p.174).

There is an obvious etymiligical connexion between the terms 'modality', 'modal' and 'mood'. All these three terms have been given a variety of conflicting interpretations by linguists and logicians. One must be aware that the term 'mood has long been used in different senses by linguists and logicians. Since linguistic semantics has been strongly influenced by logical semantics in recent years. 'Mood' is employed by linguists in the logician's sense of the word. Mood generally can be referred to such grammatical categories as "indicative", "subjunctive" and "imperative". Some function s of mood are non-propositional and the functions of them are beyond the scope of truth-conditional semantics. It is stated by the linguists such as Lyons that all natural languages have the categories of mood and tense. The grammatical category of mood is used more oftener than the grammatical category of tense in the languages. (Lyons 1995, p.327).

Some linguists have used the term mood to refer to the distinction of declarative/interrogative/imperative. This is not altogether inappropriate for English, but is not in accordance with the traditional grammarians' use of the term, which usually relates to the indicative, subjunctive and imperative moods that are marked inflectionally in Latin and other languages (Palmer 1971, p.93-4).

The only kind of modality is the notions of necessity and possibility that they relate the truth (and falsity) of propositions. They are aletheutic, or alethic, modality. It is necessary to mention that the trems 'aletheutic' and 'alethic' come from the Greek word for truth: 'aletheutic' means preferable, but alethic' is widely used in the literature.

We'd like to add that aletheutic necessaty and possibility are interdefinable under negation. They are inverse opposites or duals. For instance,

'Necessary, the sky is blue'.

This sentence is logically equivalent to 'It is not possible that the sky is not blue'.

Or

'Possible the sky is blue'

This sentence is logically equivalent to 'It is not necessarily the case that the sky is not blue'.

Lyons states the importance of such a fact that whether other kinds of necessity and possibility have the same logical properties with respect to negation as aletheutic necessity and possibility is somewhat more controversial (Lyons 1995, p.327).

The fact that aletheutic necessity and possibility are duals means that in this respect they are like the universal and existensional quantifiers ((x) or, alternatively, (Ax): "all"; (Ex) or (Ǝ x): "some") as these are standarly defined by logicians: (x) fx =((Ex) – fx), i.e. "For all x,x, has the property *f*" is equivalent to "It is not the case that there is some x such that (i.e., there is no x such that) x does not have the property *f*". This parallelism between quantification and modality is by no means fortuitous. In traditional logic modality was commonly described as quantification of the predicate. Generally speaking, logicians take aletheutic modality to be necessity-based, rather than possibility-based. But from purely formal point of view this is a matter of arbitrary decision (Lyons 1995, p.328).

Aletheutic modality, like propositional negation, is by definition truth-functional. Let us take another example,
'He may not come'.

There is no doubt that this sentence can be used to assert a modalized negative proposition (with either external or internal negation: either –*Np* or *M-p*). In this case both the negative particle not and the modal verb 'may' are construed as contributing to the propositional content of the sentence (Lyons 1995, p.328).

But with this particular sentence (when it is uttered in most everyday contexts), the modality is more likel to be either epistemic or deontic than aletheutic. The term 'epistemic' is a Greek origion means "knowledge". It is used by logicians to refer to that branch of modal logic that deals with knowledge and related matters. And the term 'deontic' comes from a Greek work relating to the imposition of obligations. Like 'epistemic', it is borrowed from modal logic. Both kind of modality may be either objective or subjective. If the example given an objective epistemic interpretation, its propositional content will be "Relative to what is known, it is possible that he will not come";
It is is given an objective deontic interpretation, its propositional content will be
"It is not permitted that he will come".
If we draw the notion of possible words we can paraphrase as:
"There is some epistemically possible world in which he comes"
Or "There is some deontically possible world in which he comes".

Lyons states that in both cases, the modality is represented as something that holds, as a matter of fact, in some epistemic or deontic world which is external to whoever utters the sentence on particular occasions of utterance. Both epistemic and deontic modality are always construed objectively in standard modal logic and in formal semantics (Lyons 1995, p.329).

Palmer also writes about modality. He states that several kinds of modality can be distinguished. There is one kind which is called epistemic modality. It expresses the degree of commitment of the speaker to the truth of what is being said. So we can distinguish between He may/must/will be in his office. This may be paraphrased: "It is possible that he may come", "The only possible conclusion is that he must have visited her", "A reasonable fact is that we must have sent it." Secondly, the modal verbs are used for to express deontic modality. The stated modality is able to express the imperative form. The permission, the obligation or an undertaking can be used to express future events. For example, You may (or can) must/shall visit us tomorrow. Thus, while epistemic modality is concerned with the speaker's relation to propositions, deontic modality is concerned with his active relation to events (Palmer 1979, p.58-9).

Investigations show that the grammatical category of modality is used to express suggestion. This character of it is not observed in any other grammatical form. Of course, it is possible that some modal verbs can to expres ability (He can climb miles in some minutes) or will is used to express willingness (He won't act as he is told). But these are not considered to express modality at all. Nevertheless, there are two points which need to be taken into account. First, it is normally only with epistemic modality that the modals occur with have – to express judgements about the past, He may/must/will have been in his office (except for ought to have and a "future perfect" use of will have). Secondly, alongside may and can, English has be able to, and alongside must it has have (got) to; one clear difference is that the other verbs do not normally express either type of modality. It can even be argued that the essential difference between will and be going to is that one eexpressesa modal, the other a non-modal future (Palmer 1979, p.108).

Palmer states taht the distinction of mood and modality, and especially that of the English modals, illustrates a further point – that we cannot draw a very clear line between sentence meaning and utterance meaning (Palmer 1979, p.154).

III. THE DIVISION OF MODALITY

Besides modal verbs, there are some words which express modality.
The first group of words are the following: *appear, feel, know, reckon, suppose, believe, gather, look, seem, tend, expect, guess, promise, sound, think,* etc. These verbs express possibility and likelihood.
Examples:
I **expect** to be back home by 6.
I **think** the meeting is about to start.
I **suppose** we'd better go.
I **promise** you that I will continue to listen and, where I can, I will do my best.
We often use *it* with *appear, feel, look, seem* and *sound* when the following clause is the subject of the verb. *It* anticipates the subject:
It appears that they won't be able to sell the house.
It seems like I was dreaming.

It feels more comfortable in here than in the kitchen.

The second groups of verbs express *obligation, permission* and *necessity*. They are: *allow, force, make, permit, require, demand, involve, mean, prohibit, want, forbid, let, oblige,* etc. For instance,

There aren't any flights that **allow** smoking.

Millie **made** us walk back.

Do you **want** him to come and work here?

The third group is the words which express degrees of *certainty* or *obligation.*

Adjectives: possible, probable, certain, sure, likely, unlikely, definite, clear, obvious;

Adverbs: possibly, probably, certainly, surely, definitely, clearly, obviously. For instance,

Is it **possible** to ring us back when my husband is home? (or Can/could you (possibly) ring us back when my husband is home?)

I'm thinking of **possibly** buying a house now. (I might buy a house.)

The fourth group is the expressions which are very common in informal speaking: *for certain, for sure, for definite.* The following examples can illustrate the stated facts:

It's nice to get something for free, that's for sure.

We often use *for certain, for sure/for definite* with *know.* For instance,

We think Graham is coming. We don't know for certain. (or for sure/for definite)

The fifth group is the expressions with *to be.* They are *be to, be certain to, be meant to, be able to, be due to, be obliged to, be about to, be forced to, be set to, be allowed to, be going to, be supposed to*, etc.

I'm about to eat. Can I phone you back?

It is often used with just:

We're just about to set off for a walk. Do you want to come?

When used in the past, *be about to* can refer to things that were going to happen but didn't:

I was about to complain but he came over and apologized.

We don't use be about to with time expressions:

I was about to call you.

IV. METHODOLOGY

The effective teaching strategies are used to develop the students' interest in classroom activities, as well as to encourage them in learning and developing their ways of thinking habits. The teaching methods also show students the ways of doing their tasks, the classroom activities are also covered by the teaching strategies. In fact, teaching strategies are used to enable and enhance the learning of the classroom. The three ways of modalities are considered to be taken into account. They are visual, auditory, and kinesthetic ways. The mostly teaching methods are lectures, class participations, demonstrations, memorizations, etc. The combinations of these methods are shown in the visual style. The second kind of learning such as kinesthetic one takes place by the student carrying out a physical activity. The student prefers to use this style instead of listening to a lecture. A person's learning through listening is named as auditory learning. A learning style of ideas, concepts, information which is related to images and techniques is considered to be a visual learning one.

It has been proved that the category of modality is difficult for student to master it. That is why there are some activities for to help the students to study the modality much better. For example, the some ways of teaching the semi-modal verb *should* in the classroom. It is known that *should* is often used in the meaning of expressing obligation, advisable, etc. We can ask the students to use should in the meaning of advice. The teacher can use some ways.

1. Draw some pictures, or find the photos with the images of the people who have problems. For example, some have stopped in the way because their car was broken down; others are in bed because they have flu, etc. Then hand the pictures to the students and ask them to give advice to the people who need help. Of course, the students should use the modal verbs either *should*, or *ought to.*

2. Now write some questions such as If you have a sour throat what should you do?; If you think TV is a headache, what should you do?, etc. on the cards. Then divide the group into two parts and ask one group answer the questions using the modal verbs should and ought to. After the first group has answered the questions then ask the second group make a dialogue using the very modal verbs.

3. As it is known modal verbs can also be followed by have + Past Participle referring the action to the past. Should+have has two uses referring to the past. The first one is that the desirable action was not carried out in the past. For example, You should have bought this book. I have not got it. The second one is that the undesirable action was carried out in the past. For instance, You shouldn't have forgotten your promise. Explain this role to the students then ask them to write sentences which can illustrate their regrets in the past. For the students to absorb the role comprehensively you should give your own examples such as:

I should have seen him yesterday.

You shouldn't have sent the telegram.

They should have studied more.

4. Now write some sentences on the board with the modal verb should such as I intended you should never have known; You should come here often; I should have hated that, etc. Then ask students to use these kind of sentences in a situation that they make themselves.

5. Write some sentences on the paper such

Father to the son...

Student to the teacher ....

Doctor to the patient ....

Mechanic to the car owner ....

Then ask students to write a sentence using *should* and *ought to* or their negative forms.

6. Ask one of the students to write the following sentences on the board. Then ask the students to explain the meaning of the modal verb *should.*

1. Can you show me any English woman who speaks English as it should be spoken? 2. I confess I did not foresee this turn of events. But I should have foreseen it. 3. You have discovered what I intended you should never have known. 4. He should not have said it. The moment the words crossed his lips he knew it was not the right thing to say. 5. "You should come here often," he said to Shelton... "You ought to come here often," he repeated.

V. Conclusion

We can enlarge these steps. Our aim is to deliver the correct way of using a purposeful teaching strategy. The activities which are prepared by the teachers can be prepared in any various ways. The aim of the teachers for preparing different teaching activities is to increase the way of learning in the classroom, to motivate students to the grammar materials, to encourage them to be independent in the classroom and try to make them to be fixed to the material in the classroom. O course, there can be observed different teaching strategies while teaching any material. The teacher can choose any way that she/he thinks to be purposeful in the lesson. The main purpose is to help students to achieve more during the lesson.

The investigations relating with the category of modality made us come to the conclusion that the category of modality can be considered to be both a philosophical-logical and linguistic category. The verbs which are used to express the speaker's attitude toward the action or state indicated by the infinitive are called the forms of modality. It is also observed that modality can be seen not only in the scientific style but also in the negotiation style. Besides modal verbs there are some words, expressions, etc. which can express modality. The author also gives the methods that can be helpful for the lecturers while teaching modality in the classroom.

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The Relationship between Multiple Intelligences and Performance of EFL Students in Different Forms of Reading Comprehension Tests

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Abstract—The major aim of this study was to investigate the relationship between Multiple Intelligences (MI) scores and the performance of Iranian EFL students on different forms of reading comprehension tests. To this aim, 90 learners of English from Parax Institute of Science and Technology (Mashhad Branch) were selected. They were asked to complete MIDAS multiple intelligences questionnaire and a reading test, which included two tests formats (multiple-choice and cloze test). The result of the correlational study indicated that the total MI score correlated positively with performance on multiple-choice and cloze test. Out of its 8 sub-intelligences linguistic, intrapersonal, spatial, and mathematical intelligence correlated positively with multiple-choice test of reading. Performance on cloze test correlated positively with linguistic, spatial, and mathematical intelligence. The results of regression equations also showed that MI scores predict both the performance on multiple-choice and cloze test. Out of its sub-intelligences, linguistic intelligence and musical intelligence predict performance on multiple-choice questions and linguistic intelligence predicts performance on cloze test.

Index Terms—MI theory, test format, test bias, L2 reading, reading performance

I. INTRODUCTION

The notion of intelligence has a deep impact on people's social status, educational opportunities and career choices. Intelligence seems to be central to the process of teaching and learning of a language. It is, therefore, important to develop an awareness of the nature and function of intelligence so that teachers and learners can perform their roles effectively in the classroom (Anderson, 1999). The MI theory of intelligence provides a new view of intelligence that was in contrast with the unitary view of mind (Gardner, 1983). According to this theory children can approach a subject matter in more than just one or two ways. Also, Armstrong (2009) maintained "it would certainly be the height of hypocrisy to ask students to participate in a wide range of multi-spectrum experiences in all eight intelligences and then require them to show what they have learned through standardized tests that focus narrowly on linguistic or logical-mathematical intelligences"(p. 130). This uniform fashion of assessment certainly causes bias in testing. As Bachman (1995) states one of the factors that can cause bias in testing is "cognitive characteristic" of the test-takers. Some test-takers might be strong in one or two of the intelligences that in return this ability can help them to score higher than other students and cause bias in testing.

A. Theory of Multiple Intelligences

Around 1900, psychologist Alfred Binet produced a set of test items that could predict a child's success or failure in school. His discovery came to be called the intelligence test. According to Gardner (2006), with these test items "now intelligence seemed to be quantifiable. You could measure someone's actual or potential height, and now, it seemed you could also measure someone's actual or potential intelligence." (p. 34). Anderson (1999) said that this "classical view" of intelligence focus on psychometric tests. According to this classical view intelligence is defined as a uniform cognitive capacity people are born with (Anderson, 1999). Traditionally, Intelligence was defined and measured in terms of linguistic and logical-mathematical abilities and our notion of IQ is based on several generations of testing of these two domains (Brown, 2007).

In contrast to this unitary view of intelligence, Gardner (1983) presents a controversial theory of intelligence- one based on a radically different view of the mind and one that yields a very different view of school. Gardner (1983) defines intelligence generally as "the capacity to respond successfully to new situations_ to tackle a task demanded by life" (p. 8). Gardner (1999 b) elaborates on this general definition by further defining intelligence as "a bio-psychological potential to process information in a cultural setting to solve problems or create products that are of value in at least one culture" (p.33-34). Gardner's (1983) theory of intelligence is a pluralistic view of mind, recognizing many different and discrete facets of cognition, acknowledging that people have different cognitive strengths and

contrasting cognitive styles. Gardner (1983) maintained that by looking only at linguistic and logical-mathematical intelligence, we ruled out a great number of the human's mental abilities.

This pluralistic definition gives us an understanding of intelligence that differs greatly from the traditional view, which usually recognizes only two intelligences, namely verbal-linguistic and logical-mathematical intelligence. Gardner (1983) emphasizes that there are a number of distinct forms of intelligences that each individual possess. These different types of intelligences can be used independently or in combination (Gardner, Kornhaber & Wake, 1996).

Since the introduction of the Multiple Intelligences, several studies have tried to find its role in the field of second language acquisition. Hou (2010) found positive relationship between Taiwanese EFL learners' proficiency with MI scores. In another study where multiple intelligences may not have a strong presence in the classroom practice, it becomes clear that including MI theory in the routine of teaching practice can have positive contribute to learners proficiency in English (Pour-Mohammadi et al, 2012). However, in a study investigating the relationship between participates' MI score and their proficiency, no significant association was found (Razmjoo, 2008). In another effort to find any relationships between MI and language learner strategies, the researchers utilized questionnaires for operationalizing the variables. The result revealed moderate association between metacognitive and cognitive strategies with linguistic, musical, and bodily-kinesthetic intelligences (Davar and Karbalaei, 2013).

Gardner (1983), with his introduction of Multiple Intelligences (MI) theory, provides a pluralistic view of mind. MI belongs to a group of instructional philosophies that focus on the differences between learners and the need to recognize learner differences in teaching and testing. Testing and assessing are inseparable and important parts of education. Teachers, test developers and researchers have always searched for more valid and reliable tests throughout history (Stobart, 2008). Unfortunately, it seems the role of intelligence has not been taken into account in testing by researchers. Assessment systems were developed so that a fairer selection can be offered and teaching and learning can be improved (Stobart, 2008). If styles and personality types affect learning and performance on certain formats then there might also be a relationship between test format and cognitive factors like intelligence (Bachman, 1995).

B. Statement of the Problem

Achieving a fairer assessment has always been a goal in education. Language tests as frequent means of gathering information about learners' linguistic ability must be examined continuously and this examination must be done with care since important decisions are usually made on the basis of test results (Shohamy, 2001). In the case of standardized tests, fairness may not be assured as these tests might disadvantage a group (Stobart, 2008). Research has taken the role of some individual characteristics such as field dependence/independence, gender and first language into account and investigations have been carried out to see if these personal characteristics influence test performance (Bachman, 1991). To develop a fair test, it is important to investigate the role learners' intelligence, as a personal characteristics, and its potential contribution to test performance. The purpose of the present study is to examine the potential influence of students' multiple intelligences (MI) scores on different formats of reading questions. If any associations find between MI and test format and students with different intelligent scores perform differently on various reading questions, then, our test would be biased with only one type of question toward a group a students. To fulfill the purpose of the study the following guiding questions are addressed:

1. Is there any statistically significant relationship between Iranian EFL learners' MI score and their performance on multiple-choice test of Reading?

2. Is there any statistically significant relationship between Iranian EFL learners' MI score and their performance on cloze test of reading?

3. Do overall and sub-categories of MI score predict learners' performance on multiple-choice questions of reading significantly?

4. Do overall and sub-categories of MI score predict learners' performance on cloze test of reading significantly?

II. METHODOLOGY

The total population who participated in this study consisted of 150 EFL learners, ranging from 18 to 30 years old, from Parax language institute in Mashhad, Iran. All participants have been studying English for more than two years. Having been homogenized through TOEFL proficiency test, by selecting those learners whose scores fall one standard deviation above and below the mean, only 90 learners were selected. All the subjects were adult female English learners. Most of the subjects were college students, majoring in different fields of study.

A. MIDAS Questionnaires

In order to measure learners' MI, Multiple Intelligences Developmental Assessment Scale (MIDAS) questionnaire (Shearer, 1996; cited in Hosseini, 2003) was used, which consists of one hundred and nineteen questions about eight intelligences that are mentioned in Gardner's MI theory. In this questionnaire, the number of questions for each intelligence is as follows:

Intelligence	Musical	Kinesthetic	Mathematical	Spatial	Linguistic	Interpersonal	Intrapersonal	Naturalistic
Frequency	14	13	17	15	20	18	9	13

The alpha coefficients for all various intelligences range from 0.78 to 0.89. Kinesthetic is the only scale where the reliability is slightly below the desired level of 0.80, this is most likely due to the nature of the item set which is split between large and fine motor and expressive movements. To measure subjects' MI scores, the researcher employed the translated version of the questionnaire. Participants were asked to read each question carefully and choose the option which best describes them. The average time to complete the questionnaire was 50-60 minutes and participants are completely informed about how to answer the questions by their own teacher and they answer these questions in the class time under their teacher's supervision. In this study, the reliability of the questionnaire was 0.88, and the reliability of the questionnaire for each intelligence calculated via Cronbach Alpha was found to be as follows:

Intelligence	Musical	Kinesthetic	Mathematical	Spatial	Linguistic	Interpersonal	Intrapersonal	Naturalistic
Reliability	.88	.75	.83	.88	.86	.86	.79	.89

B. Reading Comprehension Tests

Two reading texts were chosen from Longman Preparation Course for the TOEFL test (2003). The multiple-choice questions of the TOEFL test were used. The first text had 9 and the second one had 10 multiple-choice questions. So, there were 19 questions to answer in 30 minutes. The calculated Cronbach alpha for the administered test was 0.68. The cloze test was prepared from the same texts that were used in multiple-choice reading test. Every tenth word in the text was deleted (Farhady, et.al 1994). The subjects were expected to read the texts with the total 40 gaps to fill them. The calculated Cronbach alpha for the administered test was 0.56

C. TOEFL Proficiency Test

The paper-based TOEFL test was used to homogenize participants' proficiency level.

III. PROCEDURE AND DATA ANALYSIS

In order to accomplish the purpose of this study, the following procedures will be brought into action. One hundred and fifty language learners, who were homogenized by the institute as they were studying at certain levels (Upper-intermediate classes) in the institute, took part in paper-based TOEFL test (2003) to ensure the homogeneity of the participants' proficiency. The test took about two hours. In order to motivate participants to take part in the exam, they were told that the first 10 learners with high scores would be given a 50 % discount for three terms. After examining the participants' scores, it was revealed that some students got very low scores because they were not familiar with the format of TOEFL. Therefore, in order to have more homogeneous participants, those whose scores were one standard deviation above and below the mean was selected for this study (N=90 learners).

After selecting the subjects, the reading tests were given to them. Because the subjects were in different classes, their own teachers administered the reading tests. The tests were given to subjects in two sessions. In the first session, cloze test was administered. It was given to these students first so that their memory did not affect test results. And after four days the multiple-choice test was given to the subjects. The subjects were told that these tests are part of their total score to attract their full attentions. Subjects were supposed to answer all the multiple-choice questions in 30 minutes. At the end of the multiple-choice test, the MIDAS questionnaire was given to subjects. They were asked to answer the questions in 50 minutes. The necessary explanation and direction regarding the objectives and nature of the content and also how to answer questions were given to students. The subjects are required to state how true each statement of the questionnaire is. The responses ranged from the most frequent of something, or the highest amount of something, to the least or lowest ones. The subjects are asked to choose one of the choices according to their preferences.

This research will provide descriptions about naturally occurring phenomena connected with language development and processing. The design of the study is **ex post facto**. In this design, the researcher has no control over what has already happened to subjects. As Hatch and Farhady (1981) mention: "correlational designs are the most commonly used subset of ex post facto designs. In correlational designs, a group of subjects may give us data on two different variables."(p. 27). The variable of MI score is considered as *independent variable* and the performance of subjects on reading test is considered as *dependent variables*.

Using the descriptive statistics, Table 1 provides us with the summary and general picture of the data.

TABLE 1.
DESCRIPTIVE STATISTICS OF THE INSTRUMENTS

	N	Minimum	Maximum	Mean	Std. Deviation
Multiple Choice	90	7.00	17.00	11.1111	2.14342
Cloze test	90	6.00	16.00	9.5556	2.08316
Musical Intelligence	90	11	60	34.1794	10.99880
Kinesthetic Intelligence	90	13	52	32.8282	9.03728
Mathematic Intelligence	90	20	66	44.4403	10.57002
Spatial Intelligence	90	20	71	43.1819	12.36842
Linguistic Intelligence	90	33	89	59.6989	12.19699
Interpersonal Intelligence	90	29	85	56.1444	12.46576
Intrapersonal Intelligence	90	13	41	26.2938	6.62711
Naturalistic Intelligence	90	12	58	28.7017	10.40676

Correlation is a technique that shows the relationship between the independent variable and the dependent variable. There are different formulas for calculating correlation based on the type of collected data. This study tried to investigate the relationship between two test formats: multiple-choice, cloze test and MI. As the scores obtained from these tests are interval data, the *Pearson product moment formula* was used. First, the relationship between the test formats and MI are presented and then the relationship between the test formats and the eight intelligences of MI are presented.

TABLE 2.
THE CORRELATION BETWEEN MI TOTAL SCORE AND READING TESTS

			Cloze Test	Total MI
MultipleChs	Pearson Correlation	1	.411**	.563**
	Sig. (2-tailed)		.000	.000
	N	90	90	90
Cloze Test	Pearson Correlation	.411**	1	.488**
	Sig. (2-tailed)	.000		.000
	N	90	90	90
Total MI	Pearson Correlation	.563**	.488**	1
	Sig. (2-tailed)	.000	.000	
	N	90	90	90

**. Correlation is significant at the 0.05 level (2-tailed).

As Table 2 presents, performance on cloze test correlates with the total MI (r = .488, p< .05). There is also a good correlation between Multiple-choice questions and the total MI (r = .563, p. < .05). The result indicates that as the total MI increases, subjects' performance on multiple-choice and cloze test wills increases. These correlations are illustrated in the following graphs:
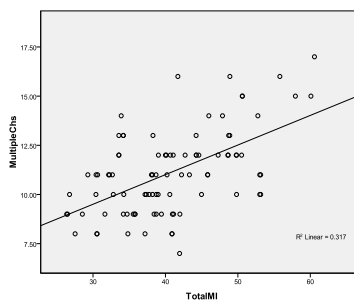

Figure 1. The scatterplot of Multiple-choice and total MI
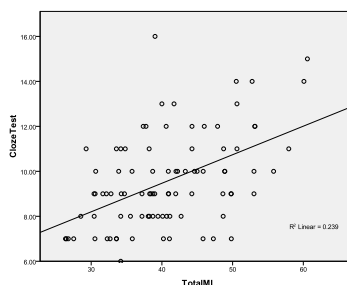
Figure 2. The scatterplot of cloze test and total MI

As the different forms of intelligences might be more relevant to the test formats, here, the correlation between the eight intelligences (musical, kinesthetic, mathematic, spatial, linguistic, interpersonal, intrapersonal and naturalistic intelligence) and the two test formats (multiple-choice and cloze test) is investigated.

The correlation between scores on different intelligences and performance on the two test formats is shown in Table 3.

TABLE 3.
THE CORRELATION BETWEEN TEST FORMATS AND 8 INTELLIGENCES

	Multiple-choice	Cloze test
Musical intelligence	.170	.200
Kinesthetic intelligence	.486	.373
Mathematical intelligence	.295[**]	.370[**]
Spatial intelligence	.416[**]	.411[**]
Linguistic intelligence	.762[**]	.539[**]
Interpersonal intelligence	.508	.400
Intrapersonal intelligence	.364[**]	.058
Naturalistic intelligence	-.178	.025

**. Correlation is significant at the 0.05 level (2-tailed).

Out of the eight intelligences in MI theory, linguistic intelligence has positive and strong association with performance on multiple-choice questions ($r = .762$, $p < .05$). Spatial intelligence is seen to have moderate relationship with multiple-choice questions ($r = .416$, $p < .05$). We also have positive but week correlation between the performance of multiple-choice questions and intrapersonal intelligence ($r = .364$, $p < .05$) and mathematical intelligence ($r = .295$, $p \leq .05$). Performance on cloze test correlates with linguistic intelligence moderately ($r = .539$, $p < .05$). Week but positive correlation found between cloze test and spatial intelligence ($r = .411$, $p < .05$) and mathematical intelligence ($r = .370$, $p < .05$)

A. Variability in Performance on Multiple-choice Test Based on MI Scores

The question to be dealt with is whether participants who have high MI score will score high on multiple-choice test format. The null hypothesis based on this question is:

H_0: MI scores don't predict performance on multiple-choice questions significantly.

TABLE 4.
VARIABLES ENTERED/REMOVED[B]

Model	Variables Entered	Variables Removed	Method
1	Total MI[a]	.	Enter

a. All requested variables entered.

b. Dependent Variable: Multiple Choice

Table 4 shows us that we are predicting *multiple-choice scores* (the dependent variable) from the *MI scores* (the independent variable).

TABLE 5.
MODEL SUMMARY OF R SQUARE OF THE CORRELATION COEFFICIENTS BETWEEN
MULTIPLE-CHOICE AND MI SCORE MODEL SUMMARY

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.563[a]	.317	.309	1.78125

a. Predictors: (Constant), Total MI

In Table 5, the R-value shows the correlation coefficient. The R square shows the amount of variability in the dependent variable that can be accounted for by the independent variable. As table 5 shows, R is .563 and R square equals .317. R square can be directly interpreted in terms of percentage of predicted variation. So, it can be said that MI score can predict about 31% of the variance in performance on multiple-choice questions. The column labeled adjusted R square equals .309. Adjusted R square is calculated so as to prevent overestimation of R square so the smaller the difference between the R square and the Adjusted R square the better. The last column _ the standard error of estimate_ shows 1.78. It shows how much the actual multiple-choice score is expected to differ from the predicted multiple-choice score. In fact, it illustrates the accuracy of the prediction model, so the smaller the standard error of estimate, the more accurate the prediction.

The analysis of variance (ANOVA) is the best statistical technique for measuring whether the regression model has a linear relationship. It can be used to determine whether the regression equation is significant. We can see from table 6 that $F(1, 88) = 40.87$, $p \leq .05$. It can be concluded that the regression is statistically significant.

TABLE 6.
VARIABILITY IN MULTIPLE-CHOICE SCORES BASED ON MI
ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	129.677	1	129.677	40.873	.000
	Residual	279.212	88	3.173		
	Total	408.889	89			

a. Predictors: (Constant), Total MI Score

b. Dependent Variable: Multiples Choice question

In linear regression, the size of the coefficient for each independent variable shows the size of the effect that variable is having on the dependent variable, and the positive and negative signs on the coefficient demonstrate the direction of the effect. In regression with a single independent variable, the coefficient tells how much the coefficient is expected to increase (if the coefficient is positive) or decrease (if the coefficient is negative) if the independent variable increases by one. Table 7 contains the regression equation. The value of the regression coefficient is given in column B of the table 7. The values in this column give us information about the importance of each variable. As table 7 illustrate, the un-standard regression equation is:

Performance on multiple-choice test =4.98+ (.151) total MI

Table 7 also provides us with the standard regression equation:

Performance on multiple-choice test = (.563) *total MI*

Standardized beta values indicate the number of standard deviation that scores in the dependent variable would change if there were one standard deviation unit change in the predictor (Pallant, 2007). In this study, if we could increase total MI scores by one standard deviation, the multiple-choice scores would be likely to increase by .56 standard deviation units.

TABLE 7.
CORRELATION COEFFICIENTS OF MI AND MULTIPLE-CHOICE SCORES

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	4.986	.976		5.106	.000
	Total MI	.151	.024	.563	6.393	.000

a. Dependent Variable: Multiples

B. *Variability in Performance on Multiple-choice Test Based on Different Intelligence Scores*

In this part, it is shown whether the different intelligences in MI are good predictors of variation in multiple-choice scores.

H_0: Sub-scales of MI scores do not predict performance of learners on multiple-choice questions significantly.

Table 8 shows that the *stepwise* method of regression has been used and out of the eight intelligences in MI only *linguistic intelligence* and *musical intelligence* can enter the equation regression.

TABLE 8.
VARIABLES ENTERED/REMOVED[A]

Model	Variables Entered	Variables Removed	Method
1	Linguistic Intelligence	.	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).
2	Music Intelligence	.	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).

a. Dependent Variable: Multiple Choice Questions

Table 9 illustrates that R equals .776 and the R square is .602. The R square value shows the amount of variance in the dependent variable that can be accounted for by the independent variables. The independent variables of *linguistic intelligence* and *musical intelligence* together account for 60 per cent of the variance in the scores of multiple-choice test. According to the R Square Change, we can see that out of the 60 per cent of variance in multiple-choice scores, 58 per cent of the variance is by the *linguistic intelligence* and only 2 per cent is by the *musical intelligence*. The adjusted R square is .59. The standard error of estimate also equals 1.36 that is a rather small amount.

TABLE 9.
MODEL SUMMARY OF R SQUARE OF THE CORRELATION COEFFICIENT BETWEEN MULTIPLE-CHOICE AND
MI SUB-INTELLIGENCES

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.762[a]	.581	.576	1.39554	.581	121.952	1	88	.000
2	.776[b]	.602	.593	1.36796	.021	4.585	1	87	.035

a. Predictors: (Constant), Linguistic Intelligence

b. Predictors: (Constant), Linguistic Intelligence, Music Intelligence

c. Dependent Variable: Multiple Choice Questions

The ANOVA examines the significance of each regression model to see if the regression predicted by the independent variables explains a significant amount of the variance in the dependent variable. As Table 10 shows: F (2, 87) = 65.75, p≤ .05. So, it shows that relationship is significant. The linearity of the relationship can also be interpreted form the table.

TABLE 10.
VARIABILITY IN MULTIPLE-CHOICE TEST SCORES BASED ON MI SUB-INTELLIGENCES

ANOVA[c]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	237.506	1	237.506	121.952	.000[a]
	Residual	171.383	88	1.948		
	Total	408.889	89			
2	Regression	246.085	2	123.043	65.752	.000[b]
	Residual	162.804	87	1.871		
	Total	408.889	89			

a. Predictors: (Constant), Linguistic Intelligence

b. Predictors: (Constant), Linguistic Intelligence, Music Intelligence

c. Dependent Variable: Multiple Choice Question

As shown in Table 11, out of all the eight variables entered, only *linguistic intelligence* and *musical intelligence* can be predictors. Therefore, the un-standard regression equation is:
Performance on Multiple-choice test = 3.50 + (.145) linguistic *intelligence* + (-.031) *musical intelligence*
And the standard regression equation is:
Performance on Multiple-choice test= (.82) *linguistic intelligence* + (-.15) *musical Intelligence*
According to the last equation, with the increase of one standard deviation in the linguistic intelligence scores, multiple-choice scores will increase about .82 standard deviation units; and if we increase musical intelligence scores one standard deviation, the multiple-choice scores will drop .15 standard deviation units.

TABLE 11.
CORRELATION COEFFICIENT OF MI INTELLIGENCES AND MULTIPLE-CHOICE SCORES

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	3.115	.739		4.217	.000
	Linguistic Intelligence	.134	.012	.762	11.043	.000
2	(Constant)	3.508	.747		4.696	.000
	Linguistic Intelligence	.145	.013	.825	11.188	.000
	Music Intelligence	-.031	.014	-.158	-2.141	.035

a. Dependent Variable: Multiple Choice Question

C. *Variability in Performance on Cloze Test Based on MI Scores*

The question to be dealt with in this part is whether participants who scored higher on MI also scored high on cloze test format. The null hypothesis based on this question is:
H_0: MI scores don't predict performance on cloze test significantly.

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TABLE 12.
MODEL SUMMARY OF R SQUARE OF THE CORRELATION COEFFICIENT BETWEEN CLOZE TEST AND TOTAL MI

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.488[a]	.239	.230	1.82807

a. Predictors: (Constant), Total MI

b. Dependent Variable: Cloze Test

As Table 12 shows, R= .488 and R square equals .239. It can be said that scores on total MI can predict about 23% of the variance in performance on cloze test questions.

TABLE 13.
VARIABILITY IN CLOZE TEST SCORES BASED ON MI

ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	92.139	1	92.139	27.571	.000[a]
	Residual	294.083	88	3.342		
	Total	386.222	89			

a. Predictors: (Constant), Total MI

b. Dependent Variable: Cloze Test

As illustrated in Table 13, $F_{(1, 88)} = 27.57$, $p \le .05$, we can conclude that this regression is significant.

TABLE 14.
CORRELATION COEFFICIENTS OF MI AND CLOZE TEST SCORES

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	4.392	1.002		4.383	.000
Total MI	.127	.024	.488	5.251	.000

a. Dependent Variable: Cloze Test

Table 14 provides us with the equation is:

Performance on Cloze Test Format = 4.392 + (.127) *Total MI*

According to the above regression the cloze test scores will increase .12 standard deviation units if we increase the total MI scores one standard deviation.

D. Variability in Performance on Cloze Test Based on Scores on Different Intelligences in MI

This section investigates whether the 8 intelligences in MI can be predictors of performance on cloze test. In this regression the stepwise method is employed.

H_0: Sub-scales of MI scores do not predict performance of learners on cloze test significantly.

Table 15 shows that R equals.53 and R square is .29. It indicates that *linguistic intelligence* accounts for about 29% of the variance in performance on cloze test. The adjusted R square equals .28. The standard error of estimate also equals 1.76 that is a rather small amount.

TABLE 15.
MODEL SUMMARY OF R SQUARE OF THE CORRELATION COEFFICIENT BETWEEN CLOZE TEST AND MI SUB-INTELLIGENCES

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.539[a]	.291	.283	1.76419

a. Predictors: (Constant), Linguistic Intelligence

b. Dependent Variable: Cloze Test

The F value clarifies that the relationship between the variables is significant and that there is a linear relationship between the variables ($F_{(1, 88)} = 36.09$, $p \le .05$) (Table 16).

TABLE 16.
VARIABILITY IN CLOZE TEST SCORES BASED ON MI SUB-INTELLIGENCES

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	112.333	1	112.333	36.092	.000[a]
	Residual	273.889	88	3.112		
	Total	386.222	89			

a. Predictors: (Constant), Linguistic Intelligence
b. Dependent Variable: Cloze Test

According to Table 17, out of the 8 independent variables, only *linguistic intelligence* can be a predictor. Therefore the un-standard regression equation is:

Performance on cloze test=4.057+ (.09) *Linguistic intelligence*

And the standard regression equation goes as:

Performance on cloze test = (.53) Linguistic intelligence

The standardized beta tells us that if we increase *linguistic intelligence scores* by one standard deviation, the *cloze test scores* will increase by .53 standard deviation unit.

TABLE 17.
CORRELATION COEFFICIENTS OF MI SUB-INTELLIGENCES AND CLOZE TEST SCORES

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.057	.934		4.343	.000
	Linguistic Intelligence	.092	.015	.539	6.008	.000

a. Dependent Variable: Cloze Test

IV. CONCLUSIONS

It was shown that there is a positive relationship between MI and learners' performance on multiple-choice questions and cloze test. Out of the eight intelligences identified in MI theory, *linguistic intelligence* has a relatively strong relationship with multiple-choice performance. In addition to this intelligence, *mathematical*, *spatial* and *intrapersonal intelligences* moderately correlated with multiple-choice questions. *Linguistic intelligence* is also correlated with cloze test performance. Moreover, a moderate relationship between cloze test and *mathematical intelligence* and *spatial intelligence* has been found.

Regression analysis was also run to see if MI or any of its sub-intelligences could predict performance on multiple-choice questions and cloze test. The obtained results indicate that the performance of multiple-choice and cloze test can be moderately predicted by the total MI score. *Linguistic intelligence* can predict performance on multiple-choice questions positively. However, multiple-choice performance can be negatively predicted by *musical intelligence*. Out of the sub-intelligences of MI, only *linguistic intelligence* score can predict the performance on cloze test.

Out of the eight intelligences in MI, it seems that *linguistic intelligence* is the most related intelligence of MI to the performance on multiple-choice questions and cloze test. It is also the best predictor of success regarding performance on multiple-choice and cloze test. One reason for that is that those with higher linguistic intelligence are able to perceive and find the relations among linguistic data and this ability assists them while performing on linguistic tests.

Mathematical is another intelligence of MI that is both related to performance on multiple-choice and cloze test. It seems that those with high *mathematical intelligence* are more logical. They use their logic while performing on multiple-choice questions, and logically analyze the structures of the sentences and decide correctly how they should fill in the blanks in a cloze test.

Another intelligence that is both related to multiple-choice and cloze test is *spatial intelligence*. Those with high spatial intelligence scores are able to recognize both large and small visual patterns (Gardner, 1983). It means that this ability enables learners to process a text from bottom-up and top-down. Employing these two approaching a text assists learners to find the relationships among paragraphs, sentences and structures. Therefore guessing the missing words may be quite easy for learners with high spatial intelligence.

Intrapersonal intelligence, the ability to understand and self-monitor oneself, is related only to multiple-choice questions. Intrapersonal intelligence, as conceptualized by Gardner (1983), includes the awareness of one's own desires, fears, and abilities, and also using this information to make sound life decisions.

As the results show, multiple-choice and cloze test are both affected by total MI score and its sub-intelligences. Thus, in order to assess learners' ability in reading, reading test should have different formats of test items. As fairer

assessment is the objective of testing and researchers all over the world are trying to develop fairer and more accurate tests, test developers must be careful not to include only one test format in the reading tests they develop so that the tests measure performance of test takers more accurately and more fairly (Pishghadam & Tabataba'ian, 2011).

The teachers must also be aware of these differences among their students so that they do not base their decisions only on the tests administered as these tests rarely include all test formats. Teachers as test users must understand the qualities of the tests they use and their appropriateness in the context these tests are used. They must try to develop fairer tests that include all test formats. The false belief that standardized tests guarantees test fairness must be abandoned (Stobart, 2008). As Brown (2004) also questions standardized tests, they do not guarantee fairness for all participants and some will be in the minority group and if a more comprehensive picture of language learners' knowledge is required, different types of performance should be elicited.

If these differences are paid attention to, the designed tests will be more valid as the consequential validity of the tests, which is an important measure of validity and has been ignored until recently, will increase. And as Bachman (2000) correctly states, now that we have the methodological, theoretical and technological resources, plans must be made to ensure validity in practice and high quality tests must be developed.

The current study shows that test format affects reading test performance moderately so assessment must be done with care to ensure that this factor, which is irrelevant to language ability of test takers, does not affect test scores.

As all sources of bias are not identified yet, it will be best to use a mixture of different test types (Pishghadam & Tabataba'ian, 2011) and using varied test items can provide us with a more thorough picture of learners' capability (Brown and Hudson, 1998). Doing research in testing can provide us with the problematic areas that may exist for the test-takers while taking the language test. Therefore, as having a fair assessment is the main objective in the process of test developing, test developers and teachers should address learners' differences in their testing and teaching.

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Interrelation of Language and Culture

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Abstract—**The present article deals with the mutual influence of constituent components of language - culture interrelation. It also studies the revealing of the forms and principles of occurrence of cultural factors in the language and provides a short insight into the history and setting of the problem. The attitude of a human being towards reality phenomena as well as to the realization of time, quantity, gender, and case categories depend on the life style, daily routine, customs / traditions and mentality of the ethnos. The ways of defining common and distinguishing features of expressing the linguo- cultural factors in multi – system languages are investigated in the paper. It is stated in the research that cultural factors are reflected not only in the lexical and phraseological units of the language system, but also in its grammatical categories. Being a bearer and a transmitter of information, language is a specific means of realization of the culture.Accordinly, cultural factors are encoded and decoded in the language depending on the mentality and outlook of the ethnos. The mutual influence of language and culture occurs in communication process between the bearers of multi – system languages and evinces quite differently.**

Index Terms—**language, culture, anthropocentrism, linguo-culturology, mentality**

I. INTRODUCTION

When you know a language you can speak and be understood by others who know that language. It means that you have the capacity to produce sounds that signify certain meanings and to understand or interpret the sounds produced by others. Everyone knows a language. Even a child is as proficient at speaking and understanding as its parents. The ability to carry out the simplest conversation requires profound knowledge that most speakers are unaware of this. This is as true of speakers of Japanese as of English, etc. Knowing a language means knowing what sounds are in that language and what sounds are not. This unconscious knowledge is revealed by the way speakers of one language pronounce words from another langauge. All of these factors tend the investigations to be carried out dealing with the interrelation of language and culture.

Teaching of language and culture in unison, or looking at the language from the prizm of the culture, customs and traditions of the ethnos allows to throw light on a number of issues which emerge in the process of communication. In the context of language and culture there appear new theoretical approaches. At present three such approaches have been determined: study of the language in unison with the country, in which the language is spoken, ethnolinguistics and linguo-culturology (language and culture). It is also possible to add socio-linguistics, pragmatics, discourse analysis, anthropological linguistics, hermeneutics, semantic analysis and others (Guliyeva 2015, p.225). It should be noted that these directions closely interact with each other. Undoubtedly, it is impossible to claim that they have emerged and developed recently. It is clear that the birth of new directions in linguistics is connected with the demands of the present time and the success obtained in the linguistic studies during the last years. For instance, the anthropocentric approach to anthropological linguistics displayed its existence in different linguistic traditions, schools and trends. But the number of studies in this field increased at the beginning of XXI century, and as a result, a new and independent direction took shape. Anthropocentric approach to language draws the study of linguistics nearer to psychology, sociology, philosophy and culturology. Anthropocentrism is often appearant in the lexical system of the language and in coherent speech. Therefore, the anthropocentric principles were studied mostly in lexics and in various art texts. Antropologists are concerned with language as an essential part of the culture and behavioral patterns of the people they study. The linguist would be unwise to ignore the fact that language functions within such patterns. One specific area of anthropological research that has particularly interested students of semantics is that of kinship, for the varied and intricate kinship relations of many societies are revealed in the equally intricate semantic patterns of the kinship terminology. The factor of human being, his habits, expression of the views of the people sharing the same territory and language have led to language diversity, as well as to the manner of thinking, diversity in the usage of language units and views of the speakers. Lately the scholars have discovered the traces of anthropocentrism in the grammatical categories as well. Diversity of grammatical categories in different languages, presence or absence of these categories in these languages are explained now not only with the language system. It becomes evident that these categories are also connected with anthropocentrism, linguo-culturology and ethnolinguistics.

The study of the ways of mutual influence of language and culture and the changes caused by their interrelation is of great importance nowadays. In addition, the impact of cultural phenomena on the grammatical system of the language and the reasons of the absence of some grammatical categories existing in the other language are the object of current studies. So, the consideration of linguo-cultural factors while conveying the material from one language into the other

necessitates the investigation of multi-system languages in the context of anthropocentric paradigm which is clearly presented in the article.

II. Methodology

The issues of language and culture have always been under close consideration of linguists. This problem as an idea was first raised by Grimm Brothers at the beginning of XIX century. It has such a tradition that Grimm was influenced to write his grammar in reaction to a critical 1815 review by Wilhelm von Schlegel of the first volume of a journal the Grimms published. Schlegel was not captivated by folk literature, and dismissed some adventous etymologies that Jacob had proposed. He further declared that what was needed instead was close, disciplined analysis of older texts. Grimm took up the challenge, attending to the smallest details of German and their reflexes in related languages over time. He adopted an anti-prescriptivist stance, although, along with German Romantics in general, he maintained the earlier forms of a language gave unique access to its nature and to the culture of speakers (Thomas 2011, p.97). In the 60s-70s of XIX century in Russia the study was further developed mainly by F. Buslayev, A. N. Afanasyev and A. A. Potebnya. W. V. Humboldt's ideas concerning the issue were continued, studied and developed thouroughly in world linguistics. W. V. Humboldt made use of the historical concepts of Shelling and Hegel in explaining the uniqueness of the cultural spirit of different nations, existence of numerous quantity of languages. He semmed to take for granted that all languages share principles of organization. In 1822 he wrote a letter to W.Schleger and declared: "My point of departure is that there really is something universal in grammar of all languages". Humboldt was most committed to investigating how languages differed; he underlines two of his most noted contributions: his studies in language typology, and his speculations about relatedness of language, thought and culture (Thomas 2011, p.92). According to him, national spirit and language are closely connected with each other. Consequently, national spirit includes all the complex of the mental ability and culture and the spiritual features of the nation. As for culture, it mostly displays itself in language. Language is the reality of culture and the view of the culture to the birth of mankind and to its ownself. W. V. Humboldt thought that languages are the creative production of peoples, each of them had their national form, they have become products of speech activity as a result of the creativity of nations (Rajabov 1987, p.82). F.M.Müller also stated the interrelation of language and culture. With his this point of view he became famous. He surveyed mid-nineteenth-century European philology as a "science of language." He declared that 'the science of language can declare itself completely independent of history' in the sense that, although language is deeply connected to the culture and history, still 'languages can be analyzed and classified on their own evidence... without any reference to the individuals, families, clans, tribes, nations, or races by whom they are or have been spoken' (Thomas 2011, p.108).

For the first time in the Russian linguistics F. I. Buslayev pointed out that there is a close and unbreakeable relation between the history of the language and the history of the nation (Rajabov 1987, p. 100). According to him, language is the product of a man's thinking, and it reflects the whole life of the nation and its historical development. Furthermore, the language of the nation is closely connected with the religion of the nation, with its family and civil life conditions, language expresses the national colour, manner of national thinking and world outlook (Rajabov 1987, p. 100).

Linguo-culturology as a new direction in linguistics is studying different aspects of language and culture in unison. V. V. Borobev says that linguo-culturology has already become a new philological subject and direction. According to him, linguo-culturology studies selected and organized cultural values, live communicative processes, birth of speech and its comprehension, experience of the language bearer, his national mentality. "It gives the systemic description of "the linguistic panorama of the world", provides the implementation of the educative,didactic and intellectual objectives of teaching. Thus, linguo-culturology is a synthesizing complex research direction, which studies in action the interrelation of culture and language, their interraction, the communicative process formed of linguistic and non-linguistic contents reflecting it as a whole structural unit (Borobev 1999, p.33).

III. Results and Analysis

Language relations are chiefly realized in social, economic, political and cultural contexts.In this process the integration of languages take place. Here dominant and non-dominant languages have equal impacts. Intercultural differences create differences in the means of expression of the thought, in the formation of communication and in the process of communication. The relation of the participants of communication to each other emerges on a different plane and in different forms. The means of language, which are used in connected speech, particularly the shades of meaning of words, are verbalized as a result of the impact of the culture on language. Therefore, for the disclosure of the cultural differences finally one is obliged to appeal to lexical unis. Semantic shades, which penetrate into language under the impact of the cultural factor, obliges the translator to search for additional means for the transformation of the content. In the Russian sentence "Она открыла дверь" (She opened the door) the category of gender allows to express the idea that the door was opened by a female being. If a piece of fiction, speech, or discourse begins with such a sentence, it creates some difficulty for its translation into Azerbaijani. The Azerbaijani sentences "O, qapını açdı", "Qız qapını açdı", "O qadın qapını açdı" cannot be equivalents to the sentence in Russian, because in the first Azerbaijani sentence the personal pronoun "o" does not convey any information about the gender of the person, but the usage of "qız" in the second sentence and "qadın" in the third sentence solves the problem of gender. In the Russian sentence the information

concerning the gender of the subject (the door opened by a girl or woman) is not definite like in Azerbaijani. Of course, not depending on the form of expression, it is possible to convey the meaning intended by the author in Azerbaijani. As a result, the translator either adds a new shade of meaning to the context, or removes certain information from the process of communication.The fact that a person can use many varieties of language. It is possible to treat each variety as a different language. This is most plausible when the differences are essentially those of style, so it can not be easily determined exactly how many 'langauges' there are or what their precise characteristics. In the case of diglossia it may seem easy enough to determine that there are two varieties of the language, the distinction between the two is not always completely clear and speakers often seem to use language that varying between the two. Instead of recognizing a host of different 'languages', a person may think about what is the linguistic ability of a native speaker. His choice of linguistic variety is considered to be relevant of context.The issues of code-switching, diglossia, dialect, sociolinguistics and stylistics fall into the (widely defined) area of semantics (Palmer 1976, p. 60). The interrelation of language and culture can also be observed in this case   as well.

Mutual materialization of language and culture is realized in the process of communication. It is necessary to note that the notions of language, culture and communication have completely different definitions. Language has been defined differently by scientific schools, scholars at different times. They call it a means of communication, a means of expressing thoughts and ideas. All the types of communicative behaviour unequivocally confess that language serves for communication. "In all societies known to us, language is a process of communication" (Sepir 1993, p.56).

The Azerbaijani "ünsiyyət" and "kommunikasiya" are not completely equivalents in modern linguistics. Therefore, they both are being registered in the linguistic terminology of Azerbaijan and both of them are conveyed by "коммуникация" and "общение" in the   Russian language. Communication is an act or process of conveying the information to men and other living beings. Many dictionaries and encyclopedias register five meanings of "culture", and the number of its definitions increase depending on these meanings. Culture is the aggregate of the achievements obtained by man in the process of production, in social and spiritual life. In this definition the word "achievements" does not fit this context from the point of view of culturology, because this word expresses only those which are successful. Culturology tries to be maximally objective and abstains from evaluation. Therefore, for culturology culture may be considered as the aggregate result of the activity of man in production, social and spiritual life of society.

In the English language the word "culture" has different definitions.

In the English language the definitions of such words as customs, *beliefs, the life style* are encountered all the time, if we take into account the words with close meanings and replacement by an explanation. The simultaneous manifestation of the language and culture is evident in the process of communication of the representatives of different nations, too. Lingo-culturology and in some close to it spheres the notion of "intercultural communication" is used. "Intercultural communication is the communicative act among the representatives of different national cultures, and it is the acquisition of an adequate understanding" (Vereshaqina 1990, p.22).

Traditionally, grammar is the field of general rules, but vocabulary deals with words, including their semantic structures. In grammar we have generalizing descriptive explanations, but vocabulary is engaged in special phenomena. The theory of grammar develops the linguistic theory concerning the part of descriptive linguistics. Definitions occupy a special place in the theoretical part of lexicography. They follow the words included into the dictionary. Definitions and explanations define the units of vocabulary. Theoretical issues not taken into consideration and remaining out of this sphere for a long time have begun to attract the attention now. The integrative description of the language on the level of grammar and vocabulary has led to such an inference that the degree of the study of each parameter of the language defines the degree of how much that lexicographic material has been studied and generalized. There is such a practice that the monolingual dictionaries provide the users with necessary grammatical information, too. This information should be conveyed through the dictionary with a certain succession. That is, in some dictionary articles certain inexactnesses are observed. In traditional lexicography selection of the initial grammatical form and determination of the borders of the paradigm refer to such kind of problems. It is possible to explain them with the examples of morphological categories.

It is a general view that "the pluralia tantum" names are used more than dominant-singular names from the point of view of their inclusion into dictionaries. It is known that a noun that appears only in the singular form, such as dirt, is known as singular tantum (Huseynzade 1973, p.83). This property is vividly expressed in the structure of Indio-European languages (mostly in German groups). In Azerbaijani there are no words which are used only in singular or in plural. "A part of nouns of our language are comprehended both as plural and singular. It is impossible to divide them into singular or plural out of the text. For instance, üzüm, tut, alma, gül, balıq, daş (grapes, mulberries, flowers, fish, stones) and other words of this kind denote both the whole and its parts. Many Azerbaijani nouns denote both singularity and plurality, that is, the separate units and wholeness of these units (Huseynzadə 1973, p. 98). Not all the Russian and English dictionaries mention the absence of the plural form of the noun. Pluralia tantum is a natural phenomenon that take place in the Indio-European languages; moreover, it is one of the important typological features in the majority of these languages. Historically the formation of this category is based on elliptic plurality. The term of elliptic plurality belongs to B. Delburk in linguistics. Then it was used by other authors. Elliptic plurality is the most ancient variant of the concrete calculation type. It is very often based on the maximal difference of elements that form the plurality. But the extended or surplus plurality is determined on the basis of minimal differences between the

elements. In this case each element is able to represent the whole plurality. Sometimes it is impossible to distinguish such an element. The "pluralia tantum" category is not obvious in languages based on the extended or surplus plurality (Lazarev 2010, p.16).

Thus, "pluralia tantum", which is an important feature of the grammatical system, has to be adequately described for the transitory events in dictionaries. For instance, in Russian "будни" - pluralia tantum;" будни- "singular of будень. On the diachronic plane in Russian this form is dynamic (for instance, the word кресла is plural, the same can be said about взятки, etc.). It means that there has emerged a variation on synchronic plane.

IV. Discussions

Words occupy a special place in the grammatical structure of quantity. In many languages words are included into dictionaries in singular, but in some Indio-European languages the information on the plurality of the grammatical quantity is expressed mostly in the word itself. The plural form of such words is included into dictionaries as an initial form. One may make such an inference from the above mentioned that plurality is moved to the forefront and it fulfills the organizatory function of the lexical-semantic variant of the word; it is used only with those words which have a plural form. In the Indio-European languages the words in the following thematic groups are in plural as the main units of dictionary:

-Words denoting the articles consisting of pairs. Russian: башмаки, боты, галоши, тапочки, чувяки, чулки, колготки ,брюки, коньки, лыжи, гантели,; English: stockings, dumbbells, slippers, trousers, skates; Spanish: las medias, las pesas, las zapatillas.

-Words naming human and animal organs consisting of a pair: Russian: легкие, гланды, бивни, жабры, бакенбарды; English: lungs, tonsils, tusks, side-whiskers, gills; Spanish: los plumones, las amigdalas, lasbranquias.

-Words naming not the mechanical plurality, but the collective number as ethnonyms, nations, associations. Russian: тюрки, азербайджанцы, талыши, татары, грузины, картвелы, инки, русские, евреи, папуасы; English: the British, the English, the Capanese; Spanish: los ingleses, los britanicos, los caponeses;

-Names of some meals (the characteristic feature of these names is that in plural they denote the name of the meal, in singular its ingredients). Russian: пельмени, шпроты, голубцы, вареники, тефтели, блинчики, каперсы, галушки; English: sprats, meatbalss,capers; Spanish: las albondigas, las alcaparras;

-Names denoting an abstract quality in singular, but in plural denoting collective nouns having certain quality. Russian: копченнности, сладости; English: smoked foods, sweets, pickles; Spanish: los viveres curados al humo, los dulces, las salazones;

-Nouns in plural denoting the result of the activity: Russian: выработки, выкладки, посадки, расценки,; English: crops, diggings, investments; Spanish: los sembrados, las cavas, las inveersiones;

-Nouns denoting the names of games and the pieces used while playing them. Russian: шашки, карты, нарды, кегли, кости, снежки; English: draughts, checkers, dice; Spanish: las cartas, los dados;

-Nouns denoting the names of musical and art works and those of their constituents. Russian: вариации, гаммы, куплеты, слова, стихи, строки, строфы; English: variations, verses, scales; Spanish: las variations, los versos, las gamas. (Lazarev 2010, p.22).

The names which are included into the mentioned thematic groups in Azerbaijani are used both in singular and plural. Grammatical categories are expressed by different grammatical means. For instance, plurality in Azerbaijani is expressed by adding the endings -lar or -lər to nouns. These endings form the nuclear of the quantitative functional-semantic field. This field has other constituents that refer to different levels.

Thus, it becomes evident that it requires deep studies for revealing the reasons of the birth of the means of grammatical categories, their dependence on the certain extra-linguistic factors in different languages and at the same time in languages belonging to different systems. So, one of the ways of solution of this problem is the conduction of studies in the context of language and culture, as well as in the intercultural context.

V. Conclusion

The interrelation between language and culture possesses cognitive-pragmatic nature. Fulfilling the functions of a culture bearer and transmitter, language is considered as a means of realization of communication between the representatives of the same or different ethnos. In the process of communication the transformations of culture via the language devices occur. Accordingly, culture plays a specific role in naming the objects of reality which are closely connected with the culture and routine of the ethnos. Therefore, alongside with direct definition, such names contain additional information about the culture, daily routine and life style of the ethnos.

As for phraseological units, they are formed as a result of secondary nomination caused by the attitude of the ethnos towards the phenomena, processes and objects. There exist no equivalents of phraseological units denoting direct specific cultural attitude of the ethnos; consequently, their transformations into the other language require additional explanations and descriptions. In addition, the research shows that various grammatical categories also possess culture related peculiarities. In the process of comparative analytical translation from languages containing or missing this or that grammatical category, the omission of meaning or formation of new seme in the target language takes place. The

initiator of these processes is culture of the ethnos and its attitude towards phenomena and events. So, cultural factors have great impact on the formation of grammatical categories existing in the language, and the distinction between grammatical categories of multi-system languages are directly connected with linguo - cultural factors. Thus, language reveals national mentality and becomes the product and integral part of culture.

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• The British Council Website promotion workshop, 24 January 2013, Azerbaijan University of Languages

• CISELT Summer School, 23rd July -29th July, 2012, British Council Azerbaijan

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The Effects of Animation on the Socialization of 5-6 Years Old Chinese Children — *Finding Dory*

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Abstract—Animated films undoubtedly play important roles in Children growth. Disney movie, as a typical American media product, enjoys a growing global popularity and influence the young audience particularly in family values or even in their socialization. *Finding Dory* is a popular animation among children especially aged 5-6 and it presents children of this age 1. how to face failure and 2. how to balance self-benefit and supporting friends. This paper samples Chinese kids aged from 5-6 with qualitative analysis to reveal the effects of *Finding Dory* on the socialization of particular aged children. Although the research is limited by children' language proficiency and parent's personal guidance, but it definitely set implications on how to make full advantages of those animated movies to pattern socialization for children at this particular age.

Index Terms—Finding Dory, socialization, animation, children

I. Introduction

At the glance of a stair, my 5-year-old daughter instantly intimated the scene in Frozen and rushed down singing *Let it go*. After taking her to the movie *Finding Dory*, "How do Dory do?" became the catchphrase whenever she encountered barriers. The above cases don't just happen individually, animation has played a dispensable role in children' life with the growing global popularity of this particular type media. One of the most important reasons is the different culture of a country can be attractive and even be integrated into another different culture, especially for the kids aged 5-6. As John. P. Lovell, an American scholar thinks that "people are vulnerable to the social culture, their behavior and attitude will have many culture roots. In addition, the ruling itself and foreign policies are formed under certain cultural background." Animation movie, however, is easy to spread, which makes its development becoming more and more important in enhancing one country's cultural soft power. Although China's cartoon industry is the world third largest, both in terms of number of films produced and box office takings, US animations have occupied the most competitive place due to its vivid images as well as multi-cultural stories.

TABLE I
TOP-10 GLOBAL ANIMATION BOX-OFFICE

Film	Year	Box Office (billion)
Frozen	2013	$1.2765
Minions	2015	$1.1594
Toy Story 3	2010	$1.632
Zootopia	2016	$1.0217
Despicable me 2	2013	$0.9708
The Lion King	1994	$0.9685
Finding Nemo	2003	$0.9367
Shrek 2	2004	$0.9198
Ice Age: Dawn of the Dinosaurs	2009	$0.8867
Ice Age: Continental Drift	2012	$0.8772

The family value of Chinese changed dramatically these years with the development of China's social economy as well as deepening of the culture. The value is strongly influenced by many factors such as public media and foreign cultures. The traditional value is characterized as conformity which views the most popular opinions as the truth; while the modern value is characterized as individualism which respects unique ideas and critical thinking. Audience at different age is effected by traditional values on varied scale, which means the younger the audience is, the easier influenced by another culture. It is attributed to their literacy levels. According to the following research, it is not hard to find that 6-year-old kids are harder to persuade than 5-year-old ones. Care for extended family is another distinct feature of Chinese, which is proved in the reaction the moment Dory found her peers. Traditionally, Chinese kids tend to confuse extended family and immediate family, and there is subtle distinction between self-centered and independent. Filial piety enjoys the priority among all the norms and values. As the important aspect in Confucianism, filial piety attaches the prime importance to family relationships. (Chun & Iwabuchi, 2008, p.115). However, with the present varied social economic status and parenting styles, children's cognition even socialization levels achieve significantly higher than before. (Xiuli, G,.2012) Parent-child relationship enjoys the top of all the family values, and it is the

primary socialization for young kids. Another fierce discussion on children education is how to encourage them to support each other.

In such family value, most Chinese families are worried about two main issues. Children tend to be less competitive than before, they are easily frustrated by failure; many parents also complain that children seems selfish at the age 5-6 years old, they are unwilling to be helpful to the others. That's why our research took these two points from the movie to study, repairing failure and being helpful to the others, which *Finding Dory* discusses critically.

II. RELATED WORKS

The American influential social cognitive psychologist Albert Bandura is best-known for his social learning theory. According to him, human acquire knowledge by observation or imitations through reciprocal interaction, especially from the behaviors from his or her trustworthy models. Although the role of vicarious experience (observation) was stressed when people impacting people, observational learning is much more complex than simple imitation.

"Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action."(Albert Bandura, Social Learning Theory, 1977)

From his theory, it is not hard to find that people are inclined to model the good examples. Bandura's social learning theory regards observational learning, also known as modeling, as a four step process. (Bandura, 1977) They are 1) Attention- "A person cannot learn much by observation unless they attend to, and perceive accurately, the significant features of the modeled behavior". (Bandura, 1977); 2) Retention – People cannot be influenced by observation if they do not remember it. Learning can be retained through imagery models and/or verbal descriptions; 3) Reciprocation – people are able to reproduce the observed skills into actual behavior; 4) Motivation – people need to find themselves a reason to imitate particular targets so that to make observational learning effective. The theory model is shown in fig.1.
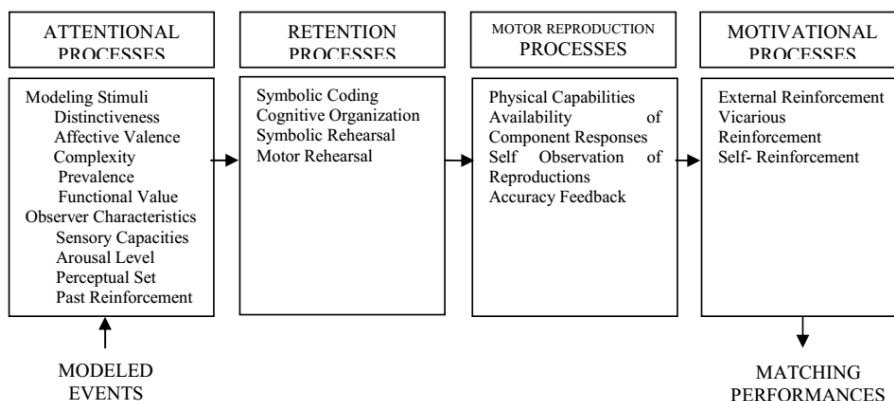
Figure 1. Component processes governing observational learning in the social learning analysis (Bandura, 1977).

The process of watching animated movies can be viewed as social learning process; it takes the advantage of emotional expression, strong color and composition, and a distorted, theatrical treatment of image to influence children's behavior in a relaxed atmosphere. Animation provides opportunities for kids to observe not only via literal education, but also via animated behaviors. Children easily observe the characters' behavior; intimate them in their daily activities. According to Piaget (1983), the understanding that objects continue to exist even when they cannot be seen, was an important element for children's cognition development which means even after go back to real life, children still apply the discourse in their daily talks and role-play the scenes in the movie. Purchasing movie derivatives also deepen the peer communication through the common interest. Children pick the symbols from the animation to form individual understandings based on their own experience through encoding and decoding so that to produce the further personal experiences. Qingguang, G. (2011) regarded symbols as the external form and material carrier of information, and even a dispensable element in information dissemination process.

According to Swiss psychologist Jean Piaget (1983), children cognitive development progress through a series of four critical and distinct stages (Tab. II). Each stage is marked by shifts in how kids understand the world. Piaget believed that children actively try to explore and make sense of the world around them.

TABLE II
PIAGET'S STAGES OF COGNITIVE DEVEKOPMENT

The sensorimotor stage	Birth-Age 2	Infants and toddlers • Acquire knowledge through sensory experiences and manipulating objects. • Start their basic motor and sensory explorations of the world. • Develop object permanence or object constancy • attach names and words to objects.
The preoperational stage	Age 2- 7	Kids • Learn through pretend play but still struggle with logic and take the point of view of other people. • Struggle with understanding the ideal of constancy.
The concrete operational stage	Age 7- 11	Kids • Think more logically, but their thinking can also be very rigid. • Struggle with abstract and hypothetical concepts. • Understand that their thoughts are unique and that not everyone else necessarily shares their thoughts, feelings, and opinions.
The formal operational stage	Adolescence spans into adulthood	People • increase in logic, • are able to use deductive reasoning, • Develop an understanding of abstract ideas. • See multiple potential solutions to problems and think more scientifically about the world

There are various scholars studied the psychology of the children at 5-6 years age. As to the effect of social status on children's family values, Lucariello, Durand and Yarnell (2007) worked on the capacity for intrapersonal and interpersonal speculating among 5-6 years old kids which involving the beliefs of self and others, the understanding of emotion and perception, they found there were very little differences of the physiological test result among kids between higher social status and lower ones. But they admitted that their result was limited by the range of subjects. Garner Dunsmore & Southam-Gerrow (2008) observed preschool children's prosocial behavior, relational aggression, and physical aggression, they found that mothers' emotion explanations were correlated with children's emotion situation knowledge and relational aggression.

Here are the studies on the relationship between socialization of children and animated movies. Lu (2012) found there was little effect on children's moral development only by watching the cartoon. And in his dissertation, teachers and parents' influence are involved. The same factors were noticed in Jiang's (2013) dissertation, animations stimulate the children's socialization through the process of children watching movies, the entertainment and the characters should be filtered. He reminded that the social responsibilities for animations production industry. Kristen M. Ppeters (2002) stressed the violence influence children's behavior and aroused the attention for children educators and parents.

Fear of failure is an emotional experience much more, questions for this part is designed based on Conroy's theory of fear of failure, our study discusses the relationship between parenting style, parent-child communication and fear of failure. In our study, we take the advantage of the factors form the previous researches and take Finding Dory as example to explore the effect of animation on the socialization of 5-6 years old kid in China.

III. CASE STUDY

Finding Dory tells a warm story. In this movie, taking place six months after Nemo finds his dad; Dory suddenly recalls her childhood memories. Remembering something about "the jewel of Monterey, California", accompanied by Nemo and Marlin, she sets out to find her family. She arrives at the Monterey Marine Life Institute, where she meets a white whales Bailey, a whale shark Destiny and an octopus Hank, who become her guide. In this movie, Dory, suffering from amnesia, presents both her optimistic side and pessimist side. She inspires herself to recall details she and her parents, so that to help herself find the family. Dory is so eager to reunion with her family, however lost her way on the next corner, even forget her goal. It's her determination push herself to make the segments of the past into a complete picture. At the second stage of the story, Dory doesn't stop to stay with family but to help peers at the risk of losing again.

A. Subjects

Our experiment chooses randomly 10 5-year-old-children and 10 6-year-old-children from different kindergartens, 5 boys and 5 girls for each age group respectively. Those children are from XinCheng international kindergarten (private), Little Star bilingual kindergarten (private), Jiguan kindergarten (public), and Educational kindergarten (public). All of the children are from the senior year in Chinese kindergarten, Curriculum of Moral Education requires children 1) to get along with their friends, be considerate and help each other; 2) to be obliged to the norms and rules, not to disturb the others; 3) to undertake basic personal business and be willing to be helpful and supportive; 4) respect the National Flag. The children's average literacy rate is that they can understand Chinese mandarin but can not read a lot of Chinese characters, therefore, we pick Finding Dory with English subtitles and dubbed in Chinese to provide direct impression.

B. Instruments

Considering children's literacy rate, our questionnaire use pictures instead of words. The questionnaire is mainly for testing what type of plots impresses children most and different attitudes of different gender and age. We take 6 typical plots from the movie to make this part (Fig.2).
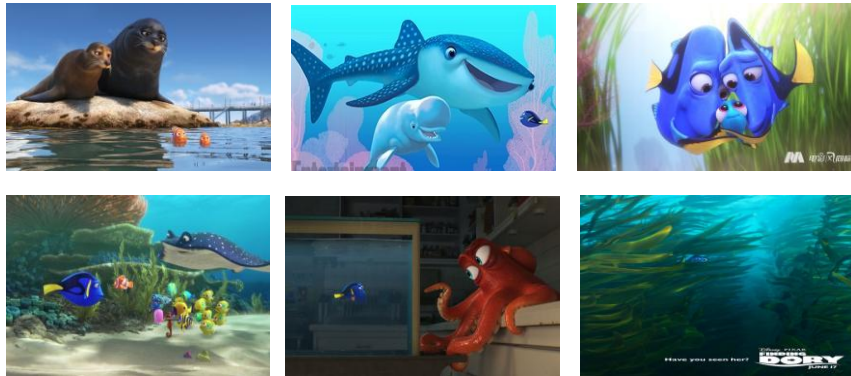
Figure 2. 6 casts from *FINDING DORY* for questionnaire

According to the results; children are divided into different groups to take part in the following interview. The interview is working for 1) kids reaction on similar cases; 2) effectiveness of this movie for children with different age and different gender; 3) extended affection to children' help to others, family values, resistance to failure.

C. Procedures.

Children are divided into two groups with the same age to watch the film. Researchers observe the whole process and take note of each child's level of concentration. After watching, researchers use flash on screen to present the pictures on screen and children are expected to depict the relate stories and freely ask questions. Researchers take down the questions and divided them into sub-group after this section. When it comes to interview, 5 questions are prepared as following: 1) Why did Dory depart her parent? What warnings your parents ask you to notice in such cases? 2) What would you do if you departed your parents? Why? 3) As to you, is Hank a bad guy or a good and reliable one? Why? 4) if your friends laugh at you, what would you do? What do you think Dory's way? 5) Why Dory come back to the truck? Do you think it is too dangerous? If you were Dory, what would you do? For this part, researchers need to take notes very carefully for the further discussion. We make a quantitative analysis for this study.

IV. RESULTS AND IMPLICATIONS

A. Qualitative Analysis

Among 5-year children group, there are four boys preferring pic 2 and 4, and three boys preferring pic 1 and 3; all girls in this group picking pic 3 and three of them picking picking pic 2. As to 6-year children group, all boys like pic 2and 4boys like pic 1,3,5; girls in this group generally like pic 2.3.5 which is very close to the boys' choice(Fig.3).

Although children at different age stage make the similar choice, the reasons are varied. Taking the pic 2. and pic 4 as examples, boys' reason and girls' are presented in the following table III.As to the other plots, children show distinct and creative thoughts. For example, when Dory dropped into the tan and instantly faced her own kinds, one 5-year-old girl asked whether they were Dory's grandparents. And then when she found they were just their parents acquaintances, she seemed slightly disappointed .
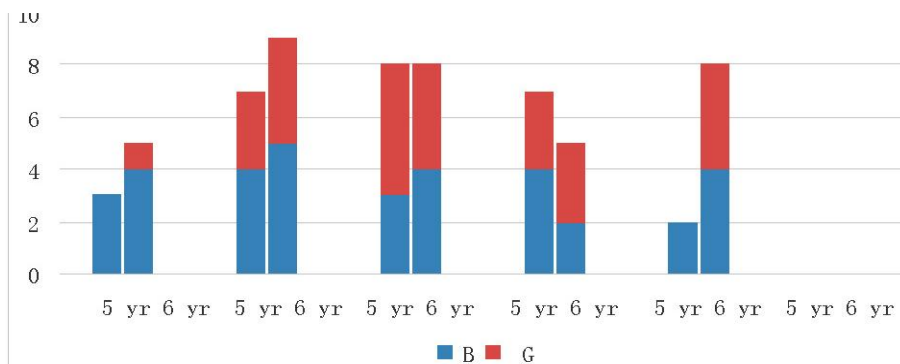
Figure 3. Preference of Children from Different Groups

The research organized correlative activities for Chinese children at the age of 5-6. From the study, 5-6 years old children moral development may be affected by cartoon, but the effect is small, its influence doesn't completely depend on the cartoon itself. For example, as to the question 4 of interview part "*if your friends laugh at you, what would you*

do? What do you think Dory's way?", the answers in the 6-year group is relatively consistent, four boys provided similar response "Dory is kind of silly, she has no idea of the other kid's unkind behavior. If I were Dory, I will explain or even leave the group/ I will let the teacher know the case, she will punish them/" "Dory has some memory problems, she doesn't know they are laughing at her." "If Dory know the other kids laughing at her, she will get mad.". Three girls provided the similar answer, "Dory is so unfortunate, I will help her if I were in the group." according to the response in this group, it is not hard to find that children escape them from the key point. They prefer to believe Dory doesn't know the point, if she gets the point, she will act as the normal kids. Therefore, Children cognition of helping behavior have different intentions, and 6-year-old children make more judgment before providing assistance, especially girls. Surprisingly, they prefer helping others for no reason when they are in urgent situations, especially for boys. Another general finding from the interview is the more entertainment animations are, the more attentions children pay to, and the more educational in animation, the easier to stimulate the socialization of children. Here we take the 5-year children response to question 3) "*As to you, is Hank a bad guy or a good and reliable one? Why?*" for example. "Hank is a thief, but he is also magician so he is a good guy." "he can drive, like my father. Wow, he helps Dory to escape. Surely he is reliable." "He can disguise himself into anything, like Monkey King. He is great." "yes, he wanted to steal Dory's brace, definitely he is a bad guy. But I like him, he is funny." Apparently, the movie doesn't clearly indicate whether Hank is reliable or not, it just depict Hank into a funny and sort of brilliant one, which send children messages that this sort of guys can be taken as friends. Children at this age have their own standard of value but not very clear, and they respect their own ideas. Therefore, educating children at age 5-6 with more entertainment is more effective than just with educational tools.

Specifically, our research is more focused two points in the socialization of children. As to the family value dimension, the analysis and interpretation of results reveals that

TABLE III.
DIFFERENT IDEAS FOR BOYS AND GIRLS IN DIFFERENT GROUPS FROM QUESTIONNAIRE

	Pic 2		Pic 4	
	BOYS	GIRLS	BOYS	GIRLS
5 yr Group	• I like Destiny • It's smart (2) • It' strong and helps Dory	• I like Bailey's name; she is smart • Bailey looks very pretty; • Destiny and Bailey's names sounds nice	• Wow, so many fishes • They are having class • They don't like Dory • I want to be on duty	• So many fishes • I want to have a look at those fish. • I have been to aquarium
6 yr Group	• The supersonic wave is awesome • The partnership is so competitive	• Destiny is very strong minded and humorous • They encourage each other as our teacher tells us to • They are friends	• Are they laughing at Dory? • I don't want to be in such class, • Wow, everyone is different	• Dory is lonely • Does teacher like Dory? • I know they are friends, but why Dory don't have siblings?

B. Implications and Suggestions

In the process of the experiment, limited by children literacy rate, we have to choose the version dubbed in Chinese which inevitably go with local elements. And the study result also shows that the importance of teachers or parents guidance which we didn't carry out in this paper. When choosing the appropriate cartoon, many parents wonder how to explore the function of a particular animation and how long children should spend on it without addicting to it. It is also important that animated cartoon is only a possible means to help children to build their own social values and moral standard, so how to "moisturizing things in silence" is worth of further study.

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A Comparative Study of the Impact of Interpretation-based, Task-based, and Mechanical Drills Teaching Methods on Iranian English Language Learners' Grammatical Development

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Abstract—Since grammar has been an important part of language learning, this study was aimed to investigate the impact of three different methods (meaning-based method, task-based method and mechanical drill method) on grammatical development of Iranian EFL learners by teaching conditional sentences. This study was performed in Jahad Daneshgahi Language School of Kermanshah, Iran. The researcher administered a pre-test to see if the learners could make a homogeneous group in terms of proficiency or not. 51 learners were chosen to participate in the study. The learners were studying Top notch book (the third level). The participants were divided into three groups, each group containing 17 learners. The classes were co-educational, containing both male and female learners. Their ages ranged between 17 to 35 years old. This study was done in fall 2014. Analysis based on ANOVA and post hoc indicated that teaching conditional sentences with task-based instruction in comparison with two other methods, leads to a better grammatical development on Iranian EFL learners. The result of the study indicated that majority of the learners had a better performance on the test based on task-based method treatment.

Index Terms—authentic tasks, comprehensible input, drilling, task-based activities

I. INTRODUCTION

Background of the Study

One of the most important concerns of applied linguistics is to concentrate on grammar teaching in order to have a better communication in classrooms (Ellis, 2006). Some studies have investigated focusing on form, such as mechanical drills, while for others meaning is primary, as an example task-based instruction. Second and foreign language acquisition has started to expand in all the related fields (e.g. cognitive, grammatical, pragmatic, etc) quickly over the past twenty five years. Nowadays grammar is taught in a variety of different ways (Ellis, 1998). Some of these are more suitable for certain than the others. Therefore this study is going to compare three different grammar teaching methods: Mechanical drills, Task-based grammar teaching and Interpretation-based exercises on Iranian Foreign language learners.

Mechanical Drills refer to practice activities that focus only on grammatical features without any need to attend to meaning. Here the teacher controls the way of response and there is only one correct way of responding, so the drill is defined as mechanical drill. And learners do not have to understand what is being drilled. The focus is on form. The primary aim in the use of drills is for the learners to be able to transfer the drill habits into his conversation, and the learner should be intellectually and emotionally involved in the activity (McCaul, 1973).

Since 1970 there has been a revolution in language teaching and learning and the main focus has been on the communication rather than grammar. Therefore, task-based language teaching and learning or TBLT focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. Such tasks can include visiting a doctor, filling out a form, requesting, or inviting someone to a party, etc. (Ellis, 2003).

Interpretation-based grammar approach focuses on input more than output. This approach concentrates on noticing of grammatical features in the input comprehension of the meaning, and comparison between them with those which occur in the learners output (Agiasophiti, 2011).

This study aimed to investigate which of the three methods would develop the learners' proficiency in learning conditional sentences.

Research Question

The research questions were:

1. Do Mechanical drills lead to a better grammatical development as compared with Task-based Grammatical Approach?

2. Do Mechanical drills make a better result in teaching grammar as compared with Interpretation-based Approach?

3. Does Interpretation-based Approach have any superiority over Task-Based Approach in terms of teaching grammar?

Besides, the researcher proposed the following research hypothesis to be investigated in this study:

1. Mechanical drills instruction has a better effect on student's grammar in foreign language classes as compared with Task-based instruction.

2. Mechanical drills can make a better result in teaching grammar than Interpretation practices.

3. Interpretation-Based practices are superior to Task-Based practices in teaching grammar.

II. REVIEW OF LITERATURE

Traditional Grammar versus Modern Grammar

In the old days, some teachers mistakenly taught that an English sentence could not end with a preposition. But that idea was not correct. Some immature teachers today mistakenly teach that the pronoun "I" may be the object of a preposition, like: "Dad took my sister and I to the lake". But that is incorrect. In Traditional English Grammar, grammar is important- it is what combines words together.

Sentence construction relies on grammar in order to make it comprehensible. Since grammar consists of principles and rules by which we can organize words and sentences into meaningful and coherent language. Whenever we violate these principles and rules of grammatical organization, "errors" occur (Thomas, 2003).

In Modern English Grammar, grammar is important too. But seemingly the structures of English grammar have changed. Academically speaking, certain expressions or sentence structures which were considered wrong in the past are now considered acceptable and correct by many English experts. Due to very fluid communication of today's world, people are exposed to all sorts of varieties simultaneously, and this affects language (Thomas, 2003).

Task-based Language Teaching

One approach to teaching a language that has attracted a lot of attention over the past twenty years is task-based teaching and learning. In this approach the focus of the class activity is on the task, and finally on meaning. Usually learners begin by carrying out a communicative task, without specific focus on form (Leaver& Willis, 2004).

Task-based language teaching focuses on the use of authentic language and also on asking the learners to do meaningful tasks using the target language. Authenticity concerns whether a task needs to correspond to some real world activity, i.e. achieve situational authenticity (Ellis, 2003). It can include variety of activities such as interview, visiting a doctor and those routine activities we usually do in the real world. It is a kind of communicative behaviour in form of language (Skehan, as cited in Ellis, 2003). Tasks may involve both written and oral activities. Tasks can be used for all language skills. Nunan (1989) talks about tasks involving learners in comprehending, manipulating, producing, or interacting in the target language. However in addition to linguistic, there is a cognitive dimension to a task. Prabhu talks about tasks involving some processes of thought. For him tasks should ideally involve learners in reasoning-making connection between pieces of information, deducing new information, and evaluating information (Prabhu, 1987).Tasks clearly involve cognitive processes such as selecting, reasoning, classifying, sequencing information, and transforming information from one form of presentation to another. One of the limitations of both second language acquisition and language pedagogy is that insufficient attention was paid to the cognitive dimension of tasks. So it seems reasonable to suppose that there will be a relationship between the levels of cognitive processing and required and the sort of structuring and restructuring of language that tasks are design to bring about (Robinson, 2003).

Mechanical Drills

When there is control of response and only one correct way of answering, the drill is defined as mechanical drill. Due to complete control over the response, it is not required that learners to understand what is being drilled. Repetition and substitution drills to some extent come under this category. In the repetition drill, the learner repeats the teacher's utterances (Wong & Patten, 2003).

Unlike two other methods in this approach students think about the form more than meaning. Many scholars feel the need to restore form-focused instruction and error correction as a part of the language teaching/learning context. Mechanical drills include repetition, paradigm conjugation, as well as substitution and transformation drills (Spada & Lightbown, 2008)

III. METHODOLOGY

Participants

The participants for this study were three classes of adult students of pre-intermediate level. The practical study was conducted in Jahad Daneshgahi Language School in Kermanshah, Iran in the fall of 2014. The class consisted of both males and females who had been studying for almost two years. The participants were divided into three classes. In each class there were seventeen students. The educational program consisted of two sessions a week each session lasting one hour and a half.

In the first experimental group which received interpretation- based teaching method, there were seventeen students, nine female and eight male students.

In the second experimental group which received task-based teaching method, there were seventeen students, eleven female and six male students.

In the third group which received Mechanical drill instruction, there were seventeen students six female and eleven male students.

Instruments

In order to investigate the result of the current study, the following procedures were pursued. The study started with the pre-test in order to find the homogeneity of learners, the treatment (three different methods), then an immediate post-test and finally a delayed post-test to evaluate to what extent the learners had learned in the treatment. The purpose was to check the efficiency of each method. The pre-test and post-tests were the same, and there were 30 questions, multiple, matching, gap-filling and explanatory questions with 20 minutes allocated for each test.

Procedure

There were three classes studying English in conversation classes in Jahad Daneshgahi Language Academy located in Kermanshah, Iran. The study was quasi-experimental in which the learners were not selected randomly. The learners were from different age groups, but majority of them were university students. Each class contained 17 students, and received a different treatment.

In the first class which received meaning-based grammar teaching method there were seventeen students (nine male and eight female students). Firstly, they were given a pre-test which contained 30 items including explanatory questions, matching, and filling-gap questions then, they received the treatment and then post tests; one immediately after the treatment and the other, ten days week after the treatment. The post-tests were assigned to assess their grammatical development possibly as a result of the treatment. The grammar point was conditional sentences which were taught inductively. First the learners were given two short reading texts and the treatment was through noticing; therefore the learners were given texts with highlighted conditional sentences (visually enhanced) through italicizing, bolding and changing of the font. After that they had to complete certain tasks. The tasks required the learners to answer some questions yes/no questions based on the reading. Then they had to answer some information questions based on the reading. Then they were given some incomplete sentences that the learners had to complete.

In the second class which received task-based grammar teaching method, there were seventeen students (eleven female and six male students). Again they received pre-test, treatment and two post-tests (immediate and delayed). After the pre-test, the class started by giving some short reading texts in which conditional sentences were used. The learners learned conditional sentences through noticing. Conditional sentences were bold information about conditional sentences. The grammar was taught with the mixture of both deductive and inductive teaching method. At the first step, the students were given cards individually (each one card). They had to find whether the sentence is first, second or third conditional sentence and then fill in the blanks with the correct form of the verb by paying attention to the other part of the sentence, i.e. main or subordinate clause then, the class was divided into two groups. The students were given some cards. Each group had two kinds of cards, one with the main clause and one with subordinate clause and the students had to match the sentences with different clauses. Every card had one clause, either main or subordinate clause with different sentences.

In the third class which received mechanical-drills grammar teaching method, there were eleven students (six female and eleven male students). The procedure was the same as two other methods mentioned above. After the pre-test the students received the treatment. The conditional sentences were taught by using drills. The grammar was taught deductively. By one example, they were told how to use clauses in a different conditional sentence. Then the students repeated the examples written on the board. Next, they made more examples by their own and finally they did the exercises and later the post-test.

IV. Results and Analysis

The learners were given a grammar test before and after the treatments. The pre-test assessed their prior knowledge of grammar and post-tests were given to assess their grammar development in short and long term.

Pre-Test Result Analysis

The following table shows the descriptive statistics of the performance of three groups on pre-test.

TABLE 1
DESCRIPTIVE STATISTICS FOR EACH GROUP'S PERFORMANCE ON THE PRE-TEST

Score	Interpretation – based instruction		Task – based instruction		Mechanical drills approach	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
1-5	2	11.8	0	0	1	5.9
5-10	4	23.5	2	11.8	7	41.2
10-15	9	52.9	11	64.7	7	41.2
15-20	2	11.8	4	23.5	2	11.8
Total	17	100	17	100	17	100
Mean	11.41		13.47		11.41	
Medan	12		13		11	
Std. Deviation	3.890		2.267		3.519	
Minimum	3		10		5	
Maximum	16		17		18	

Based on the attained results which is depicted in table 1, the mean score, minimum, and maximum of pre-tests in three methods (meaning-based, task-based and mechanical drills methods) are shown in order; first those learners who received the treatment with meaning-based instruction: 11.41 was the mean score, 3 was the maximum score, and 16 was the minimum score for this group of learners.

For the second group who received task-based method treatment, 13.47 was the mean score, 10 was the minimum and 17 the maximum score.

For the third group who received the treatment with mechanical drills, 11.41 were the mean score, 5 were the minimum score and 18 was the maximum score.

Post-test Results Analysis

In order to assess short term and long term grammatical development of the participants after the treatments, an immediate and a delayed post-test were used for each group.

Immediate Post-test Result Analysis

The following table shows the difference among post-test scores of three groups.

TABLE 2
DESCRIPTIVE STATISTICS FOR EACH GROUP'S PERFORMANCE ON THE IMMEDIATE POST-TEST

Score	Meaning – based instruction		Task – based instruction		Mechanical drills approach	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
6 – 12	8	47.1	1	5.9	5	29.4
12-18	7	41.2	11	64.7	10	58.8
18-24	2	11.8	5	29.4	1	5.9
24-30	0	0	0	0	1	5.9
Total	17	100	17	100	17	100
Mean	13.12		17.47		14.82	
Medan	14		17		14	
Std. Deviation	4.256		3.466		4.390	
Minimum	6		11		10	
Maximum	22		24		26	

Based on the attained results, it can be inferred that the mean scores, minimum and maximum scores of immediate post-test in all three methods mentioned above (table 2), those learners who were taught with meaning-based method, achieved (13.12, 6, 22) respectively, those learners who were taught with task-based method, achieved (17.47, 11, 24), while those who were taught with mechanical drills method, achieved (14.82, 10, 26).

Delayed Post-test Results

Delayed post-test was used to show the differences among three groups of learners in long term

TABLE 3
DESCRIPTIVE STATISTICS FOR EACH GROUP'S PERFORMANCE ON THE DELAYED POST-TEST

Score	Interpretation– based instruction		Task – based instruction		Mechanical drills approach	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
6 – 12	7	41.2	0	0	7	41.2
12-18	6	35.3	10	58.8	8	47.1
18-24	4	23.5	5	29.4	2	11.8
24-30	0	0	2	11.8	0	0
Total	17	100	17	100	17	100
Mean	14.12		18.47		13.88	
Medan	14		17		13	
Std. Deviation	5.487		3.608		4.386	
Minimum	6		14		8	
Maximum	24		26		24	

Based on the attained results, it can be inferred that the mean scores, minimum and maximum scores of delayed post-test in learning three different methods (meaning-based, task-based and mechanical drills methods) shown in table 1, for those learners who were taught with meaning-based method the scores were (14.12, 6, 14) respectively for in the mean, minimum and maximum scores.

Those learners who were taught with task-based achieved (18.47, 14, and 26), while the third group who received the treatment with mechanical drills method, achieved (13.88, 8, and 24) in order of mean score, minimum and maximum score.

Inferential Statistics

In order to make the descriptive findings more meaningful, inferential statistics, One-way Variance Analysis (ANOVA) in this case, was required.

TABLE 4
THE RESULTS OF ONE WAY VARIANCE ANALYSIS (ANOVA) REGARDING THE PRE-TEST FROM THREE GROUPS

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	50.824	2	25.412	2.176	.125
Within Groups	560.471	48	11.676		
Total	611.294	50			

In order to find the differences between the current knowledge of the participants in three groups, one way ANOVA was used, since it provides F value which is a ratio of the amount of variation among the groups. F value for pre-test is 2.176 and the level of significance of the test is .125. The significance P value was set as 0.05.

Since the significance of the test was .125, as it is shown in Table 4, it is more than the P value (0.05), it can be concluded that there is no significant difference between the groups in their performance in the pre-test (sig > P value, so null hypothesis which claims that there is no difference between the groups is accepted). In other words the learners were homogenous enough to be participants of the study.

TABLE 5
THE RESULTS OF ONE WAY VARIANCE ANALYSIS (ANOVA) OF SHORT TERM GRAMMAR DEVELOPMENT OF THREE GROUPS (IMMEDIATE POST-TEST)

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	163.569	2	81.784	4.966	.011
Within Groups	790.471	48	16.468		
Total	954.039	50			

Table 5 gives both between groups and within groups' sum of squares, degrees of freedom, F value etc. Based on the sig value attained from variance analysis and comparing it with P value (P<0.05, F=4.966) and sig value (.11) is smaller than P value (.11< .05) with certainty of 95 percent, it can be concluded that the hypothesis of H_0 that there is no difference among the learners' mean scores at the stage of immediate post-test is rejected, i.e. there are significant differences among the learners' mean scores in different teaching methods at the stage of immediate post-test. Thus according to the attained statistical significant differences, the result of the post hoc tests (Duncan) was provided in table 6 in order to find the source of significance in our data.

TABLE 6
RESULT OF DUNCAN POST HOC TEST TO COMPARE LEARNERS' MEAN SCORES ON IMMEDIATE POST-TEST

groups	N	Subset for alpha = 0.05	
		1	2
Meaning - based instruction	17	13.1176	
Mechanical drills approach	17	14.8235	
Task - based instruction	17		17.4706

Based on the attained data in Duncan table shows that those learners who were taught with task-based teaching method, had higher scores and better grammar development on conditional sentences, and the learners who were taught with two other methods, i.e. (interpretation-based and mechanical drills approaches) had lower scores and the less grammar development.

TABLE 7
THE RESULTS OF ONE WAY VARIANCE ANALYSIS (ANOVA) OF LONG TERM GRAMMAR DEVELOPMENT OF THREE GROUPS (DELAYED POST-TEST)

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	226.980	2	113.490	5.460	.007
Within Groups	997.765	48	20.787		
Total	1224.745	50			

Based on Sig value which was attained from the variance analysis and comparing it with P value 0.05 (P <0.05, F=5.460), with the certainty of 95 percent, it can be concluded that H_0 (null hypothesis) claiming no difference between learners' mean scores on delayed post-test,\ is rejected, i.e. there are differences between learner's delayed post-test scores with different methods. Thus in order to find out these differences Duncan post hoc test was used.

TABLE 8
THE RESULTS OF DUNCAN TEST IN ORDER TO COMPARE THE LEARNERS' MEAN SCORES OF ON DELAYED POST-TEST

Groups	N	Subset for alpha = 0.05	
		1	2
Mechanical drills approach	17	13.8824	
Meaning - based instruction	17	14.1176	
Task - based instruction	17		18.4706

Based on the data available in table 8 of Duncan post hoc test shows that the learners who were taught with the Task-based teaching method had higher scores and development and those who were taught with two other methods (meaning-based and mechanical drills methods) had almost similar scores and less quality of learning development.

V. DISCUSSIONS AND CONCLUSIONS

Deductive teaching is a traditional approach in which information about target language and rules are given at the beginning of the class and continue with examples. The main target is to teach grammar structures (Nunan, 1991). According to Haight's principles, deductive lesson starts with presentation of rules by the teacher, and the teacher gives examples by highlighting the grammar structures, then students make practice with rules and produce their own examples at the end of the lesson. In a deductive approach learners are passive participants when the teacher elicits the rule on the board (Haight, Herron & Cole, 2007).

Nunan (1991) identifies inductive approach as a process where learners discover the grammar rules themselves. In an inductive approach it is also possible to use a context for grammar rules. That is to say learners explore rules of grammar in a text rather than isolated sentences. Haight et al., (2007) state that in an inductive approach, learners are provided with examples which include the target grammar that they will learn. The learners discover the rules themselves and work on the examples. Then they create their own examples. In an inductive approach learners are active as they are responsible for exploring rules themselves. Interpretation-based teaching method which was studied in this research paper is a subcategory of inductive approach.

Task based teaching approach is the combination of both deductive and inductive approaches, since learners are taught the grammar and they are guided how to do the tasks. But the learners are active in the class, and the teacher is passive then.

Based on the title of this research the comparison is among three teaching methods as mentioned above, but no previous study has been performed to compare the impact of these three methods (interpretation-based, task-based and mechanical drills approaches to teaching grammar) on EFL learners' development. One method that has attracted a lot of attention over the past twenty five years is a task based approach to learning and teaching (TBLT). As mentioned in previous chapters, the focus of the classroom is on the task, ultimately on meaning. Skehan (1996) states that learners (and native speakers) place great emphasis on communicating meanings, but not necessarily worry about the exact form they use. The result of this study can corroborate Ellis's belief (2003) stating that this form of teaching promotes communication along with other skills. He also believes this method of teaching can aim to interrelate research and teaching, and it is a useful way to integrate all the skills including grammar, in a way that seems to be more natural and authentic than other teaching methods.

The findings regarding interpretation-based grammar teaching proved previous research in this area. Sugiharto (2009) supported teaching grammar by exclusive comprehension-based approach, but it remained unclear that whether the grammatical items that have been noticed or comprehended by the learners can successfully be used in the production of language use. Nor it can be warranted that what has been noticed or understood in the input can become intake (Sugiharto, 2009).

The findings regarding mechanical drills were consistent with Paulston and Bruder (1976) stating that grammar permeates all language skills, and learning grammar of the target language has communicative purposes. Since mechanical drills just focus on the structure and form, and repetition and substitution are two extreme examples of this method, a type of rote learning, and meaning is not primary, it has a root in behaviorism and learning a language is considered as a habit formation. Also these findings could corroborate Ellis's (2006) stating that grammar teaching should be one that emphasizes not just on form but also on the meanings and uses of different grammatical structures. Sometimes learners drill without understanding but the teacher should make sure that in fact they do understand. So this type of teaching method usually is recommended for primary level learners.

In this study there were three hypotheses:

1. Mechanical drills instruction has a better effect on student's grammar in foreign language classes as compared with Task-based instruction.

2. Mechanical drills can make a better result in teaching grammar than Interpretation practices.

3. Interpretation-based practices are superior to Task-based practices in teaching grammar

As discussed before, the first hypothesis is rejected since the learners who received the treatment of task-based method had better scores in comparison with those who received mechanical drills teaching method, and the second hypothesis is accepted since the learners achieved better scores in mechanical drills as compared to the scores of learners who received interpretation-based teaching method although the difference between their scores in these two

groups was not impressive. The third hypothesis is rejected and it is concluded that task-based teaching method was superior to two other methods mentioned above. The learners had better scores, they were motivated, and this method is also suggested for the learners who are shy and avoid being active in the class since they work in groups. This may activate more mental processing and learners felt more comfortable and led to a better grammatical development.

The advantage of the task-based approach, according to its advocates, is that during the task the learners are allowed to use whatever language they want, freeing them to focus entirely on the meaning of their message. This makes it closer to a real-life communicative situation (Skehan, 2003).

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A Study of Learners' Satisfaction towards College Oral English Flipped Classroom

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Abstract—**Flipped Classroom, by reversing the teaching procedures, is leading a new trend of teaching reform. This paper takes questionnaire and interview as the instrument, exploring college oral English learners' satisfaction towards college oral English Flipped Classroom teaching model. The result shows that learners are generally satisfied with college oral English Flipped Classroom teaching model, especially the phase of comprehensive improvement and the phase of language use, and they agree with the fact that Flipped Classroom teaching model is effective in improving their English speaking ability. The paper further discusses the possible explanations of the results and provides some suggestions for college oral English Flipped Classroom teaching.**

Index Terms—**learners' satisfaction, Flipped Classroom teaching model, college oral English teaching**

I. INTRODUCTION

Flipped Classroom is a new classroom-based teaching system which readjusts the teaching procedures before and in class. In traditional classroom, knowledge is imparted before class and homework for consolidating and practice is put after class. While with Flipped Classroom model, before class teachers provide teaching videos and other relevant teaching materials through network for students' autonomous learning; and in class, classroom activities are implemented among students and teachers, such as discussion, Q&A, feedback, cooperative exploring and interactional communication. Some scholars think that teaching video is not the core of Flipped Classroom model, instead, the subversion of traditional teaching process and the reflection on "student-centered" is the true meaning of Flipped Classroom. The success of Flipped Classroom is attributed from inquiry-based learning and project-based active learning.

II. LITERATURE REVIEW

This part consists of four sections, namely, the theoretical basis of this study, previous studies on Flipped Classroom, college oral English Flipped Classroom teaching model and learning satisfaction.

A. Theoretical Basis---Attribution Theory

Attribution is a concept from social psychology concerned with how individuals interpret events and how this relates to their thinking and behavior. As for successful interpretation, learners may attribute it to some learning strategies they employed. Thus the research on learners' ILS (short for interpretation learning strategies) attribution tends to be more important.

Attributions are considered as the causes or reasons given by individuals for a behavior or event which is related to them or some others (H. Douglas Brown, 1994). Attributions are quite universal in our daily life. According to Forsterling (2001), attributions are also labeled as causal explanations. Pintfich & Schunk (2002) indicate that motivational psychology has been further conducted based on the investigations on the reasons or causes of individuals' behaviors.

Given the fact that people seek to find out the reason why particular events have occurred, Forsterling (2001) points out that Attribution Theory deals with how individuals give explanations for the events and the psychological consequences of these explanations as well.

From different points of view, there are different classifications of attributions. Considering the relationship between the actor and the attributor, attributions can be categorized into self attributions and other attributions (H. Douglas Brown, 1994); while taking function into consideration, according to Butler (2002), attributions can be classified into productive attribution and unproductive attribution.

There are two factors when considering learning satisfaction: one is learners' attribution towards emotional attitude in learning, and the other is the source of learners' self-worth. Attribution theory explains the causes of success and failure, assuming that the explanation and categorization of the causes decides the future behavior. Therefore, learners' attribution of previous failing task determines their motivation of the subsequent task. Driscoll thinks that internal causes include ability, effort and state of mind, while the external causes include task difficulty, teachers' attitude and the help of others. Therefore, as for Flipped Classroom teaching, teachers need to guide students to attribute their success and failure to hard work and effective learning strategies to promote continuous learning motivation of students.

B. Previous Studies on Flipped Classroom

Flipped classroom originated in the Forest Park School in Rocky Mountain Colorado United States (Zhai Xuesong, Lin Lilan, 2014). In the spring of 2007, two chemistry teachers in the school, Bergmann and Sams started using recording software to record the PowerPoint presentations and lecture voice. They uploaded the recorded video to internet to help absent students make up missed lessons. Later, the two teachers made students watch teaching video at home and finish homework and explained the difficulties that students met during self-learning in class. In 2004, Salman Khan have recorded more than 1500 micro education speeches at home whose topics covered math, physics, finance, biology and contemporary economics; In 2007, Salman Khan began to build Khan Academy—a non-profit website which would be specially used to explain the content of different subjects by video and to answer netizen questions, and where there would be learning tools of on-line excises, self-evaluation and progress tracking (Bergmann J. & Sams A, 2012). From then on, Flipped Classroom began to become a new educational model that aggregated a number of common concerns.

In the recent years, the researches on Flipped Classroom in China have grown exponentially which shows that the concept and idea of Flipped Classroom has become a hot subject of teachers' research and practice. It starts from introduction and exploration of Flipped Classroom teaching model and teaching design, then an increasing number of teachers and scholars start teaching practice, such as Jukui Middle School in Chongqing and the 5th Middle School in zhuhai District Guangzhou. Apart from this, the practice of Flipped Classroom in college English teaching are carried out step by step, such as the application research of Flipped Classroom in professional English of educational technology (Wang Xiaodong, 2013) and exploration to Project-based Flipped Classroom teaching of New College English (Yu Wenhao, 2015), but there is a lack of evaluation of the effect of Flipped Classroom teaching experiment. Thus, it is a beneficial exploration to conduct teaching experiment to test the effect of Flipped Classroom teaching model and learning satisfaction of the learners.

C. Flipped Classroom Model in College Oral English Teaching

According to the connotation of the Flipped Classroom and constructivism theory, in reference to Robert Talbert's and Zhang Jinlei's (2012) Flipped Classroom teaching models, combining with the characteristics of college oral English courses and college students' learning characteristics, the author has constructed Flipped Classroom teaching model of "three processes, four phases" (three process namely "process of before-class knowledge transfer, process of in-class knowledge internalization, process of after-class knowledge expansion", and four phase, namely "phase of language input, phase of language use, phase of comprehensive improvement, phase of consolidation and extension").

During the process of knowledge transfer before class, teachers provide new knowledge on the network platform for students' autonomous learning. This process is to complete the process of knowledge input, and is mainly the preparation for the next phase of training, such as preparation of language, knowledge and subject (content). In the process of in-class knowledge internalization, it includes two phases, namely situational training and penetration, and the design of the task goes from the easy to the difficult, from primary task to complicated task, and step by step, enables the students to achieve language ability in the class activities. After-class knowledge expansion is auxiliary and extension of classroom teaching, aiming to create an open, free, relaxed, and authentic language environment for students' oral English learning, providing a large number of opportunities for language practice, to further develop students' ability of language application. Students learn to use language to think independently and solve problems on their own in the activities, which truly reflects the major role of students in oral English teaching.

D. Learning Satisfaction

Satisfaction in human psychology is a person's assent to the reality of a situation, recognizing a process or condition (often a negative or uncomfortable situation) without attempting to change it or protest. Learning satisfaction is essentially a kind of attitude. Attitude is (positive or negative) assessment of someone or something. The learning satisfaction in this study is learners' attitude on evaluating the characteristics of the practical course, and it's a two-way attitude, including positive and negative feelings.

Affective events theory thinks that emotion is response to the events in certain learning environment. A working environment includes all factors that related to work, such as diversity of a task and working autonomy, which may be disturbing or exciting or both. This theory shows that learners will have emotional responses towards events in learning, which will then influence their learning effect and satisfaction. For learners, the process of learning contains a serious of events that related to them.

III. METHODOLOGY

This part consists of two sections. The first section addresses research objective. The second section describes the research design that consists of the subjects, the instrument, data collection and data analysis.

A. Research Objective

Based on previous study on Flipped Classroom teaching model in college oral English, this study aims to investigate students' satisfaction towards Flip Classroom teaching model in college oral English teaching with the instrument of

questionnaire, in order to discover students' attitude and response towards employing Flipped Classroom model to oral English teaching and put forward suggestions and countermeasures towards popularization and application of Flipped Classroom model in college oral English teaching.

B.   Research Design

1. Subjects

The subjects are 152 second-year non-English major students in Huaiyin Institute of Technology who had already finished oral English learning for one semester with Flipped Classroom teaching model and most of them have already passed CET-4.

2. Instrument

The instrument includes questionnaire and interview. With Lu Xing's questionnaire in Research on Faculty Acceptance of Hybrid Learning in Universities (2011) as reference, the questionnaire was designed 18 questions covering five dimensions, including the following three sections: the first section involves students' overall recognition and satisfaction towards the usefulness, usability and suitability of Flipped Classroom teaching model in college oral English teaching; the second section refers to students' specific satisfaction towards teaching and learning methods in each phase of Flipped Classroom teaching model; the third section involves students' attitudes and opinions towards Flipped Classroom teaching effect. The responses of questionnaire are measured with five-point Likert Scale.

3. Data collection

In order to collect more objective authentic data, after finishing oral English learning for one semester with Flipped Classroom teaching model, students are required to fill out the questionnaire. Finally, in addition to the questionnaire, the writer has also interviewed individual students after class to further understand their attitudes towards Flipped Classroom teaching model in college oral English teaching and the possible problems in implementing Flipped Classroom teaching model. The students surveyed are in a random sample.

4. Data analysis

In order to ensure the validity of the instrument, the writer uses SPSS to analyze reliability of the revised questionnaire. According to the result of Alpha reliability analysis (Tab.1), the Alpha coefficients of the dimensions in the questionnaire are between 0.745 and 0.932, proving that the questions in the questionnaire have high internal consistency, and the questionnaire is highly reliable.

TABLE 1
RELIABILITY ANALYSIS

	Usefulness	Usability	Suitability	Satisfaction towards each phase	Effect
Cronbach's Alpha	0.932	0.874	0.786	0.745	0.803

IV.   RESULTS AND DISCUSSION

A.   Result

1. Student's overall satisfaction towards college oral English Flipped Classroom teaching model

According to the recycled effective questionnaires, more than half students (57%) said that they are willing to or relatively willing to accept the reform of Flipped Classroom teaching model in college oral English teaching, the value of overall satisfaction is 3.45, as is shown in Table 2. The satisfaction of each item is also at a higher level, among which, satisfaction towards the usefulness is of the highest, achieving 3.87.

TABLE 2
STUDENT'S OVERALL SATISFACTION TOWARDS COLLEGE ORAL ENGLISH FLIPPED CLASSROOM TEACHING MODEL

Type	Overall satisfaction	Usefulness	Usability	Suitability
Mean	3.45	3.87	3.43	2.94

2. Students' satisfaction towards each specific phase of college oral English Flipped Classroom teaching model

Questionnaire also emphatically investigates the students' satisfaction towards each specific phase of Flipped Classroom teaching model in college oral English teaching. From Tab.3 we could tell that students surveyed are mostly satisfied with the phase of comprehensive improvement, followed by phase of language use, phase of consolidation and extension and phase of language input.

TABLE 3
STUDENTS' SPECIFIC SATISFACTION TOWARDS EACH SPECIFIC PHASE OF COLLEGE ORAL ENGLISH FLIPPED CLASSROOM TEACHING MODEL

Teaching phase	Phase of language input	Phase of language use	Phase of comprehensive improvement	Phase of consolidation and extension
Mean	3.45	3.84	3.97	3.81

3. Students' satisfaction towards Flipped Classroom teaching effect in college oral English teaching

One of the aims of the research is to explore students' satisfaction towards Flipped Classroom teaching effect in college oral English teaching, thus the third section is centered about learners' subjective cognition of Flipped

Classroom teaching effect. According to the result, up to 81% of the students agree with the fact that Flipped Classroom teaching model is effective in improving their English speaking ability. Only 6% of them think that it's useless or not much useful. In the aspect of autonomous learning, 74% of the students approve that Flipped Classroom teaching model have a positive effect in improving their autonomous learning ability, and only 11% of the students deny it. As for students' satisfaction towards teaching efficiency, the value has also reached a high level of 78%. The result shows that the students surveyed have a common view that Flipped Classroom teaching model has positive effect on promoting their various abilities as well as the efficiency of teaching in college oral English course.

In addition, some of students mentioned in the interview that their attitudes towards Flipped Classroom also depend on some objective factors that are closely related to the teachers, such as teachers' attitude and abilities on teaching video, classroom organization, classroom activities, from which we could tell that Flipped Classroom teaching model put forward higher requirements for college English teachers.

B.   Discussions

1. Learner's general satisfaction towards college oral English Flipped Classroom

The main purpose of this study is to see whether learners are satisfied with college oral English Flipped Classroom. The result shows that not only they are satisfied with Flipped Classroom in college oral English, they also approve the improvement of their various abilities brought by Flipped Classroom. I suppose that the following aspects explain the result.

a. Flipped Classroom satisfied the learner's demand for personalized learning of college oral English.

Learners' different oral English proficiency is a difficult issue in college oral English teaching, and the teacher's classroom teaching could not satisfy all the learners who need a teaching model that could consider their different English proficiency and individualized learning. The emergence of Flipped Classroom satisfied their needs at this very point.

Flipped Classroom subverts the traditional teaching model and establishes an individualized student-centered teaching model. The learners could watch the teaching video and teaching materials before class, which improves their self-regulation of learning. The students could adjust their learning progress and results according to their own actual situation and acquire a personalized learning. For the content that has yet been understand, they can watch it back again, and for which that they have already mastered, they could fast-forward or just skip and in this case, they could decide by themselves what and when they will learn. When students meet difficulties in learning before class, they can also ask for help from their teachers through the network. In addition, the teaching video has another advantage, that is, to facilitate students' review and consolidation after a period of time's learning.

b. Flipped Classroom teaching model helps to improve learners' autonomous learning ability.

Autonomous learning is a kind of completely spontaneous learning, through which students can be responsible for their own learning. By establishing learning goals, they monitor their learning process, make effectively self evaluation and thus make learning plans and successfully put them into practice (Holec, H, 1981). Autonomous learning is not only a good learning attitude, but also a kind of learning ability.

Under Flipped Classroom teaching model, students' themselves are responsible for the preliminary knowledge learning phase, arrange their learning process, internalize and construct their language and culture knowledge system independently and complete the tasks assigned by the teacher, which undoubtedly has an important role in promoting learners' autonomous learning. Apart from this, as they could learn the teaching materials at their own pace according to their individual learning characteristics, their anxiety can be reduced to the minimum level, and they will be eager and confident towards the upcoming learning activities. Because it's not a face-to–face communication among students and teachers, students could learn leisurely and easily in a threat-free, friendly and self-esteem-obtained learning atmosphere, so that their enthusiasm and participation to learning run unprecedentedly high.

c. oral English Flipped Classroom teaching model helps to improve learners' oral English proficiency.

The syllabus of college English states that the purpose of college oral English teaching is to develop their oral expressing ability and enable them to communicate effectively in their future work and social communication. In order to fulfill this goal, colleges and universities generally use communicative teaching method in oral English teaching whose core is classroom interaction, understanding information in specific context and mutual cooperation. Apart from this, there emerge various kinds of student-centered and "learning in doing" teaching mode, including ESP (English for Special Purpose), theme-based and task-based teaching mode whose common ground is to emphasize interaction among learners and teachers in knowledge internalization and knowledge system construction. While in traditional classroom, teachers put great effort in knowledge impacting and time is limited for classroom interaction.

Flipped Classroom teaching model changes this awkward situation by placing knowledge-transfer process before class. As students have accomplished autonomous learning of the target content before class, time for classroom interaction and collaborative learning among teachers and students has been greatly extended. Its core characteristic is exactly to enhance classroom interaction among students by reducing the time of teachers' teaching, leaving students more time for classroom learning activities, and through interactive collaboration, students will put what they have learned before class to practice (Hu Jiehui, Wu Zhongjie 2014). Therefore, Flipped Classroom teaching model fits with the teaching aim of college oral English teaching and learner's learning needs, and is helpful to improve learners' oral English ability, which is also one of the reasons why the subjects of the survey are satisfied with this teaching model.

2.   Suggestions for popularizing and employing Flipped Classroom teaching model in college oral English teaching

To effectively popularize and employ Flipped Classroom teaching model in college oral English teaching, the writer have proposed the following suggestions.

a. Implementing individualized education

According to the learners of different learning style, English proficiency and gender, teachers need to make corresponding adjustment when implementing Flipped Classroom model, considering the current situation and demand of different types of learners. For example, generally speaking, there are differences in learning style and interest between male and female learners, thus, appropriate learning tasks could inspire their learning to the greatest extent. Therefore, teachers better arrange different teaching tasks for male and female learners respectively. What's more, in view of the situation of science and engineering students, it's unlikely for them to spend too much time in oral English learning, thus, under the premise of cultivating students' innovation ability and cooperative ability, teachers could consider simpler tasks and focus on the key points when announcing tasks of students' autonomous learning, so as for the form of classroom interaction and communication.

b. Strengthening teaching management

Teachers should put more emphasis on monitoring, guiding and motivating autonomous learning before class, and make sure that students put equal effort on each phase of Flipped Classroom teaching model. From the result of the study, we could tell that learners prefer vigorous and relaxed teaching activities like video watching and classroom interaction, while tor the activities that involve knowledge, practice and analysis of language and culture which requires time, effort and patience, it seems that they don't enjoy the process. As a matter of fact, as an integrated teaching system, the phases of Flipped Classroom model cannot be separated from each other. Without memorizing and understanding of knowledge, the analysis of the application of knowledge is impossible, and without the usual knowledge accumulation and elaborate preparation of teaching activities, classroom interaction becomes a castle in the air. The author supposes that it's necessary to strengthen the monitoring and guidance of students' autonomous learning process. Through online learning system, teachers could monitoring students' self-learning and give feedback at any time. For those who have bad learning attitude or procrastinate in learning process, teachers need to remind them. On the other hand, students' performance in self-learning phase could be brought to evaluation system, which views the four phases as equally important ones, thus to encourage them to actively get involved in self learning.

c. Providing information technology support

Information technology is an important part in Flipped Classroom, which decisively influences the depth of the students' extracurricular learning and the creation of students' learning environment. The release of teaching video, students watching video before class and finishing homework after class, and teachers guiding students to carry out individualized and cooperative learning, all these rely on the support of information technology. Therefore, schools should be dedicated to ensure the effective implementation of Flipped Classroom in college oral English teaching from the following four aspects: improving the server's configuration and accelerating the school network speed so as to ensure that the teaching video in the network could go smoothly, equipping the teachers employing Flipped Classroom in college oral English teaching with corresponding recording equipment to ensure the quality of teaching video, building a more mature and advanced network teaching platform to ensure the release of teacher's teaching video and the interaction of teachers and students, and providing knowledge popularization and the overall training for teachers and students, enabling them to correctly use network teaching platform and to carry out cooperative learning, helping them adapt to the new teaching mode as soon as possible.

d. Establishing new evaluation system

In the traditional teaching evaluation, students' learning achievement is mainly determined by examination results of the course, at the same time, students' score is also the main basis of evaluating whether the teaching is successful or not. While in Flipped Classroom teaching, the existing traditional education evaluation should be abandoned and give place to new education evaluation mechanism. Teachers could hold a variety of forms of activities like exhibitions, report meetings and debates to give students opportunities for communication and discussion about their learning experience and sharing their learning achievements, and then evaluate them according to the students' comprehensive performance. Evaluations can also be made through students' self-evaluation and mutual evaluation and their learning results on the network teaching platform, truly achieving the good combination between formative evaluation and summative evaluation, quantitative evaluation and qualitative evaluation, relative evaluation and the individual difference evaluation. This kind of multidimensional evaluation centered from teacher evaluation to students' self-evaluation and mutual evaluation ensures the scientificity of evaluation, and at the same time it facilitates the combination of quantitative and qualitative evaluation through switching from single evaluation to multiple and intelligent evaluation, which is more beneficial to the students' personality development.

V. CONCLUSION

From this study, we could tell that most students are satisfied with employing Flipped Classroom model in college oral English learning which meets their demand for individualized learning and helps them improve their autonomous learning ability. While at the same time, there are still big challenges promoting Flipped Classroom model in college oral English teaching. To further improve students' satisfaction and teaching effect, teachers will strive to continuously

motivate their interest in oral English learning and stimulate their intrinsic motivation. No matter in teaching preparation, teaching materials organization or task design, as well as incentive and guiding measures, teachers need to study in depth. As long as learners put all efforts in Flipped Classroom learning and keep their learning interest, it would be certain that they could gain a lot and get improved in oral English.

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The Effect of Lexical Modification on Developing Vocabulary Knowledge in Relation to Language Proficiency Level

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Abstract—This study was an attempt to comparatively investigate the effects of lexical modification models (simplification vs. elaboration) on developing EFL learners" vocabulary knowledge in relation to their language proficiency level. To this end, 40 EFL learners were divided into two levels (i.e. elementary and pre-intermediate) based on their performance on the Nelson proficiency test. They were further categorized into two simplification and elaboration groups. The pertinent treatments were rendered through simplification and elaboration models of modification. Two-way ANOVA was run to address the research questions. The findings revealed that not only do input modification procedures significantly affect vocabulary development but also the elaboration group outperformed the simplification group. Moreover, it was revealed that language proficiency level plays a significant role in determining the effects of modification procedures as the pre-intermediate group significantly outperformed the elementary one; then, elaboration in both groups and pre-intermediate as a proficiency level proved to play a significant role in the process of modification-based vocabulary development.

Index Terms—elaboration, ESP, lexical modification, simplification, vocabulary development

I. INTRODUCTION

Massive development in communication in international field precedes the emergence of a great amount of need for learning English language. Rapid interest for English learning needs attention of language scholars to find ways of improving the methods of language learning easier and faster. In this regard, the field of the text modification comprehension is an issue that has attracted a lot of investigations. In this regard, the researchers have manifested that lexical and syntactic components are two features of the texts that highly affect the reading comprehension. Finding of these sorts has helped scholars to work on the idea of making the texts more comprehensible through some modification techniques. As cited in Moradian (2013), there are two types of modification (Simplification and Elaboration). In simplification method the difficult vocabulary items and complex syntactic structures from a text are removed or replaced with more simple equivalents. While elaboration refers to changes in which unknown linguistic items are paraphrased with redundancy and explicitness. These two types have been examined by different scholars such as (Blau, 1982; Chaudron, 1983; Long, 1985) who believe linguistic First, simplification usually improves literal comprehension, although simple sentences alone may not help and can even hinder comprehension. Second, simplification is not consistently superior to elaborative modification (Pica, Doughty, and Young, 1986). Third, listening comprehension is consistently improved when elaborative modifications are present (Chaudron& Richards, 1986). Fourth, there is evidence that modifications (of either type) are more useful to learners of lower L2 proficiency (Blau, 1982). Finally, with the possible exceptions of the rate of delivery, single adjustments of one type or another such as shortening sentences, repetition, or making topics salient are generally not strong enough to have an effect on the comprehensibility of whole passages or lectures (Blau, 1982, 1990)

Krashen (1981) presumes that speaking the foreign language develops acquisition, and conversation in which the learner has some kind of control over the topic and in which the other participants exert an effort to make themselves understood provide valuable intake. Krashen believes that the best activities used in a classroom are those that are natural, interesting and understood. He claims that if the teaching program can provide these characteristics then the classroom may be the best place for second language acquisition, up to the intermediate level. Similarly, Littewood (1984) considers "the ideal input for acquiring a second language is similar to the input received by the child, comprehensible, relevant to their immediate interests, not too complex, but not strictly graded either" (p.59) (cited in Hassan 2008)

As Hassan (2008) stated, Ferguson (1975) lists some features that characterize English foreigner talk discourse. In phonology, it is characterized by a slow rate of delivery, loudness, clear articulation, pauses, emphatic stress, and

exaggerated pronunciation. In lexis, it is characterized by occasional use of words from other languages, substitutions of items by synonyms, or paraphrases. In syntax, modification is presented through omission, expansion and replacement or rearrangement. Omission is exemplified by deletion of articles, copula, inflectional morphology, conjunctions and subject pronouns. Expansion is illustrated by the addition of unanalyzed tags to questions ("OK"? "Yes?" "No?") and insertion of subject pronoun "You" before imperatives. Replacement and rearrangement include such features as forming negatives without auxiliaries ("no like"), replacing subject with object pronouns ("him go"). In addition, among the common features of foreigner talk discourse are the following: shorter utterances, syntactically less complex clauses, and less subordination, and also containing less varied vocabulary (Gaies, 1977, Herzl, 1973, Hasan, 1988).

Interactional adjustments have been identified in a number of studies (e.g. Ferguson and Debose, 1977; Hatch, Shapira, and Gough 1978; Long 1983; Hatch, 1980) in two tables. The first includes input modifications in foreigner talk (pronunciation, lexis, grammar) and the other interactional modifications in foreigner talk (discourse features). Elsewhere Ellis (1995) found that modified oral input (both pre-modified and interactionally modified) play an important role in the acquisition of vocabulary. Ellis found a strong relationship between comprehension and word meaning acquisition. He also found that although more word meanings were learnt from the interactionally modified input than from the pre-modified input, the rate of acquisition (in words per minute) was faster than the pre-modified input. It should be noted that research has investigated the different variables that influence the input and the interactional adjustments in foreigner talk. Scarcella and Higa (1981) compared the foreigner talk discourse addressed to child non-native speakers with that addressed to adolescents. They found that the former type of speakers received simpler input in a more supportive atmosphere. The input they received was characterized by shorter utterances, simplified vocabulary, and more clarification requests (As cited in Hassan 2008).

Urano (2002) examined effects of lexical simplification and elaboration on second language learners. What he focused on was the learners" comprehension and incidental word learning. The results showed that elaborated texts assigned in the study had a great effect on the acquisition of the learners. This study revealed that vocabulary acquisition was due to lexical elaboration rather than to simplification; those language learners who are in higher proficiency received more benefit from lexical elaboration in the acquisition of vocabulary meanings. Yano, Long, and Ross (1994) have conducted 15 studies (eleven on studies of listening and four on reading comprehension) concerning the effects of the simplified and elaborated input on non-native speakers" comprehension. The major findings are presented in a condense form as follow:

As stated by Mousapour Negari (2012), Hajihassani and Porkar (2011) studied whether the lexical input modification and typographical enhancement could be used as an instrument to improve vocabulary acquisition of second language learners'. The outcome uncovered that lexical and typographical elaboration had an effect on incidental L2 vocabulary learning by Iranian foreign language learners.

(As cited by Mousapour Negari (2012), Marefat and Moradian (2008) examined the explicit and implicit lexical elaboration devices on the acquisition of L2 vocabulary by Iranian freshman students. The subjects were given a reading that had some unknown words. The results indicated that the tools in lexical elaboration did not assist in the recognition of second language vocabulary, while implicit and explicit lexical elaboration devices did not have any effect in the acquisition of the forms or meanings of the antecedent unfamiliar words in the text.

Le (2011) used two major types of modifications to make the approaching input more comprehensible or to modify the input for learners" level of acquisition: simplification and elaboration. Simplification apply to changes to the input so that there is less syntactical and lexical intricacy, while elaboration refers to changes in which unknown linguistic items are paraphrased with redundancy and explicitness

Kim (2006) also investigated vocabulary acquisition in reading when there was manipulation of input elaboration. He examined explicit and implicit or typographical intensification .Other inputs were attention getting or flagging used to highlight the unknown words. In his study, synonyms and antonyms were used as the form of elaboration. The outcome showed that explicit lexical elaboration had positive effect on the comprehension of the words" meanings in a reading and when typographical enhancement was added, the effect seemed to be greater ,but inunderstanding the meaning of the words neither of these showed any effect in the results. In this respect, Moradani and Addel (2011) investigated the role of explicit and implicit lexical elaboration in determination and identification of the meaning of unfamiliar words in a passage. The outcome revealed that explicit elaborated texts had greater effect on students" acquisition.

Brewer (2008) made an effort to investigate the effects of lexical simplification and elaboration on ESL readers" local-level perceived comprehension. The target verbs were simplified (replaced with a higher frequency equivalent) or elaborated (left in the sentence, but followed by a parenthetical definition). In his research the participants received both treatment types and unmodified control items in a fifty-sentence test.

Moradian and Adel (2011) believe that lexical elaboration will foster L2 learners' autonomy from classroom teachers as well as the dictionaries. In the presence of lexical elaboration, L2 learners do not need to look up the meanings of the difficult words in the dictionaries. Their fluency of reading, as Moradian and Adel state, is not also hampered by their frequent questions about the meanings of the unknown words from the teachers.

Earlier research on elaboration demonstrated that the additional meaningful links between arbitrary paired items improved learning (Sahari, 1997). The creation of a rich cognitive structure explains the efficacy of elaboration in terms of promoting retention, recall, and comprehension. Furthermore, Sahari (1997) states that elaboration allows the reader

to deduce meanings by producing more information than was presented in the text. It inspires the learner to create a broad perspective structure and assists him/her in reestablish the original author-based ideas of importance into a more substantial, practical, and personalized version. (cited in Moradian 2013)

Contrary to relatively informative literature on input modification in general and that of lexical in particular, the modification models have not been extensively addressed in return to language proficiency level. To address this problem two research questions posed as follows which were addressed in the form of their respective null hypotheses.

1. Is there any statistically significant difference between the effects of lexical input modification procedures (simplification and elaboration) on the vocabulary development among Iranian EFL learners?

2. Is there any significant relationship between the effect of types of lexical input modification procedures (simplification and elaboration) and language proficiency levels (elementary vs. upper intermediate) on the vocabulary development among Iranian EFL learners?

II. METHODOLOGY

A. Participants

Totally 40 Iranian male and female EFL learners aged 17-22 participated in this study. Screened based on the Nelson proficiency test, they were two equal groups of elementary and pre-intermediate levels.

B. Instrumentation

For this study the Standardized Nelson English Proficiency Test was used to select a homogeneous group of participants and screening them into two levels. Other materials used in this study included 4 original reading texts for the participants in two levels, two reading texts for elementary level and two texts for pre- intermediate. These original texts were used in both pretest and posttest of the study. Two reading diagnostic tests for measuring vocabulary knowledge were developed to make sure of the participants" knowledge prior to the treatment. The vocabulary tests included 30 items; of these 30 items, 10 of them were matching questions Two reading comprehension tests were developed, piloted and administered to the participants as the pretest and then, as the post test at the end of the treatment sessions. The tests included 5 multiple choices and 5 true- false questions.

TABLE 1
CLASSIFICATION OF THE PARTICIPANTS

Modulation models	Levels
	Elementary
Simplification	Pre-intermediate
	Elementary
Elaboration	Pre-intermediate

III. DATA ANALYSIS

A. Instruments, Validity and Measures

Although reliability and validity of instruments have been proven, both of them were subjected to further validation process based on principal component analysis (i.e., KR-21), indicating the reliability index (Table 2) and KR-21 statistical formula showing the reliability ratios (Table 3).

TABLE 2
KR-21 RELIABILITY INDEX; POSTTEST OF VOCABULARY

	N of Items	Mean	Std. Deviation	Variance
Posttest	25	18.78	5.046	25.461
KR-21	.85			

TABLE 3
DESCRIPTIVE STATISTICS AND KR-21 INDEX; NELSON GENERAL ENGLISH PROFICIENCY TEST

	N	Mean	Std. Deviation	Variance
NELSON50	80	16.67	8.957	80.222
KR-21	.88			

B. Results

1. Homogeneity Measures

Table 4 displays the descriptive statistics of the participants selected for the study:

TABLE 4
TESTS OF BETWEEN-SUBJECTS EFFECTS, PRETEST BY GROUP BY PROFICIENCY LEVELS

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Type	2.025	1	2.025	.565	.457	.015
Proficiency	5.625	1	5.625	1.569	.218	.042
Type * Proficiency	13.225	1	13.225	3.688	.063	.093
Error	129.100	36	3.586			
Total	1043.000	40				

2. Testing Normality Assumptions

The data collected in this study enjoyed normal distributions. As displayed in table 5 the values of skewdness and kurtosis were lower than their critical values.

TABLE 5
TESTING NORMALITY ASSUMPTION

Type	Proficiency		N	Skewness			Kurtosis		
			Statistic	Statistic	Std. Error	Ratio	Statistic	Std. Error	Ratio
elaboration	elementary	Pretest	10	-.091	.687	-0.13	-.993	1.334	-0.74
		Posttest	10	.170	.687	0.25	-1.478	1.334	-1.11
	Pre-intermediate	Pretest	10	.151	.687	0.22	-1.078	1.334	-0.81
		Posttest	10	-.013	.687	-0.02	-1.066	1.334	-0.80
simplification	elementary	Pretest	10	.000	.687	0.00	-.450	1.334	-0.34
		Posttest	10	.020	.687	0.03	-1.113	1.334	-0.83
	Pre-intermediate	Pretest	10	-.348	.687	-0.51	-.721	1.334	-0.54
		Posttest	10	.128	.687	0.19	-1.610	1.334	-1.21

IV. INVESTIGATION OF THE FIRST RESEARCH QUESTION

The first research question pointed whether lexical input modification procedures (elaboration and simplification) have any statically significant effects on vocabulary development of Iranian EFL learners. To investigate the first research question, at the end of the treatment sessions posttests' scores (simplification and elaboration) of each group were compared with each other. An investigation of subjects' means of the posttest in both elementary and pre-intermediate levels was accomplished by a two-way ANOVA .It was run to study the null-hypotheses proposed in this study. It must be noted that there were no homogeneous variances in the divided groups.

In table 6 Levene's test of equality of error variances is illustrated.

TABLE 6
LEVENE'S TEST OF EQUALITY OF ERROR VARIANCES

F	df1	df2	Sig.
3.228	3	36	.034

As displayed in Table 6 the Levene's F-value (F (3, 36) = 3.22, p = .034) was significant. As noted by Bachman (2005), Pallant (2011) and Field (2013) there is no need to worry about the violation of this assumption when sample sizes are equal; as is the case in this study.

TABLE 7
DESCRIPTIVE STATISTICS, POSTTEST OF VOCABULARY BY GROUPS

Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Elaboration	22.850	.616	21.600	24.100
simplification	14.700	.616	13.450	15.950

TABLE 8
TESTS OF BETWEEN-SUBJECTS EFFECTS, POSTTEST BY GROUP BY PROFICIENCY LEVELS

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Type	664.225	1	664.225	87.430	.000	.708
Proficiency	46.225	1	46.225	6.084	.019	.145
Type * Proficiency	9.025	1	9.025	1.188	.283	.032
Error	273.500	36	7.597			
Total	15093.000	40				

Based on the results displayed in Table 7 and Table 8 it can be claimed that the elaboration group (M = 22.85, SE = .61) significantly (F (1, 36) = 87.43, p = .000; partial η^2 = .708 representing a large effect size) outperformed the simplification group (M = 14.70, SE = .61) on the posttest of vocabulary. Thus the first null-hypothesis **was rejected**.

<center>V. RESEARCH QUESTION TWO</center>

The second research question addressed whether there is significant relationship between lexical input modification procedures (elaboration and simplification) and language proficiency levels (elementary vs. pre-intermediate) on vocabulary development of Iranian EFL learners. To investigate the third research question, at the end of the treatment sessions posttests' scores (simplification and elaboration) of each group were compared with each other.

To compare the elaborated and simplified elementary and intermediate subjects' means on the posttest of vocabulary a two way ANOVA was utilized in order to probe the second null-hypotheses posed in this study. It can be claimed based on the results displayed in Table.9 And Table.10 that the pre-intermediate group (M = 19.85, SE = .61) significantly (F (1, 36) = 6.08, p = .019; partial η^2 = .145 representing a large effect size) outperformed the elementary group (M = 17.70, SE = .61) on the posttest of vocabulary. Thus the second null-hypothesis **was rejected**.

<center>TABLE 9</center>
<center>TESTS OF BETWEEN-SUBJECTS EFFECTS, POSTTEST BY GROUP BY PROFICIENCY LEVELS</center>

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Type	664.225	1	664.225	87.430	.000	.708
Proficiency	46.225	1	46.225	6.084	.019	.145
Type * Proficiency	9.025	1	9.025	1.188	.283	.032
Error	273.500	36	7.597			
Total	15093.000	40				

<center>TABLE 10</center>
<center>DESCRIPTIVE STATISTICS, POSTTEST BY PROFICIENCY LEVEL</center>

Anxiety Levels	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Elementary	17.700	.616	16.450	18.950
Pre-Intermediate	19.850	.616	18.600	21.100

Although not concerned in this study; there was not any significant interaction between types of treatment and proficiency levels on the posttest of vocabulary (F (1, 36) = 1.18, p = .283; partial η^2 = .032 representing a weak effect size) (Table 9).

<center>TABLE 11</center>
<center>DESCRIPTIVE STATISTICS, POSTTEST BY GROUP BY PROFICIENCY LEVEL</center>

Group	Proficiency	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
elaboration	elementary	21.300	.872	19.532	23.068
	Pre-intermediate	24.400	.872	22.632	26.168
simplification	elementary	14.100	.872	12.332	15.868
	Pre-intermediate	15.300	.872	13.532	17.068

The results of Simple-Effect Analysis (Table 11) indicated that;

A: The pre- intermediate group under elaboration procedure (MD = 3.10, p = .017) significantly outperformed the elementary group under elaboration procedure.

<center>TABLE 12</center>
<center>DESCRIPTIVE STATISTICS, POSTTEST BY GROUP BY PROFICIENCY LEVEL</center>

Type	(I) Proficiency	(J) Proficiency	Mean Difference (I-J)	Std. Error	Sig.[b]	95% Confidence Interval for Difference[b]	
						Lower Bound	Upper Bound
elaboration	elementary	Pre-intermediate	-3.100*	1.233	.017	-5.600	-.600
	Pre-intermediate	elementary	3.100*	1.233	.017	.600	5.600
simplification	elementary	Pre-intermediate	-1.200	1.233	.337	-3.700	1.300
	Pre-intermediate	elementary	1.200	1.233	.337	-1.300	3.700

*. The mean difference is significant at the .050 level.

B: There was not any significant difference between pre-intermediate and elementary groups under simplification procedure (MD = 1.20, p = .337).
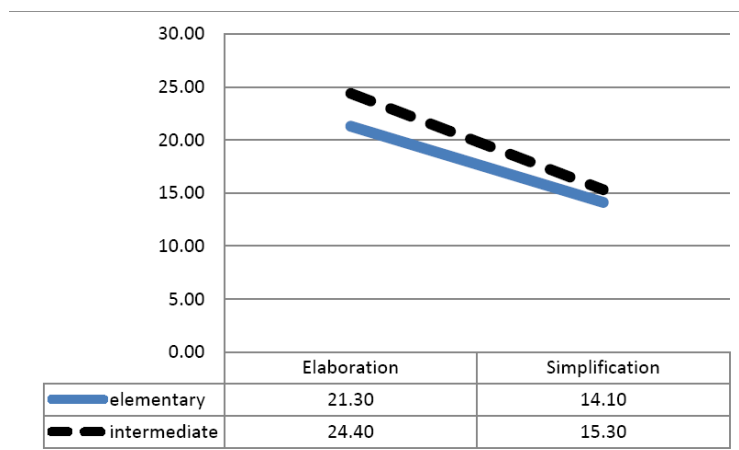
Figure 1.Interaction between group and proficiency level on posttest of vocabulary

VI. DISCUSSION AND CONCLUSION

To answer the second research question, obtained scores of posttests (vocabulary and reading tests) in both groups were compared. The results indicated that the pre-intermediate group (M = 19.85, SE = .61) significantly (F (1, 36) = 6.08, p = .019; partial η^2 = .145 representing a large effect size) outperformed than the elementary group (M = 17.70, SE = .61) on the posttest of vocabulary. As it was stated earlier, modification of vocabularies (either simplification or elaboration) had positive effects on language learning. Referring to Oh (2001) linguistic complexities of the elaborated passages were approximately the same, the linguistic complexity of the elaborated texts must not have been a barrier to the students' reading comprehension. This means that linguistic simplification may not be indispensable for effective comprehension.

Based on results there are several studies, Brewer (2008) and Hill (1997) have admitted that input modification procedure (either simplification or elaboration) is often used to make the syntactic structure and the lexicon more comprehensible, while elaboration had an excessive effect rather than simplification. But, Yano, Long and Ross (1994) and Negari and Rouhi (2012) exclaimed that simplification hinders the opportunity for a learner to learn new linguistic items. They also insisted on elaboration method which outperformed the simplification method.

According to Al-Sibai (2003), fill-in-the-blanks exercises assist learners to learn the meaning of newly-acquired vocabularies, so it was constructed as a test for both groups but the elaboration group (M=22.85) notably performed better than the simplification group (M= 14.70). As Cirocki (2003), Dainty (1992), and Thornbury (2002) have stated that text/context method motivates learners to deduce the exact meaning.

Concerning the second research question, the results indicated that there was not any statistically significant interaction between types of treatment and proficiency levels on the posttest of vocabulary (F (1, 36) = 1.18, p = .283; partial η^2 = .032 representing a weak effect size). The results of Simple-Effect Analysis displayed that;

A: The pre-intermediate group under elaboration procedure (MD = 3.10, p = .017) significantly outperformed the elementary group under elaboration procedure.

B: There was not any significant difference between pre-intermediate and elementary groups under simplification procedure (MD = 1.20, p = .337).

As Brown (1987) noted, comprehension depends not so much on linguistic items as on the level of information that is available to the reader and the frequency with which the reader comes across the information. By developing redundancy (through exemplification, repetition, paraphrase, definition, and synonym) and by signaling the thematic structure more clearly, elaborative modification can help the reader utilize more opportunities to process critical information within the text and thus to comprehend the text better, even though the resulting text remains at a high level of linguistic complexity (cited in Alejandra Vessoni De Lence 2010).

In conclusion, the present study verified that some lexical items in the text positively can be considered as the preventing of comprehension. They decrease the rate of comprehension to the extent that is remarkable and should not be disregarded. Removing the problematic words in reading comprehension and using easier words in replace proved to be an effective way to intensify comprehensibility.

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Effects of Text-based QQ Communication on Medical College Students English Writing

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Abstract—In this study, the author integrated QQ into the study of non-English majors in a medical university. The purposes of this study are to find out learner attitudes towards the design of the English writing program in QQ, to examine student performance in terms of linguistic accuracy and complexity, and to explore affordance of QQ as a platform for English writing. The guided theoretical framework for the design of the study is constructivist learning theory. Task based learning approach is applied to control the learning procedure and guide the participants. The research methodology includes a combination of quantity and quality methods, descriptive analysis, and content analysis. Results indicate that the participants all hold positive attitudes towards the design of the English writing in this platform. Learner performance in terms of linguistic accuracy has been enhanced as evidenced by: the decreased number of grammatical errors and decreased percentage of grammatical errors to total number of sentences. Learner performance in terms of linguistic complexity is significantly improved according to the following aspects: the relatively increased length of the essay within the given time; the decrease of various errors; and the increase of the compound sentences and the complex sentences, etc. Findings showthat task-based English writing in QQ is effective in scaffolding English language learning. Participants preferred the writing in QQ, including either the real-time interactions and communications or non-real-time ones, which proved to be a promising language learning environment and should be considered and further studied by educators.

Index Terms—QQ, English learner, college English writing, attitude, performance

I. INTRODUCTION

As a constituent of motivation, attitude takes an important role. Understanding of learner attitude is essential in supporting their achievements and interests in their study. When examining the relationship between attitude and motivation, Gardner and Lambar (1979) suggested that a second language learner needs to be psychologically prepared to acquire a second or a foreign language. And, many researches on attitude suggested that successful learners have positive beliefs and attitudes toward learning, and approaches to invest aspects of attitudes should be considered as a goal that is as central to the mission of education systems (Jakobsson, 2002; Pintrich & Schunk, 1996; Smith, 2001).

QQ, as a network platform, has many characteristics as proposed by Dörnyei and Csizér (1998), along with its emoticons and games that may arouse learners' interest very much. In this task-based study, English learners who could communicate with their friends in English, even with native speakers, showed a great interest in QQ English writing. This study may help encourage learners to familiarize with the English culture, enhance their English writing level, and gain confidence through the interaction with native speakers. As learners are clear about what should be prepared and completed in each week's learning tasks, they may make a personalized learning process. In this sense, this study of text-based QQ communication encloses all the elements as recommended above by Dörnyei and Csizér (1998).

A. Background of the Study

Education today is focusing on thinking about how educators should be using technology in instruction (U.S. Dept. of Edu, 2004). Teachers are struggling with visions and techniques to alter and create educational settings that may prepare students for today's society (Seitz, 2007). Under such circumstance, learning English in computer-mediated communication (CMC) may develop rapidly. Typical forms of CMC include e-mail, video, audio or text chat, blog, bulletin boards. Studies showed that CMC may create opportunities for people to construct knowledge together, thus linking rethinking and interaction. This manifested that CMC may be an effective pedagogical tool (Warschauer, 1997). With the popularity of CMC and the development of high-tech, as a chatting platform, QQ has been studied by many scholars. The aim of the studies is to find out an ideal and comprehensive environment through internet for learners to learn the target language more effectively.

Popular communication software may include Windows Live Messenger (previously MSN Messenger), Skype, Yahoo! Messenger, Facebook, and QQ. Among these, QQ may be regarded as the most popular tool for online chatting, if measured by the simultaneous number of users, exceeding 100 million. Having QQ is part of the Chinese modern lifestyle and despising them would just cut someone off the modern society. QQ goes beyond a simple IM, it is a very complete information platform, having many community services.

Studies indicated that QQ provides a unique and flexible educational environment for both educators and learners. And the major attraction of educational use of QQ is its potential to interact and communicate anytime, anywhere. QQ

writing can overcome the limitation of large size of classes and the limited opportunities of communication for Chinese English learners in traditional classrooms.

B.   Research Questions

This study is designed to learn the effects of text-based QQ communication on medical college students' English writing and to understand learner attitude toward the educational use of a tool of Instant Messaging, QQ, in the field of English learning. The application of QQ gives learners a platform to interact and communicate with English native speakers or with people whoever can speak English. The relevant research questions are:

1. What is the attitude participants hold toward the interaction between learner and QQ platform, among learners, and that between learners and teachers in the process of English writing in QQ?

2. What is the attitude participants hold toward the design of English writing in QQ?

3. How about learners' language performance before and after the study in terms of accuracy and linguistic complexity in QQ?

II.   LITERATURE REVIEW

Having a well-grounded theoretical perspective is essential when designing instruction in new and complex situations (Harmon, 2008). This study is implemented under the direction of theories of constructivism and task-based language teaching and learning approach. The following is a thorough elaboration on the two theories.

Constructivism represents a paradigm shift from education based on behaviorism to education based on cognitive theory. Cognitive constructivism and social constructivism are two major branches of constructivism. Represented by Piaget, cognitive constructivism emphasizes that learning is affected by the beliefs and attitudes of the learner and the context in which learners are supported to assimilate and accommodate new knowledge. Represented by Vygotsky, social constructivism emphasizes the importance of the social and cultural context for learning and the collaboration between people.

This study combines the ideas of social constructivism and cognitive constructivism as its theoretical framework. Constructivism goes beyond the study of how the brain stores and retrieves information to examine the ways in which learners make meaning from experience. Rather than the transmission of knowledge, learning is an internal process of interpretation. Learners do not transfer knowledge from the external world into their memories; rather, they create interpretations of the world based upon their past experiences and their interactions in the world.

Task-based Language Teaching and Learning (TBLT) as a cutting edge language teaching approach offers participants material they have to actively engage in the process in order to achieve a goal. In other words, being provided with tasks, learners use language to solve the tasks. The role of TBLT is to stimulate a natural desire in learners to improve their language competence by challenging them to complete meaningful tasks (Nunan, 1999).

From this point of view, this study designed some writing activities that focus on specific topics. These topics are sent to QQ Zone before each online communication. To complete the task, learners have to express their ideas towards the given topic and write an essay; and the communication between participants and their partners are identical to what occurs in real world, except the environment; when completing required tasks, participants are allowed and encouraged to expand the communication.

Chinese scholar (Chen, 2008) explored the role of QQ Group chatting in online peer feedback. The study revealed that QQ platform-based online peer feedback can solve some problems existing in face-to-face peer feedback such as how to group the students; students' anxiety and student's focusing only on form, etc. Her findings also revealed that this method could stimulate students' interest in writing and better students' writing ability. In addition, Chinese scholar Lai Yuneng (2007) studied the network Chinese writing pattern based on QQ platform. Chinese scholars Lv Zhen and Zhang Jianian made use of the QQ Group as a complementary tool to teach Information Technology and they believed QQ software is a very common chatting and communication tool, and we can build a virtual web-based learning community by setting up a QQ Group.

Several Chinese scholars have studied QQ as an effective tool for English writing. Chen Suqin's study revealed that QQ platform-based online peer feedback can solve some problems existing in face-to-face peer feedback Her findings also revealed that this method could stimulate students' interest in writing and better students' writing ability.

However, among these QQ studies, no scholars in China or abroad focus on effects of text-based QQ communication on medical college students' English writing and there are rare studies focusing on learners' attitude and their language performance. This study may fill one of the gaps in the related area. Several Chinese scholars have studied QQ as an effective tool for English writing and Chinese writing.

III.   RESEARCH DESIGN

The purpose of this study is to discover effects of text-based QQ communication on college English writing and learner attitude and his/her corresponding language performance in terms of complexity and accuracy. Questionnaires, interviews, and tests are used in the course of the study. In order to describe the interviews conducted in the study and analyze the data collected from the questionnaires and the essays, the researcher has adopted both qualitative and

quantitative analysis in the study.

A. Participants

This study was conducted in the first semester of the second-year students in a medical university in East China. There are 99 students in these two classes altogether, 61 and 38 respectively. Of the participants (n= 30), 60% are females and 40% males. Their age ranges from 20 to 21 years old. Their comprehensive evaluation scores in the second semester of the first academic year are used to be the foundation.

TABLE 3.1
TEST SCORE RANGE OF PARTICIPANTS

Score Range (Max =100)	Students (*N* = 99)		Participants (*n* = 30)	
	Number of students	Score Average	Number of participants	Score Average
90-100	3	91.9	2	92.5
80-89	38	83.97	12	86.28
70-79	42	76.36	10	75.71
60-69	12	65.45	5	65.6
Under 60*	4	57.9	1	59

Note. * Any score under 60 is regarded as a failure for the evaluation.

B. Tasks and Activities

The entire study lasts over three months. The main study structure includes interviews, weekly online group discussion, sending essays to QQ mailbox, peer-assessment, teacher comments, and essay correction. In addition, a reporting concerning how the activities are arranged and what is their point of view towards the design is also required as an offline task to be completed by the participants after the weekly task. The task-based study is 12 weeks all together.

During each week's study, participants are briefly informed of what they should do in the present week. This information is posted in QQ bulletin and is issued in QQ groups. The online participants will see it immediately, while others who are offline can also get it when they log in QQ. In this study, there are two QQ groups. In each group, an English native speaker is involved in order that Chinese participants know the right sentence pattern, learn the western culture, and cut down Chinglish forms. They have done a very good job by encouraging students to "talk" all the time and avoiding frustrating them. During online discussion, participants communicate with their partners and express their own opinions. After each online communication, participants are required to post a weekly reporting on their experiences in the QQ Group zone.

Three sets of semi-structured interviews are implemented at the beginning of, in the middle of, and at the end of the study. Among each set, both individual interviews and group interview are conducted. Individual interviews are aimed to grasp participant's personal experience and group interviews to have an overall understanding. In the interviews, participants are asked to respond to such questions: "Please tell me about your experiences using QQ. Are there any funny or boring experiences in QQ?" During the study, 30 participants and two English native speakers, who are foreign teachers in this medical university, are available in the entire process. Table 3.2 shows the scheduled tasks and activities of the study.

TABLE 3.2
THE SCHEDULE OF TASKS AND ACTIVITIES

Activity	Date	Content	Note
Activity 1	Sept.20 - 30	Pre Study Test & Questionnaire	On English writing
Activity 2	Oct. 1 - 8	*QQ Groups* Setting Up	Two *QQ* Groups
Activity 3	Oct. 9 -10	*QQ* writing training	On the functions and navigations of *QQ*
Activity 4	Oct. 11 - 16	Group Discussion & peer-assessment	On Limiting the Use of Disposable Plastic Bag
Activity 5	Oct. 17	Group Interview	On participants' online experience
Activity 6	Oct. 18 - 24	Group Discussion & inter-correction	On The Benefit of Technology on Learning and write a short report
Activity 7	Oct. 25 - 31	Group Discussion & peer-assessment	On What We Should Do at University to Prepare for Job Hunting
Activity 8	Nov. 1 - 6	Group Discussion & peer-assessment	On Studying Abroad
Activity 9	Nov. 7	One-to-one Interviews	On students attitude towards the topics and their experience
Activity 10	Nov. 8 -14	Group Discussion & peer-assessment	On Credit Cards
Activity 11	Nov. 15 - 20	Group Discussion & peer-assessment	On whether Network Classroom will Replace Traditional Classroom
Activity 12	Nov. 21	Group Interview	On participants' online experience
Activity 13	Nov. 22 - 28	Group Discussion & peer-assessment	On "Should Talent Shows on TV be kept?"
Activity 14	Nov. 29 – Dec.5	Group Discussion & peer-assessment	On festival sales
Activity 15	Dec.6– Dec.11	Post Study Test & Questionnaire;	On online English writing and
Activity 16	Dec.12	Group interview	On the organization of all the activities

C. Pilot Study

The pilot study was implemented in the first semester of the second academic year. The participants are 30 full time non-English-majored undergraduate students from a Chinese medical university. They are all the second-year students. The pilot study lasted two days, one and a half hour each day.

The results of pre and post study questionnaires and post study interviews are very valuable and can be used as a reference for revising the items of the questionnaires adopted in the formal study and the activities designed in this study.

D.   Validity and Reliability

This study applies a combination of qualitative and quantitative analysis methods. Data collection methods include pre and post study questionnaires, four interviews, and essay analysis. The pre study questionnaire focuses on the personal information of the participants, their computer technology readiness, and attitudes for using QQ as an English writing platform, while the post study questionnaire on further information concerning their computer technology and attitudes toward the design of the activities as well as the English writing program implemented in QQ.

Cronbach's alpha is a measure of internal consistency, that is, how closely related a set of items are as a group. Exploratory factor analysis is one method of checking dimensionality. Technically speaking, Cronbach's alpha is not a statistical test - it is a coefficient of reliability (or consistency). Cronbach's alpha can be written as a function of the number of test items and the average inter-correlation among the items. Below, for conceptual purposes, we show the formula for the standardized Cronbach's alpha:

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N-1) \cdot \bar{c}}$$

Here N is equal to the number of items, c-bar is the average inter-item covariance among the items and v-bar equals the average variance.

One can see from this formula that if you increase the number of items, you increase Cronbach's alpha. Additionally, if the average inter-item correlation is low, alpha will be low. As the average inter-item correlation increases, Cronbach's alpha increases as well (holding the number of items constant).

Let's compute Cronbach's alpha using SPSS and check the dimensionality of the scale using factor analysis. For pre-study questionnaire, we will use a dataset that contains 25 test items from q1to q25. To compute Cronbach's alpha for all 25 items, use the reliability command:

Reliability/Variables=q1 q2 q3 …q25.

Here is the resulting output:

Case processing summary

	Number	Percent
Cases Valid	34	100.0%
Excluded	0	.0%
Total	34	100.0%

Reliability statistics

Cronbach's alpha	N of items
.844	25

The alpha coefficient for the four items is .844, suggesting that the items have relatively high internal consistency. (Note that a reliability coefficient of .70or higher is considered "acceptable" in most social science research situations.)

In addition to computing the alpha coefficient of reliability, we might also want to investigate the dimensionality of the scale. We can use the factor command to do this:

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.427	29.709	29.709	7.427	29.709	29.709
2	2.406	9.625	39.334	2.406	9.625	39.334
3	2.076	8.303	47.638	2.076	8.303	47.638
4	1.928	7.711	55.348	1.928	7.711	55.348
5	1.534	6.137	61.485	1.534	6.137	61.485
6	1.381	5.524	67.009	1.381	5.524	67.009
7	1.257	5.028	72.037	1.257	5.028	72.037
8	1.078	4.310	76.348	1.078	4.310	76.348
9	.970	3.881	80.229			
10	.728	2.910	83.139			
11	.667	2.668	85.806			
12	.571	2.283	88.089			
13	.557	2.230	90.319			
14	.492	1.968	92.287			
15	.379	1.517	93.804			
16	.345	1.382	95.186			
17	.315	1.260	96.446			
18	.240	.959	97.406			
19	.180	.720	98.125			
20	.171	.683	98.808			
21	.110	.439	99.248			
22	9.730E-02	.389	99.637			
23	3.977E-02	.159	99.796			
24	2.799E-02	.112	99.908			
25	2.302E-02	9.210E-02	100.000			

Extraction Method: Principal Component Analysis.

Looking at the table labeled Total Variance Explained, we see that the eigen value for the first factor is quite a bit larger than the eigen value for the next factor (7.4 vs. 2.4). Additionally, the first 8 factors accounts for 76.3% of the total variance. This suggests that the scale items are unidimensional.

E.   Data Collection and Analysis

The formal study was implemented in the first semester of the their second academic year in a college university in the east of china.. Data was collected according to the following procedures:

1. Call for participants;

2. Send the pre study questionnaire into QQ mailbox, the participants are supposed to completing answering it before pre study test, and sending it back to QQ mailbox;

3. Release pre study test in QQ Groups;

4. Interview the participants in the middle of and at the end of study;

5. Revise participants' essays and give them the feedback;

6. Save data using proper data analysis techniques;

7. Launch post study test in QQ Groups;

8. Send the post study questionnaire into QQ mailbox, the participants are supposed to completing answering it after post study test, and sending it back to QQ mailbox;

9. Analysis and report the data and the results according to APA style. The following describes the detailed process.

Data Collecting Tools

1. Writer's Workbench 8.4

Writer's Workbench—English writing software that analyzes writers' compositions through instructional computer feedback. Writer's Workbench provides 25 Analyses that guide writers as they write and revise from within Microsoft Word. These analyses, which address increasingly more specific issues within an essay, are arranged into six categories: Content, Characteristics, Verbs, Clarity, Words, and Punctuation. Writer's Workbench provides immediate, accurate, instructional feedback directly to writers as they write and revise in Microsoft Word.

You will find Writer's Workbench an indispensable assistant as you work 1) to heighten students' knowledge of language and their skill in writing, 2) to motivate students to revise and to edit their writing assignments, 3) to provide evidence of your accountability in meeting the goals of your curriculum.

2. QQ zone Postings

In the study, Chinese participants are asked to post comments based on their online learning experiences in QQ zone. They are required to do this every week. The content of the postings are archived and saved as word documents for analyzing.

3. Questionnaires and Interviews

In this study, data are collected from both pre and post study questionnaires as measured by five-point Likert Scales and the interviews. These data are used to examine whether English writing conducted in QQ may heighten the participants writing skills. These data also help the researcher to further analyze participants' attitude toward their learning experience in the study and examine their views on how interaction with native speakers in QQ may enhance their English writing.

Across the study, there are 270 essays with an average of 126.18 words per essay. There are 34 and 30 respondents in pre and post study surveys respectively. There are 23 interviews conducted and recorded as .wav format, including three focus group interviews and 20 one-on-one interviews. The average length of the one-on-one interviews is about 8 minutes and the average length of the group interviews is a little over 30 minutes.

IV. RESULTS AND FINDINGS

The researcher analyzed the data and categorized them into two main components. First, data are coded to see whether participants' attitude toward the design and interaction of English learning in QQ is positive or negative. Second, data are analyzed to see whether participants' language performance in terms of accuracy and linguistic complexity improves via proper data analysis methods. In this chapter, results are reported and findings are discussed.

A. Results

In this section, the results of the study are reported according to the research questions. Since questionnaires, interviews, and reports posted in QQ zone are designed to detect the attitudes of participants toward research questions 1 and 2, as the results both quantitative data and descriptive data are reported. The results for research question 3 are given out by writer's workbench 8.4 and SPSS 11.0 for Widows XP.

1 Results for Research Question 1

Research question 1 focuses on finding out participants' attitude toward the design in terms of language activities and discussion topics regarding English learning in QQ. The results of post study survey are presented in Table 4.1. Since many comments made in the interviews are identical with the postings in the QQ Group zone, only typical comments on the interaction are reported in Table 4.2.

TABLE 4.1
POST STUDY SURVEY RESULTS REGARDING PARTICIPANTS' COMMENTS ON THE INTERACTION (N = 30)

	N	Minimum	Maximum	Mean	Std. Deviation
Item1	30	5.00	5.00	5.0000	.00000
Item2	30	3.00	5.00	4.1333	.57315
Item3	30	3.00	5.00	4.4667	.62881
Item4	30	4.00	5.00	4.7000	.46609
Item5	30	3.00	5.00	4.4333	.72793
Item6	30	3.00	5.00	4.6000	.62146
Item7	30	3.00	5.00	4.6667	.62606
Item8	30	3.00	5.00	4.5333	.68145
Item9	30	3.00	5.00	4.5000	.57235
Item10	30	4.00	5.00	4.6667	.47946

2 Results for Research Question 2

Research question 2 focuses on finding out participants' attitude toward the design of the study. The results of post study survey regarding the design of the study are presented in Table 4.3. Since many comments made in the interviews are identical with the postings in the QQ Group Zone, hybrid comments on the design of the study are reported in Table 4.4. Meanwhile, the comments reported in Table 4.4 are the typical comments made by the participants, but not all of their comments.

TABLE 4.3
POST STUDY SURVEY RESULTS REGARDING THE DESIGN OF THE STUDY

	N	Minimum	Maximum	Mean	Std. Deviation
Item11	30	3.00	5.00	3.9667	.76489
Item12	30	3.000	5.000	4.4000	.62146
Item13	30	3.00	5.00	4.5000	.57235
Item14	30	3.00	5.00	4.4333	.56832
Item15	30	3.00	5.00	4.5667	.67891
Item16	30	2.00	5.00	4.2333	.81720
Item17	30	3.00	5.00	4.1333	.62881
Item18	30	3.00	5.00	4.4000	.67466
Item19	30	3.00	5.00	4.0333	.76489
Item20	30	4.00	5.00	4.4667	.50742
Item21	30	3.00	5.00	4.4667	.68145
Item22	30	4.00	5.00	4.6000	.49827

3 Results for Research Question 3

Research question 3 focuses on finding out whether learner performance improves after the 12 weeks' writing program in QQ in terms of linguistic accuracy and linguistic complexity. The descriptive statistics showing number of words, average word length, number of sentences, average sentence length (words), and diversity of content vocabulary are presented in Table 4.5.The results of number of simple or compound sentences, number of compound or complex sentences are reported in Table 4.6. The results of grammatical errors, spelling errors, and punctuation errors are reported in Table 4.7. All these data are produced by SPSS 11.0 for windows and Writer's Workbench 8.4.

Descriptive Statistics in Pre and Post Study Tests:

TABLE 4.5

	N	Minimum	Maximum	Mean	Std. Deviation
PreDoCV	30	.50	.85	.7190	.07581
PostDoCV	30	.36	.79	.6503	.10277
PreNoW	30	93.00	217.00	154.00	34.09419
PostNoW	30	106	245	176.36	32.08769
PreAWL	30	3.95	5.08	4.5240	.26932
PostAWL	30	4.19	5.60	4.8750	.37541
PreNoS	30	6.00	19.00	10.733	3.25823
PostNoS	30	6.00	20.00	12.500	3.32960
PreASL	30	9.4	27.1	15.031	3.99770
PostASL	30	10.40	32.00	14.890	4.44573

Note: PreDoCV represents diversity of content vocabulary in pre study test;
PostDoCV represents diversity of content vocabulary in post study test;
PreNoW represents number of words in pre study test;
PostNoW represents number of words in post study test;
PreAWL represents average word length in pre study test;
PostAWL represents average word length in post study test;
PreNoS represents number of sentences in pre study test;
PostNoS represents number of sentences in post study test;
PreASL represents average sentence length in pre study test;
PostASL represents average sentence length in post study test.

TABLE 4.6

	N	Minimum	Maximum	Mean	Std. Deviation
PreNoSoC	30	2.00	18.00	7.8667	2.84948
PostNoSoC	30	2.00	15.00	8.2333	2.87298
PreNoCoC	30	1.00	7.00	2.8667	1.75643
PostNoCoC	30	1.00	8.00	4.2667	1.98152

Note. PreNoSoC represents number of simple or compound sentences in pre study test;
PostNoSoC represents number of simple or compound sentences in post study test;
PreNoCoC represents number of compound or complex sentences in pre study test;
PostNoCoC represents number of compound or complex sentences in post study test.

TABLE 4.7

	N	Minimum	Maximum	Mean	Std. Deviation
PreNoGE	30	4.00	11.00	7.4333	1.63335
PostNoGE	30	1.00	5.00	3.0333	1.09807
PreNoSE	30	1.00	6.00	2.9333	1.22990
PostNoSE	30	.00	3.00	1.4333	.77385
PreNoPE	30	.00	5.00	3.2667	1.04826
PostNoPE	30	.00	2.00	.8333	.74664

B. *Discussion of the Major Findings*

Based on the results of the study, it can be determined that participants hold a very positive attitude toward learning

in QQ. In participants' view, QQ is a powerful and wonderful platform. It has enabled them to communicate with their classmates online, which is a new way for them to exchange their views and practice their English writing. Although they might encounter some problems during their study, they still apply many positive words to describe their learning experience in QQ, e.g., encouraging, fantastic, interesting, helpful and so on.

Learner performance has improved in terms of linguistic complexity and linguistic accuracy.

Linguistic complexity is deemed to be enhanced from the following items.

From table 4.5, it can be seen;

a) the minimum, the maximum, and the mean of diversity of content vocabulary in pre study test are .50, .85, and .7190 respectively, but .36, .79, and .6503 respectively in post study test;

b) the minimum, the maximum, and the mean of number of words in pre study test are 93.00, 217.00, and 154.0000 respectively, but 106, 245, and 176.3667 respectively in post study test;

c) the minimum, the maximum, and the mean of average word length in pre study test are 3.95, 5.08, and 4.5240 respectively, but 4.19, 5.60, and 4.8750 respectively in post study test.

d) the minimum, the maximum, and the mean of number of sentences in pre study test are 6.00, 19.00, and 10.7333 respectively, but 6.00, 20.00, and 12.5000 respectively.

e) the minimum, the maximum, and the mean of average sentence length in pre study test are 9.4, 27.1, and 15.0310 respectively, but 10.40, 32.00, and 14.8907in post study test.

From table 4.6, it can be seen:

f) the minimum, the maximum, and the mean of number of simple or compound sentences in pre study are 2.00, 18.00, and 7.8667, but 2.00, 15.00, and 8.2333 in post study test.

g) the minimum, the maximum, and the mean of number of compound or complex sentences in pre study are 1.00, 7.00, and 2.8667, but 1.00,8.00, and 4.2667 in post study test. Comparing the data from the post study test with that from the pre study test, participants' linguistic complexity is improved.

Please look at table 4.7, linguistic accuracy is counted as enhanced from the following aspects:

a) the mean number of grammatical errors in pre study test is 7.4333, but the mean number of grammatical errors in post study test is 3.0333;

b) the mean number of spelling errors in pre study test is 2.9333, but the mean number of spelling errors in post study test is 1.4333;

c) the mean number of punctuation errors in pre study test is 3.2667, but the mean number of punctuation errors in post study test is .8333. The data demonstrate that participants produce fewer errors in post study test. In this sense, participants' linguistic accuracy is improved.

1 Discussion of Findings for Research Question 1

In Table 4.1, the results indicate that most participants agree to item (2) "I know how to use the function of screen shot in QQ." This shows that QQ is easy to operate. When asked in the interviews on whether they have encountered any technical problems in their learning process or if they need helpers to train them about how to use QQ to conduct this writing program, all of the participants replied that there is no need to do that and they can complete the assignment smoothly. Evidently, participants are very familiar with QQ environment. They preferred the virtual environment than the real world. "I think it's more interesting less stressful than in classrooms." The participants also commented that they enjoy their taking with their partners, especially with those who have encouraged them and appraised them.

The results from the questionnaires and interviews indicate that QQ is a good tool to English online writing, which could be used and explored for educational purposes. Participants believe that chatting with native speakers in QQ is helpful for their writing. Some examples provide evidence that participants are likely to continue the talk and discuss with their partners, e.g., "I prefer to use QQ because my character is quite and a little bit shy and I don't want to talk with others face to face." and "I feel less nervous talking with my classmates and my teacher in English in QQ." These have confirmed some intrinsic motivation principles, as they are in need of approval and peer relationship (Reiss, 2000).

2 Discussion of Findings for Research Question 2

Participants' attitudes toward the design of the learning program in terms of language activities and tasks implemented in QQ are very positive. They comment that writing in English using QQ is interesting and helpful to enhance the English writing.

According to the results of the post study survey, among the items concerning participants attitudes towards the study, item (13) "The tool chosen by the researcher is suitable for English writing" has received the high mark with a mean of 4.5000 and a standard deviation of 0.57235 and item (15)"The online discussion is helpful to broaden my view." has also got a high mark with a mean of 4.5667 and a standard deviation of 0.67891. Since a small standard deviation indicates that the results are clustered closely around the mean, this suggests that most participants shared a similar fondness for the design of the English writing program in QQ.

All means are above 4.00, except item (11) "The writing topics are interesting and practical." with the mean of 3.9667, still indicating that most of the participants hold positive attitude toward the writing topics. In addition, comments made in the post study survey also indicate their positive attitudes, e.g., "The topics are those that are happening around us and the online discussion is helpful to English writing." and "I have learned a lot from this discussion and I am also look forward to more discussions like this in the future."

3 Discussion of Findings for Research Question 3

Research question 3 focuses on learner performance in QQ. Results as presented in Table 4.7 show that learners' language performance in terms of accuracy has improved. The average grammatical errors identified in posttest have significantly decreased. The minimum number of errors is down to 1, and the maximum number of errors is down to 5. However, in pretest, the corresponding numbers are 4.00 and 11.00 respectively. The means also demonstrate that average grammatical errors in posttest are 3.0333, but nearly 8 in pretest.

From the results of Table 4.5, it is seen clearly that:

a) The diversity of content vocabulary in post study test has decreased a lot. The minimum of diversity of content vocabulary in pre study test is 0.50, the maximum is 0.85, and the mean is 0.7190. But in post study test, the corresponding numbers are 0.36, 0.79, and 0.6503.

It is seen that the mean of diversity ratio is 65%, still above 59%. According to Writer's Workbench 8.4's suggestions, if the Diversity ratio is above 59%, the content of the composition does not seem to center on a subject that is adequately developed with clearly identified topics. Therefore, the writer whose diversity ratio is above 59% needs to be certain that he or she has the subject and topics clearly in mind and that the words that identify the subject and topics occur frequently enough to keep the reader aware of those points.

b) the minimum, the maximum, and the mean of number of words in pre study test are 93.00, 217.00, and 154.0000 respectively, but 106, 245, and 176.3667 respectively in post study test. All the corresponding values have increased.

c) the minimum, the maximum, and the mean of average word length in pre study test are 3.95, 5.08, and 4.5240 respectively, but 4.19, 5.60, and 4.8750 respectively in post study test. All the corresponding values have increased.

d) the minimum, the maximum, and the mean of number of sentences in pre study test are 6.00, 19.00, and 10.7333 respectively, but 6.00, 20.00, and 12.5000 respectively. It is obviously seen that in post study the participants' maximum and the mean of number of sentences have increased

e) the minimum, the maximum, and the mean of average sentence length in pre study test are 9.4, 27.1, and 15.0310 respectively, but 10.40, 32.00, and 14.8907in post study test. In pre study test, the mean of average sentence length is 15.0310, while in post study, it is 14.8907. It seems that the participants' performance has not enhanced in this aspect. But please look at item b), the mean of number of words in pre study test is 154.0000, but 176.3667 in post study test. And the researcher discovers that students pay more attention to the use of the punctuation and make more sentences in post study when the total number of words stays the same.

From the results of Table 4.6, it is seen clearly that:

f) the minimum, the maximum, and the mean of number of simple or compound sentences in pre study are 2.00, 18.00, and 7.8667, but 2.00, 15.00, and 8.2333 in post study test.

g) the minimum, the maximum, and the mean of number of compound or complex sentences in pre study are 1.00, 7.00, and 2.8667, but 1.00,8.00, and 4.2667 in post study test. Comparing the data from the post study test with that from the pre study test, participants' linguistic complexity is improved.

Generally speaking, linguistic complexity of the participants has improved significantly.

C. Strengths and Potentials of QQ

According to the observation of the study process and the results of data analysis, the researcher perceived some strong points and the possibilities of implementing English writing program in QQ. This section is presented in three parts: perceived strengths, perceived potential as a supportive learning environment, and perceived problems.

1 Perceived Strengths

This study suggests that QQ is able to create a relaxing and effective learning environment for English learners. Such a relaxing learning environment is attributed to the practical functions of QQ where interactions are conducted easily. In the interview, the participants say that learning in QQ makes them feel less anxious and they really learned something from it.

Another strong point of English writing in QQ is that the learning process is easy-operated and meaningful. Some participants asserted that, "I look forward to the next week's communication" and "I really appreciated the feedback from my teacher and my classmates."

2 Perceived Potentials as a Supportive Learning Environment

To investigate the potential of implementing QQ into English learning in China, two aspects may be considered: technology readiness and learner attitude. In terms of technology readiness, two more aspects may be counted. One is students' basic computer knowledge and Internet access ability; another is students' operating skills of QQ. In the pre study survey, the questionnaire that focuses on students' technology readiness on basic operations of computer is designed. The results demonstrated that Chinese students have the basic computer operating skills, e.g., how to save files, how to use chatting tools, and how to download files. While in the post study survey, there are seven items designed to examine participants' technology readiness for using QQ. All the seven items received a mean of above 4.00, suggesting that participants have the basic operating ability of QQ.

Participants also hold relatively positive attitude toward their learning process in QQ. This could be explained from three aspects: the relaxing environment provided in QQ; the feedback got form teachers almost immediately; and interesting discussion topics for their essays.

3 Perceived Problems

One of the most important problems perceived during the study are the lack of personal computers needed by the participants. They have to go to the public computer room to communicate with their classmates and foreign teachers and to write the essays. Sometimes, the computers there fail and they lose everything they have done. That is frustrating. Another problem is that each fifteen-student group is very big in quantity, sometimes it will rouse confusion so that you don't know who is talking to whom. In the future study, these problems should be solved properly.

The strengths of learning in QQ are that, QQ is a good stage which is able to create a relaxing and interesting atmosphere for English learners and participants gain more confidence in English writing after their study. Major problems perceived by the participants in the study are the participant lacking personal computers which brings about much inconvenience and the discussion group being too big. From the analysis of learner technology readiness and attitude, it could be found that QQ has the potential to be a supportive learning environment.

V. CONCLUSIONS

The IMs, QQ can provide learners' with many useful functions, such as the chatting stage, the audio and video functions. Findings of this study not only demonstrate English learners' positive attitude toward the design of the program, the effectiveness of interaction and the communication produced in QQ, but also detect positive effects on participants' language performance in terms of linguistic accuracy and complexity.

The findings of this study on the use of QQ for English writing provide several pedagogical implications. The participants in the study show a highly positive attitude toward the arrangement of all the learning activities and the interaction with native speakers online using QQ. They appreciate it a lot for their classmates' assessment on their essays and for the feedback and suggestions from the teachers. This may enhance English learners' interest in using the target language for communication. In addition, the results also indicate that interacting with native speakers could be very beneficial to English learners in improving their language performance in terms of accuracy and complexity.

Small size of participants is one limitation of this study. Due to the limitation of resources, such as equipment and financial cost, it is not feasible to conduct a large-scaled study. This study has 30 English learners from a Chinese college university.

Many Chinese are familiar with QQ software, but there are rare people who combine the English writing with the use of QQ, for most people, it is only one of the chatting tools. QQ represents a new technology that may afford Chinese English learners the opportunity to practice English writing online instead of hand-writing in a traditional way. At this point, issues of design are worthy of attention. With the further exploitation of computer and Internet technology, computer aided English teaching is an inevitable trend. Traditional teaching methods will be challenged. However, for Chinese teachers and EFL students, this is also a valuable opportunity.

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A Genre Analysis Study of Iranian EFL Learners' Master Theses with a Focus on the Introduction Section

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Abstract—Genre analysis, which is defined as the study of how language is used in a particular context, is considered as a crucial factor in all types of communication especially in writing academic texts. This study aimed at analyzing the rhetorical structure of the introduction section of master theses, to see to what extent they follow the standard frameworks. To fulfill the objectives of the study, 40 master(M.A.) theses written by Iranian English as a Foreign Language (EFL) learners majoring in Teaching English as a Foreign Language (TEFL) at Islamic Azad University (IAU), Isfahan (Khorasgan) Branch were collected and analyzed. The descriptive analysis of the data including frequency and percentage, indicated that most of the rhetorical structures (moves) that are approved by the field professionals were followed with a high degree of occurrence in Iranian EFL learners' M.A. theses. The results of the study may pave the way for improving the students' writing and also the teaching process for academic practitioners.

Index Terms—genre analysis, rhetorical structures, moves, master's theses, academic writing, Iranian EFL learners

I. INTRODUCTION

According to Bhatia (1993), genre analysis is the study of situated linguistic behavior in institutionalized academic or professional setting. On the other hand, writing in academic settings can be definitely difficult and inconvenient for native and especially nonnative speakers. Furthermore, academic writing has always been as the most significant focus of formal education, because at the end of passing different courses, for example in master degree, everyone should submit a piece of academic writing which is known as the master thesis to the university scientific committee. Therefore, the study and analysis of academic genre seems to be noteworthy.

It has always been an actual concern for university students (especially graduate students) to produce an academic writing which would be acceptable nationally and internationally. In another hand, master's thesis is the first experience of students in thesis writing, and students find it rather difficult and confusing on how to organize their writings and what type of rhetorical and structural patterns to follow. Next, it is really desirable to know whether students follow the same patterns of writing or there are differences among them in contrast to what has been published as the conventions for rhetorical structures of academic writing.

The purpose of this study was to investigate master (M.A.) theses written by Iranian English as a Foreign Language(EFL) students majoring in Teaching English as a Foreign Language (TEFL) at Islamic Azad University (IAU), Isfahan (Khorasgan) Branch to see to what extent they observe the rhetorical structures of introduction section that are approved by the field experts. In another word, how much the introduction sections that were written by the students are in line with what has been approved as the standard and acceptable frameworks.

Furthermore, by gaining some information about the features of the introduction section of master's theses being written by Iranian graduate students, and also by pinpointing their drawbacks, that is their deviation from standard and scientific conventions approved by the field professionals, valuable outcome may result. For example, in academic writing courses, the professors may highlight those features that most of the students have much difficulty with. Students also may become more conscious and autonomous in writing the introduction section of their theses and try to get advantages from the previous works done by their classmates and correct themselves and attempt to avoid the same pitfalls.

Accordingly, this study may help to enhance the effectiveness of academic writing courses that are presented in every semester at universities, to see to what extent there is a need for any other modifications in teaching and what kind of information the students need to receive in order to have a more scientific approach in their academic writing experience. So, this study by gathering authentic data that are collected through the students' real theses may provide valuable information both for students and for professors.

Actually, the rational for conducting this study was to look for the rhetorical structures (Moves) of the introduction section of theses. In order to familiarize with the characteristics of different moves applied in the first chapter of theses and the degree of their distribution and occurrence, the present study was carried out.

II. LITERATURE REVIEW

The structure and organization of academic writings has been the focus of different researchers ever since Swales' (1990) definition of communicative moves in research articles. So, a great number of studies have been done in the field of genre analysis especially in academic writings. Holmes (1997) states that

interest, in genre analysis, in teaching ESP and EAP, has been motivated by pedagogical concern, and in particular by the need to provide satisfactory models and descriptions of academic and scientific texts and to enhance the ability of non-native students to understand and, where it is appropriate, to produce them. (p. 321)

After Swales' publication of genre analysis, many researchers have proposed precise descriptions of rhetorical features of different sections of academic written texts, and a considerable literature in English on various academic genres such as RAs, theses, and dissertations has been provided. As Swales (2004) noted, academic writing is a highly complex process in which the product obtains from primary notes to an exactly modified final draft.

According to Dudley-Evans and John (1998), the knowledge of genre is a crucial factor in all types of communication especially in writing academic texts. They believe that knowledge of genre entails an understanding of the expectations of the discourse community that reads the text and the conventions that have generated over time about the structure, the language, and the rhetoric of genre.

Henry and Roseberry (2001) defines genre as a series of moves. They state that "a move can be thought of as part of a text, written or spoken, which achieves a particular purpose within the text. The move contributes in some way to fulfilling the overall purpose of the genre" (p. 154).

The introduction covering the first chapter of all theses, according to Jalilifar (2009), introduces a research by presenting research questions, stating why and how the problem will be solved. He suggests that by reading this chapter, the reader can easily get more detailed information about the research coming in later sections. The importance of the introduction section causes the researcher to put an emphasis on this section and provide a large body of research in this area.

In this regard, Swales's (1990) pioneering model to account for establishing the rhetorical move structure in article introductions called *Create A Research Space* (CARS) is the main framework for researcher to analyze introduction section of RAs or theses. According to Swales' (1990) CARS model, RA introductions contain three obligatory moves: (1) establishing a territory, (2) establishing a niche, and (3) occupying the niche, each of which is comprised of a number of obligatory and optional steps. Figure 1.illustrates these moves and steps in detail.

In a study, Ozturk (2007) examined the degree of variability in the structure of research article introductions within the discipline of applied linguistics. He analyzed 20 research articles from *Studies in Second Language Acquisition (SSLA)* and the *Journal of Second Language Writing (*JSLW) and explored the differences in terms of Swales's (1990) CARS model. The results regarding the SSLA corpus pointed out five different patterns in move structure. But the dominant pattern was M1-M2-M3 proposed by Swales (1990). On the basis of the results, Ozturk (2007) found a great deviation from the move structure in the corpus of JSLW. In the analysis, a five-move pattern of move structure was identified. The results revealed that only one out of 10 RA introductions in the corpus fitted the CARS model. Forty percent of the introductions in the JSLW corpus had the move structure M1-M2-M1-M3 while the other 30 percent of the RA introductions in the JSLW corpus was not in line with the CARS model, in a way that they did not contain move 2. Ozturk recommended that "in the JSLW corpus there is no generally agreed pattern in the organization of RA introductions. It seems that the move structures M1-M2-M1-M3 (40%) and M1-M3 (30%) have gained prominence" (p. 31).

Samarj (2008) examined masters' theses from three disciplines with a focus on the structure of introductions. The data consisted of 24 theses written at a large public university in the U.S, eight from each discipline of philosophy, biology, and linguistics. In the analysis of the corpus, she employed both discourse analysis and interviews with subject specialists. An analysis of the overall organization of the thesis introductions showed discourse features that distinguish this genre from research articles and also pointed to disciplinary variation within this genre.

Studying the introduction sections of research articles, Keshavarz, Atai, and Barzegar (2007) investigated research article introductions written by Iranian and non-Iranian applied linguists. They randomly selected a representative sample of 60 Introductions (30 from international and 30 from Iranian English RAs) and contrastively analyzed their schematic structure based on Swales' (1990) CARS model. The results of this analysis revealed no significant difference between the frequency of Move 1 and Move 2 in both categories of introductions. Nevertheless, they found a significant difference between the frequency of Move 3 in RAs written by both Iranian and non-Iranian English writers. Move 3 was not used by many of Iranian writers. The researcher explained this diversity on terms of low knowledge regarding the rhetorical structure of Move 3 among Iranian RAs writers.

The abovementioned discussion boils down to the following research questions:

1. What rhetorical structures (moves) are characterized in the introduction section of Iranian EFL learners' M.A. theses?

2. To what extent different rhetorical structures (moves) are in line with established frameworks?

III. METHODOLOGY

A. Participants and Setting

The data of this study were M.A. theses written by Iranian EFL learners majoring in TEFL at IAU, Isfahan (Khorasgan) Branch, from which a convenient sample of 40 theses were selected randomly. The decision about the number of selected articles was made on the assumption that the corpus was large enough to reveal major changes and allow the researcher for valid generalizations. In order to homogenize the sample, a few restrictions were imposed; all of the theses were experimental research studies produced by students graduating from TEFL.

The name of the students, supervisors, and the title of theses were kept confidential and anonymous, that is the ethical issue was observed. The reason for selecting this sample was their accessibility, because the researchers were from the same university.

Because the researchers were from IAU, Isfahan (Khorasgan) Branch, the selected samples of M.A. theses were from the same university in order to satisfy the need of availability and accessibility. This university is regarded as a comprehensive university, and it can be representative of Iranian Azad universities that offer MA and PhD programs in applied linguistics. Additionally, the time duration for conducting the research was from November 2015 to January 2016. For minimizing the effect of time both on data collection and data analysis procedures, determining a specific date would be a suitable solution. Also, the corpus of theses was collected from particular time duration of submitting to make the analysis more accurate and reliable and avoid the intervening variable of time.

B. Instrument

Because this study was concerned with genre analysis, and the method used was mainly in descriptive and quantitative form, the researcher employed a conceptual framework to analyze the data.

The conceptual framework employed for analyzing the introduction sections of theses was drawn from Swales' (1990) CARS model. In this regard, Swales's (1990) pioneering model to account for establishing the rhetorical move structure in article introductions called *Create A Research Space* (CARS) was the main framework to analyze the introduction section of theses.

The reason for selecting Swales' (1990) CARS model was that, it has been the most comprehensive framework for analyzing the introduction and many other researchers have applied it successfully and extensively. Moreover, according to Swales (2004), his CARS model is simple, practical, and corpus-based for describing the introduction section and provides a tripartite schema that is employed in many academic disciplines.

According to this model, the introduction section contains three moves which perform a communicative function, and is realized formally or linguistically in one or more steps. These moves and steps have been explained in the following figure.

Move 1: Establishing a territory
Step 1 Claiming centrality and/or
Step 2 Making topic generalization(s) and/or
Step 3 Reviewing items of previous research
Move 2: Establishing a niche
Step 1A Counter-claiming or
Step 1B Indicating a gap or
Step 1C Question-raising or
Step 1D continuing a tradition
Moves 3: Occupying the niche
Step 1A Outlining purposes or
Step 1B Announcing present research
Step 2 Announcing principal findings
Step 3 Indicating RA structure

Figure 1. Swales' creat a research space (cars) model (Swales, 1990, p. 141).

C. Data Collection Procedure

The data employed in this study were mainly collected from 40 M.A. theses written by Iranian EFL learners. All of these theses were experimental research studies written in TEFL. To ensure the reliability and validity of data, only theses submitted in 2010 onward were collected.

M.A. theses are considered as reference sources, therefore it is not allowed to bring them out of library; therefore if one want to borrow a thesis, s/he should stay in the place and use it and return it back to the library at the same time. But there is an advantage for IAU, Isfahan (Khorasgan) Branch students that they have an online access to all of theses written at this university.

By either referring to library or searching through digital library of the university, the researchers had access to theses. Data were collected from the introduction sections of theses and analyzed according to the conceptual framework presented in the previous section.

D. Data Analysis Procedure

Analyzing the collected data entails examining the data in ways that shows the relationship, patterns, etc. that can be found within it. It means that by using statistical operations the relationship or pattern of the introduction sections of M.A. theses would be revealed and also the answers to research questions obtained through data analysis would be trustworthy. This process of data analysis may compare the present study information to that of standard framework and draw some valuable conclusion from data. In the present study, quantitative data was crucial for rhetorical features of the introduction section, therefore the coded data from this section was quantified.

The present study pursued an analysis of moves used in the introduction sections of M.A. theses. The statistical analysis involved two types of analysis, frequency analysis and percentages. By measuring the frequency of occurrence, the researcher intended to indicate how often each type of rhetorical structures such as moves and steps occurred. Generally speaking, frequency provides a summary of the basic characteristics of the data.

So, in this study, the frequency and percentage of moves for the introduction section were calculated to detect the possible differences among them and to see whether the differences were significant. Sometimes, a particular move spreads across two or more disparate paragraphs; that is, if a move was repeated in two or more separate paragraph, they were counted as repeating one occurrence of a move. In other word, the moves were treated in terms of being present or absent. The analysis was carried out mainly by the researchers; however, in order to improve and ensure the intra-rater reliability of the analyses, the data was also analyzed for the second time by the researchers after a month interval. In addition, having analyzed the data twice, the identification of certain ambiguous moves and the data was rechecked by another researcher.

After analysis of the corpus, the frequency and the percentages of moves in the introduction section were calculated.

IV. RESULTS

As it was discussed more in detail in previous chapters, the introduction section of theses should have three Moves. According to Swales (1990), these three moves are: (*a) Establishing a territory, (b) Establishing a niche, (c) Occupying the niche.* All of these moves were looked for in 40 M.A. theses.

Table 1.illustrates the distribution of Move 1, that is establishing a territory, of the introduction section of theses. It shows that among 40 theses, 28 of them employed this move as an introductory subsection while in the remaining 12 ones, the mentioned Move was not present and the students did not make use of it. These percentages indicate that students were conscious in providing some information about the area of their research and they tried to familiarize the reader with the subject of their study. Seemingly, this move is considered to be an obligatory move in writing the introduction section for master students.

TABLE 1.
DISTRIBUTION OF MOVE 1 OF THE INTRODUCTION SECTION

	Frequency	Percent
Present	28	70.0
Absent	12	30.0
Total	40	100.0

The degree of distribution of Move 2 of the introduction section, that is establishing a niche, is shown in table 2. This table indicates that out of 40 theses, 26 ones established a niche or gap in their study while the other 14 ones did not refer to the related gaps in the area of their study. According to the calculated percentages, the number of students observed this move was higher than those who did not. But there are still rooms to emphasize more on this move, in order to magnify the importance of conducting the related research.

TABLE 2.
DISTRIBUTION OF MOVE 2 OF THE INTRODUCTION SECTION

	Frequency	Percent
Present	26	65.0
Absent	14	35.0
Total	40	100.0

The last Move of the introduction section is occupying the niche. Table 3 presents the distribution of this move in theses. This table reflects that, this move was followed in most of the theses, showing that students regarded this move as an emphatic point in writing the introduction section. The percentages of the present item (Move 3) were fulfilling, because it reveals that the students made an effort to provide an answer for the research and to fill the mentioned gap in the area of the related study.

TABLE 3.
DISTRIBUTION OF MOVE 3 OF THE INTRODUCTION SECTION

	Frequency	Percent
Present	33	82.5
Absent	7	17.5
Total	40	100.0

V. CONCLUSION

According to Jalilifar (2009), the introduction which comes at the beginning of any piece of academic writing, provides some important and detailed information about the research that comes in later section. To accomplish its crucial role, introduction should contain three Moves that are *(a) Establishing a territory, (b) Establishing a niche, (c) Occupying the niche* (Swales, 1990).

The results of genre analysis of the introduction showed a higher proportion of present items to the absent ones in observing Move 1 of the introduction section. Therefore it can be concluded that establishing a territory for beginning a research study is a crucial factor and students were careful about following this move and considered it as an obligatory move. On the other hand, Move 2 of the introduction section that is, establishing the niche, was present in a large number of theses (65%). But, it seems that it would be more satisfactory if the students become more conscious about writing this move, because Move 2 provides the justification for conducting the related study. Moreover, the last Move of the introduction that is, occupying the niche was present in most of theses, indicating that this move was again regarded as an obligatory move for the introduction section.

With having all of these in mind, it can be concluded that three Moves of the introduction section were followed exactly in Iranian EFL learners' M.A. theses with a high degree of distribution. Accordingly, students' performance in writing the first chapter of their theses seems fulfilling, but there are still some points to be emphasized more for a better consequence.

There are a number of limitations which might have influenced the findings of this study. Some of these limitations are as follow. First of all the number of the collected corpus in this study was limited. Then, the choice of a larger sample for genre analysis would increase the reliability of the study so the outcome of this investigation would be more generalizable.

Secondly, in this study, only moves as the only rhetorical structure were examined. In this regard, steps could be considered as another rhetorical structure for investigation. Therefore, the results achieved in this way would be more comprehensive and detailed for discussion and conclusion.

There is still a room for conducting the same study with a larger sample and a larger corpus for collecting and analyzing the data. Furthermore, the theses that were collected were from the same discipline of TEFL, in another study, one may use other majors such as Translation Studies or English Literature, to see whether there exist any differences or not.

Samraj (2008) had a series of semi-structured interviews with two or three academic professors from each discipline regarding their beliefs about the structure and function of master's theses produced in their departments. She reported that each interview lasted between 60 to 90 minutes and was tape-recorded and transcribed. Most of the interviews were dedicated to the issues raised by the interviewees. The questions were mostly general ones such as what makes a good writer in their discipline and the characteristics of a desired theses structure. It would be beneficial to have such interviews with professors in order to have a better understanding of both the discipline and the students to conduct a more thorough research concerning academic writing. These interviews might help the researcher take more details into his/ her own account and start the research with a better awareness of the participants.

This study had both micro-implication and macro-implication. First of all, the findings of this study are advantageous for students because they provide good opportunities for students to improve the writing of the introduction section of their theses. Actually, it is really necessary and useful for M.A. students to be helped to write better theses with less problems, the present study may have some contributions in this regard; in a way that students would be familiarized with other students' styles of writing and try to avoid the same problems, and become more conscious in their writings.

As far as this study concerns, the practitioners may also benefit; in a way that, they would familiarize with students' main areas of problems and difficulty and try to work and focus on those areas more in academic writing classes.

The results of this study can also be associated to those of policy makers or syllabus designers too. For example, syllabus designers may get advantages from the present study by generalizing its results to other students and situations and modify the syllabus in a way that the specified features are highlighted in the course books. When the modified and applicable items for a more scientific writing are available in the market, both policy makers and students would gain advantages.

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An Empirical Study of Business English Reflective Teaching in Colleges[*]

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Abstract—**With the initiative of "the belt and road", China pays more and more attention to the business English education due to the abundant need of the business elites. The traditional business English education no longer meets the need of the international competition. To reform the business English education, we start from the teachers and through their reflective teaching to explore the points that needed to be changed. By employing the theory of reflective teaching, adopting methodology of qualitative and quantitative research, the author studies whether reflective teaching will bring about changes to the teacher's teaching concepts and behavior, what changes will be brought about to them and what the effective and practical forms of reflective teaching activities are.**

Index Terms—**reflective teaching, Business English teaching, practice**

I. INTRODUCTION

With the development of China and the new course reform, business English teachers are under high pressure. The contradiction between traditional teaching method and the requirement of the new course reform has become more distinct, and many teachers are frustrated about how to carry on their teaching to adapt to the new environment. Therefore a heated discussion on the question "Whether English teachers can adjust themselves to the modern society or not?" is presented to the public. A lot of studies have proved that there are four main problems confronting business English teachers in China.

First, in the long-term of studying and teaching practice, business English teachers tend to form a fixed thinking pattern and immerse themselves in the traditional teaching models. With the traditional teaching method, teachers pay more attention to what to teach and how to finish their teaching tasks instead of reflecting on their teaching and teach students how to acquire knowledge by themselves. Everyday formal class teaching without sufficient stimulation makes teaching work an easy and repetitive task. Consequently the fixed teaching methods lead to ineffective teaching and students' lower English levels, which has turned out to be a barrier to the progress of education. Second, business English teachers in China lack the consciousness of positive teaching. Most teachers regard business English class as a knowledge transmitting class instead of language practicing class and seldom care about students' learning process, personal characteristics and the effectiveness of teaching. They never consciously think about improving their teaching. Although some teachers have the consciousness of reflecting, they lack professional training and guidance. Thus their reflection stays on a shallow level and cannot achieve the best reflective effects.

These problems show that most business English teachers lack the ability to inquire into and reflect on their teaching, to investigate and solve teaching problems. In order to improve the teaching efficiency, teachers must seek for their self-development (Calderhead, 1993). While it is reflective teaching that urges teachers to see, explore and finally solve their problems concerning teaching practice (Cruickshank, 1981). In other words, reflective teaching is a process in which teachers think, study their teaching behaviors and keep reflecting on the problems existing in their teaching practice (Dewey, 1993). Based on the literature review, this researcher addresses the following hypotheses:

1. Reflective teaching may bring some positive changes to business English teachers.
2. Through reflective teaching business English teachers may concern not only teaching but also learning and simultaneously may change individual teaching behavior.
3. Teaching journals and lesson evaluation may be the effective and feasible modes of reflective teaching.

II. RESEARCH DESIGN

A. Research Questions

In order to justify the hypotheses put forward in the background statement, the following research questions are proposed:

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1. Will reflective teaching bring about any changes to business English teachers?

2. If so, what changes will be brought about to business English teachers' teaching notions and behavior?

3. What are the effective and feasible modes of reflective teaching?

The purpose of the empirical study is to find out the answers to the above questions through a more detailed data analysis, hoping the research findings will provide some inspiration for teachers in promoting reflective teaching.

B. Research Subjects

In order to implement the empirical study, the researcher chose five business English teachers from Huaiyin Institute of Technology (HYIT) as the subjects of the study for one semester. Three of them are university graduates and two got their master's degree. All of them show a relatively high motivation for reflective teaching than the other teachers due to their personal interest in it. They thought it would be a very good way to improve their teaching. The students were all sophomore of HYIT.

C. Method

After in-depth interview with the five business English teachers, the researcher identified their targets of reflection respectively based on their main problems in teaching. A questionnaire was given to students of the five teachers for their comments on English teaching. This questionnaire served as a starting point for the comparison of the different results before and after the reflective teaching is adopted. Then, after a semester's study, the same questionnaire was given to the students again. The comparison of the different results before and after the reflective teaching is adopted. The author analyzed the comparison of the different comments to show the changes of the teachers. The author also compared students' scores before and after the study for the purpose of illustrating the different teaching outcomes.

D. Instruments

The instruments used in this study are interview, questionnaire, tables, and graphs (Elliot, 1991). The interview with the five business English teachers to help them reflect their teaching includes the following questions:

1. Do you reflect on your teaching?

2. Are you satisfied with your teaching? If not, then what are the problems and the contradictions in your teaching?

3. Do you find any ways to solve the problems in your teaching?

The questionnaire is composed of ten statements. Each statement has four choices: A= High Satisfaction, B= Satisfaction, C= Ordinary, D= No Satisfaction. The informants are demanded to choose one closest statement that corresponds to their opinions.

The information collected from the interview, questionnaire, and class observation will be analyzed and presented by the researcher by tables. The comparison of students' scores is shown in graphs.

E. Procedures of the Research

Reflective teaching aims to solve problems occurring in teaching practice (Osterman, 2004). Different teacher has variety of specific teaching problems (Needly, 1986). In order to guide their reflection, the writer first helps them to state clearly their specific problems in business English teaching through interview and list their problems before the implementation of reflective teaching activities. The following table offers the five teachers' problems in teaching and what they reflect on.

TABLE 1:
TEACHERS' TEACHING PROBLEMS AND CONTENTS OF REFLECTION

Participants (Teaching Experience)	Problems	Reflections
Teacher Y (10 Years)	The contradiction between language points and business knowledge expansion	How to deal with the relationship between teaching language points and broadening the business knowledge
Teacher L (2 Years)	The teacher's lack of confidence in teaching due to Students' indifference.	How to enhance students' initiative and cultivate self-confidence in teaching
Teacher C (5 Years)	Students' fear about her and the unfriendly class atmosphere.	How to handle the relations with the students and achieve a harmonious class atmosphere
Teacher S (6 Years)	Students' disinterest in learning business English and difficulties in vocabulary learning	How to help students learn words effectively
Teacher G (10 Years)	Students' frustration in listening practice	How to help students establish confidence in learning business English

To implement reflective teaching, this research adopts the following reflective teaching activities: teaching journal, collective lesson planning, peer coaching, and action research. Then the researcher collects and analyses the data through interview, questionnaire, class observation, and teaching journals.

III. IMPLEMENTATION OF BUSINESS ENGLISH REFLECTIVE TEACHING

In this part the researcher will discuss the process of helping business English teachers reflect on their experiences, with the emphasis on experiences in teaching practice. Before the research began, the participants were informed of the purpose of the research and that the findings were not to be used to evaluate them as individuals, but rather to describe

the activities and interactions among them. More importantly, the author emphasized that the aim was to consistently reflect their teaching concept and behavior instead of judging them or their teaching, thus allowing trust to grow between the participants and the researcher.

A. Teaching Journal

Keeping a teaching journal serves two purposes: one is recording events and ideas and the other triggering insights into teaching for the purpose of later reflection. (Richards & Lockhart, 1996)

In teaching practice, many different topics from classroom experiences can be explored through teaching journal, including personal reactions to events happened in classroom or in school, questions or observations about problems in teaching, descriptions of significance of lessons or school events, and ideas for further analysis or further recommendation.

The following procedures are recommended for keeping a journal (Bailey1990&Walker, 1985).

1. Make entries on a regular basis, such as once or twice a week, or even daily if possible. It may be useful to spend five or ten minutes after a lesson to write about it or record it.

2. Review your journal entries regularly. Those that might not have been obvious when written or recorded may later become apparent. As you review your journals, ask yourself questions like what do I do as a teacher; what principles and beliefs direct my teaching; what do I teach the way I do; what roles do learners play in my classes; should I teach differently.

In the practice of reflective teaching, the teachers in HYIT were offered two approaches to writing journals. One is the stream-of-consciousness approach, that is, teachers have to keep a record of teaching behaviors and feelings and reflection about their teaching (Schon, 1988). Teachers can write a reflective part in the lesson preparation book regardless of words, grammar, or organization. This exploratory writing can generate lots of ideas for further review and analysis. The other is the edited approach. Each week teachers were asked to upload one teaching journal to the school BBS to share and discuss with each other. Some examples of the author's observation are listed below.

B. Collective Lesson Planning

Collective lesson planning means that teachers get together to discuss the class target, the key problems and the difficulties as well as the ways to solve them (Shavelson, 1973). The main purpose of this method is based on the unity of the teaching to avoid students' excessive learning disparity caused by teacher's individual behavior. What's more, in practice the collective lesson planning was turned into a mere formality for the lack of inspection. Obviously this collective behavior, deficient in operability and persistence, cannot benefit the promotion of teachers' reflective abilities. Facing this reality the researcher offered a more practical cultivating method to combine the individual with the collective in practicing reflective teaching in HYIT. The procedures are as follows:

First, each teacher chooses a topic to prepare and write the teaching plan in details. Later he will explain his lesson planning in the group, including teaching target, key point, teaching procedures and methods and students' cognitive status. Second, group members will discuss possible problems and give suggestions of appropriate teaching procedures. Third, the teacher in charge of that subject summarizes other teachers' opinions and refines his teaching plan. This process is actually a conversation between individual and the collective in which self-reflection in relation to theoretical discourse and experimental discourse occurs. When the teacher teaches his class with the refined plan, we can either organize class observations or video record for later discussion.

TABLE2:
TEACHERS' COMMENTS ON COLLECTIVE LESSON PLANNING.

Teacher	Teachers' comments on collective lesson planning
Y	It helps us save time and energy to deal with other teaching problems.
L	Collective lesson planning avoids my making mistakes and broadens my visions.
S	This practice develops each teacher's advantages and helps us learn from each other's strong points
C	It puts into effect the requirements of the new curriculum reform and stresses the man-oriented concept.
G	It has significantly improved the teaching effect. Besides it helps establish harmonious relationship among colleagues.

From the results of the interview we can see that collective lesson planning has achieved a good practical effect, and it is beneficial to the growth of novice teachers and the development of the experienced teachers. It also helps teachers reflect on and adjust their teaching strategies and teaching techniques accordingly.

C. Peer Coaching

Peer coaching is a procedure in which two teachers collaborate to help each other improve some aspect of their teaching. Robbins (1991) defines peer coaching as follows: 'A confidential process through which two or more professional colleagues work together to reflect on current practices, expand, refine, and build new skills, share ideas; teach one another; conduct classroom research; or solve problems in the workplace'(p.1).

In the reflective practice activity, two teachers in a group help each other, one of them is experienced and the other is not. They plan a series of activities to explore the teacher's teaching collaboratively. The experienced one adopts the role of coach or "critical friend" during the procedure of teaching and classroom life. During and after the process, the coach provides feedback and suggestions to the other teacher (Schon, 1988). It is better if the feedback and suggestions

are nonjudgmental and non-evaluative. It means that each teacher still has the main responsibility for his or her professional development. For example, we adopt the informal conversations which are a series of informal conversations between a teacher and a colleague about teaching, focusing on what is happening in the teacher's classroom, what problem may occur, and how these problems can be addressed. The frequent conversations and discussions between teachers are the most widely-used ways of reflective teaching (Zeichner, 1981).

IV. ANALYSIS AND DISCUSSION

After one semester's implementation of the above reflective activities, the researcher evaluated the effects of reflective teaching and studied the effective and feasible modes of reflective teaching through class observation, interview, questionnaire and comparison of students' scores before and after the study. By analyzing critically the findings, the researcher presents recommendations for reflective teaching.

A. Findings of the Empirical Study

1 Teachers' changes in both teaching notions and teaching behavior

The researcher finds that both teachers' teaching notions and teaching behavior have undergone great changes after applying the reflective teaching. The research result supports hypothesis one and hypothesis two. Though the teachers have faced with different teaching confusions and problems, they have one change in common that is they all begin to shift their teaching center from teaching to learning consciously. Their changes are showed as follows:

TABLE 5:
TEACHERS' CHANGES AFTER REFLECTIVE TEACHING

Participants and their problems	Changes of teaching notions (from teaching journals and interview)	Changes of teaching behavior (from class observation)
Teacher Y How to deal with the relationship between teaching language points and broadening business knowledge	Instead of explaining the language points many times, teacher should guide the students to find the language rules by themselves.	Teacher Y now spends less time on the activities of language forms and increased the activities on language content.
Teacher L How to enhance students' initiative and cultivate self-confidence in teaching	It is very important to respect students and predict the possible difficulties in the teaching process.	The time arrangement for each teaching links is more appropriate and students have more chance to practice.
Teacher C How to handle the relations with the students and achieve a harmonious class atmosphere	There needs to be more interactions with the students.	Now teacher C becomes an amiable teacher in her class and increased her interaction with the students.
Teacher S How to help students learn words effectively	Vocabulary learning should take students' English level into consideration.	Teacher C now can control the difficulty degree of the task and makes the task explain more clear that before.
Teacher G How to help students establish confidence in learning English	It is very important to bring the initiative of students into full play.	Teacher G tends to be more patient and offers more positive feedbacks and encouragement to her students.

Reflective teaching is a cycling up process. By applying it, these teachers have found their new reflective targets after the first round of reflection.

Teacher Y often asks his students questions as follows: what have you learned from this class? What do you think you should do in today's homework? Do you have any suggestions about this class? While teacher Y still thinks it is hard to meet every student's needs, especially in business teaching class.

Teacher C now offers more chances for the inferior students to practice English, and assigns different homework for them. But she soon found that concentrating too much on the inferior students will neglect the great majority of the students.

In class teaching, teacher G presents more positive feedbacks to students for she found that encouragement can stimulate students' enthusiasm about learning English. Now her chief worry is that students will overlook their mistakes.

Teacher L spends more time in designing teaching activities in order to improve students' chance of participation. Now she is afraid of losing her dominant position.

Teacher S now uses the internet, multimedia and other information technologies to facilitate her teaching. She asks the students to collect the relevant information on internet before the class. All these stimulated students' enthusiasm for learning business English. But it seems that those who are introverted students still do not like to participate in the class interaction.

2 The effective ways of practicing reflective teaching

Reflective teaching has brought about great changes to teachers' teaching notions and behaviors (Xiong Chuanwu, 1999). When asked what the effective ways of promoting reflective teaching are, they all reply that they are peer coach, teaching journal, collective lesson planning, and collective lesson evaluation. The result partially supported the third hypothesis that teaching journals and lesson evaluation may be the effective and feasible modes of reflective teaching.

Peer coach offers benefit to both the coach and the teacher. The coach is happy to help another colleague and meanwhile revitalizes his own teaching through the coaching process. The collaborating teacher also benefits in the

peer-coaching relationship by learning from a reliable peer and getting constructive feedback on his teaching. Peer coaching also reduces the sense of isolation that teachers, especially novice teachers tend to feel.

Journal writing offers a simple way of becoming more aware of one's teaching and learning. It's easy to operate and can also benefit the other teachers as well.

Collective lesson planning and evaluating provides a supportive context in which teachers can work together to try out new teaching materials and approaches. It can also develop collegiality between colleagues.

In the process of interviewing the teachers who have adopted this approach, the author had strongly come to realize that teachers' working enthusiasm about reflective teaching has been significantly promoted and their reflective ability is strengthened. Now most of the teachers enjoy writing reflective journals and attending reflective lesson evaluating and their journals reflect on their teaching situations.

3 Students' feedbacks

The improvement of teachers' reflective abilities is bound to have positive influence on their teaching qualities. In order to check the effectiveness and feasibility of reflective teaching, 718 Students were given a questionnaire (see appendix 1) to evaluate their teachers' class teaching and the feedback rate was 100%. Also we made an interview with students.

TABLE 6:
STUDENTS' COMMENTS ON TEACHERS' CLASS TEACHING BEFORE THE STUDY

No.	High Satisfaction	Satisfaction	Ordinary	No Satisfaction
1	30.08%	27.15%	39.63%	3.41%
2	37.38%	33.19%	26.18%	3.25%
3	38.57%	36.80%	21.33%	3.30%
4	40.17%	34.30%	22.27%	3.26%
5	38.23%	35.21%	23.36%	3.20%
6	36.12%	39.29%	21.38%	3.21%
7	34.75%	39.50%	22.22%	3.52%
8	39.47%	36.90%	20.45%	3.18%
9	32.48%	35.53%	27.86%	4.13%
10	36.50%	38.17%	22.24%	3.09%

TABLE 7:
STUDENTS' COMMENTS ON TEACHERS' CLASS TEACHING AFTER THE STUDY

No.	High Satisfaction	Satisfaction	Ordinary	No Satisfaction
1	43.16%	39.25%	15.62%	1.97%
2	51.44%	34.60%	12.08%	1.89%
3	53.26%	32.15%	12.13%	2.46%
4	45.80%	37.96%	13.66%	2.58%
5	42.29%	28.61%	25.92%	3.17%
6	51.63%	35.38%	11.3%	1.69%
7	39.04%	40.50%	18.08%	2.38%
8	47.31%	38.64%	11.75%	2.30%
9	37.60%	40.15%	19.47%	2.78%
10	43.86%	35.60%	18.24%	2.30%

In order to have a better understanding about students' evaluation of their teachers, the author interviewed some students with the following questions of what differences do you see in your teacher compared with the last semester and is there any change in your teachers' teaching method.

From the statistics and the conversation with the students we can find that teachers applying reflective teaching are greatly appreciated by the students. A higher level of satisfaction of their teachers has proved reflective teaching effective.

4 Students' improvement in their English Study

In order to get a rich understanding of the relationship between reflective teaching and teaching outcomes, the author also conducted a comparison of students' scores, concerning that teachers' development has inevitable connection with it. The students are from the ten classes taught by the five English teachers before and after the study. Both of the two tests were all unified examinations organized by HYIT, following the principle of comparability. The statistics include the average score, passing rate, and the high score rate of the ten classes.

Graph 1:Average Score Comparison

Graph 2:Passing Rate Comparison

Graph 3:High Score Rate Comparison
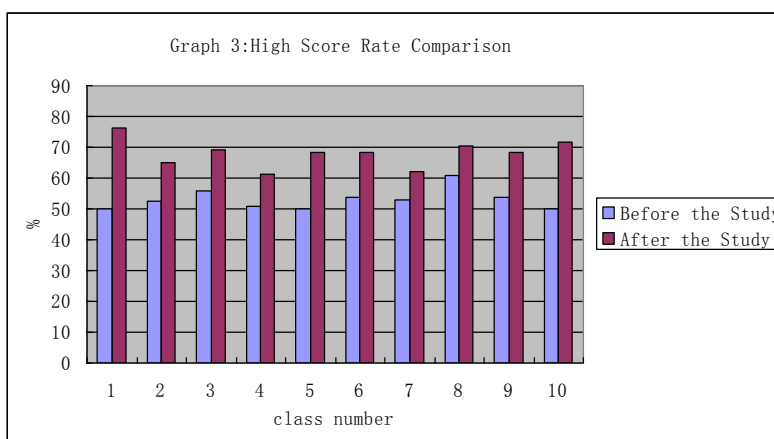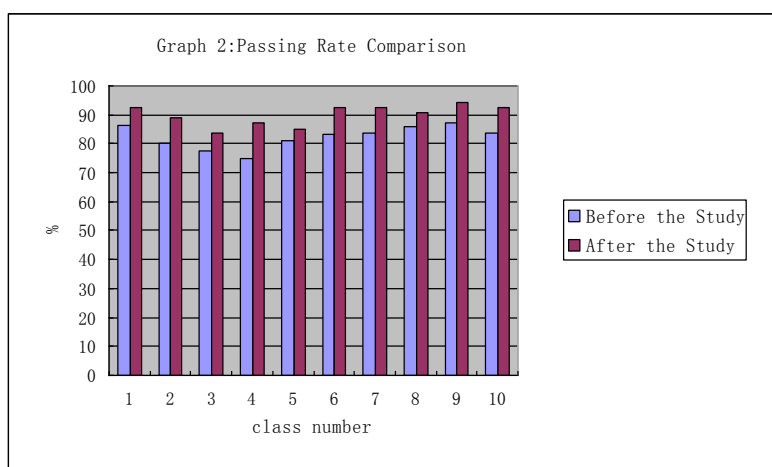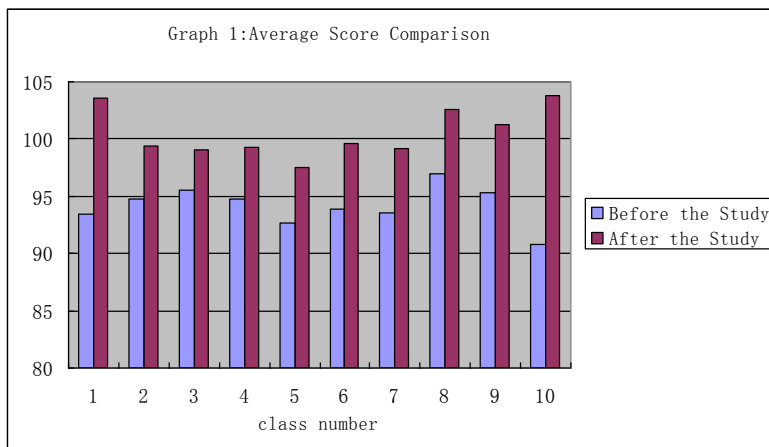
From the statistics we can find that there is a clear rise in students' scores before and after the study. Each class's average score, passing rate and the high score rate are all higher than before. Not only the average score proved the effectiveness of reflective teaching but also the passing rate and the high score rate illustrated that fewer students failed the unified examination and more students got high marks through reflective teaching. It indicates that the teaching outcomes are good after adopting the reflective teaching.

B. Recommendations

The importance of reflective teaching in English teaching of business has been well demonstrated; while through this year's practice we still encountered many difficulties and problems. To solve these problems, some recommendations are given as follows.

1 Stimulating teacher's initiative in reflective teaching

Because reflective teaching is a teaching research process, teachers need to spend plenty of time collecting information, putting forth hypothesis, testing and evaluating (Xin Yule, 2006). Besides, teachers need to finish

strenuous teaching task and head teacher's work, which might be a big obstacle to reflective teaching practice. Thus we need to communicate with teachers positively and take measures to ensure the implementation of the reflective teaching. To achieve this, we need to strengthen their theoretical learning about reflective teaching to make them understand the significance and necessity of reflective teaching. The educational ministration should check teachers' reflective learning and writing and mark each teaching research group and individuals. The record of their grades will be used as an important basis for performance assessment, promotion, and assessment of the professional titles. The school will also reward excellent teachers.

Although it would cause temporary pain to force the teachers to process reflective teaching, once it becomes a habit and routine teaching work, teachers will learning and reflecting naturally. What's more the school will become study-type school and achieve great-leap-forward development together with the teacher.

2 Seizing the details to process in-class reflection

In-class reflection is found more difficult in the reflective practice compared with reflections before and after class. It is hard for teachers to catch the teaching details to process reflection on the scene, especially for the young teachers. The researcher believes that it has nothing to do with the teaching experiences, but rather the teachers' responsibilities. Only when teachers have sense of responsibilities can they have the ability to pay attention to the details. It means whether the concept of new curriculum standards is carried out and it is a goal of the rationalization, intelligence, and specialization of teaching. To acquire an accurate understanding of the details in class, it needs not only teachers' rich cultural connotations but a presupposition of one's class.

3 Strengthening teachers' teaching research abilities through reflective teaching

Reflective teaching is widely acknowledged as an effective way of helping teachers achieve effective teaching and promoting teachers' professional self-development (Weining, 2005). The practice of reflective teaching can not only promote teachers' sense of responsibilities but also can enhance teachers' ability to create new teaching strategies (Simpson. D, 2005). While in practice we find that many teachers' reflections are still at a low level and cannot guide the teaching practice correctly.

V. Conclusion

This research studied the effectiveness of reflective teaching. Five English teachers from HYIT participated in the empirical study. The researcher also completed a review of related literature in order to discover the effectiveness of reflective teaching.

Concerning the main problems being addressed in this paper, three main points are made clear about the practice of reflective teaching. 1) reflective teaching do bring about changes to the teachers' concept and behavior of teaching; 2) teachers begin to concern consciously about learner's needs and regard it as their goal of teaching endeavor to meet the needs of learners; 3) peer coach, colleagues' observing and assessing teaching are considered the most effective and practical forms of reflective teaching activities.

This research result supports the first and second hypotheses that reflective teaching may bring some positive changes to teachers; through reflective teaching teachers may concern not only teaching but also learning and simultaneously may change individual teaching behaviors. However, the result partially supports the third hypothesis that is teaching journal and lesson evaluation may be the effective and feasible modes of reflective teaching. Beside, through empirical study we also find that peer coach, collective lesson planning are also the effective ways of conducting reflective teaching.

Through this semester's reflective practice, the English teachers at HYI have made great progress. By applying the reflective methods, teachers have made valuable achievements like quality journals, teaching cases, and reflective lesson-reporting and lesson-evaluation. At the same time, the favorable atmosphere of English teaching and research offers a platform for the teachers' development. What's more, the teachers' reflective teaching has also promoted students' reflective learning.

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Controversial Avestan Compounds Relating to the Fire Cult

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Abstract—One of the most significant issues in the study of avestan language is the analysis of compounds which contain an extensive grammatical chapter concluding numerous sub-categories. In the other words, the juxtaposition of two words so as to construct a compound has an active and productive structure with different aspects and could be analyzed from different perspectives based on the grammatical category of the first and second part of the compound as well as the effect of each part on the other one. In various cases, the mere grammatical and structural analyses of a compound would not lead us to decipher its exact signification; hence, our target compounds āsitō.gātu- and dāitiiō (.) gātu- should be examined in different contexts which could probably indicate the implication of various crucial ceremonies and rituals concerning fire, its purification and preparation, as an important element in zoroastrian beliefs.

Index Terms—compound, Avesta, Vidēvdād, Yasna, fire

I. INTRODUCTION

In general, studying avestan compound is a productive and controversial topic depending on the type of compound so that it is not easy to realize the accurate definition and final judgment about the type of a compound in some instances. In the meantime, some of them have been repeated less in texts or in some cases the compounds recall for more discussions regarding their constituent parts in order to achieve further clear concept. For example, as for the first part, *āsitō.gātu-* is a compound requiring special scrutinizing in order to achieve a correct interpretation. This compound has been mentioned unchanged in Avesta in Yasna 62, paragraph 5, in the praise of fire, in *Ātaš Niyāyišn* (*Khorda Avesta*) in paragraph 11, also in paragraph 39 of Yasht 19. Despite of it being mentioned on more than one occasion, the compound can marked as an exception or what is called in linguistic a '*hapax*'. It should be mentioned that the first part of our compound above has not been found in any other composition except with the second member *gātu-*. Indeed, the ambiguity of the first component in the compound and its plausible semantic connection with the latter is the main reason for the uncertainty of word interpretation.

The second discussed compound *dāitiiō (.) gātu-* mentioned in *Vidēvdād*, fragard 8, paragraph 81-96 and repeated in paragraph 17 (and 19) of fragard 13 deserves more analyses considering its identical second part moreover the application of two parts as two independent and free morphemes. For this compound, if it is considered merely in fragard 8 of *Vidēvdād*, it implies '*designated position, lawful place*', related to the temple or *Wahrām* or *Bahrām* fire directly which inquires more discussions. This definition could only be applied to the latter context. Should it be mentioned that the only unequivocal element in these two compound-samples is the second part °*gātu-* which means 'location, place; position'.

II. *āsitō.gātu-* IN TEXTS

In paragraph 5 of Yasna 62 of Avesta, *āsitō.gātūm*, as well as a series of adjectives *nairiiąm, ərəδβō.zəngąm, jaɣāurūm*, and *ax^vafniiąm* are adjectival attributes appeared after our feminine substantive *hąm.varəitī*. The compound *Hąm.varəitī* is a substantive accompanied always by adjective *nairiiąm*. This Zoroastrian goddess is a substitute or an incarnation for '*masculine bravery*' and her name has been repeatedly mentioned along with other gods and goddesses in different parts of avestan holy book.

Her name has been mentioned according to the paragraph 66 of Yasht 10 (*Mihryasht*) in the company of combatant incarnation of *Mithra, Aši* and *Parendi, X^varənah, θβāša*, messenger god *Nairiiō.saŋha* and the *Fravašis* of righteous men and women (GERSHEVITCH, 1959, p. 104). The connection between this goddess and the sun in daytime causes her for appearing in company of *Mithra* along with of *θβāša* (GERSHEVITCH, 1959, p. 215; BOYCE, 1975/1, p. 59).

The goddess *hąm.varəitīm* has been mentioned in paragraph 5 of Yasna 62, also in *Ātaš Niyāyišn*, paragraph 11 which both have been composed for praising of fire. Furthermore it was mentioned in paragraph 19 of *Srōš Yasht Hādoxt*, paragraph 22 of *Sirozah* 2nd in the praise of the god of Wind, *Vāta* also in paragraph 39 of Yasht 19 (in a section concerning the myth of *Kərəsāspa*), as well as paragraph 3 of *Vīsperad* 7. But all these traits and adjectives, along with *āsitō.gātūm* has only been mentioned in Yasna 62, paragraph 5 (=paragraph 11 of *Ātaš Niyāyišn*), paragraph

39 of Yasht 19 only for describing *hąm.varəitī*. So the ambiguous definition of this compound may only be discovered by adjectives attributed to her in the text:

dāiiå mē ātarš puθra ahurahe mazdå... nairiiąm pascaēta hąm.varəitīm ərəδβō.zəngąm axᵛafniiąm [θrišūm asnąmca xšafnąmca] āsitō.gātūm jaγāurūm tuθrušąm āsnąm frazantīm ... huuāpąm ązō.būjim huuīrəm yā.mē frāδaiiāt nmānəmca vīsəmca zantūmca daxᵛiiūmca daṅhusastīmca. (Yasna 62:4-5)

"Grant me, Oh fire! Son of Ahura Mazda ... then, [it] *hąm.varəitīm* (masculine courage) has laid stand[1], sleepless on watch? [and] awake to [not to sleep a third of a day...] and that rises quick from bed, beneficial child in a nurturing, wise ..., righteous, releasing of anxiety, clever, one who prosper my house, family, clan and land."

The compound *āsitō.gātu- viz.* mentioned above, has reappeared in paragraph 39 of Zamyād Yasht in a part about *Kərəsāspa* and as a trait for *hąm.varəitīm*:

yat dīm upaṅhacat yā uγra naire hąm.varəitiš nairiiąm yā hąm.varəitīm yazamaide ərəδβō.zəngąm axᵛafniiąm āsitō. gātūm jaγāurūm yā upaṅhacat kərəsāspəm. (19:39)

"Since the mighty manly defence accompanied him. We worship the manly defence, which is always on its feet, without sleep, which is awake even when lying on the bed, which accompanied Kərəsāspa". (HUMBACH-ICHAPORIA, 1998, p. 23).

III. *āsitō.gātu-* AND ITS DERIVATION

More than a few ideas have been developed about the derivation of this compound; at first, Darmesteter translated this compound as "*with rapid strides*". He concluded *āsita-* as a derivation of *āsu-* (DARMESTETER, 1883, p. 359-60). It seems the repetition of *āsu-* in the preceding paragraph[2] (paragraph 4 of *Ātaš Niyāyišn*) was the base for Darmesteter's theory:

dāiiå mē ātarš puθra ahurahe mazdå āsu xᵛaθrəm āsu θrāitīm āsu jītīm...."Grant me, <O> fire, son[3] of Ahura Mazda!... swift comfort, rapid sustenance, <and Long > life ...."

Following Darmesteter's opinion, Mills translated *āsita-* as "one who rises more rapid from throne, one who has the most rapid *Gāh* (MILLS, 1887, p. 314). None of these interpretations can be accepted as an accurate definition for *gātu-* (based on Darmesteter's opinion) could ever be designated as "*stride*" and *āsita-* cannot be derived from *āsu-*. Thus, the most rational argument maintains undoubtedly that *āsita-* is a past participle of a verbal root.

According to this hypothesis, Geldner has concluded the compound as a past participle of the root *as-* signifying "to attain" and the compound as "*a resting place or a resort*". (GELDNER, 1891, p. 522). Bartholomae has assumed the compound as a derivation of verbal root *sī-* 'sleeping' with the prefix *ā*. Also Riechelt (1968) regarded *āsitō.gātu-* as a derivation of verbal root *sāii-* 'to sit' while its phrasal meaning is "to sit on the throne" (p. 222). Humbach (1998) defined the compound as 'put in its place' (p. 115-6) and Hintze (1994) defined it as "*lying on the bed*" (p. 23). Undoubtedly, the base of all these interpretations could be *āsita-* as a past participle, constructed with suffix *–ta-* as a result of grammatical analyses. Nevertheless, Lubotsky (1998) believes that the juxtaposition of root *si-* signifying "to sleep" (equivalent for '*ŚĪ*') and the prefix *ā-* "having the throne" is pointless and disharmonious with other adjectives mentioned in text, respectively "*rised*", "*awake*", and "*watchful*". Thus the compound should be defined in a way to be compatible with the semantic field. Hence, he considered *ā-* in *āsita-* as a substitute for regular particle of negation '*a*' and the correct form of compound would be **asita.gātu* 'the owner of an unoccupied throne' ("or one who will never see his throne" (p. 93). In addition, it should be noted that according to a new theory and based on some evidences, the verbal root *si-* has never been mentioned with suffix *–ta-* (PIRART, 2004, p. 268).

It is necessary to highlight that *āsit(a)-* has been appeared as an independent word in paragraph 14 of Yasna 10[4]:

mā mē yaθa gāuš.drafšō āsitō vārəm acaire." (Airwb.338)

"Don't let [intoxicating] beverages to move like a flag [skin of] cow as it likes."

It seems *gāuš.drafšō* is a compound adjective for *āsitō*; in other words, *āsitō* is the subject for a phrase that could be considered as a nominative plural of '*āsit*' derived from verbal root *ās-* 'to eat'. The above discussion is problematic and uncertain, while the trace of this verbal root has been found in an avestan term *kahrkāsa-,* in Ossetian '*cærgæs*'

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[1] The compound *ərəδβō.zənga-* literally means 'with perpendicular (vertical) legs' from the adjective '*ərəδβa*-vertical, perpendicular'; *zənga-* could mean 'shank; leg'. This combination is always used with *axᵛafniia*-'awaken, watchful' signifies 'to convey; to stand on foot to watch'. In addition, this word may be associated with the Sanskrit '*ūrdhvajānu'* and impliy "*to sit [on earth] with vertical knees*" or "*to sit with knees toward up*" (LUBOTSKY, 1998, p.91). The equivalent of this compound corresponds to '*stēndag- zangīh'* in middle Persian.

[2] Cf. part of paragraph 4 :"*dāiiå mē ātarš puθra ahurahe mazdå āsu hᵛāθrəm āsu θrāitīm āsu jītīm….*" The equivalent of this avestan word in middle Persian is '*tēz'*

[3] The phrase '*ātarš puθra ahurahe mazdå.*' as a very common and repetitive *phrasem* in avestan verses is a subject of controversy between some scholars; its translation as "*Fire, son of Ahura Mazdā*" is based on an ordinary meaning of the word *puθra* "son" (Sanskrit '*Putra'*); according to Kanga this word derives the from

the Sanskrit root '*pu-*' meaning "*to purify, to render pure, source of purifying, cleaning*" and translates it as "*purifier*": Kanga translates the phrase as "*O Fire, the purifier (of all things)pertaining to Ahura Mazda*". For more information: (Kanga, 1953, cited in: MANECKSHAH PANTHAKI, 2006, p.3).

[4] Pirart (2004) have corrected *āsitō* and changed it to an adverb ⁺*aiβitō* signifying "afar"; he considered the correct form of compound as "⁺*āiβitō.gātu*" as ' moving in all directions' (p. 268)

Darmesteter (1960) has stated that middle persian equivalent for '*āsitō vārəm acaire'* could be '*tiz az vârûm rawē (sâtûni)'* and '*vârûm'* is equivalent for heart in modern Persian (VOL.1, p.105)

signifying 'eagle' and in Sogdian '*čarkas*' for 'vulture' and it had ever been mentioned for ritual drink of *Haoma* and the related terms in texts. (SCHWARTZ, 1989, p. 108). In fact, the verb mentioned with *Haoma* is always *x^{v}ar-*.

Due to the diversity of opinions, it is impossible to present any definitive statement about the derivation of the compound; but *āsitō.gātu-* is classified as a possessive compound and its first part is undoubtedly a past participle.[5]

IV. *dāitiiō (.) gātu-* IN TEXT

This compound is mentioned in *Vidēvdād* paragraphs 81 to 96 of Fragard 8, which could be a very important part implying to the preparation of a so-called *Wahrām* fire through 16 different kinds of one although there is no definitive evidence of *Wahrām* fire nor an avestan term for a fire temple or *Wahrām* fire in avestan texts ; Putting behind the avestan sources the earliest direct references to specific fires especially '*ādur ī Warahrān*' were found in the inscription of Sasanian king Šābuhr I and his priest Kirdīr i.e., KKZ 2 : .. W KBYR ʾtwry ZY wlhlʾn (GIGNOUX, 1991, p.54). Here is some important evidences implying the preparation of fire of *Wahrām* as a sacred superior one;. Should it be mentioned that all the avestan terms indicating these 16 fires, were also extracted from the eighth chapter of *Vidēvdād* viz. mentioned above of paragraphs 81-96 and appeared in formulaic phrases especially at the first part of each verses, summarized *e.i.*, *dātarə gaēθanąm astuuaitinąm ašāum yō ātrəm* X *dāitīm gātūm auui auua.baraiti...*

Here is the paragraph 83 chosen as an example:

dātarə gaēθanąm astuuaitinąm ašāum yō ātrəm saire.hiiat hača dāitīm gātūm auui auua.baraiti čuuat ahmāi naire miždəm aŋhat pasča astasča baoδaŋhasča vīuruuīštīm: āat mraot ahurō mazdā yaθa aētahmi aŋhuuō yat astuuaiti panča sata ātrə.saokanąm dāitīm gātūm auui auua.baraiti. (8/83)

"*O Maker of the material world, thou Holy One! If a man brings to the Dâityô-gâtu (= lawful place) the dung burning fire (fire from the kiln of a brick-maker)[6], what shall be his reward when his soul has parted with his body? Ahura Mazda answered: 'His reward shall be the same as if he had, here below, brought four hundred fire-brands to the Dâityô-gâtu*'". (DARMESTETER, 1880, p.113)

The table 1 shows the 16 fires *viz*., named before: (DARMESTETER, 1880, p. 111-7; MODI, 1937, p. 169)

TABLE 1:
THE 16 FIRES *VIZ*

Vidēvdād/8- Avestan term of 16 kind of fires	English equivalent
8.81. *nasupāka-*	*Corpse-burning fire*
8.82. *uruzdipāka-*	<Fire in> *burning dirt and excrement*
8.83. *saire.hiia-*	*dung -burning fire*
8.84. *zəmaini.pačika-*	*Potter or brick maker-fire*
8.85. *yāmō.pačika-*	<Fire used by>*glass-blower*
8.86. *parō.bərəjaiia-*	<Fire used by> *coppersmith/reaper*
8.87. *zaraniiō.saēpa-*	<Fire used by>*goldsmith*
8.88. *ərəzatō.saēpa-*	<Fire used by>*silversmith*
8.89. *aiiō.saēpa-*	<Fire used by>*ironsmith*
8.90. *haosatnaēnō.saēpa-*	<Fire used by> *steelsmith*
8.91. *tanura-*	*Fire of Oven/*<Fire used by> *baker*
8.92.…. *ātrəm dištat hača…*	*Fire from under a cauldron*
8.93. *taxairiia-*	*ātrəm aoniiaṭ hača taxairiiāṭ*
	Fire from tin belonging to courageous riders and warriors
8.94. *staorō.paiia-*	*ātrəm paṇtaṭ hača staorō.paiiāṭ..*
	Fire of Herdsmen and sheperds
8.95. *skairiia-*	*Fire belonging to militaries*
8.96. *nazdišta-*	*Fire of own hearth*[7]

These different fires issued from different sources with different purposes would be carried each from their source and by a different tradesman related to it, and will be placed in their proper place i.e. *Dādgāh*, the middle Persian term corresponded to our compound *dāitiiō (.) gātu-*. Each fire must pass through several stages of purification and all the process of collecting, purifying and sanctifying would be so long and complicated as well, *i.e.,* the subject matter of paragraphs 73-82 of the same chapter is the purification of first fire on the row, *nasupāka-* which is the most complicated one.[8]

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[5] The past participle as a first member of a compound has the role of agent in the composition. *Cf*.: (DUCHESNE-GUILLEMIN, 1936, p.170)

[6] The compound '*saire.hiia-*' which also signifies 'mass of reeds' has been usually translated as "dung burning fire" implying also hearth burning fire of dirt and excrement. Due to the respect and sanctity and high venerability of fire in Zoroastrian religion, it seems impossible to accept this definition. Therefore, based on Hoshang Jamasp's theory (1907), the word *sairiia-* can be interpretated as "*stone*" *Cf*. (p. 303) or based on its comparison with *śará-* in Sanskrit "grass, straw", *sairiia-* in compound can be translated as "pile of straw" *Cf*. (De Vaan, 2003, p.571). The second part of the compound *°hiia-*is from the neutral noun *haiia-* "character". This neutral noun has become '*xēm*' in Middle Persian and *Khīm* in modern Persian. Here it seems the latter could refer to the fire of a brick maker too.

[7] Modi(1937) has considered *nazdišta-* as the nearest fire and interpreted it to "fire of neighbour, fire at the neighbourhood" (p. 169).

[8] After the collection, each of the fires named on the table above will be purified and consecrated in a particular manner and after their purification they will be united into one supreme fire and enthroned in a temple. As Modi (1937) discussed in his work the process should be: "*Collection of the 16 fires. Purification of the 16 fires. Consecration of the 16 fires. Unification of the 16 consecrated fires. Consecration of the united Sacred Fire. Consecration of the Temple itself. Enthroning the united fire.*" (pp. 169-170[212-3]). The process of collecting the first fire from a burning corpse

In all the sixteen paragraphs[9], the first and second member of compound are appeared as two independent morphemes and inflected separately. It seems *dāitīm gātūm* refers to a perfect place for putting various fires and eventually preparing the coronation of *Wahrām fire* (MODI, 1937, p. 169 [212]) but not the proper place for the most important fire. However our compound implies to another matter in another chapter of *Vidēvdād,* e.i., paragraph 17 of Fragard 13:

dātarə gaēθanąm astuuaitinąm…duua asti spā pasuš.hauruuō dāitiiō.gātuš: āat mraot ahurō mazdå yō yūjiiastīm haca gaēθābiiō parāiti sraēšəmnō tāiiūš vəhrkəmča.

"*O Maker of the material world, thou Holy One! Which is the dog that must be called a shepherd's dog? Ahura Mazda answered: 'It is the dog that goes a Yugyêsti round about the fold, watching for the thief and the wolf.'*" (DARMESTETER, 1880, p.156)

Hereon, the compound *dāitiiō.gātu-* signifies a "*lawful place*", simply an appointed or a proper place for dead body exposure as well as a leading hint to a specified species of corpse-eating dogs and their role in purification. It is not possible to decipher and take the significations stated *viz.* into consideration without discussing it in all the different contexts. But the only example of *dāitiiō.gātu-* with the interpretation rendering 'proper place for dead body' is based on *Vidēvdād*, paragraph 17 of fragard13; It seems the latter interpretation has been expanded to the next historical period probably to the Sasanian and post Sasanian era. It is noteworthy that in Indian Parsees culture, the Middle Persian word '*dādgāh'* apply to a place for putting corpse to be devoured by vultures and nature's purifiers.[10] Should it be also noted that according to Kotwal (1995) this particular term has been employed instead of '*daxma'* as a place of corpse exposure (p.161). Dakhma[11] (or *daxma*) is not just a simple constructed monument made of stones, bricks and limes but it is a religious institution which helps Ahura mazdā by combating and vanquishing impurity and filth produced by *Angra mainyu* or Evil Spirit (*Idem.*, p. 169). Also this term has been associated to a rite performed on behalf of the dead person among Iranians which could date back to a time before ninth century, since it is common to Iranian Zoroastrians and Indian Parsees; During this custom which called *Yašt-e-dōre-dakhma*, i,e. the act of worship at *dādgāh* (or *dāzgāh* as an alternative term), as an appointed place destined for the dead was taken place as a "comfort offering" ceremony to the spirit of the defunct by illuminating a fire or a lamp and keeping it always burning outside of *dakhma*. (BOYCE, 1977, pp. 192-3). But beside the meaning of *daxma* for our compound, there is another concept of *dādgāh* as a sort of fire.

V. DIFFERENT CATEGORIES OF FIRES

Fire had been an object of cult for Iranian peoples; it seems they worshipped the hearth fire as a god within their home by paying it ritual offerings and oblations. This cult was common to Indians and Iranians and dates back to Indo-European era. Iranians had beliefs in fire as a symbol of justice and its association with *aša*, truth ((BOYCE, 1977, pp. 68-9). According to iranian cosmogony, fire is the seventh "creation," of Ahuramazdā (GIGNOUX-TAFAZZOLI, 1993, chap. 3.77-83). At first each man would set his own hearth fire and venerate it independently. Gradually this cult became more sophisticated and intricate for there was not merely a simple ingle or hearth fire but also higher grade burning fires set in a raised stem or stand called 'altar', which was placed within a chamber at the inner part of the sanctuary or temple and guarded by a priest in order to be protected from impurity. The innovation of founding this kind of temples has been inspired by a sort of fire temple existed in the palace, from the time of Cyrus the great, consecrated only by daily prayers (BOYCE, 1982, pp. 221-2). To the best of our knowledge, there is no information about the exact time of fire temple institution but it is probable these so-called fire temples, free of any man-kind statues, in which there was a holy consecrated fire were installed as a counteraction move to the magnificence cult of *Anāhitā* and her temples which were spread all over Achaemenid empire, especially during the reign of Artaxerxes (BOYCE, 1982, p. 222). It is worth noting that the temple cult of fire was an extension of that of the hearth fire. There is no information from the Achaemenid period about categories of sacred fires, or how such fires were constituted; only at post-Sasanian times a fire created from embers issued from many fires has been mentioned which were purified, consecrated and carried to be

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ground is very intricate and lengthy; at least two priests should perform the ceremony of *padyāb kusti* , reciting Zoroastrian prayers and should ask from a non-Zoroastrian for a portion of the fire that burns the corpse or seek it themselves. The fire took from a burning ground would be fed with fuel and they should put the flames on windward direction, this process will usually be repeated 91 times. All of the other 15 fires are similarly collected and have their own process but not as lengthy and complicated as the first one. (MODI, 1937, pp. 170-1)

[9] For more information, see: (FEKRI POUR, 2006, pp. 47-50)

[10] The exact date of exposure method is unknown for its procedure was also existed according to Herodotus. It seems the royal Achaemenid tombs, classified as particular *astōdān*s, were also designed in order to obey the law and decrees of the *Vidēvdād*. Sasanian period, exposure of the dead body appeared to be a usual practice and totally widespread, also there were many *astōdān*s in various parts of Iran. After the conquest of Islam the establishment and conservation of *astōdān*s became difficult and resulted in the construction of monuments called *dakhma*, surrounded by high walls usually erected at the inhabitant region, in which bones would be kept intact. (SHAHBAZI, 1975, p.130).

[11] The so-called Parsi Dakhmas (Pahlavi *daxmag*) are constructed monuments made of solid and durable materials e.g., bricks, mortar or stones, which their structure are very intricate followed by extremely difficult purification rituals and numerous prayers. Usually they are made towards east, and in a desolate place far from cities and human habitation; the site would be purified and cleansed before the outset of the construction. Also a well should be dug for the religious ceremonies and all the necessary and obligatory purifications. These monuments are designed for dead bodies : after the corpse has been devoured by vultures, the bones are going to exposed to the sunlight reducing in powder. This technical term has no exact equivalent in english language; the most appropriate word which could convey *dakhma* is ' tomb' or 'burial tower' (for further information see: KOTWAL, 1995, pp. 162-5) .

installed in its chamber "Victoriously" i.e., *pad wahrāmīh*.(MODI, 1937, pp. 159-160 [200]). The term of victorious for this new fire was obtained probably as a result of rivalry to the *Anāhitā* cult, for the latter was worshipped as a goddess of war and venerated by the Achaemenids for victory in battlefield. Hence the name of a high grade temple fire became *ātar- vərəθraγan* "victorious fire;" from the late Achaemenid period and continued and developed by Sasanians. Should it be also noted that the avestan adjective *vərəθraγan-* and the neuter substantive *vərəθraγan-* (*vərəθraγna-*) are exactly identic, therefore the notion of *pad wahrāmīh* or "victoriously" is transmuted to the name of Iranian god of victory, *Wahrām* (BOYCE, 1982, p. 222 & *Id*., 1977, pp.69-74). It was perhaps in the Parthian era that the invention of other fire categories was occurred: the first important fire was *bərəzi.savah-* or "<fire> of high benefit" which could be indentified by *Ātaš ī Wahrām* (or Ātaš Bahrām) in middle Persian texts, second ranking belongs to, *vohu fryāna-* "loving the good" related to the fire or the force of life in human beings, and the third one is *urvāzišta* "the most joyful," that which is in plants; fourth fire is *vazišta-* "the swiftest" which is lightning fire; and finally *spə□ništa* "the holiest," is the fire which burns in the presence of *Ohrmazd* himself. The establishment of various fires were continued by Sasanians; thus '*victorious fire*' was named i.e., *ādur ī Wahrām* and the less important fires were called simply as *ādurān*. Also there was a third category of temple fire in Sasanian era called as '*Ādurōg ī pad dādgāh*' or "minor flame in an appointed place," which was called in modern persian *Ātaš-e dādgāh*, or simply *Dādgāh*. This three categories of temple fires *viz.* named before remained almost unchanged during Islamic period and were also called "*Ātaš Bahrām*, *Ādor-e Ādorān* (or simply *Ādorān*) and *Dādgāh*". (BOYCE, 1968a, pp. 52-68; *Id*., 1968b, pp. 277-8)

VI. CONCLUSION

For the compound *āsitō.gātu-* each of the theories discussed above have some shortcomings that prevent us from reaching a final certain decision; Having considered all the evidences and reasons set out above, the first part of the compound can be assumed as a past participle made from suffix *–ita-* and verbal root *āh-* signifying "to sit" (LUBOTSKY, 1998, p.92). Since the verbal root *si-* has been mentioned in avesta, Paragraph 102 of Yasht 5 in another form with *gātu-*, (*gātu saite xᵛaēui.starətəm*) and despite the opposing views it is preferable to consider *āsita-* as a past participle of verbal prefix *ā-* and verbal root *saii-*. However, it should not be forgotten that this adjectival compound and its reference *hạm.varəitīm* have no specific incarnation; other descriptive adjectives have not been exclusively mentioned for this Pre-Zoroastrian goddess for it has also been portraying other gods such as *Mithra*. A glimpse at paragraph 61 of Yasht 10 uncovers that three compounds of *ərəδβō.zənga-*, *jaγāuru-* and *aˣvafniia-* are not the exclusive traits of *hạm.varəitīm*[12] . On the one hand, the accompaniment of this goddess by *θβāša*, *Xᵛarənah*, *Fravašis*, and *Nairiiō.saŋha* could indicate her direct connection with day light; also, her companionship with *Mithra*, *Vāta* the god of wind and *Sraoša* could signify her triumphant and belligerent traits. Therefore it seems that *hạm.varəitīm* has given her characteristics to other gods over time. Since *āsitō.gātu-* has been mentioned just in two texts concerning the praise of fire and with respect to the fact that book of Avesta has not directly mentioned *Wahrām fire* (except in *Khorda Avesta*), it is probable that this compound also could imply as well as another combined word *i.e.*, *bərəzi.sauuah-* in avestan or '*Barsizoh*' in middle Persian mentioned in paragraph 11 of Yasna 17-Zand as '*Ātaš ī Warahrān*' (NAVABI & JAMASP ASA, 1976/1, pp. 288; MODI, 1937, pp. 225-7) to the enthronement of king of fire and to the ceremony of *taxt-nišēnīh* (or as Modi (1937) explained "*takht-nashini i.e.*, enthronement or coronation" (p.180 [270]) which indicate of putting the Sacred fire in its chamber through series of rites and ceremonies. The compound *dāitiiō.gātu-* , also mentioned with two independent morphemes in some cases, could indicate to a *lawful place*; Based on the context, it could be either a place for exposure of corpses or a perfect place to put fire, but mostly it indicates to *a lawful place* for putting different kind of fires leading to the preparation of the Victorious one.

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[12] *Cf.* paragraph 61 of *Mihryasht* :
miθrəm vouru.gaoiiaoitīm yazamaide … jaγauruuåŋhəm ərəδβō.zəngəm zaēnaŋhuntəm spasəm taxməm viiāxanəm …
"*Grass-land magnate Mithra we worship…. Who stands watchful with upright shanks, the strong challenging watcher, the replenisher of waters who listens to the call….*" (GERSHEVITCH, 1959, p. 103)

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Polysemous Features of Words of Perception in English, Chinese and Korean—A Case Study of *mouth, 嘴/口 and 입* [*]

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Abstract—**Typologically, English, Chinese and Korean belong to three different types of language. English is inflectional, Chinese is isolating and Korean is agglutinative. Therefore, words of perception in these three languages show some different semantic features. But due to similar physical features and physiological phenomenon, people speaking English, Chinese or Korean language use the same word of perception to express the same meaning or feeling. This paper makes a comparative case study of *mouth, 嘴/口 and 입*, which have rich polysemous features. Their meanings are extended from "the part of human body" to the concrete "entrance" or "person" and then to the abstract "speech act" or "way of speaking". The meaning extension shows semantic symmetry and asymmetry both interlingually and intralingually in the expressions not only with *mouth, 嘴/口 and 입* and other words of perception in three languages.**

Index Terms—**perception, *mouth, 嘴/口 and 입*, polysemy, meaning extension, motivation**

I. INTRODUCTION

Polysemy is the capacity for a sign (such as a word, phrase, or symbol) to have multiple meanings (that is, multiple semes or sememes and thus multiple senses), usually related by contiguity of meaning within a semantic field. Fillmore and Atkins' (2000) definition stipulates three elements: (i) the various senses of a polysemous word have a central origin, (ii) the links between these senses form a network, and (iii) understanding the 'inner' one contributes to understanding of the 'outer' one.

Perception is the organization, identification and interpretation of sensory information in order to represent and understand the environment (Schacter, 2011). All perception involves signals in the nervous system, which in turn result from physical or chemical stimulation of the sense organs (Goldstein, 2014), such as mouth, eyes, nose, ears, etc. The words of these sensory organs are usually polysemous in many languages. For example, the meaning of *eye* in English, Chinese and Korean is extended metaphorically or metonymically from visual organ to concrete concept like person or object and to abstract concept like perception, attitudes or emotions.

As one of the sense organs, mouth is an important for mankind in that it is used not only to make speech sounds, but also to eat. There are many expressions with *mouth* in English, Chinese and Korean, which have something in common and something different in meanings. For example, *sweet mouth* has equivalents in both Chinese and Korean, which are 嘴甜 and 입이 달다 respectfully, but it means different in these three languages. It means being good at praising people and telling them things they like to hear in English, Chinese and Korean, but it means more in Korean by denoting having good appetite. Its antonym *bitter mouth* only indicates physiological phenomenon of experiencing a bitter taste in the mouth due to the abnormal condition in digestive system, respiratory system or cardiovascular system in English and Chinese, but it means more in Korean by denoting having no appetite. More examples are Chinese 嘴短 and its Korean equivalent 입이 짧다 (literally short mouth), and Chinese 口重 and its Korean equivalent 입이 무겁다 (literally heavy mouth), which have different meanings in these two languages but no equivalents in English.

This paper makes a comparative analysis of the polysemous features of *mouth, 嘴/口 and 입* in terms of semantic symmetry and asymmetry on the basis of the componential analysis of these three words, and four kinds of motivation of polysemous features of the words of perception.

II. SEMANTIC TYPES OF *MOUTH，嘴/口* AND 입

There are a lot of compounds, phrases, slang and idioms composed of *mouth,* 嘴/口 *and* 입 in English, Chinese and Korean, which indicates the polysemous features of this set of words. Physiologically mouth functions not only as an "entrance (of food)", but also an "exit (of speech sounds)", which accounts for the extension of its basic meaning to "the entrance of a cave, volcano, etc." or "speech or speech act".

A.   *Basic Semantic Contents of mouth,* 嘴/口 *and* 입

According to *Oxford Advanced Learner's English-Chinese Dictionary* (2005) and *Collins COBUILD Advanced Learner's English-Chinese Dictionary* (2011), *Chinese Comprehensive Dictionary* (2010) and *Contemporary Chinese Dictionary* (2012), *Unabridged Korean Dictionary* (1992), *Standard Korean Dictionary* (1999) and *Neungyule Korean-English Dictionary* (2006), *mouth，*嘴/口 and 입 are defined as the part of face, that is the opening in the face used for speaking, eating, etc. or the area where the lips are or the space behind lips where teeth and tongue are. They share the following semantic features:

[+part of face] [+organ for speaking] [+organ for eating]

B.   *Extended Semantic Contents of mouth,* 嘴/口 *and* 입

1. [+ entrance/exit]: Functions of mouth as [+organ for speaking] and [+organ for eating] enable *mouth,* and 嘴/口 to refer to entrance or opening of something, e.g. *the mouth of a cave，*港口 (port). This meaning is expressed by 입구 in Korean, in which the second character, meaning mouth, is a Chinese character, that is, a loan character from Chinese.

2. [+ amount]: Since mouth is an organ for "entrance", *mouth，*嘴/口 and 입 can be used metaphorically to describe the amount of food or drink that you put in the mouth or breath take at one time, e.g. *take a mouthful of soup，*喝一大口水 (take a mouthful of water), 밥을 한입 떠 먹다 (take a mouthful of rice).

3. [+ person]: [+organ for eating] of *mouth，*嘴/口 and 입 is extended in a way of synecdoche, wherein a specific part of something is used to refer to the whole, to mean a person who eats, that is from part of a person to a person who needs feeding, e.g. *hungry mouths,* 八口之家 (family of 8 members), 입이 많다 (many people). When *mouth* collocates with numerals, it means different in these three languages. 五口 in Chinese means not only five persons, but also five mouthful of some food. Its Korean equivalent 다섯 입 only means five mouthful of some food, and its English equivalent *five mouths* means five persons.

Mouth can be used to describe a person who speaks on behalf of another person or group of people. It is the result of the combination of [+speech] and [+person] of *mouth,* e.g. *mouthpiece.* This meaning is expressed with 喉舌 in Chinese, which is a compound of *throat* and *tongue.*

4. [+ speech]: Speech act is conducted by mouth, therefore *mouth，*嘴/口 and 입 is extended to have the meaning of someone speaks in a particular kind of way or that someone says particular kinds of things, which is derived from [+ exit] extended from [+organ for speaking] of *mouth,* e.g. *loudmouth,* 口才 (eloquence), 입이 거칠다 (foul-mouthed).

5. [+speak]: When *mouth* is used as a verb, it either refers to the act of forming words with lips without making any sound or saying something without believing it or without understanding it, e.g. *mouth a goodbye*, *mouth the value of family*, etc.

6. [+anything shaped or functioning like a mouth]: Chinese character 嘴 for mouth used to mean hair and horn on owl's head, and later it meant an organ of birds and insects for eating. A beak often reminds of being hard, sharp or protruding, therefore, 嘴 is extended to mean the protruding part of something, e.g. 烟嘴 (cigarette holder), 茶壶嘴 (the spout of a teapot), 山嘴 (the spur of a hill or mountain). Another Chinese character 口 for mouth is extended to refer to the open end of a container-like things, e.g. 枪口 (the open end of a gun), 碗口 (the rim of a bowl), 信箱口 (the slit of a letter box).

7. [+taste]: 입 can be used to mean one's appetite or taste, which is extended from its [+organ for eating]. 입에 맞다 (be agreeable to one's taste), 입이 짧다 (have a small appetite) are some examples.

III. ANALYSIS OF POLYSEMOUS FEATURES OF *MOUTH,* 嘴/口, 입

Mouth, 嘴/口 and 입 is rich in collocation, wherein they are seen not only as a media of association, but also the perspectives and focuses of association. They express the same concept or different ones. Cross-cultural communication and integration as well as the commonness in physical structures and physiological phenomena of human beings account for the fact that mouth, a part of human body, has become a general perspective of association and is used

widely in different languages. But different ways of thinking and cognitive styles influenced by living environment and habits may result in some different associations in different cultures. Polysemous features of *mouth, 嘴/口，입* will be analysed in terms of semantic symmetry and semantic asymmetry.

A.   Semantic Symmetry

According to Chinese linguist Shen (1999), linguistically symmetry and asymmetry are very common in phonetics, word formation, syntax, semantics and pragmatics, and symmetry is prerequisite for asymmetry. Interlingually and intralingually, both semantic symmetry and semantic asymmetry exist in the expressions with words of perception in English, Chinese and Korean. Semantic symmetry refers to the exact or similar match in form and meaning between two words or phrases interlingually or intralingually. Semantic asymmetry refers to the opposite linguistic phenomenon.

Firstly, semantic symmetry occurs interlingually. As shown above, *mouth* in English, Chinese and Korean can be used to express the same meaning, such as a person, speech, etc. There also exist some similar collocations of *mouth*, 嘴/口 and 입 that express the same meaning, which is extended from their basic meaning of [+organ for speaking] and [+organ for eating] via metaphor or metonymy. For example, the collocation of *mouth* and *many* in three languages indicates there are a lot of people who need food. Another example is the collocation of *mouth* and *foam*, that is *foam at the mouth*, 口吐白沫 and 입가에 거품을 물다. They are all used to describe an angry person whose mouth is full of foam which is about to run forth or is running forth. Actually it is a normal physiological phenomenon that saliva is spit from the mouth in a state of foam, which also takes place when someone is angry. That is to say, psychological state can result physiological reaction. Therefore, the symptom is mapped from physiological domain to psychological domain. More examples are *keep one's mouth shut*, 守口如瓶 and 입을 다물다 which describe speech acts, indicating someone does not talk about it, especially because it is a secret with the collocation of *mouth* and *shut*, *stop one's mouth*, 堵嘴 and 입을 막다 which have the meaning of stopping someone to talk with the collocation of *mouth* and *stop*, *open one's mouth*, 开口 and 입을 열다/떼다 which means beginning to talk with the collocation of *mouth* and *open*. Semantic feature [+organ for speaking] of *mouth*, 嘴/口 and 입 make it possible to collocate with the words describing the action of mouth like *open*, *close* or *shut* to indicate whether to talk or not. Similar examples are the collocation of *mouth* and some adjectives, such as *foul-mouthed*, 嘴脏, 입이 더럽다, etc.

Speech acts can also be described with the "speed" of mouth in English, Chinese and Korean. It might because those who are talkative are likely to speak faster and visa versa. For example, *quick mouth*, 嘴快 and 입이 빠르다 are used to indicate that someone cannot help telling what he knows or saying at once or in advance. *Tongue* is also used in English to express the meaning, e.g. *have a loose tongue*. Only in English exists the opposite expression *slow mouth* which indicates someone is not good at talking.

Secondly, semantic symmetry occurs intralingually. In Korean, some speech acts can be described by the collocation of *mouth* and *heavy* or its antonym *light*, e.g. 입이 무겁다 (literally means mouth is heavy) and 입이 가볍다 (literally means mouth is light). The former is used when a person is not talkative or very careful in talk and the latter is used in an opposite situation. They are considered to be symmetry both in form and meaning. We can find their equivalents in Chinese, 口重 and 口轻, which are symmetry in form but partially symmetry in meaning. They are symmetry when they describe a person's fondness of food. If a person is 口重, he/she is fond of salty food, otherwise he/she is 口轻. They are asymmetry wherein the former is also used to mean what one says is too serious to accept. Different expressions, 嘴稳 (literally steady mouth) or 嘴紧 (literally tight mouth), are used to mean a person is very careful in talk. This kind of meaning is expressed in English by the collocation of *mouth* and *tight* just like Chinese and the opposite meaning by *bigmouth*, which is also expressed by the derivatives of *mouth*, such as *mouthy* or *mouther*. More examples are *sweet/bitter mouth* and their Chinese and Korean equivalents, 嘴甜/苦 and 입이 달다/쓰다.

B.   Semantic Asymmetry

Firstly, semantic asymmetry occurs interlingually. Mouth is the busiest part of human body and one of parts that has the richest expressions. People of different cultures can wear the same facial expression, but it might be expressed in different ways. When a person is very happy, he/she usually keeps the mouth open, though different in degrees or manners. Korean has various expressions for it, such as 입이 가로 터지다 (literally the mouth is broken), 입을 다물지 못하다 (literally the mouth cannot be shut), 입이 다 째지다 (literally the mouth is torn). Chinese equivalent is 合不拢嘴 (literally the mouth cannot be shut). Collocation of *mouth* and *ear* is also used in Korean to express the same meaning, e.g. 입이 귀에 걸리다 (literally the mouth hangs on the ears) or 입이 귀밑까지 찢어지다 (literally the mouth is torn till the ears). Only ear is involved in this action in English, e.g. *grin from ear to*

ear. Another example is that *foul mouth*, 嘴脏 and 입이 더럽다 are overlapped both in form and meaning in three languages but only the first one has *clean mouth* as its opposite meaning.

In English, Chinese and Korean, mouth can "co-work" with other parts of human body. Sometimes the same meaning is expressed by the collocation of *mouth* and different parts of human body in three languages. When describing a person who thinks in one way and behave in another, we can use 口是心非 (literally the mouth says yes and heart says no) in Chinese which is the collocation of *mouth* and *heart*. 입다르고 배다르다 (literally the mouth acts in one way and belly acts in another) is used in Korean which is the collocation of *mouth* and *belly*, while *two-faced* is used in English. Another example is that the collocation of *mouth* and *glue* is used in Chinese and Korean to describe a person who has only just enough money to buy food, e.g. 糊口, 입에 풀칠하다, which is expressed by *live from hand to mouth* in English.

Secondly, semantic asymmetry occurs intralingually. "Length" of mouth is used in Chinese to describe a person's speech acts, e.g. 嘴长 (literally long mouth), 嘴短 (literally short mouth). The former has the meaning of making mischief but the latter doesn't mean the opposite. Instead it means being unable to speak justly and forcefully. Only "short" of mouth is used in Korean but it describes a person's diet habits, e.g. 입이 짧다 (literally short mouth), which means being fastidious about one's food, but there is no collocation of *mouth* and *long*. There is no collocation of *mouth* and *short/long* in English.

IV. MOTIVATION OF POLYSEMOUS FEATURES OF WORDS OF PERCEPTION

Polysemy is the result of the development and extension of lexical meanings with the people's deeper understanding of the relationship between the objective reality and its phenomena. With the development of the society, new things, new concepts and new ideas came into being, which are closely related to the old ones in some aspects, such as features, characteristics, functions or forms. Therefore, old words have been used to denote new things and new concepts by means of associating or analogizing something related or similar, which not only enriched the lexical contents and usages but also promoted lexical productivity. Lexical meanings of words of perception are extended from organs of human body to the concrete objects which shape, function or locate similarly to these organs and then to the abstract concepts or ideas related to these organs psychologically or functionally.

A. Various Functions and Importance of Organs of Perception

The process of perception begins with an object in the real world. By means of light, sound or another physical process, the object stimulates the body's sensory organs. These sensory organs transform the input energy into neural activity. These neural signals are transmitted to the brain and processed. These sensory organs are used to see, to smell, to taste, to hear and to touch. Therefore the words of these organs are used to describe the related actions or abilities or people. For example, *a private eye*, *sharp tongue*, *have a nose for*, *big mouth*, *a good ear*, 耳目, 眼光, 귀가 어둡다, 눈이 낮다.

B. Physiological Reaction

55% of feelings or thoughts of people are usually expressed with the help of gestures and actions made by different parts of human body (Gao, 1990). Stimulated by outside stimuli, such as seeing, hearing or smelling something, sensory organs will make some reactions, such as opening eyes widely, nose-twitched, tongue-tied, ears-burning, etc., which may followed by psychological reactions, such as changes in mood of pleasure, anger, sorrow or joy. All kinds of these changes can be described by the words of perceptions in all the languages. Sometimes a certain feeling may result in the physiological reactions of different sensory organs, though at different degrees, e.g. when someone is surprised, his/her mouth will open wide or eyes open wide or tongue is tied. Therefore, different words of perception are used to describe the emotions in different languages or on the different occasions in the same language. For example, *cast sheep's eyes*, *down in the mouth*, *earbashing*, *make a long nose at*, 耳红面赤, 瞠目结舌, 눈이 뒤집혔다, 눈이 동그래지다. These all prove that organs of perception represent one's inner world.

C. Thinking Modes of Human Beings

Human beings are good at abstracting or abstraction, which is a conceptual process by which general rules and concepts are derived from the usage and classification of specific examples, literal signifiers, first principles, or other methods. This kind of process and way of thinking motivate the evolution of lexical meanings of words of perception. Concrete things are compared to the organs of perception according to their shape, size, location or functions, and then abstract feelings or attitudes are compared to the organs of perception by means of metaphors or metonymy. For example, *a blue eye→a sharp eye*, *a tongue twister→silver tongue*, *blow one's nose→keep your nose clean*, *ear lobe→play by ear*, *mouthwash→loudmouth*, 舌尖→舌战, 眼睛→眼界, 귀걸이→귀가 얇다, 까만 눈→밤눈.

D.   Principle of Economy

Words of perception are basic words in all languages. The fact that basic words are widely used to their maximum limit can not only make one's expressions more effective, but also reduce one's memory volume. When presenting some new or complicated concepts or ideas, people usually choose those concepts which they are familiar to describe the new ones. This is reasonable on the basis of the principle of economy and cognitive features of human beings. Then the familiar or old concepts or words people use go through semantic extension, which result in polysemy. For example,

nose of airplane, *eye of needle*, *tongue of shoe*, *mouth of volcano*, *ears of corn*, *针眼, 火舌, 바늘귀, 감자눈*.

V.   CONCLUSION

As basic words in English, Chinese and Korean, words of perception are widely used to describe things or ideas about or related to sensory organs. These words share the same process of semantic change, that is, their meanings are extended metaphorically or metonymically from sensory organs to concrete concept like object, action or person and then to abstract concept like abilities, attitudes or emotions. Typologically, Korean, Chinese and English belong to three different types of language. Korean is agglutinative, Chinese is isolating and English is inflectional analytic. Therefore, they show some different lexical and semantic features in three languages. During the semantic extension, these polysemous words experience semantic symmetry and semantic asymmetry both interlingually and intralingually.

Human beings are subjective in understanding, interpreting and describing the things, behaviors or truths in the objective world which are similar to their different organs in shapes or functions. This shows the relationship between human beings and the nature. The nature is personified by human beings.

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From Poem to Painting: An Aspect of Intersemiotic Translation, a Case Study of Rustum and Sohrab Story

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Abstract—The purpose of this study is to identify the similarities and differences of Teahouse painting of Rustum and Sohrab, based on Shahnameh and its poem utilizing intersemiotic approach. The corpus of this investigation is the Rustum and Sohrab painting by Mansour Vafaei and the translated version of it by Mathew Arnold. The triadic model of Peirce and actantial model of Greimas are employed in this research as the major theoretical frameworks, in order to analyze the signs and specify their related representamens, objects and interpretations that would direct the audience to desired signification. This intersemiotic research intends to bridge the gaps of literature and translation, in the process of interference of meaning through media of painting and poetry. The researcher attempts to accomplish a new insight by examining the intricate techniques of Persian traditional Teahouse painting codes and exploring the possible significations of the signs of the Rustum and Sohrab story.

Index Terms—semiotics, intersemiotic translation, actantial model of greimas, teahouse painting, the Rustum and Sohrab story

I. INTRODUCTION

As Munday (2008) declares, "The term translation itself has several meanings: it can refer to the general subject field, the product (the text that has been translated) or the process (the act of producing the translation, otherwise known as translating)" (p. 5). In this study translation is refer to intersemiotic or transmutation which is a part of category of Russo-American structuralist Roman Jakobson (1959) in his seminal paper 'On linguistic aspects of translation'. In his view "Intersemiotic translation or transmutation is an interpretation of verbal signs by means of signs of nonverbal sign systems" (p. 139).

What is defined here as 'an interpretation of verbal signs' firstly was introduced by Ferdinand de Saussure. In Course in General Linguistics (1983), Saussure forecasts forming a new science which he calls it semiology. Undoubtedly, his concept of the sign, signifier, signified, referent which are mentioned in the book of 'Course in General Linguistics' forms the core of the field. At the time of Saussure, an American philosopher, Charles Sanders Peirce works on what he calls Semiotics. Peircean (1990) idea of signifying- translating from one semiotic system to another- and of reading- to construct a text- are both implicit. According to Jeha (1993) "what is transposed from one semiotic system to another, or in the present case, from literature to painting, is the meaning of a sign. The sign, as it stands for an object and as it conveys a meaning, will produce an idea– the interpretant" (p. 3).

This research was carried out in aspect of intersemiotic translation; hence, triadic model of Peirce was chosen as a framework in order to detect signs and codes of the story of Rustum and Sohrab painting. In this research it was supposed to observe the mentioned painting which was illustrated in Teahouse painting style and compare it with its related poem written by Hakim Abolqasem Ferdowsi. Besides, the narrated story of such poem was analyzed through Greimas actantial model which is a narratology model.

Husseini (2000) states that "Teahouse painting (Qahve Khane'ee) is a genuine manifestation of national and Islamic art which novel techniques started around a century ago. Such method of painting which is considered as an important and valuable heritage of Iranian art calls for full information about the historical and mythological meaning of Iranian national and religious epics, and such a rich background has added to the significance of that genuine art" (p. 8).

Nowadays when it is spoken about narrative, inevitably literary type of narrative are meant, the novel or the short story (Fludernik, 2009). But that is not all. Since studies are showing the human brain could "capture many complex relationships in the form of narrative structures, metaphors or analogies" (p.1). Therefore, narratives are not only novels in prose style, but also epic poetry or lyrics.

Cobley (2005) declares that "equally influential in narratology are the categories introduced by Greimas. Most importantly, he emphasizes the functional nature of Propp's 'dramatis personae' by referring instead to 'actants'. 'Actants' or 'actantial roles' are defined in relation to each other, in relation to their place in the narrative's 'spheres of

action' or 'functions,' and in relation to their place in the logic of a narrative. In Greimas's revision of the dramatis personae in Sémantique structurale (1966, Structural Semantics, 1983) the actants comprise 'subject vs. object', 'sender vs. receiver', and 'helper vs. opponent'" (p. 2).

This proposed research aspired to explore to what extents do techniques of Teahouse painting could narrate the story of Rustum and Sohrab poem in Rustum and Sohrab illustration. To do this, a full analysis of the Teahouse painting style was carried out and utilized to propose appropriate category which could diagnose the signs of mentioned illustration. This research as a distinguished study of intersemiotic tried to combine semiotics model of Peirce with actantial model of Greimas; hence, additionally a narratology model was selected to analyze the elements of poem and compare them with signs or codes of painting. Furthermore, the Teahouse painting classification was gathered through observing the Teahouse painting style of Iranian culture and studying through interviews and books of such style.

This research was studied on the story of Rustum and Sohrab poem which is according to Sadri (2013) one of the most interesting literary works of Iran and have an international place like other great epics such as Gilgamesh, The Odyssey, Nibelungenlied and Ramayana. This traditional Iranian epic was written by Hakim Abolqasem Ferdowsi in Samanid Era. Here the original story of Rustum and Sohrab in Shahnameh and its translation in the book of Sohrab and Rustum and other poems by Mathew Arnold; the copy which was published in 2007 by Read Books were studied. Furthermore, The Rustum and Sohrab Painting which was illustrated in 2003 by Mansour Vafaei was another corpus of this study. This painting which is considered as a Teahouse painting artworks narrates some parts of Rustum and Sohrab story in separate sections.

II. Method

Two exhaustive frameworks including the triadic model of Peirce and actantial model of Greimas were combined together to fulfill this study and as a frame controlled every steps of research. The triadic model is about the semiotics and helped researchers to apply intersemiotic approach in investigating the signs of the Rustum and Sohrab painting and comparing them with its poem. Also the Greimas actantial model was used as a guideline in order to analyze the actants of poem.

Here, a brief explanation of such mentioned models were presented:

A. The Triadic Model of Peirce

"In contrast to Saussure's model of the sign in the form of a 'self-contained dyad', Peirce offered a triadic (three-part) model consisting of:
• The representamen: the form which the sign takes (not necessarily material, though usually interpreted as such) – called by some theorists the 'sign vehicle'.
• An interpretant: not an interpreter but rather the sense made of the sign.
• An object: something beyond the sign to which it refers" (Chandler, 2004, p. 32).

Peirce (1990) defined signs as three categories; Icon, Index and Symbol:
• Icon/ Iconic: A sign that resembles or imitates the signified, such as photographs of people, portrait or cartoon.
• Index/ Indexical: A sign where there is a direct link (physically or causally) between the signifier and the signified.
• Symbol/ Symbolic: A sign which has no relation between it and the signified.

B. The Greimas Actantial Model

"The actantial model, developed by A.J. Greimas (1983), can be used to break an action down into three main axes:
• The axis of desire is consisted of subject and object: The subject is what is directed toward an object.
• The axis of power is included helper and opponent: The helper assists in achieving the desired junction between the subject and object; the opponent hinders the same. In other words, helper aids the subject to reach the desired object and opponent hinders the subject in his progression.
• The axis of transmission is contained sender and receiver: The sender is the element requesting the establishment of the junction between subject and object" (Hebert, 2011, p. 49).

The signs of Rustum and Sohrab painting were detected based on the triadic model of Peirce and Greimas actantial model in combination with Teahouse painting style. Furthermore, this study analyzed the narration, differences and similarities of Sohrab and Rustum poem by Mathew Arnold, and its illustration. By means of actantial model which is a narration model, the six actants such as subject, object, helper, etc. were clarified in the poem and then such actants were searched in Rustum and Sohrab painting in order to check the conformity or lack of it between poem and painting. Also after specifying the actants of poem by means of Greimas model, the narrated story of poem were detected in the painting. For instance, in following part of the canvas which is also considered as the climax of the story, the story of Sohrab's death by hand of his father is stated:

"But Sohrab answer'd him in wrath; for now
The anguish of the deep-fix'd spear grew fierce,
And he desired to draw forth the steel,
And let the blood flow free, and so to die—
But first he would convince his stubborn foe;

And, rising sternly on one arm, he said:
"Man, who art thou who dost deny my words?
Truth sits upon the lips of dying men,
And falsehood, while I lived, was far from mine.
I tell thee, prick'd upon this arm I bear
That seal which Rustum to my mother gave,
That she might prick it on the babe she bore" (Arnold, 2004, p. 21).

Further to the narrated story, the actantial model of Greimas is selected to specify the actants of poem; so here after analyzing this part of the poem, the axis of desire were clarified: Rustum considered as the subject of this part of poem because he was doing the act of killing his son and Sohrab called object since he was affected by Rustum- the subject. Also the relationship established between the subject and the object is junction.

Image 1. The death of Sohrab by hands of Rustum

In addition, intersemiotic approach was considered as a bridge in order to make a relation between poem and painting; hence, the triadic model of Peirce has been chosen as an intersemiotic model of translation. As this model has three main elements including representamen, interpretant and object, by use of Peirce's model, the existed signs of this illustration were detected. This analysis was performed based on the mental effects which were generated by the relation between sign and object. Also in this way, the style of Teahouse painting has aided researchers to find these signs. For example, based on the Peirce's model, in the above presented part of painting 'bloody dagger' is representamen-the form the sign takes- and 'death' is the sense or idea which is made by that sign. Also, wound and battle are what could be called object for which the sign stands for. Hence, from that scene it could be found out that a bad event was happened in the story.

It is to be mentioned that the Sohrab and Rustum by Mathew Arnold has just narrated battle scene of the original story of Rustum and Sohrab; hence, many other sections including hunting the zebra by Rustum, disappearing the Rakhsh in Tooran, acquainting story of Rustum with Tahmina, their marriage, giving birth to Sohrab and so on which were depicted in this painting were omitted in his translation. Due to such differences some actants of poem could be different from the painting. For example, in whole process of that poem Sohrab is the subject, because he decided to seek for his father and started his trip. But in each scene of the painting the subject is different based on the content of that event. So that two separate classifications based on painting and Arnold's poem were determined.

Furthermore, as there is not any specific framework for analyzing Teahouse painting, a classification was designed through observing the recorded interviews of painters of this style such as Mansour Vafaei. Based on the style of Teahouse painting and statements of Mansour Vafaei in his interviews with Iran Daily Newspaper (2012) and (2013) about this style of painting, a framework was constructed for analyzing the Teahouse painting, specifically with epic subjects.

The developed category presented in six divisions and each of them has some subcategories:
• Theme: Epic, romantic, religion.
• Composition: Essence of crowd; presenting on same canvas miscellaneous, framed scenes without a logical relationship between time and place.
• Perspective: Two dimensional; avoiding copying anatomy and perspective rules; anti-naturalism; hieratic perspective.
• Focus: Imaginary; narrating the climax of story, faces.
• Codes: Narrating one or more subjects: Main or subsidiary subject; miniature's footprint.
• Color: Symbolic and arbitrary; sharp.

In most painting styles the artist usually creates drawings based on a natural model or picture. However, in Teahouse painting, the artist first listens to or reads a story or a piece of poetry and then depicts the trend of the story on canvas.

The painter fills the gaps with story-like images. Here, also the painter listened to the Rustum and Sohrab story of Shahnameh and then depicted the painting based on such story and its elements.

It might be possible not to follow the rules of perspective and size in their exact sense. In other words, characters in the story are depicted in big or small dimensions based on their importance and status. This is known as Status Perspective in Persian, because such unconventional rules are only possible to freedom of imagination in such style (Dehqan, 2013). Vafaei illustrated the figure of Rustum huger than Sohrab due to his understanding of this story which Rustum is the main character of his narration. In this art something of the essence of the crowd, caught in forms and colors could be felt. In addition, the climax of such story that was illustrated at the center of this canvas is the tragic moment of Sohrab's death by hand of his father, Rustum. This issue could be found out through the style of Teahouse painting in which focuses are on the vital statuses and those are depicted bigger, distinguished and bolder.

The techniques, the baroque styles, the painting in two dimensions next to scenes without perspective, the surrealism linked with the hieratic expressionism of icons, the evocation of the fanciful and mystical offer us an enjoyment which is not hat of purism, but rather that of the blossoming of communication (Battesti, 1979, p. 334).

"In this style of painting, one can easily detect elements of miniature painting. While they incorporated the delicateness of miniature, the narration of stories in the climax was inclined toward poetry. The Teahouse painter draws an imaginary picture. Vafaei illustrated this painting according to the epic poem of Shahnameh which is "mythical and to some extent the historical past of the Persian Empire from the creation of the world until the Islamic conquest of Persian in the 7th century" (Dehghan, 2013, p. 12).

Using symbolic and sharp colors is the another element of such style, for example white and green use as the innocence, as well as red, black and brown stand for the adversity or the oppression (Shad Ghazvini, 2010).

III. RESULT

This study tried to specify the existed similarities and differences of this poem and painting. Although the content of story of Rustum and Sohrab is similar in these two texts, there are some differences between narrated story of painting and poem. Whereof, the painting of Rustum and Sohrab story was illustrated based on the original story of Shahnameh and the Sohrab and Rustum poem by Mathew Arnold is a free translation of the story of Rustum and Sohrab and only narrates the section of Rustum and Sohrab battlefield, some differences were detected. The study on style of Teahouse painting helped researchers to investigate on painting of this study and detect the signs of it; hence, the narration of story of painting were clarified and compared to the poem of Mathew Arnold. By means of mentioned frameworks the following data were gathered:

According to Peirce model, the signs of Rustum and Sohrab painting were interpreted and compared with text of poem. This analysis was based on the mental effects which were generated by the relation between sign and object. For instance, the hand motion of Keykhosro which is pointed to Hooman and Barman would be interpreted as the person who orders to his fellows. Also, further examples are listed as below:

TABLE I.
PAINING ANALYSIS BASED ON PEIRCE MODEL

Sign	Representamen	Interpretant	Object
Costume	Iranian traditional costume	Iranian tradition and Islamic background	Hijab
Dagger	Bloody dagger	Death, bad event	Wound, battle
Rustum's Costume	Tiger	Power	Caftan
Brown Color	Dark background	Oppression	Color
Cheerfulness	Playing Daf	Sohrab's birthday celebration	Playing instruments

The researchers specified the subjects and objects of Rustum and Sohrab story based on its painting and poem. As such poem is just narrated the Sohrab and Rustum battle scene, the subject is Sohrab who seeks to his father and Rustum is object because Sohrab is directed toward him. A part from the poem, this painting is composed of several stories of Rustum and Sohrab story, so each scene could have an individual subject and object which is differ from each other. In following table, the elements of axis of desire are presented based on painting:

Image 2. Rustum giving armlet to Tahmina

TABLE II.
PAINTING AXIS OF DESIRE

Subject	Object	Description
Rustum	Sohrab	Rustum stabbed Sohrab
Rustum	Tahmina	Rustum gave armlet to Tahmina (Image 2)
Rustum	Zhandeh-Razm	Rustum killing Zhandeh-Razm
Tahmina	Sohrab	Tahmina gave birth to Sohrab
Rustum	Zebra	Rustum hunted Zebra
Sohrab	Gord-Afarid	Sohrab fighting Gord-Afarid

In this study the helper and opponent are different in painting and poem. As in painting the subject and object are different in each scene, the helpers and opponents are varied as well. For example, the dagger and the spear help Rustum to reach to his different objects which are killing his rival -Sohrab- and zebra, respectively. Furthermore, due to some differences of narrations of these two media, such poem included some extra or different narrations like: the Peran-Wisa helps Sohrab to be courage and fight with Rustum (Peran- Wisa considered as the commander of Tatar instead of Tooranian in original story of Shahnameh); Tahmina aided Sohrab to achieve his main goal which was finding his father. Simultaneously, Tahmina is opponent because she refused to tell about his son (in original story of Shahnameh, Rustum knows about the birth of his son):

"He spoke; and as he ceased, he wept aloud,
Thinking of her he left, and his own death.
He spoke; but Rustum listen'd, plunged in thought.
Nor did he yet believe it was his son
Who spoke, although he call'd back names he knew;
For he had had sure tidings that the babe,
Which was in Ader-baijan born to him,
Had been a puny girl, no boy at all—
So that sad mother sent him word, for fear
Rustum should seek the boy, to train in arms—
And so he deem'd that either Sohrab took,
By a false boast, the style of Rustum's son;
Or that men gave it him, to swell his fame." (Arnold, 2004, p. 20)

Hooman and Barman in command of Afrasiab are whom hinder Sohrab (the subject in poem) to know his real father. Moreover, unwillingly Rustum is considered as the opponent of Sohrab.

More helpers and opponents of painting are listed as following table:

TABLE III.
PAINTING AXIS OF POWER

Helper	Description
Dagger	Dagger helped Rustum to kill his rival, Sohrab
Armlet	Armlet helped Rustum to find his son
Spear	Spear helped Rustum to hunt the zebra
Horse	Horse helped Sohrab to fight with Gord-Afarid
Spear	Spear helped Sohrab to fight with Gord-Afarid
Opponent	Description
Hooman and Barman	Hooman and Barman hindered Rustum to find his son
Afrasiab	Afrasiab hindered Rustum to find his son
Pride	Rustum's pride hindered him to know his son

Rustum is object and unwillingly is considered as an opponent, as well. One point should be mentioned that since the main character Sohrab decided to seek his father Rustum and tried to find him, the main subject and object of story is Sohrab and Rustum in content of both stories.

Since Hebert (2011) states "The sender is the element requesting the establishment of the junction between subject and object" (p. 49). For example, Keykavoos asks Rustum to fight with Sohrab. "The receiver is the element for which the quest is being undertaken" (p.49). To simplify, "the receiver (or beneficiary-receiver) is interpreted as that which benefits from achieving the junction between subject and object" (p.49), like Afrasiab who do not want Sohrab confront with Rustum as a father. Sender elements are often receiver elements as well, for example Afrasiab send Hooman and Barman to avoid Sohrab to meet his father, simultaneously he also benefits from this event. "Traditionally, the sender is considered to be that which initiates the action; anything that occurs along the way to stir up desire for the junction to be achieved will be assigned to the helper class instead" (p. 49).

TABLE IV.
PAINTING AXIS OF POWER

Sender	Receiver	Description
Afrasiab	Afrasiab	Afrasiab asked Hooman and Barman to keep Rustum unknown
Rustum	Sohrab	Rustum asked Tahmina to deliver his Sign to Sohrab
Iranian	Keykavoos	Iranian army sent Rustum to fight with Sohrab
Tooranian	Afrasiab	Tooranian army deceived Sorhab to fight with his father
Keykavoos	Keykavoos	Keykavoos sent Goodarz to convince Rustum

"And to Ferood his brother chiefs came up
To counsel; Gudurz and Zoarrah came,
And Feraburz, who ruled the Persian host
Second, and was the uncle of the King;
These came and counsell'd, and then Gudurz said:—
"Ferood, shame bids us take their challenge up,
Yet champion have we none to match this youth.
He has the wild stag's foot, the lion's heart.
But Rustum came last night; aloof he sits
And sullen, and has pitch'd his tents apart.
Him will I seek, and carry to his ear
The Tartar challenge, and this young man's name.
Haply he will forget his wrath, and fight.
Stand forth the while, and take their challenge up." (Arnold, 2004, p. 6)

TABLE V.
PAINTING AXIS OF POWER

Sender	Receiver	Description
Tatar	Afrasiab	Tatar army deceived Sohrab to fight with Rustum
Afrasiab	Afrasiab	Afrasiab asked Hooman and Barman to keep Rustum unknown
Peran-Wisa	Afrasiab	Peran-Wisa talked with Sohrab to fight with Rustum
Gudurz	Afrasiab	Gudurz asked Rustum to accept the battle

IV. DISCUSSIONS AND CONCLUSIONS

Analyzing these two texts refers to some differences and similarities. The main difference is that Arnold reduced the number of verses and just developed the main parts of such story including the battle of Rustum and Sohrab and death of Sohrab by hand of his father, Rustum. In spite of original copy of Shahnameh, in Arnold's narration, Sohrab is the main character who the whole story is mostly about him and also the title of this poem is beginning with his name instead of Rustum.

The existed contradiction between narration of Arnold and Vafaei could be originated from different media which is language. Mansour Vafaei- one of the famous Teahouse painters- has narrated this story from the original Persian copy of Shahnameh and utilized the same signs; hence, the signifier and signified or representamen and object are similar. In contrary to painting, because of the language differences in source and target texts the poet of Sohrab and Rustum story interpreted signs differently. Furthermore, in spite of common western mythology which father kills his son, in Iranian version son is killed by his father. This issue made the story more tragic for Arnold and attracted him to work on that.

The analysis of these two narrations showed the different points of view of Arnold to this story. In spite of the original story of Rustum and Sohrab of Shahnameh, Arnold considered Sohrab as the main character of this study who is a protagonist, centre of narration and comes into conflict with an opposing major character, Rustum. The front position of Sohrab in naming the poem as well as narrating the scene of Rustum and Sohrab battlefield instead of whole story represented the focus of Arnold on Sohrab as the main character.

The result of such data analysis showed that the subject, sender and object or target are the same in both narrations but receiver (Tatar or Tooraninan) as well as helper and opponent are different in these stories.

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Retrieving the Past—The Historical Theme in Penelope Lively's Fictions

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Abstract—**Penelope Lively (1933-), the contemporary British writer, was first known mainly as a children's writer prior to her winning the 1987 Booker Prize with her widely praised novel Moon Tiger (1987). The Road to Lichfield, published in 1977, is her first adult novel which was shortlisted for the Booker Prize. Treasures of Time (1979), her second adult novel, was the winner of Great Britain's first National Book Award for fiction in 1980 and the Arts Council National Book Award. In her literary fictions, Lively interweaves the present and the past -- history, the public, collective past, and memory, the private and personal past -- together with the application of various narrative techniques, such as flashback, stream of consciousness, psychological time, etc. A predominant theme running through her literary world is her consistent focus on history. This essay intend to study Penelope Lively's understanding and interpretation of history, and draw this conclusion: Although a complete understanding of history is impossible, yet as we realize our subjectivity and misunderstanding of history we can try to understand it in a new way and integrate it into the present life.**

Index Terms—**Penelope Lively, history, new historicism**

I. INTRODUCTION

History used to be considered as single, unified, extra-textual real and an unmediated representation of events and reality. And the truth of an interpretation of a historical text can be guaranteed by its historical accuracy in the light of linguistic, cultural, social and political understanding of the period. However, in the postmodern era, history itself, the grand narrative, is no longer authoritative. Re-examination of history is fully reflected in the study of new historicists and post-modernists, such as Louis A. Montrose, Hayden White and Linda Hutcheon, etc. With the introduction of history into the study of literature, new historicists hold the view that "there is no single 'history', only discontinuous and contradictory 'histories'." (Selden, 2004, p.189) Randall Stevenson (1991) in *The Last of England* concludes that "questions about the reliability of historical narrative—or any narrative—extended much more widely towards the end of the 20th century."(p.448) The postmodern uncertainties provoked the thinking of historians, literary critics, the academics and the writers worldwide. In the fictional world of Penelope Lively, similar revisionist views about history are also demonstrated.

Penelope Lively is an outstanding contemporary British writer who has published 17 fictions to date. And her predominant fictional techniques are "the psychological layering of recollection, imagination, flashback and shifting viewpoint."(Hearne, 1999, p.1) Lively first achieved success with her children's works and she began to write novels for adults in 1977. Her fist adult novel, *The Road to Lichfield*, was shortlisted for the Booker Prize. *Treasures of Time* (1979) is her second adult novel and she won the Booker Prize with *Moon Tiger* (1987).

More and more scholars pay attention to Penelope Lively after her winning of the Booker Prize. Jane Langton lists all the literary works of Penelope Lively from 1970 to 1982 and introduces her literary works for both children and adults critically in DLB14 (*Dictionary of Literary Biography*, vol. 14) drawing the conclusion that Lively's books show her concern with the continuity of the past into the present, and the subtle relationship between collective memory and personal memory. Mary Hurley Moran's *Penelope Lively* (1993) introduces Lively both from the perspective of her life and literary career and claims her critical interpretations to most of Lively's adult fictions written before 1993.With her study of Penelope Lively Mary Hurley Moran concludes that one of Lively's consistent theme is "the interactive relationship between the present and the past, both historical and personal." (Moran, 1993, p.ix) Her discussion about history on *The Road to Lichfield* (1977), *Treasures of Time* (1979) and *Moon Tiger* (1988) provides good inspirations for this thesis. Then in 1997, Mary Hurley Moran's "In The Novels of Penelope Lively: A Case for the Continuity of the Experimental Impulse in Postwar British Fiction" turns to discuss Lively's modernist and postmodernist characteristics and she points out that "it is the skillful blending of the traditional and the experimental that accounts for Lively's appeal." (Moran, 1997, p.117) Debrah Raschke's "Penelope Lively's 'Moon Tiger': Re-envisioning a 'History of the World'" focuses on the historical theme of *Moon Tiger*, while this thesis will try to find out Lively's consistent views on history and memory. Betsy Hearne compares Lively's fictions for children with her adult fictions in the essay "Across the Ages: Penelope Lively's Fiction for Children and Adults" in 1999, and she also points out that Lively's preoccupation with history has formed a central theme. In *The Oxford Companion to English Literature* (2005), Margaret Drabble again introduces Penelope Lively as a novelist and children's writer and her recurrent theme is the intrusion of the past upon the present. All the studies on Penelope Lively indicate her historical theme but there is no

exact exploration on her historical theme. So this essay will focus on the historical theme on Lively's three literary novels—*The Road to Lichfield* (1977), *Treasures of Time* (1979) and *Moon Tiger* (1988).

II. Misunderstanding of History

Trained in the discipline of history in Oxford, Penelope Lively is noted to exhibit an acute sense of history in her writing and "her reading of history at the university determined the kind of fiction she would write."(Moran,1993, p.32) *The Road to Lichfield* is composed in the 1970s, when the Great Britian has lost old glories as the Great Britian Empire. Some British people cherished the memory of the good old days so they form the popularity of keeping the old things. Lively first shows her historical theme by inviting readers to sympathize with people with historical misunderstanding. Anne Linton of *The Road to Lichfield* is a member of a committee formed to prevent the destruction of Splatt's Cottage, which is an early fifteenth century farmhouse. All the members of this committee want to protect the cottage partly because it's posh to like old things, such as antique furniture, houses with beams everywhere, vintage cars and old maps. Owning old things shows you've got nice taste in that period. But Anne finds it is wrong when she discovers the cottage is in an advanced state of decay from dry rot and that the building site is slated for conversion to housing for the local elderly. Furthermore, Anne's skepticism of keeping this old cottage increases when she interviews Mr. Jewkes, the local planning officer, and realizes that his argument for the benefits of demolishing the cottage to replace it with low-cost housing for the elderly is much better thought out than the simplistic, emotional argument of the preservation committee. Anne finds herself agreeing with Mr. Jewkes. Mr. Jewkes recalls that "his grandparents had kept the cottage nice-looking, but cherished no illusions about living in a damp, inconveniently situated house with no running water." (*The Road to Lichfield*, p.123-4) And Lively further satirizes the kind of naive historical nostalgia of the preservation committee by telling us that when the bulldozers reveal a shallow grave of abused children who died in Splatt's Cottage, the history of the cottage becomes an outright embarrassment. In this part Lively shows us that some people are influenced by the nostalgia and misunderstand the meaning of keeping the historical and old sites.

Another kind of misunderstanding of history which Lively reveals in *The Road to Lichfield* is that people superficially take history as entertainment. When Anne has her doubts about "the lessons of the past", her lover David Fielding reacts:

"Another historian," said David Fielding, "we're an unfashionable lot."

"What do you mean?"

"The tide's against us, hadn't you noticed? People haven't got much time for the past nowadays. They want vocational instruction."

"Oh, come," she said. "I can't entirely agree with that. I should have thought it had never been more popular, literally popular. Cheap Book Club editions of history books all over the back of the Radio Times; millions of people tramping round stately homes every weekend; the last hundred years in some aspect or other being re-hashed on the telly every time you turn it on.:"

"The past as entertainment." (ibid, p.28)

Furthermore, Lively shows us that one reason of this kind of misunderstanding of history is that people have been influenced by the contemporary tendency to regard history as quaint, thereby distorting and diminishing it. In *The Road to Lichfield*, Anne's media mogul brother glibly describes to her the eight-episode "historical soap-opera" about Sir Walter Raleigh he is producing: the Tower of London is "just handy as a central theme—you know, take something solid like a place and watch history seething around it and all that, it's a good device, gives us scope to bring in just about everything. Good old bread-and-butter costume drama, everybody loves it."(ibid, p.198) Viewing the filming of one of these historical soap-operas, Anne witnesses the absurdity and superficiality of this approach because the directors and camera crew focus more on image than substance, and their jargon-laden commands continually interrupt the actors' dialogues. By describing this scene, Penleope Livley reveals that by distorting and diminishing history in the present the facts of history are more inaccessible.

In *Treasures of Time* (1979), Penelope Lively also portrays a character just like Anne's brother. Tony Greenway in *Treasures of Time*, a BBC producer who cashes in on the past, shows us the distortion and diminishment of history too. When Tony Greenway goes to Danehurst to do a program of Charlie's Tump, the site of the famous excavation, he is interested in the excavation and other historical episodes only insofar as he can use them for his program. The most cogent way Lively exposes the superficiality and distortion of television's treatment of historically important subjects is her presentation of the actual filming of the documentary. As Tony Greenway is about to shoot the Charlie's Tump scene he declares to himself that "the joy of filming is that anything can always be made to appear otherwise," he goes about positioning the camera so as to rule out any ingredients in the landscape that would contradict the bucolic "uninhabited effect" he is contriving. (*Treasures of Time*, p.193) A few weeks later, Tom Rider, the protagonist, views Tony's documentary on television with his parents and his parents buy into the illusion completely, murmuring the remarks like "Lovely country" and "Look at those wild flowers."(ibid, p.214) Tom Rider, however, reflects ironically on the realities that have excluded: "inharmonious items like the BBC cars and the barbed-wire fence and people and dead sheep." (*ibid*, p.214)

Another reason for misunderstanding of the past, as Moran observes of Lively's works, attributes to the "subjective and culturally conditioned" way we view history.(Moran p.43) In *Treasures of Time* Lively sets all the main characters

as people who work hard to see the past clearly, history-majored student, Tom Rider, and archaeologist, Hugh Paxton. Tom attempts to look at the world through William Stukekey's eyes by immersing himself in the man's life, relishing in particular the homely and commonplace details he sometimes unearths in Stukely's diaries and Tom feels that "it's knowing that kind of thing that makes this kind of thing seem slightly less of a fantasy than it does a lot of the time." (*Treasures of Time*, p.11) Tom shares the same way with the new historicists to present the past. According to New Historicism, the published history books are written by persons from the ruling class, so these books can not reflect the true history. For these reasons, New Historicism turns its focus to anecdotes, folklore, legends and unofficial history books from those marginalized classes and groups. By doing so, new historicists think they can present the truth of the past. Tom shows that we can never truly grasp the way people of the past experienced the world, and when he composes his doctoral thesis he says:

"I know a great deal about Stukeley; I probably know more about Stukeley than anybody else in the world; I know where he was on April 4, 1719, and I know who his friend were and in what language he addressed them and I know the broad course of his life the day he was born till the day he died. The real Stukeley, of course, is effectively concealed by two hundred and fifty years of gathering confusion and conflicting interpretations of how the world may have appeared to other people. The real breathing feeling cock-and-balls prick-me-and-I-bleed Stukeley is just about as inaccessible as the Neanderthal man." (ibid, p.10-1)

By describing Tom Rider's progress of writing his doctoral thesis and his thoughts during the writing Lively shows us that our view is inevitably shaped by current historical theory, by cultural biases and assumptions, even by our own emotional needs, which is also the viewpoint of new historicism. Hayden White, a famous historian and philosopher, one of the most influential figures of new historicism, points out that historical work is "a verbal structure in the form of narrative prose."(White, 1973, p. ix) That is to say history writing inevitably has an element of fictionality. A historian "performs an essentially poetic act, in which he prefigures the historical field and constitutes it as a domain 'what was really happening' in it." (White p. ix) According to White, historians construct the historical past by choosing and organizing historical events in the form of a meaningful story. Linda Hutcheon echoes: "We cannot know the past except through its texts: its documents, its evidence, even its eye-witness accounts are texts." (Hutcheon, 1988, p.45) And Raman Selden states "the past is not something which confronts us as if it were a physical object, but is something we construct from already written texts of all kinds of which we construe in line with our particular historical concerns." (Selden, 2004, p.188) According to these academics, there is no unified, grand history but histories narrated by historians with subjective choice and propensity to satisfy his or her own ideological and political prejudice and preference and nobody can transcend the historical situation.

Through her literary fictions Lively tries to reveal that history is misunderstood because we always distort and diminish history for different kinds of purposes, such as entertainment, earning money, etc. Lively's revelation of the misunderstanding of history in her literary works reminds us that "the cultural specificity, the social embedment, of all modes of writing not only the texts that critics study but also the texts in which we study them." (Montrose, qtd. in Vesser, 1989, p.20)

III. RETRIEVING HISTORY

In *Professing the Renaissance: The Poetics and Politics of Culture*, Louis A. Montrose's explains that "By the historicity of texts, I mean to suggest the cultural specificity, the social embedment, of all modes of writing not only the texts that critics study but also the texts in which we study them." (Montrose, qtd. in Vesser, 1989, p.20) Louise A. Motrose means that all the texts are part of the history. Literary works should not be regarded as sublime and transcendent expressions of the human spirit, but as texts among other texts. Since a literary text is situated in the institutions, social practices, and discourses that constitute the overall culture of a particular time and place, the text can partly consist the history of that era. And Selden concludes that "nonliterary" texts produced by lawyers, popular writers, theologians, scientists and historians should not be treated as belonging to a different order of textuality.(Selden, 2004, p.188)

In her literary fictions Penelope Lively shows us several parts of history which can help us retrieve the history of that era according to Louis A. Montrose's "historicity of texts".

Firstly, Penelope Lively retrieves history from the perspective of a history teacher. This segment of history in *The Road to Lichfield* is a part of history of Anne Linton, a forty-years-old history teacher and housewife, who becomes jobless because the comprehensive where she teaches eliminates the O-level History for more relevant social-science option. Born in 1933, Penelope Lively is the daughter of wartime and its consequent austerity has great influence to her literary creation. Lively grew up with images of ruin and destruction, and came of age as a novelist in the two decades during which England undertook to redesign itself through radical reforms: the welfare state, the comprehensive education movement. Susan Keen describes "in the 1970s and early 1980s school history did suffer from comparisons to social-science subjects and practical, vocational training, even as proponents of new methodologies attempted to break away from traditional teaching methods emphasizing facts and chronology."(Keen,2001, p.101) Lively retrieves the social history of the 1970s through a history teacher who subverts the macro-narration of history and shows her notion that there is no single history, only discontinuous and contradictory histories.

And in *Moon Tiger*, there are two cruel historical events. One is the Second World War and the other is the Hungarian

Revolution of 1956. Through Claudia Hampton, the protagonist, and her lover Tom Southern Lively describes W. W. II. Claudia is a well-known author of popular history books and a journalist with a reputation for grittily honest articles and she meets Tom Southern, a British tank commander, on a foray into the desert to witness the aftermath of the Western Desert Campaign. The day Claudia and Tom meet, they stop the jeep and Claudia wanders to where an armored car has hit a mine. She walks quickly down to the wreckage and sees: "The man is lying face down. His hair is fair, his tin hat lies beside him, part of his head is in black bloody sheds, the sand too is blackened, one leg has no foot. Flies crawl in glittery masses." (*Moon Tiger*, p.98-9) And as she looks at all this she hears a noise from the other side of the smashed car. She steps round and sees: "There is another shattered body but this body moves. Its hand lifts from its chest and the falls back. Its mouth opens and makes a sound." (ibid, p.98-9). By describing the vivid scene in W. W. II from the perspective of the soldiers, Lively deconstructs the grand narration of the historical event and interprets history as the discontinuous and contradictory "histories". Just as Tom says to Claudia:

"Wars have little to do with justice. Or valour or sacrifice or the other things traditionally associated with them. That's one thing I hadn't quite realized. War has been much misrepresented, believe me. It's had a disgracefully good press. I hope you and your friends are doing something to put that right." (ibid, p.111)

Lively shows us history is misrepresented by creating Tom's words as "War has been much misrepresented." (ibid, p.111)

Another historical event Lively mentions in Moon Tiger is the Hungarian Revolution of 1956. Laszlo is a young Hungarian who studies art in London, and Claudia writes denouncing the Soviet takeover of Hungary, is a key person in Claudia's life. Lazlo's father gets wind of Claudia's article and, inferring rightly that Claudia is a sympathetic liberal, telephones from Budapest begging her to look up his son and warn him against returning home. Claudia invites Laszlo to her flat, sees what sorry straits he is in, and extends the invitation to a few days. This gradually turns into a long-term arrangement, with Claudia becoming something of a mentor and surrogate mother to Laszlo over the years. Lively chooses to reflect the Hungarian Revolution from the perspective of Laszlo, the victim, which shows her deconstruction of the grand history and her interpretation of the discontinuous and contradictory history.

Moon Tiger underscores even more ambitiously a rich polyphonic history by composing a history from the perspective of Claudia Hampton, a female historian who uses emotional tone and the chaotic organization to write Cortez, Napoleon, and other historical personages. On one hand, in the traditional way, history must be a linear sequence of critical public events and the historian analyzed the events from the objective vantage point. But Claudia Hampton believes that it is more authentic to present history as chaos and confusion than to impose a shape on it. She wants to shake people free from the perceptions of historical events they have been molded to have. According to White's assumption the historical documents are not the exact fact which the past really happens in that way. The history is not something which confronts us as if it were a physical object, but is something we construct from already written texts of all kinds of which we construe in line with our particular historical concerns. The historiographer always suppressed and subordinated some voices and facts in the history and highlighted certain of them to make up the historical story according to their subjective understanding. At the beginning of the novel, Claudia is lying in the bed and composes her history of the world. She not only subverts the macro-narration of history by writing a world history from her perspective but also makes her history disordered. When she was young Claudia had a nearly incestuous liaison with her brother; She keeps a casual sexual relationship with the father of her child. She frequently ignores her daughter for her career. Penelope Lively composes Claudia's life as disordered to subvert the continuous and ordered history and retrieve the history to its disordered and chaotic nature. One the other hand, in old historicism, the female is out of the public history. By composing history from the female perspective, Penelope Lively shows her subversion of the grand narration too.

IV. CONCLUSION

Through the above analysis, we can find that Penelope Lively reveals the misunderstanding of history in her literary works and retrieves history from different perspectives of her literary characters. The new historicists, who challenge and violate the strict boundary between history and fiction, reveal the narrated nature of history and points out the past can never be available to us in pure form. And Linda Hutcheon echoes that as discourse history can never be truly grasp. The history can never be fully clear to us so is the present. Penelope Lively shows the same view through her literary works.

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A Comparative Study of *The Story of the Stone* in English and Mongolian Translations (Chapter One)[*]

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Abstract—*The Story of the Stone* written by Cao Xueqin was one of China's Great Four Classical Novels. Many Redology researchers compared between the original text and English translations, but very few of them ever knew the Mongolian version, and compared it with the original Chinese texts and between English and Mongolian translations in new approach. This paper tends to investigate the unique features of Mongolian version. The comparison between the Mongolian and English versions is also conducted in the aspects of translating process, translations strategies and commentaries.

Index Terms—English translation of *The Story of the Stone*, Mongolian translation of *Hongloumeng*, Mongolian translator Hasibao

The great Chinese classic work *The Story of the Stone* by Cao Xueqin who was the one of the greatest writer in the Chinese literature history. It was written in the middle of the 18th century during the Qing Dynasty. It was considered as a masterpiece of Chinese literature and was generally acknowledged to be the pinnacle of Chinese fiction. The English versions till now include *The Story of the Stone* by David Hawkes and *A Dream of Red Mansions* by the golden couple Mr. Yang Xianyi and his wife Gladys Yang. In the 19th century, the Mongolian translator Hasibao translated it into Mongolian, named *the New Translation of the Story of the Stone*. Many Redology researchers compared between Chinese and English translations or between English and English translations in traditional translation methods for a long time, but very few of them ever compared between English and Mongolian translations in a new approach. This paper tends to investigate the unique features of Mongolian version. The comparison between the Mongolian and English versions is also conducted in the aspects of translating process, translations strategies and commentaries.

I. A BRIEF INTRODUCTION TO THE ENGLISH AND MONGOLIAN TRANSLATORS OF *THE STORY OF THE STONE*

A. English Translations and Translators

1. David Hawkes

David Hawkes (6 July 1923 – 31 July 2009) was a British Sinologist. His most important translated work is *The Story of the Stone*, in his translation he poured all of his creative passion and invention. As he wrote, this was a novel "written and rewritten by a great artist with his very lifeblood". He was the first person to translate *Hongloumeng* in English completely for the first time in the west countries. John Minford comments *the Story of the Stone: a Translator's Notebooks,* "These notebooks testify above all to Professor Hawkes' deep love of literature, and his total commitment to the task of translating the great Chinese masterpiece *Hongloumeng*. Future generations of scholars will be able to find in these notebooks materials that will be of help in elucidating the art of translation."[1]

2. Yang Xianyi and Gladys Yang

Mr. Yang Xianyi (also *Yang Hsien-yi*, 1915-2009, born in Tianjin) was a very diligent and productive translator. Gladys Yang (1919-1999) was a British translator of Chinese literature and the wife of Yang Xianyi. Her father was a missionary. From the childhood, she became a lover of Chinese culture. They were the first translators who ever have translated *Hongloumeng* in English completely in the east countries.

[1] Ai Junru，David Hawkes & The Story of the Stone, 2010/12/3
http://blog.163.com/rumeng_honglou/blog/static/2014/4/15

Guo Xiaoyong, Deputy Director General of Chinese CIPG and Vice Chairman of Chinese Translators Association, once said, "If comparing Chinese translation circles as a garden, Mr. Yang's passing away like a towering tree fell down with a loud crash in the garden. Mr. Yang has an indelible contribution to promote Chinese culture dissemination and to strengthen the communication between Chinese and Western culture, has the profound and lasting impact on the Chinese translation. He is the highly respected person of the translation circle."[2]

B.   The Mongolian Translation and the Translator

1. Hasibao as a Mongolian Translator

Hasibao was the Mongolian literature translator in the 19[th]century. His only masterpiece is *the New Translation of the Story of the Stone*. He translated the original 120 chapters into 40 chapters in Mongolian. He was the first person to translate *the Story of the Stone* in real Mongolian.

His name *Hasibao* (ᠬᠠᠰᠪᠦᠦ) means *Jade Amulet* in Mongolian. It is a pen name, just because he admires Jia Baoyu and Lin Daiyu in *the Story of the Stone*. He was born in a cultural landlord family, influenced by Chinese and Mongolian ancient culture from childhood. Therefore, he was very familiar with Chinese and Mongolian ancient books and records, such as *The Legend of Gezer*, *The Analects, Mencius*, *The Records of the Grand Historian*, *The Book of Former Han*, *Poetry of the Tang Dynasty*, especially *the Story of the Stone*. He was a brilliant man of wide learning, was fond of music and painting.

2. Features of *the New Translation of the Story of the Stone*

There are several special points in Hasibao's translation, and they are:

At first, there were 11 pictures of *Beauties of Jinling* drew by translator and accompanied by corresponding verses.

At second, after each chapter had *huipi*, for example in Chapter One.

(Hasibao, 1978, p.49-50). Although many Mongolian translations have been appeared before, readers couldn't understand them because they were just the translation of *Pinyin*, not in the real Mongolian. Hasibao translated it in line with reading habits of Mongolian readers and was faithful to the original. This is a remarkable breakthrough in the Mongolian translation history.

3. Evaluations of Hasibao and His Translation

Although Hasibao translated *the Story of the Stone* into 40 chapters, the stories are still short and wonderful. Character images are still bright and vivid. And the translator translated it in very accurate and beautiful words and sentences. Guo Yushi (1980) in the *Historical Draft of Researching on the Story of the Stone* said, "Hasibao has a deep understanding of the writing skills of *the Story of the Stone* and it is profound and skilled; and what is more valuable, the analysis and comparison of things can show the nature of things." (p. 56) Hasibao's translation has an effort on two things, on the one hand, his translation faithful to the original; on the other hand, his translation suitable for the Mongolian habit of appreciation of art.[3]

II.   TRANSLATION VARIATION THEORY AND TRANSLATIONS FEATURES

A.   Translation Variation Theory

Present translation research and various schools of theories give translation variation the inspiration and background. As early as 1985, Zhou Zhaoxiang actually raised the idea of translation variation, although he failed to establish his idea as a theory. All of the researches laid a solid foundation for the today's translation variation theory.

a) Definition of Translation Variation Theory

Huang Zhonglian defined it: translation variation is a translation activity to derive the content concerned through addition, deletion, composition, narration, combination, remodeling, etc. According to the special needs of readers in a fixed condition, and in *Scientific Translation Study* (2004), the definition is "According to the fixed condition, specific needs of given readers; translators derive the content concerned by means of variation. This kind of activity of thought and inter-language is translation variation.

b) Relevance of Translation Variation Theory

Huang Zhonglian gives seven kinds of translation variation methods: addition, deletion, editing, narration, condensation, combination, and adaptation.

B.   English and Mongolian Translations' Features

In translation of *the Story of the Stone*, the three translators have their own translation features. Hasibao draws out the

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[2] Guo Xiaoyong, Mr. Yang's passing away like a towering tree fell down
http://www.china.com.cn/culture/txt/2009-11/25/content   2014/4/15
[3] *Encyclopedia of Mongology*: Volume of Literature, Hohhot：People's Publishing House, 2002, p. 375.

love grief among Baoyu, Daiyu and Baochai, and people and things that have direct link with them. On the whole, it belongs to translation variation. But it differs from the definition presented by Huang Zhonglian. Huang said it referred to the translator according to the special needs of specific readers under fixed conditions; Hasibao translated the original in line with his own needs. In addition, we can also analyze the English translations in translation variation. In the section, the author studies their translation features from vocabulary and sentences levels.

1. Vocabulary Translation

1.1 Person names

Liu Miqing (1998) in *Writing and Translation* said, "Translating proper nouns, including person names and place names, has to use transliteration." (p. 127)

In Chapter One, Hasibao translated person names in transliteration, sometimes in free translation; Hawkes and Yang Xianyi mainly use transliteration, rarely in free translation.

TABLE 2.1

曹雪芹	甄士隐	神瑛侍者	霍启
Hawkes' translation	Zhen Shiyin (transliteration)	attendant Shen Ying (transliteration)	Huo Qi (transliteration)
Yang's translation	Zhen Shi-yin (transliteration)	Divine Luminescent Stone-in-Waiting (free translation)	Calamity (free translation)
Hasibao's translation	[Mongolian script] (transliteration)	[Mongolian script] (free translation)	[Mongolian script] (transliteration)

From the table 2.1, person names should be use transliteration, e.g. "霍启"means *the beginning of disaster*, but in English and Mongolian translations, it is more proper to translate it *Huo Qi* or [Mongolian script], rather than *Calamity*.

1.2 Place names

In line with Liu Miqing, person names should be translated in transliteration, as well as place names. Generally speaking, in the aspects of place names' translation, we should comply with the principle of the transliteration. Place names should be translated in transliteration, rather than in free translation. Using transliteration, there is no ambiguity. In free translation, although it expresses the meaning of the words, fails to correctly express the meaning. On the contrary it will produce ambiguity. Hasibao, Hawkes and Yang translated them mainly in transliteration, and mixed with free translation. Please see the examples below.

TABLE 2.2

曹雪芹	北邙山	无稽崖	阊门
Hawkes' translation	Mount Beimang (transliteration)	Baseless Cliff (transliteration)	Changmen Gate (transliteration)
Yang's translation	Bei-mang Hill (transliteration)	Incredible Crags (free translation)	Chang-men Gate (transliteration)
Hasibao's translation	[Mongolian script] (transliteration)	[Mongolian script] (transliteration)	[Mongolian script] (transliteration)

"无稽" means *without foundation*, *baseless*; *Incredible* means *beyond belief* or *understanding*. According to the original author, it is more proper to translate it as *Baseless Cliff*.

1.3 Cultural words and expressions

Hasibao, Hawkes and Yang translated these words in free translation. In this way people can more easily understand the meaning of words. Hawkes' translation is more correct than Yang's.

TABLE 2.3

曹雪芹	绛珠草	通灵宝玉	金陵十二钗
Hawkes' translation	Vermilion Pearl Plant	Precious Jade of Spiritual Understanding	The Twelve Beauties of Jinling
Yang's translation	Crimson Pearl Flower	Magic Jade	The Twelve Beauties of Jinling
Hasibao's translation	[Mongolian script]	[Mongolian script]	[Mongolian script]

2. Negative words translation

In general, there are some certain rules on translation of negative words. Please see Table 2.4.

TABLE 2.4

Chinese	negative words+ verbs	不行
English	negative words+ verbs	can not to do
Mongolian	verbs/nouns + negative word [Mongolian script]	[Mongolian script]

However there is a special rule on English translation. It is that here are no obvious negative words, but the meaning is negative. E.g. *if only he had the chance* means *he had no chance*; *this is where our paths divide* means *we don't need to stay together*.

TABLE 2.5

曹雪芹	不必同行	不见踪影	没机会
Hawkes' translation	this is where our paths divide	vanished without a trace	if only he had the chance
Yang's translation	we don't need to stay together	lost to sight	hasn't yet found an opportunity
Hasibao's translation	ᠮᠣᠩᠭᠣᠯ ᠪᠢᠴᠢᠭ	ᠮᠣᠩᠭᠣᠯ ᠪᠢᠴᠢᠭ	ᠮᠣᠩᠭᠣᠯ ᠪᠢᠴᠢᠭ

Table 2.5 shows the examples in this paper to illustrate the rules on translation of negative words. There are many idiomatic expressions in Hawkes' translation. Yang is following the rules on English negative words translation.

3. Verbal Phrase ("Verb + noun") Translation

TABLE 2.6

Chinese	verb + noun	我吃饭了
English	verb + noun	I have a meal
Mongolian	noun + verb	ᠮᠣᠩᠭᠣᠯ ᠪᠢᠴᠢᠭ

Table 2.6 states the rules on verbal phrase translation. In English, verbs can be a verb, while sometimes it refers to the verbal phrase.

TABLE 2.7

曹雪芹	消愁破闷	求取功名
Hawkes' translation	dispel boredom and care	securing a position
Yang's translation	prove a more effective antidote to boredom and melancholy	in search of fame and fortune
Hasibao's translation	ᠮᠣᠩᠭᠣᠯ ᠪᠢᠴᠢᠭ	ᠮᠣᠩᠭᠣᠯ ᠪᠢᠴᠢᠭ

4. Sentences Translation
4.1 Addition
Addition refers to add some useful information on the basis of original text. The translator adds words or sentences to express his feeling and to make readers understand the context. Please read the following examples in Table 2.8.

TABLE 2.8

曹雪芹	谁知此石自经煅炼之后，**灵性已通**，因见众石俱得补天，独自己无材不堪入选，遂自怨自叹，日夜悲号惭愧。(Cao, 2011, p.1)
Hawkes' translation	*This block of stone after tempering had acquired spiritual understanding.* Because all its fellow blocks had been chosen to mend the sky and it alone rejected, it lamented day and night in distress and shame.
Yang's translation	*Now this block of stone, having undergone the melting and molding of a goddess, possessed magic powers. It could move about at will and could grow or shrink to any size it wanted.* Observing that all the other blocks had been used for celestial repairs and that it was the only one to have been rejected as unworthy, it became filled with shame and resentment and passed its days in sorrow and lamentation.
Hasibao's translation	ᠮᠣᠩᠭᠣᠯ ᠪᠢᠴᠢᠭ ᠮᠣᠩᠭᠣᠯ ᠪᠢᠴᠢᠭ ᠮᠣᠩᠭᠣᠯ ᠪᠢᠴᠢᠭ (Hasibao, 1978, p. 4)

In this sentence, there are different translation methods on translating 灵性已通. Hawkes doesn't add any information; he just writes "had acquired spiritual understanding". Yang adds a lot of information, such as "possessed magic powers", and "it could move about at will and could grow or shrink to any size it wanted". Hasibao describes as "ᠮᠣᠩᠭᠣᠯ ᠪᠢᠴᠢᠭ" in detail in Table 2.8.

TABLE 2.9

曹雪芹	**只可怜**甄家在隔壁，早已烧成一片瓦砾场了。(Cao, 2011, p.4)
Hawkes' translation	*The Zhens' home, being next to the temple*, was reduced to a pile of rubble.
Yang's translation	*Poor Zhens!* Though they and their handful of domestics escaped unhurt, their house, which was only next door to the temple, was soon reduced to a heap of rubble, while Shi-yin stood by helpless, groaning and stamping in despair.
Hasibao's translation	ᠮᠣᠩᠭᠣᠯ ᠪᠢᠴᠢᠭ (Hasibao, 1978, p.37)

In this sentence, the author shows his sad feeling in such words 只可怜. Hawkes just says *The Zhens' home* in insipid tone. Yang expresses fully his feeling in word *poor*. Hasibao feels sorry for Zhen Shiyin by using the words "ᠬᠣᠨ ᠢᠴᠢᠨ ᠥᠮᠥ ᠨᠠᠷ ᠣᠴᠢᠨ" in Table 2.9.

4.2 Condensation

Condensation is the concentration of the original content, by using concise words to compress the original in target language. The translator omits the unnecessary or secondary massages in the light of his own needs.

TABLE 2.10

曹雪芹	偏值近年水旱不收，**鼠盗蜂起，无非抢田夺地，鼠窃狗偷，民不安生**，因此官兵剿捕，难以安身。 (Cao, 2011, p.4)
Hawkes' translation	But the last few years' harvests had been ruined by flood and drought and the countryside was overrun by bandits who seized fields and land, giving the people no peace. The punitive expeditions by government troops only made matters worse.
Yang's translation	but a series of crop failures due to flooding and drought had *led to widespread brigandage in those parts*, and government troops were out everywhere hunting down the mutinous peasants and making arrests.
Hasibao's translation	ᠪᠣᠷᠣᠭᠣ ᠨᠠᠷ ᠥᠮᠥ ᠢᠲᠡᠭ ᠢᠪᠡᠭ ᠠᠨᠢᠭ ᠨᠠᠷᠬ, ᠢᠪᠡᠲᠢᠨ ᠢᠪᠡᠨᠠᠷ ᠨᠠᠷᠬᠢ ᠠᠨᠭᠣᠷᠣ ᠢᠢᠳᠥ ᠊ ᠦ ᠨᠢᠷᠨᠣ ᠨᠢᠷᠨᠣᠭ ᠥᠬᠢᠨᠣᠭ ᠣᠴᠢᠨ, ᠤᠢᠨᠢᠷᠡᠨ √ ᠠᠨᠢᠯᠣᠭ ᠠᠨᠣ ᠥᠮᠥ ᠥᠬᠢ ᠪᠣᠷᠣᠬᠢᠯᠣ ᠥᠢᠨᠣ ᠨᠠᠷᠬ (Hasibao, 1978, p. 37-38)

Hawkes is basically faithful to the original and makes a little change. Yang and Hasibao summarize the satiation "鼠盗蜂起，无非抢田夺地，鼠窃狗偷，民不安生" in brief words "led to widespread brigandage in those parts" and "ᠢᠪᠡᠲᠢᠨ ᠢᠪᠡᠨᠠᠷ ᠨᠠᠷᠬᠢ   ᠠᠨᠭᠣᠷᠣ" in Table 2.10.

In addition, Hasibao's translation itself is a condensation translation. The translator translated the original 120 chapters into 40 chapters, and ignored people and things that have not direct link with Baoyu, Daiyu and Baochai.

4.3 Adaptation

Adaptation refers to streamline and to reorder the original content, and makes it more perfect and more delicate by optimizing the structure.

TABLE 2.11

曹雪芹	此回中凡用"梦"用"幻"等字，**是提醒阅者眼目，亦是此书立意本旨**。(Cao, 2011, p.1)
Hawkes' translation	Though I have little learning or literary talent, *what does it matter if I tell a tale in rustic language to leave a record of all those lovely girls. This should divert readers too and help distract them from their cares.*
Hasibao's translation	ᠥᠮᠥ ᠢᠨᠣᠷᠣᠬᠢᠨ ᠊ ᠥ ᠠᠨᠭᠣᠷᠣ ᠨᠠᠭᠥᠷᠥ ᠨᠠᠷᠬᠢᠨᠣ ᠥᠢᠨᠥ ᠢᠪᠡᠨᠣᠭ ᠊ ᠢᠪᠡᠭᠥᠷᠢᠲᠢᠨᠢᠷ ᠢᠨᠥ ᠨᠠᠬ ᠪᠢᠷᠨᠢ ᠥᠳ ᠢᠨᠥ ᠨᠢᠷᠬ ᠥᠬᠥ √ ᠨᠠᠭᠥᠬᠥ ᠪᠣᠷᠬᠢᠨᠣᠭ ᠥᠳ ᠢᠨᠢᠷᠬ ᠊ ᠢᠪᠡᠭᠥᠭ ᠪᠣᠷᠬ ᠥᠳᠨᠣ (Hasibao, 1978, p. 3)

It is correct to translate "是提醒阅者眼目，亦是此书立意本旨" by changing their position. It refers to different means of expressions. In summary, Hawkes, Yang and Hasibao totally use three kinds of translation variation in Chapter One. They are addition, condensation and adaptation respectively. Hasibao mostly uses addition translation method. Hawkes and Yang are basically faithful to the original with little changes.

III. AN ANALYSIS OF THREE KINDS OF TRANSLATIONS

A. The Main Content of Chapter One

The title of Chapter One is "甄士隐梦幻识通灵 贾雨村风尘怀闺秀" and the English translation is "*Zhen Shiyin in a Dream Sees the Jade of Spiritual Understanding Jia Yucun in His Obscurity Is Charmed by a Maid*" (by David Hawkes); "*Zhen Shi-yin makes the Stone's Acquaintance in a dream And Jia Yu-cun finds that poverty is not incompatible With romantic feeling*" (by Yang Xianyi) in English; " ᠨᠠᠷ ᠰᠢ ᠨᠠᠷ ᠪᠣᠭᠥᠷᠣ ᠨᠠᠷᠬᠢᠨᠣ᠂ ᠢᠪᠡᠭᠥ   ᠢᠨᠢᠷᠬᠢᠲᠢᠨ ᠊ ᠢᠪᠲᠡᠨᠣᠷ   ᠨᠠᠷ √ ᠨᠠᠷ ᠨᠠᠷᠥ ᠢᠬᠢᠨᠣ ᠢᠣᠣᠭᠣᠣᠯᠢᠨᠣᠭ ᠥᠳ ᠢᠨᠢᠷᠣᠭ ᠊ ᠢᠣᠢᠷᠣᠥ ᠨᠠᠷᠥ" in Mongolian. The meaning of "甄士隐梦幻识通灵" is that Zhen Shiyin in a dream sees the jade which is the one Jia Baoyu is always hanging around his neck. "贾雨村风尘怀闺秀" means Jia Yucun was touched by a maid, because she was appreciated him at the time of poverty.

There are seven paragraphs in this chapter. The contents of each paragraph are The author's intention and purpose of the book；Stone met a monk; Zhen Shiyin daydreaming; Zhen Shiyin suddenly met the monk; Jia Yucun met a maid and went to Beijing to exam；Zhen Shiyin's house was on fire and Zhen Shiyin became a monk.

The seven paragraphs contain three elements.The first thing was the origin of Jia Baoyu and Lin Daiyu. Jia Baoyu was a stone that goddess Nu Wa threw it down at the foot of Blue Ridge Peak; he became attendant Shen Ying in the Palace of Red Jade, and watered the Vermilion Pearl Plant with sweet dew every day. Later, he was brought to man's world to enjoy himself. Lin Daiyu was the Vermilion Pearl Plant which grew on the bank of the Sacred River, beside the Stone of Three Incarnations. She went down to the world of men to repay him with tears and to clear this debt in a lifelong time. So when they met each other first time, both of them said: "Have we met before?"

The second thing was Zhen Shiyin who became a monk. He experienced many tribulations, such as the child missing,

fire and poverty. In the end, he was disappointed to become a monk. *Zhen Shiyin* is homophone for "真事隐"in Chinese; "ᠲᠣᠭᠲᠤ ᠤᠨᠠᠨ ᠤ ᠬᠦᠮᠦᠨ" in Mongolian; *Hide the true facts* (Hawkes) in English. It means the book conceals the truth and makes up a story.

The third thing was that Jia Yucun became an official. He was a poor scholar, living in a ruined temple called Gourd Temple, and was a friend of Zhen Shiyin. Finally with the help of Zhen, he became an official. *Jia Yucun* sounds like "假语存 or 假语村"in Chinese; "ᠬᠤᠳᠠᠯᠴᠢᠨ ᠬᠡᠯᠡᠨ ᠬᠡᠷᠡᠭ ᠪᠤ ᠬᠡᠭᠰᠡᠨ" in Mongolian; *Rustic language* (Hawkes) in English, it means *The Story of the Stone* is a fictional story.

B. Translation of the Book Title Hongloumeng

The word *Hong Lou* has three meanings: firstly, referring to luxurious buildings; secondly, referring to the boudoir; thirdly, like *brothel*, that is, a whore house. Cao Xueqin used *Hong Lou* to contain all of the above meanings. *Hongloumeng* has nine kinds of English versions.

TABLE 3.1
THE STATISTICAL TABLE OF ENGLISH VERSIONS OF HONGLOUMENG (1830- 1978)[4]

English name	Translator	Time
Chinese poetry	John Davis	1830
Dream of Red Chamber	Robert Tom	1846
Dream of Red Chamber	E.C.BOWRA	1868
Dream of Red Chamber	Bencraft Joly	1892
Dream of Red Chamber	王良志	1927
Dream of Red Chamber	王际真	1929
The Dream of Red Chamber	Florence & Isabel McHugh	1958
The Story of The Stone	David Hawkes	1973
A Dream of Red Mansions	Yang Xianyi &Gladys Yang	1978

From table3.1, it is clear that most of them are called *A Dream of Red Mansions* (红色宅院之梦), *Dream of the Red Chamber* (红色阁楼之梦), only Hawkes named it *The Story of the Stone* (石头记). In my opinion, his translation is most proper for readers to understand. From the Chapter One, we can easily find that *the Stone* was the clue of whole story, which leads to a series of stories: the Stone meeting a monk→Zhen Shiyin daydreaming→the origin of Jia Baoyu and Lin Daiyu→Zhen Shiyin suddenly meeting a monk→ Zhen Shiyin's house on fire→Zhen Shiyin becoming a monk→Jia Yucun becoming an official. Therefore, this paper uses the name *The Story of the Stone*.

C. An Analysis of Three Kinds of Translations

1. An analysis of English translations

1.1 David Hawkes: *The Story of the Stone*

It has about 6,000 words and 173 paragraphs; the author divides the long sentences into several small pieces, such as the first paragraph of Chapter One. There is a long paragraph with nine sentences, and Hawkes translates it into four paragraphs. In terms of words translation, Hawkes mainly uses transliteration. For example, he translates"无稽崖"into *Baseless Cliff* . In translation of person names, he uses literal translation, such as translating "甄士隐" into *Zhen Shiyin*. In addition, the author uses many idiomatic expressions in translation, *nothing to be done, a man with one foot in the grave, you have hit the nail on the head, this is where our paths divide.*

1.2Yang Xianyi：*A Dream of the Red Mansions*

It has about 7,000 words and 192 paragraphs. The translator ignores the purpose of the original author and divides the whole translation into two parts, and the first part is the origin of this book, in this part has three major contents, and they are: a) the Stone meeting a monk and a Taoist; b) the Stone meeting a Taoist called Vanitas; c) the relationship between the Stone and Crimson Pearl Flower. The second part is called *The Land of Illusion.* It consists of two parts. The first one is Zhen Shiyin's daydreaming and meeting the Stone and, Jia Yucun went to examination with the help of Zhen Shiyin; another one is Zhen Shiyin's suffering including missing the daughter and having a fire before he become a monk. In terms of words translation, Yang Xianyi mainly using transliteration, for example, he translates "绛珠草" into *Crimson Pearl Flower*, "贾雨村" into *Jia Yu-cun*.

2 An analysis of Mongolian translation

The New Translation of the Story of the Stone has about 5, 000 words and 4 long paragraphs. In the first paragraph, the translator orders the purpose of the original author. The second paragraph is the opening part, and it mainly studies the origin of the Stone. In the third paragraph, Hasibao narrates the whole story which was recorded on the Stone in general terms. In the last paragraph, he writes the whole story in details. Hasibao mainly uses transliteration at the aspect of words and on translation of the sentences. He uses three kinds of translation variation in Chapter One, such as, addition, condensation and adaptation respectively. Moreover, there are several special points in Hasibao's translation that have been referred above.

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[4] Fei Yu, *the only correct English translation of Hongloumeng* 2010-04-09. http://blog.sina.com.cn/s/blog_5052da350100hxxb.html 2014-04-15

3. A comparative analysis of English and Mongolian translations

In terms of arrangements, there are some similarities in Hawkes' and Hasibao's translations. Both of them don't set the title in Chapter One or divide it in several parts; also they are very faithful to the original without changing its pattern. Yang and Hasibao add more information in line with their own needs, such as both of them told the reason why the Stone became attendant Shen Ying. On translation of words and sentences, the three translators mixed transliteration with free translation. There are many idiomatic expressions in Hawkes' translation; Yang uses more four words idioms; Hasibao nearly does not use gorgeous words, telling a story with vernacular language.

From the whole translation, Hawkes pays attention to convey the meaning of the original, in translation of language is correct, but lost the original taste. Yang has a deep understanding on Chinese traditional culture; his translation is full of Chinese taste. But in terms of translation words, there are many mistakes. Hasibao translates it into idiomatic Mongolian, and as for the language, he uses beautiful and correct. In a word, the three translators have their own translation characteristics; they play important roles in translation circles.

IV. CONCLUSION

The author makes a comparative analysis of English and Mongolian translations of *The Story of the Stone*. By studying Chapter One of *The Story of the Stone* in terms of words, sentences and writing arrangements with translation variation theory as the research theory, the author reaches a conclusion that Hawkes' translation pays more attention to formal equivalence and uses words correctly, and accorded with the character images. However he is a foreigner, who does not know much about Chinese traditional culture. Yang Xianyi has a deep understanding of Chinese traditional culture; therefore his translation is full of Chinese taste. But there is a problem. He has some shortcomings in translation of words. He translates "赤瑕宫" into "Sunset Glow Palace", the word "赤瑕" into "*Red Jade*".

There are several special points in Hasibao's translation. There were 11 pictures of Beauties of Jinling drawn by the translator and accompanied by corresponding verses. At the end of each chapter, there are some commentaries called *huipi.* In *huipi,* the translator mainly wrote three things. The first one was to analyze the roles; the second was to research the things which happened in this chapter; the last was to discuss the thoughts and its influences on society. At last, Hasibao translated *the Story of the Stone* in Mongolian, first Mongolian version of *Hongloumeng* in the Mongolian translation history. It was fully understood and absorbed by Mongolian readers.

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Implicatures in the Persian and Turkish Translations of Four American Short Stories

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Abstract—Translation of implicature as a challenging issue in Translation Studies is addressed in the present study. Considering this notion, the researchers' main concern after extracting implicatures was to investigate the translation procedures proposed by Molina and Hurtado Albir (2002) and also Newmark (1988) in translating implicatures including: 1. Linguistic amplification, 2. Linguistic compression, 3. Literal translation, 4. Transposition, 5. Established equivalence, and 6. Free translation. To achieve the aims of the study, six questions were proposed to examine the translation procedures adopted by the translators and to find out the most frequent translation procedures utilized in rendering the relevant implicatures. To this end, four short stories entitled "Cat in the Rain", "Indian Camp", "Killers", and "The Short Happy Life of Francis Macomber" by American writer Ernest Hemingway and their two best-seller Persian and Turkish translations by Ahmad Golshiri and Shirmohammad Qudratoghlu were chosen to be analyzed. Through a contrastive analysis in this qualitative descriptive study, sixty-nine implicatures were identified and extracted from all these short stories according to the maxims defined by Grice (1975) and compared with their corresponding translations. The results indicated that the Turkish translator has used linguistic amplification and free translation that do not lead to reproduce the implicatures in the target text; therefore, the Persian translator was more successful in recreating the implicatures in the target text (see Abbasi, 2016).

Index Terms—implicatures, cooperative principle, American short stories, Persian, Turkish

I. INTRODUCTION

In general, translation is a complex process which draws on a variety of disciplines, ranging from Linguistics to Psychology, and which can be approached from many and diverse viewpoints. From translating very simple words and concepts to difficult ones, it calls for different kinds of competences on the part of the translator. During this process, the translator encounters different problems when rendering from one language into the next and the most important aspect of translator's duty is to investigate the nature of such problems and attempt to overcome them.

Translating the implied meanings of the utterances between two speakers can be considered as one of the most difficult situations the translator may encounter, because "understanding utterances is not simply a matter of knowing the meanings of the words uttered and the way in which they are combined" (Abdellah, 2004). Implicated information is something beyond the literary meanings of words and in linguistic it is called "implicature". Here, the role of the translator is transfigured, that is, she\he is responsible for reproducing the message in target language and making it comprehensible to readers.

As far as the researchers of this study know, there is much to say and to do in the field of Translation, particularly "Pragmatics". A short glance at the subjects of M.A. theses related to translation and pragmatics in Iran indicates that there has not been much work done in this area. Hence, it seemed reasonable that a study be conducted on the translation of implicatures in order to uncover some of the issues that are embedded within this almost untouched subject.

According to Yule (1996), speech act is divided into direct and indirect. Sometimes, the utterance itself directly expresses the intention to a listener or a reader. At other times, the intention is implicit; it is not conveyed directly by the utterance produced. The term implicature was coined by speech act philosopher, Grice, in 1975 to denote those aspects of meaning that are communicated by an utterance in a conversational context without being part of the literal meaning of the utterance and to account for indirect meanings in discourse. (Grice, 1975)

In this regard, it is useful to distinguish between explicit and implicit information, and between implicit and implicated information. Explicit information is what a reader or listener gathers only from the strict meaning of words. It rarely reflects the intended meaning of an utterance especially in literature. Implicit information is built up from the explicit content of the utterance by conceptual strengthening or "enrichment", which yields what would have been made fully explicit, if lexical extensions had been included in the utterance. Implicated information, called implicature, goes beyond what is said "the coded content" (Grice, 1975). It is heavily dependent on the context of the situation.

Widdowson (2007) describes implicatures of two categories depending on whether they are associated with the linguistic content of utterances directly or indirectly. Those that include all non-truth-conditional aspects conveyed by an utterance solely due to words or forms the sentence contains are called conventional implicatures. The second

category of implicatures is related to the conversational implicature that is an important aspect of the general phenomenon of indirect communication, and falls within the field of Pragmatics. (See Abbasi, 2016)

According to Abbasi (2016), conversational implicatures arise from the application of conversational maxims to 'the saying of what is said' and so require the prior determination of what is said. Grice (1975, p.45) has described the maxims that operate in normal co-operative conversation as follows:

The Maxim of Quality: "Try to make your contribution one that is true, specifically:

i. do not say what you believe to be false,

ii. do not say that for which you lack adequate evidence". (Grice, 1975, p.45)

The maxim of Quantity:

"i. make your contribution as informative as is required for the current purposes of the exchange,

ii. do not make your contribution more informative than required". (Grice, 1975, p.45)

The maxim of Relevance: Make your contributions relevant.

The maxim of Manner: Be perspicuous, and specifically:

"i. Avoid obscurity (eschew obfuscation),

ii. Avoid ambiguity,

iii. Be brief,

iv. Be orderly". (Grice, 1975, p.45)

For the purposes of our study, we have decided to base the translation technique categorizations largely on a more recent study on translation techniques by Molina and Hurtado Albir (2002). They have striven to create a unified classification system of translation techniques. In their article, they introduce seventeen earlier translation scholars' classifications of translation techniques, explaining how the many names for essentially similar translation techniques easily cause confusion and how an integrated system would be useful. They acknowledge the achievements of earlier researchers and seek to compose a collective scheme. This is not to claim that other scholars have not done the same (e.g., Chesterman, 1997, pp. 92–112), but Molina and Hurtado Albir's system is more explicit and concise and helps to understand translation techniques better than others do.

In total, Molina and Hurtado Albir (2002, pp. 509–511) have proposed a list of 18 techniques based on the earlier work of researchers and on their own observations and a translator may use a variety of procedures that differ in importance according to the contextual factors of both the ST and the TT. (For detail, see Abbasi, 2016)

II. PURPOSE OF THE STUDY

The principle function of translation as an important means of communication is to establish linguistic links between speakers of different languages (see Abbasi, 2016), by means of transferring content from one language to another, whereas it is true that the central problem of translation is how to choose the most adequate translation procedures, other problems too need consideration and analysis.

Implicature is one of the most delicate problems appear when, for instance, we translate conversational texts generally found in novels and short stories, because they consist of people's daily explicit and implicit conversations. In any conversation, usually the speaker produces an utterance with the main intention of conveying a given meaning. Then, the hearer decodes the speaker's utterance in the given context. Thus, it is assumed that participants in a communication activity observe a set of rules and principles including the cooperative principles as stated by Grice in 1975. (For detail, see Abbasi, 2016)

According to Grice (1975), if the conversational maxims are observed, the cooperative principle is observed too, and if not, the cooperative principle is flouted, and then implicature is made. Therefore, the question to be answered here is how implicature in conversational interaction is made and what are the strategies used by translators to convey such implied meanings.

Contrastive analysis of the source text and target text in the study of implicatures can be profitable first in understanding the nature of implicature and then in determining and exploring translation procedures employed in translating impicatures. Hence, these strategies can pave the way for the translators and hopefully may provide them with insightful clues on implicatures in translation. Furthermore, the results obtained can enhance the principle of literary translation in general and those of short stories in particular. In short, since the translation of short stories has become very popular nowadays, the translation of implicit utterances, implicatures, is considered as an important matter in the present study. To achieve the objectives of the study, the following six questions were posed:

1. What are the implicatures of four short stories?

2. Which translation procedures has the Persian translator used for conveying the same meaning?

3. Which translation procedures has the Turkish translator used for conveying the same meaning?

4. Which translation procedure has been used more often in Persian and Turkish translations?

5. What are the differences among the translation procedures used by the Persian and the Turkish translators in rendering the implicatures?

6. Which of the two Persian and Turkish translations has been more successful in transferring the same meaning of implicatures to the target text?

The most important limitation for conducting this study was that the research including theses and dissertations that have been done by Iranians in this area were rare; therefore, we had to rely mainly on the literature about other languages, and as delimitation, we restricted this study to four American short stories by Ernest Hemingway and their Persian and Turkish translations.

III. METHODOLOGY

A. Materials

Four American short stories "Cat in the Rain", "Indian Camp", "The Killers" and "The Short Happy Life of Francis Macomber" by Ernest Hemingway were chosen for the present research (for detail, Abbasi, 2016). Each story was chosen from different collections of Hemingway's works. The first two short stories, "Cat in the Rain" and "Indian Camp" were selected from *In Our Time* collection published in 1925 in New York, and each story in this collection includes three pages. "The Killers" from Men Without Women collection appeared in 1927 in New York , and the text is about nine pages, and finally "The Short Happy Life of Francis Macomber" chosen from *Winner Take Nothing* which is Ernest Hemingway's fourth collection, and it is about twenty three pages and was published in 1936 in New York.

The first story "Cat in the Rain" recounts the story of an American couple on vacation in Italy. The entirety of the story's action takes place in or around the couple's hotel, which faces the sea as well as the public garden and the war monument. Throughout the story, it rains, leaving the couple trapped within their hotel room. As the American wife watches the rain, she sees a cat crouched "under one of the dripping green tables (for detail, see Abbasi, 2016). Hemingway uses symbols to express the girl's determination to save her faltering marriage. Hemingway shows the girl's eagerness to go through the heavy rains to save the cat and this story is about three pages.

The next short story is "Indian Camp", the plot of which turns around three major characters: Nick Adams, Nick's father and Uncle George, there is also the Indian woman, and her husband. The setting of the story takes place in an Indian camp, on a lake, a meadow, and in a wood on the way to and from the camp in northern Michigan. The time is probably around 1910, because Hemingway himself was a child at that time and his own father was a doctor, who also paid doctor's calls among Indians in Michigan. In addition, what is going on in this short story corresponds with the factual historical time, e.g. that a doctor goes to help in an Indian camp on a primitive basis.

The third analyzed story here is "The Killers", the story of Nick Adams, George, Anderson, and Sam. The scenes in Hemingway's story take place in a restaurant, on a street parallel to streetcar tracks, on a side street, and in a rooming house. The time is late autumn in the mid-1920s. The place is Summit, Ill., a real town on the western outskirts of Chicago (for detail, see Abbasi, 2016). The whole story states the conversation between these boys and the killers.

The last story "The Short Happy Life of Francis Macomber" consists of two characters Francis Macomber and his wife Margaret (usually referred to as Margot) and the setting is in Africa following events, occurring between Macomber and professional hunter Robert Wilson.

Since these stories are in the form of a conversation between different characters, it is supposed to fulfill the aims of the research. Furthermore, there were two translations into Persian and Turkish available to accomplish the research objectives.

The Persian translation of "Cat in the rain", "Indian Camp", "The Killers," and "The Short Happy Life of Francis Macomber" by Ahmad Golshiri was published in 2008 in Tehran, by Negah publication.

The Turkish translation of "Cat in the rain", "Indian Camp", "The Killers" and "The Short Happy Life of Francis Macomber" by Shirmohammad Qudratoghlu was published in 2012 in Oroumie, by Boota publication.

B. Procedure

To fulfill the objectives of the study, the following steps were taken:

1. The original short stories have been read thoroughly.

2. Then maxims that have been flouted and caused different kinds of implicature have been identified. All examples are selected from the story "Short Happy Life of Francis Macomber".

The maxim of quality:

Well, you're a coward.", said Margarot. (p.13)

The maxim of quantity:

"Now the wife. Well, the wife. Yes, the wife. Hm, the wife." Wilson said. (p.16)

The maxim of relevance:

"Can't we set the grass on fire?" Macomber asked.

"Too green." Wilson answered. (p.10)

The maxim of manner:

"That does it," said Wilson. (p.17)

3. Next, approximately sixty-nine implicatures have been identified in the source texts.

4. The two translations of implicatures into Persian and Turkish have been analyzed.

5. Then, the given translation procedures for the Persian and Turkish translations have been identified and analyzed. These translation procedures are on the basis of Molina and Hurtado Albir's (2002) and Newmark's framework. To clarify this item of the procedure, some examples are provided for each translation procedure:

-Linguistic amplification:

The cat was trying to make herself so compact that she would not be dripped on. (p.191)

ترجمه ترکی: اوستونه یاغیش دامجیلاماسین دئیه بیغیلیب یوماغا دؤنموش پیشیک بیر آز دا قیسیلماغا چالیشیردی. (ص. ۱۰۴)

The Turkish translator has used Linguistic Amplification by adding the word" یاغیش " in his translation to make the sentence more explicit for his readers.

"That's one for the medical journal, George," he said. (p.170)

ترجمه فارسی: اوگفت: «این هم یه مطلب جانانه برای مجله ی پزشکی، جورج.» (ص.۱۱۷)

The Persian translator has added "مطلب جانانه'' that was not mentioned in the source text.

- Linguistic compression:

It was getting dark. (p.192)

ترجمه فارسی: داشت تاریک می شد. (ص.۱۶۹)

The Persian translator has used Linguistic Compression because the word "it" which refers to weather is no translated.

"See the birds dropping. Means the old boy has left his kill." Wilson said. (p.8)

ترجمه ترکی: گؤرونورکی ،دوستوموز اؤز غنیمتی نی قویوب گئدیب . (ص.۳۳)

The Turkish translator has preferred to use linguistic compression by omitting the adjective "old" in his translation.

-Literal translation:

The cat was trying to make herself so compact that she would not be dripped on. (p.191)

ترجمه فارسی: گربه سعی می کرد خودش را جمع کند تا آب رویش نچکد.(ص.۱۶۶)

It was getting dark. (p.192)

ترجمه ترکی: هاوا گئتدیکجه قارانلیقلاشیرادی. (ص. ۱۰۸)

-Transposition:

The room smelled very bad. (p.169)

ترجمه فارسی:اتاق را بوی بد گرفته بود. (ص.۱۱۵)

The Persian translator has applied Transposition, because the verb "smelled" is changed into an adjective.

"Those must boil," he said. (p.169)

ترجمه ترکی:او دئدی: اونلار قاینا ملی دیر. (ص.۷۸)

Turkish one has used Transposition, because the part of speech of the verb "boil" is changed into "قاینا ملی" which is an adjective in Turkish language.

-Established equivalence:

When she talked English, the maid's face tightened. (p.192)

ترجمه فارسی: وقتی زن به انگلیسی حرف زد، چهره ی خدمتکار در هم رفت. (ص.۱۶7)

ترجمه ترکی: آمریکالی قادین اینگیلیسجه دانیشماغا باشلایاندا خدمتچی نین صفتی گرگین بیر وضعیت آلیردی. (ص. ۱۰۷)

Both translators have used Established Equivalence procedure for translating "tightened"; they have said " در هم رفت " and "گرگین بیر وضعیت آلیردی"respectively in Persian and Turkish. They have applied different wordings in the same situation between the source and target texts.

-Free Translation:

"He'll turn up all right." (p.171)

ترجمه فارسی: «اون چیزیش نمیشه.» (ص.۱۱۹)

ترجمه ترکی: او،ایندیجه گله جک. (ص.۸۲)

Both translators have applied Free Translation, because they have used their own words in the target texts not exact equivalence of source text words.

6. Next, the most frequently used translation procedure in each translation has been calculated and the results of data analysis are illustrated through tables and figures.

7. Finally, it has been decided which one of the translations has been more acceptable in transferring the implicatures meaning into the target language.

C. Design

The current study is classified as descriptive and qualitative type of research. To define the descriptive method, Creswell (1994) stated that descriptive method is to gather information about the present existing condition. "The qualitative researchers gather what they see, hear, and read from people and places. They do research in natural setting rather than in laboratories or through written surveys". (Rossman & Rallis, 2003, p.4)

This is a descriptive qualitative and comparative quantitative case study of the 69 implicatures of four short stories by Hemingway (1927), according to Grice's (1975) cooperative principles and analyzing the translation procedures utilized in rendering into Persian and Turkish versions based on Molina and Hurtado Albir's (2002) and Newmark's (1988) framework.

D. Data Analysis

It is noteworthy that the researchers have extracted all data including the features of implicature from the selected short stories, and to increase reliability of findings, the researchers themselves attempted to assess them several times. Then, the Persian and Turkish translations of these implicaturs were found and the procedures based on theoretical

model of Molina and Hurtado Albir's (2002) were examined. After that, the data was analyzed, and in doing so, the data were considered based on content analysis.

According to Titscher, Meyer, Wodak, and Vetter (2000), content analysis is "the longest established method of text analysis among the set of empirical methods of social investigation" (p.55). However, "there does not seem to exist a homogenous understanding of this method at present, but originally the term referred only to those methods that concentrate on directly and clearly quantifiable aspects of text content, and as a rule on absolute and relative frequencies of words per text or surface unit" (Titscher et al., 2000, p.55). Later, the concept was extended to include all those procedures which operate with categories, but which seek at least to quantify these categories by means of a frequency survey of classifications.

For the analysis of the data of the present study after extracting implicatures based on Grice's (1975), cooperative principles and maxims the number of implicatures for each story and also the kinds of maxim flouted have been shown. Next, since, the study was conducted by means of a translation task, the Persian and Turkish translations of these implicaturs were identified and analyzed in order to examine six translation procedures based on theoretical model of Molina and Hurtado Albir's (2002). Next, each procedure applied for each translation of implicature has been taken into consideration and then the frequency of each strategy has been calculated. The analysis of research has been focused on the most frequently used translation procedure in both Persian and Turkish renderings and figures have displayed percentile distribution of them. The summary of the findings has been illustrated in the forms of tables and charts. Finally, the present student features the importance of translator's task to convey the closer meanings of these implicatures into target texts.

IV. RESULTS OF THE STUDY

In previous section, the details of data collection and analysis were given. The data was gathered by thoroughly reading and analyzing the four short stories and their Persian and Turkish translations (for detail, Abbasi, 2016). As the data was about implicature, based on Grice's theory (1975), implicatures were regarded as the sentences in which the maxims of cooperative principles (quality, quantity, relevance, and manner) were intentionally or unintentionally violated. The source materials in this project were four short stories: "Cat in the Rain", "Indian Camp", "Killers" and "The Short Happy Life of Francis Macomber" by the famous American author Ernest Hemingway. Thus, all the implicature appearing in these four stories were identified, extracted, and analyzed along with their translations. A set of sixty-nine implicatures were identified altogether. As the next step, the translation procedures utilized by the Persian and the Turkish translators were discussed based on the classification listed by Molina and Hurtado Albir (2002), and Newmark (1988). The results using descriptive statistics were demonstrated in the tables below. First, the table of implicature based on their taxonomy of maxims and then the table of classification of translation procedures is given below.

TABLE 1.
IMPLICATURES RESULTING FROM THE VIOLATION OF GRICE`S MAXIMS IN FOUR STORIES

maxims` Taxonomy Stories' Titles	Quality	Quantity	Relevance	Manner	Total
The short happy life of Francis Macomber	15	2	16	2	31+4+=35
The Killers	7	5	7	-	18+1=19
Indian Camp	9	-	1	3	12+1+13
Cat in the Rain	6	2	2	-	8+2=10

Table 1 demonstrates that sixty-nine implicatures were extracted of which seventy-seven maxims were flouted entirely based on Grice's (1975) theory. The difference in the number of implicatures and maxims indicates that in the first story, "The short happy life of Francis Macomber", which included thirty one impicatures, in the case of four implicatures(i.e. implicatures number 4, 22, 24, and 27) more than one maxim was violated, similarly, the second story, "The Killers", had eighteen implicatures, but one implicature (i.e., implicature number 6) resulted from flouting two maxims. Again, in the third story, "Indian Camp", twelve implicatures were found, while one maxim had been violated twice (i.e., implicature number 8), and finally in the last story, "Cat in the Rain", which had eight implicatures, but two implicatures (i.e. implicature number 2 and 7) resulted from flouting more than one maxim. Moreover, it should be mentioned that the difference in the number of the implicatures in each story is caused by the length of the related story. That is to say that, the longer the story under investigation was the more implicatures it had. Each story with its number of flouted maxims (i.e., quality, quantity, relevance, and manner) is shown in figure 1.
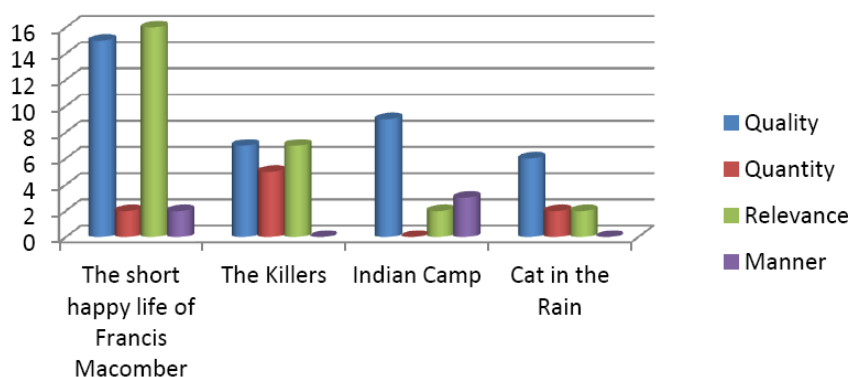
Figure 1.The Number of Flouted Maxims in Four Stories

Here, the number of flouted maxims in each story is demonstrated in bar graph. Figure 1 illustrates that in the stories "Killers", "Indian Camp", and "Cat in the Rain", the maxims of manner, and quantity were not violated. After that, the percentage distribution of implicatures in the four stories under investigation is given in the following pie chart.
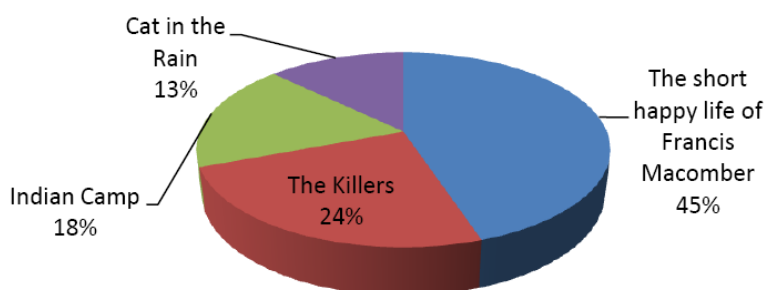

Figure 2. Total percentile distribution of implicatures (quality, quantity, relevance, and manner) in four stories

Here, the percentage of implicatures is calculated according to the four short stories under investigation, because the source materials in this study were not a single novel; therefore, illustrating the distribution according to the classification of maxims was impossible. As discussed earlier the unequal length in the stories has caused the difference of distribution, thus from the longest story to the shortest we get the percentages: "The short happy life of Francis Macomber" contained 45% of implicatures, then "The Killers" with 24%, after that "Indian Camp" with 18% and finally "Cat in the Rain" with 13%, of the implicature which were analyzed and examined in the present study. Next, the number of each translation procedure utilized by the Persian and the Turkish translators to render the implicatures in the target texts were calculated and are shown below.

TABLE 2.
TRANSLATION PROCEDURES USED FOR TRANSLATING IMPLICATURES

Translation Procedures	Literal Translation	Free Translation	Linguistic Amplification	Linguistic Compression	Established Equivalence	Transposition
Persian Translation	32	10	6	2	16	4
Turkish Translation	25	11	14	33	13	4
Total	57	21	20	5	29	8

Table 2 shows that six translation procedures suggested by Molina and Hurtado Albir (2002), and Newmark (1988). It should be mentioned that due to the lack of "Free Translation" in Molina and Hurtado Albir's list of translation procedures the researchers were forced to take advantage of Newmark's list of translation procedures that contained free translation. It is understood from this table that the most frequent procedure used by the Persian and the Turkish translators is "Literal Translation" and the least one is "Linguistic Compression".

Furthermore, the Persian translator has utilized "Literal Translation" and "Established Equivalence" more than the Turkish translator has. On the other hand, the Turkish translator has used "Free Translation", "Linguistic Amplification", and "Linguistic Compression" more than the Persian translator has, and just one translation procedure, "Transposition", was used equally by the two translators. Next, the results of Table 2 are shown in Figure 3 as follows:
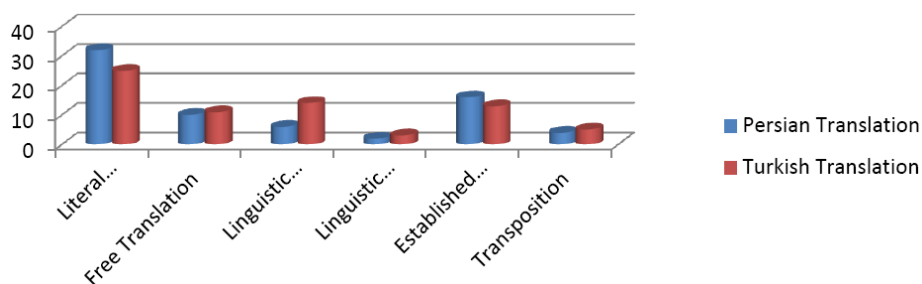
Figure 3. Frequency of translation strategies used by the Persian and the Turkish translators

After calculating and analyzing the number of translation procedures, the percentage distribution of each translation procedure utilized in Persian and Turkish sentences were figured which are given separately by pie charts as follows:
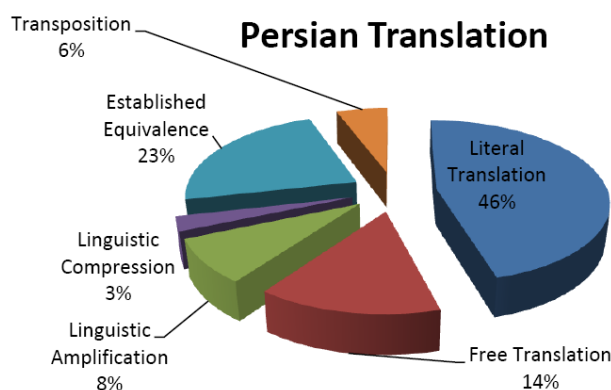

Figure 4 The percentile distribution of translation strategies used by Persian translator

Figure 4 refers to the percentage distribution of translation procedures utilized by Persian translator to render the implicatures to the target text. As it is illustrated, the most frequent procedure used is "Literal Translation" with 46% out of the whole: it means that the translator has transferred the implicatures with the least change, and "Linguistic Compression" as the least frequent procedure with 3% out of the whole.
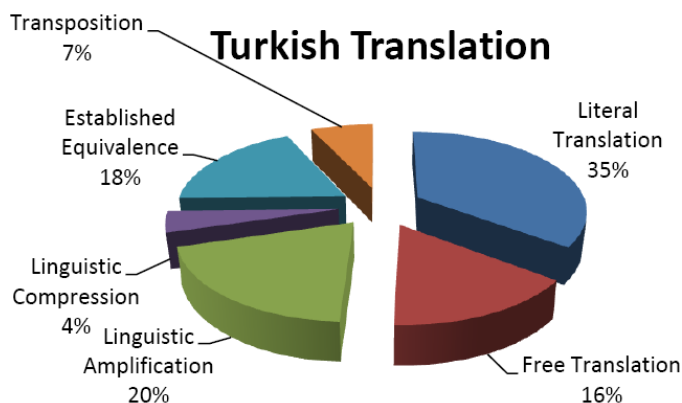
Figure 5. The percentile distribution of translation strategies used by Turkish translator

Figure 5 shows the percentile distribution of translation procedures used by the Turkish translator to convey the implicatures in the target text. It is obvious that "Literal Translation" with about 35% of the total was recognized as the most frequent procedure, and "Linguistic Amplification" with about 4% of total was regarded as the least frequent procedure used by the translator. Each of these percentages is shown in both pie charts indicate a special meaning; therefore, the conclusions will be discussed in details in the next section.

V. CONCLUSION, IMPLICATIONS, AND SUGGESTIONS FOR FURTHER RESEARCH

Translation is the art of reproduction of an utterance from source language into target language in an artistic and professional manner. Now, this art can be shown where the translator confronts the translation of conversational texts. A conversation consists of speakers with the intention of conveying an implicit meaning, and translation of implicatures, is considered as an important matter. Therefore, the intricate aspect of the translator's job is to know how to render this implicit message adequately from source language to target one in accordance with its context (for detail, Abbasi, 2016).

Grice (1975) coined the term implicature, and it happens when the maxims of cooperative principle according to Grice, are violated.

The present research is done based on above-mentioned theoretical framework. As discussed earlier, the implicatures of four short stories by Hemingway were extracted and analyzed along with their Persian and Turkish translations based on translation procedures suggested by Molina and Hurtado Albir (2002), and Newmark (1988). The selected translation procedures include Literal Translation, Free Translation, Linguistic Amplification, Linguistic Compression, Established Equivalence, and Transposition. In this section, the results would be elaborated in a form of responses of the research questions and then the conclusions to be drawn from the study, the implications, and suggestion for further study are given.

A. Answers to the Research Questions

In section IV (i.e., RESULTS OF THE STUDY), the analysis of findings was given and demonstrated by tables, charts, and figures, now the conclusion of these findings will be elaborated in the forms of responses of the research questions.

1. What are the implicatures of four short stories?

According to Grice (1975) by violating the maxims of quality, quantity, relevance, and manner the implicature is produced, thus based on this theory the researcher has extracted sixty nine implicatures from the four short stories under investigation which were analyzed in detail in section IV.

2. Which translation procedures has the Persian translator used for conveying the meaning?

The Persian translator has utilized six translation procedures presented by Molina and Hurtado Albir (2002), and Newmark (1988) in translating the implicatures of four short stories. The results have indicated that Literal Translation, Free Translation, Linguistic Amplification, Linguistic Compression, Established Equivalence, and Transposition were the translation procedures used respectively in transferring the implicatures into the Persian target texts.

3. Which translation procedures has the Turkish translator used for conveying the meaning?

The Turkish translator has utilized six translation procedures presented by Molina and Hurtado Albir (2002), and Newmark (1988) in translating the implicatures of four short stories. The results have indicated that Literal Translation, Free Translation, Linguistic Amplification, Linguistic Compression, Established Equivalence, and Transposition were the translation procedure used respectively in transferrin the implicatures into the Turkish target texts.

4. Which translation procedure has been used more often in Persian and Turkish translations?

As shown in figures 4, and 5, both the Persian and the Turkish translators have utilized Literal Translation more often than the other translation procedures. The Persian translator has applied it with 46% and the Turkish one has used it with 35%. This result indicates that both Persian and Turkish translators by utilizing the Literal Translation more than the others have aimed to convey the meaning of most of the implicatures to the target texts.

5. What are the differences among the translation procedures used by the Persian and the Turkish translators in rendering the implicatures?

According to table 2, the Persian translator has utilized literal translation 32 times, Free Translation 10 times, Linguistic Amplification 6 times, Linguistic Compression 2 times, Established Equivalence 16 times, and Transposition 4 times. On the other hand, the Turkish translator has utilized Literal Translation 25 times, Free Translation 11 times, Linguistic Amplification 14 times, Linguistic Compression 3 times, Established Equivalence 13 times, and Transposition 4 times. It is understood that among these procedures Literal Translation and Linguistic Amplification have the most frequent usage between the Persian and the Turkish translators.

6. Which of the two Persian and Turkish translations has been more successful in conveying the meaning of implicatures to the target text?

To respond this question much more precision is needed. To convey the meaning of implicatures means that the translator not only should get the implied meaning of the utterance, but also should transfer it to the target text in a similar manner as it is in the source text. Among the translation procedures in this research only Literal Translation, Established Equivalence, and Transposition have the capability of conveying similar meanings. Therefore, by utilizing them, the translator has the opportunity to maintain the intended meanings of the original sentences, while in all the other cases of Free Translation, Linguistic Amplification, and Linguistic Compression, the translator is forced to add or omit or to change the sentence completely to make it comprehensible for the reader. In this way, the translator makes the implied meaning more explicit and this is something that should be avoided in translating the implicatures. Therefore, the Persian translation with the high percentages in Literal Translation and Established Equivalence is more acceptable in conveying the meaning. On the other hand, the Turkish translation due to the high percentages in Linguistic Amplification and Free Translation is less acceptable in transferring the implicit meanings to the target text.

B. Conclusion

Based on the results of the analysis and the discussion above, the following points are concluded:

First, according to Grice (1975), the implicatures occur due to the act of flouting the conversational maxims, which constitute a very important element in Pragmatics. This notion helps us account for certain aspects of meaning neither Semantics nor Syntax have succeeded in doing so.

Implicature is a special kind of pragmatic field. Its main function is to explain how it is possible for a speaker to mean more than what s/he says based on the cooperative principle and the four maxims of: quality, quantity, relation, and manner. These maxims may either be observed or flouted by the speaker consciously or unintentionally.

Second, "understanding utterances is not simply a matter of knowing the meanings of the words uttered and the way in which they are combined" (Abdellah, 2004). The problem appears when the translator is asked to read and understand the message and transmit it to another audience who may be very different from the readership the original writer had in the mind. In such circumstances, thus, a translator requires to be a good pragmatic analyst to identify the intended meaning of the utterances, detect the implicit meanings, and produce the same effect in the target text so that it bears the emotional and aesthetic aspect similar to the original text.

The last one is that, Pollard (1998), has explained that translating novels is different from translating scientific texts. Science deals with universals while the happenings in fiction are semi-imaginary and are indented to move the emotions of the community. It means that in translating fiction a translator should have knowledge about the cultural and linguistic factors of the source language and the target one in order to represent an acceptable translation.

C. Implications

This study like any other research has some natural consequences. One of implications can be guiding the students who are interested in translation, particularly rendering novels and short stories that consist of conversational texts. Moreover, the result of this study can be generalized for Translation studies and the findings can inspire future students to undertake other theses in the area of implicature and present new procedures for translating such phenomena.

In addition, the present study and specially the process of data collection and analysis uncovered the complexity of a translator's job. As Abdellah (2002) points out, "the misinterpretation in the reading comprehension, stage will surely lead to deviant representation of the original in the minds of the target readers". Translators should be aware that incorrect comprehension of a text considerably decreases the quality of translation. Therefore, future translators in addition to the denotative meanings of texts should pay attention to their connotative meanings and implicatures.

The third implication of the present study is the importance of re-wording in translation. It means that the translators should apply various strategies for conveying the message as closely as possible by choosing the appropriate methods, techniques, and procedures.

The last implication, concerns with the use of translation procedures and strategies. Translator must constantly make choices, in each paragraph, sentence, or translation unit, to decide which of the possible choices is the most useful for the transfer of the ideas into the text being translated. It means adapting the most suitable strategies and techniques to the requirements of the text rather than utilizing a certain technique forever. (For detail, see Abbasi, 2016)

D. Suggestion for Further Research

It is hoped that findings of the present study can help translators become generally more informed about what goes on when they are translating. Studies like this have rarely been done previously among three languages, i.e. English, Persian, and Turkish. Therefore, it is also hoped that this study could have paved the way for other researchers interested in doing similar research.

This study has been done on four American short stories: "Cat in the Rain", "Indian Camp", "Killers" and "The Short Happy Life of Francis Macomber" by famous writer Ernest Hemingway and their two Persian and Turkish translations (for detail, see Abbasi, 2016). Other researchers can compare or contrast other English novels or short stories with their translations produced by Persian and Turkish language. Other similar studies on different genres such as drama, other short stories, can be done to find out whether similar results would be achieved.

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A Creative Design and Implementation of Student-led Flipped Classroom Model in English Learning

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Abstract—The paper begins with the introduction of the origin and wide application of flipped classroom model (hereafter refers to as FCM) in American schools, and then analyzes the basic connotations and framework of FCM with creative thinking. Five famous American FCMs are illustrated in detail and compared in different areas, which are used for reference in the design of our own future class. The highlight and creation of the paper is presented in Part III expounding the creative design and practice of Student-led FCM in English learning in Chinese high schools. It includes the elaborate design of pre-class independent learning with two indispensable components of Chinese FCM: micro-course and in-class activity learning with group discussion. The paper finally demonstrates a case study of Student-led FCM in English class designed and implemented by the students in Dalian Yuming Senior High School tentatively, providing inspiration and references for the creative application of Student-led FCM in Chinese high schools.

Index Terms—FCM, design and implementation, pre-class independent learning, micro-course, in-class activity learning, English learning

I. INTRODUCTION

Flipped Classroom, as a hybrid and integrated invention of educational concept and information technology, pioneers the new path to an individual, interactive and creative mode of instruction, which leads to the prominent improvement in teaching process and teaching effects. Although flipped classroom was born in American Woodland Park High School and widely promoted by Salman Khan and other universities or schools, it contributes to the worldwide educational reform in arrangement of teaching procedures and methods. Up till now, flipped classroom has accumulated abundant teaching experience and obtained enormous teaching accomplishments. According to the recent survey, more than 80 percent of students in American high schools acknowledged that this brand-new mode of teaching increased their abilities in self-study, cooperative learning and, most of important of all, their performance in exams.

Dalian Yuming High School is the provincially key and model senior high school with high-quality student resources and admirable graduates, and for sure, the first-class teaching resources. In 2015, six teaching cases were awarded Excellent Class by the Department of Education, and so classroom teaching in Yuming School entered the New Class stage, realizing the deep integration of information tools into classroom teaching in which teachers could teach the class easily and freely with flexible teaching means effectively and efficiently. In addition, this teaching practice has become normalized teaching which guarantees the students' development and improvement. These new teaching experiments promote the overall teaching practice supported by new technology and educational concept. The advocating of extracurricular reading and the exploration of reading habits development in our high school contributes to the successful construction of the Experimental Basis of Classical Reading and High School Chinese Education Project. In our Chinese classes, nearly 70 percent of Chinese teachers adopt the combination of self-study and classroom discussion, and 40 percent adopt advanced FCM with different characteristics. This FCM in liberal arts curriculum has produced abundant fruits in quality and exam-oriented education. Two top-scored students in liberal arts in the college entrance exam come from Class Ten Grade Three together in Yuming in 2016. Dozens of students obtained the national and provincial awards in Chinese Composition Competition of "Chinese Newspaper Cup" also in 2016, which is the rare phenomenon and great teaching achievement in composition contest.

In view of the great experiences and achievements that FCM brings forth home and abroad, this paper attempts to design and implement the creative student-led FCM to realize the integration of Student-led Class into FCM in Chinese high school classroom.

II. THEORETICAL ANALYSIS OF FLIPPED CLASSROOM CONNOTATION AND CREATIVE THINKING ON FCMS

A. The Analysis of the Basic Connotation and Theoretical Framework of Flipped Classroom

According to Wikipedia, Flipped classroom is an instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom. In a flipped classroom, students watch online lectures, collaborate in online discussions, or carry out research at home and engage in concepts in the classroom with the guidance of a mentor. In short, the flipped classroom inverted traditional teaching methods, delivering instruction online outside of class and moving "homework" into the classroom. In the traditional classroom, teacher is regarded as the sage on the stage carrying out theoretical explanation, knowledge introduction and capability development in lecture class, while in the flipped classroom, teacher changes to be guide on the side observing and mentoring their students doing homework, taking part in the project relevant to the learning tasks and improving their comprehensive capabilities in thinking and practice in activity class. In view of the definition and illustration of flipped classroom, we can outline its theoretical framework as in Fig.1: educational technology is the driving force to introduce flipped classroom into the traditional classroom, and activity learning is the major teaching procedure and element to realize self-internalization and comprehensive digestion of the new knowledge and promote higher-leveled learning with critical and creative thinking in the classroom rather than after class. This inverted and reformed teaching procedure influences learning environment and improves learning effects accordingly.
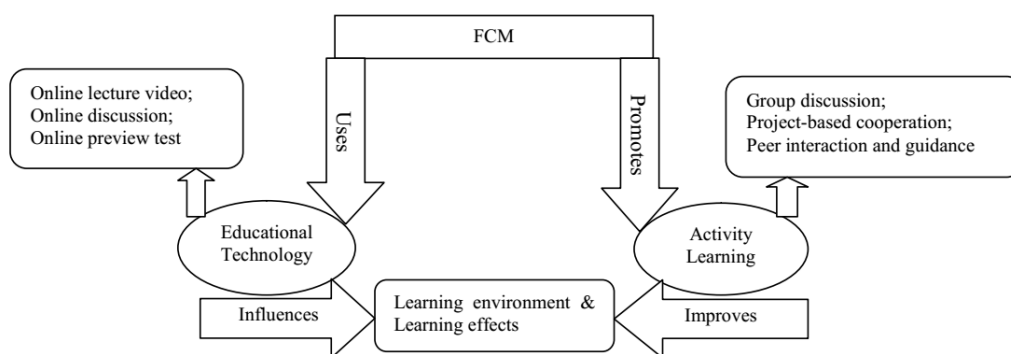
Fig.1: The theoretical framework of flipped classroom and interactive relationships of its elements.

B. The Normal Forms of Flipped Classroom in American Educational Circles and Impacts

Educators are increasingly pressured to find ways to reach all of their students—each with very different needs. The personalization of education, or differentiation, has been proposed as one solution. (Jonathan & Aaron, 2012) With more and more experiments of flipped classroom being implemented throughout the United States, there are five normal forms emerging from the water and attracting the current academic attention. (Zhang, 2016)

Woodland Park High School Model: this high school took the lead in constructing classical FCM in K12 schools, which took watching online lecture videos as homework and fulfilled previous exercise homework in the classroom. Those students were provided with DVD disks to watch on TV at home without computers or accesses to Internet. In the classroom, some meaningful explorative activities and lab tasks were added to the routine exercises.

Khan Academy Model: Khan Academy practiced flipped classroom by means of its popular teaching videos and its developed class exercise system whose highlights lied in the fact that the system could capture the problems stumping the students and teacher and offer help instantly, and meanwhile, it introduced gamification learning system which rewarded students for their excellent performance.

Riverside Unified School District Model: The prominent feature of this model is the adoption of digital interactive teaching materials in flipped classroom which include texts, pictures, three-dimensional animation and videos, and also combine the function of notebook, communication and sharing.

Harvard University Model: Dr. Eric Mazur (Eric, 2013) advanced and practiced the combined learning model of flipped classroom and peer learning. Its key points are as follows: before the class, students make preparations for in-class activity learning through watching lecture video, listening to podcasting, reading relevant passages to activate the previous knowledge to think about the problems; after online preview, students are required to report what they learn, collect problems and put forward difficult points; according to the difficult points students on the social websites, teachers organize various questions to develop teaching design and in-class learning materials pertinent to the questions. In class, teachers adopt Socrates' teaching method in which students advance questions and difficult points, cooperate with each other to answer questions and solve problems. The teachers listen to the dialogue, and participate in the group discussion and individual learning in need of help.

Stanford University Model: The flipped classroom experiment made in Stanford University suggested that the mere shift of online lecture video was as boring as traditional class, so in every fifteen-minute online lecture there would be a quiz to test the students' mastery of the knowledge. Besides, the experiment added the element of social media to allow the students to ask each other questions in order to enhance the validity of cooperative learning. The findings reveal that students answer each other questions very promptly, and this model of *Learning Together* is very effective.

Impacts: The above FCMs equipped with adequate teaching forms and various methods can help us to design our unique integrated FCM with Chinese peculiarity. We can apply their successful experiences and experiments for reference in our teaching practice, absorbing the essence and specialty from these five models to design and create our own FCM in Chinese high school.

Table 1 depicts these five models from the perspectives of pre-class online learning and in-class activity learning. After observing Table 1 carefully, we can find that all these five typical FCMs derive from the same origin of Woodland Park High School Model, following the same teaching procedures but with distinctive specialties and recreations. Those words in red are meaningful and creative application and sublimation of flipped classroom serving as our references in our future class.

TABLE 1:
COMPARISON AND SPECIALTY OF FIVE POPULAR FCMS IN AMERICA

FCM models	Pre-class online learning	In-class activity learning	
1.Woodland Park High School	Watching online lecture videos at home	Fulfilling previous exercise homework	Adding meaningful and explorative activities and lab tasks into routine activity
2.Khan Academy	Use of Popular teaching videos and its developed class exercise system	The exercise system could capture the problems and teacher could offer help instantly	Gamification learning system rewarding students for their excellent performance
3.Riverside Unified School District	Adoption of digital interactive teaching materials	Integration of various media materials: text, picture, three-dimensional animation and providing combined function of notebook, communication and sharing	
4.Harvard University	Students: preparations for in-class activity learning through online learning & discussing	Teachers: organize questions and design teaching materials	Socrates' teaching method: students advance problems and solve them with other students through cooperation; teachers listen to dialogue and offer help
5.Stanford University Model	Addition of a quiz in every 15 minutes lecture video to test the students	*Learning Together* strategy: add social media to encourage students to ask each other questions and interact with each other effectively	

After all, flipped classroom is an effective means to increase teacher-to-student contact time fulfilling interaction and individual learning. Students are provided with such a learning environment in which they should be responsible for their own study. Flipped classroom is a hybrid teaching method combining direct lecture and constructive learning, providing a permanent classroom available any time for those absent students to review or research. All in all, it is an active online and offline learning environments in which all students are offered individual education and encouraged to explore their potentials for deep-leveled thinking and learning.

III. CREATIVE DESIGN AND IMPLEMENTATION OF STUDENT-LED FCM IN ENGLISH LEARNING IN HIGH SCHOOL CLASSROOM

A. The Educational Background and Condition for Developing Flipped Classroom in Chinese High School

President Xi Jinping (Dong, 2015) recently stressed that there won't have modernization without information, which put the information construction into a higher strategic level pertinent to the country's prosperity and enhancement of the national quality. At present, under the impact of a series of new technology, new concept and new models, such as cloud technology, big data, and MOOCs, the education information has achieved great development. It is widely believed that the educational pattern of "Internet plus education" will be the mega trend in Chinese educational circle, and this educational reform will undoubtedly bring forth the consistent update of teaching materials, continuous change of teaching patterns, and the increasingly pluralistic evaluation in education.

Students of today are the generation growing up with new technology, being surrounded by computer, recreational machine, digital camera, and smart phone. IT changes their cognition, attitudes and behaviour habits greatly. These "digital aboriginals" immersed in digital environment possess the higher abilities to absorb multi-source information, preferring pictures, sounds and videos. As a result, the students' learning requirements and expectations are quite different from that of the previous generations. More chances of individual learning, more flexible learning pace, frequent use of digital resources and mobile terminal are what the students want urgently. Based on the rapid development of IT and pluralistic demands of the students, flipped classroom teaching model is the priority to meet the students' requirements for digital learning environment.

B. Creative Design of Pre-class Online Video Learning and In-class Activity Learning for Student-led FCM

According to the survey and study of FCMs, we can design and make our own lecture video (also named as micro-course) as the lead-in to introduce the new knowledge. Fig.2 shows 5 elements to compose micro-course from the macro perspective, revealing that content is the foundation or the soul of the course, objective is the goal or orientation to attain, multi-media is the tool to convey the content, teaching activity and interaction is the focus of the course. Without any one element there won't be the qualified and complete micro-course.
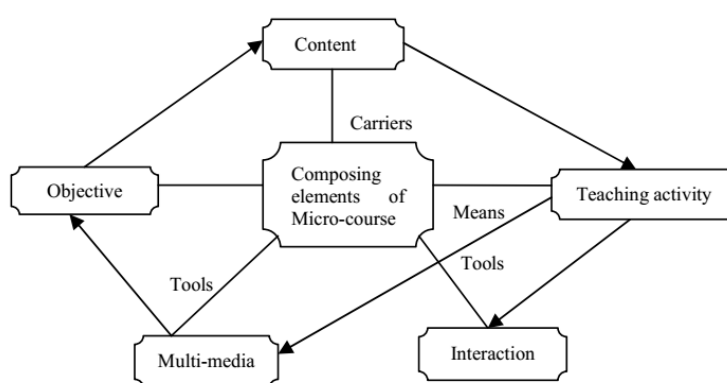
Fig.2: The composing elements of Micro-course (Su, Guan, Qian, Zhu, 2014)

Chinese cultural roots and educational concepts are quite different from those of Americans, so we'd better design Chinese culture-based micro-class with the characteristics displayed in Table 3.

TABLE 3:
DESIGN PRINCIPLES AND BASIS OF PRE-CLASS MICRO-COURSE (WEI & LIU, 2016)

Pre-class online independent learning	Design principles of micro-course	Design basis of micro-course
Preview learning model based on micro-course	1. Video time: between 15 and 20 min.	Optimized attention time span and survey results
	2. Video contents: Global analysis of the whole text; Explanation by different levels; Emphasis of connection and natural transition of language points; Broadened explanation of relevant materials	Collectivism culture, holistic way of thinking, to explore the question beginning from the global analysis; field-dependence cognitive style suitable for memorizing the environment and relevant information in view
	3. Video display model: to provide the similar teaching environment to classroom which is familiar to the students; to provide PPT and record teacher's image	Oriental (Chinese) culture belongs to relation orientation stressing individual feelings and psychology. The individuals are more sensitive to the social clues, so the Chinese students tend to prefer video display in the background similar to the traditional classroom with PPT and teacher's image which can motivate their learning enthusiasm.
	4.Video learning model: independent learning, cooperative learning and collective learning	Independent learning can help students set their own learning pace according to learning requirements, watching micro-course once or again and then finishing preview test. They can discuss with other students or teachers as to those difficult learning tasks by means of cooperative and collective learning

On making micro-course video, English lecturers should, first of all, follow the design principles including time limit, video content, and video display and learning model, and then, they should design the concrete teaching process and contents. In the process of pre-class online independent learning, students need to read teaching materials in the form of Doc. or PPT at first, and then watch online lecture videos according to their own levels of learning and learning needs, discussing those difficult points with peer students online and uploading unresolved problems to the communicative learning platform for teachers to collect and organize. The second teaching step is to design in-class activity learning procedure emphasizing the solution of preview problems (10 min.), the revision of the main points explained in micro-course (10 min.), practical language activity of performing situational plays or carry on debate contest to train new knowledge (20 min.), and at last, oral and written exercise or test for knowledge consolidation (10min.). Table 4 is the detailed description of the design of in-class activity learning.

TABLE 4:
DESIGN OF IN-CLASS ACTIVITY LEARNING OF FLIPPED CLASSROOM (LIU, WEI & GAO, 2016)

	Time	Teaching activity (Teachers' tasks and students' tasks)		Teaching forms
In-class Activity Learning Design Of Flipped Class-room	10 min.	Teachers give the concluding review of learning material, answering the questions and difficult points put forward on learning platform or communicative platform. (Solve the preview problems)		Internal cooperative learning among teachers and students
	10 min.	Teachers ask the main points of the text, checking preview effects. (Review the main points)	Group discussion; teachers require the students to answer questions of different level on the basis of the students' levels	group cooperative and learning; individual guidance
	20 min.	(1)To assign situational dialogue, to participate in students' training, and to evaluate the training process in formative form. (2) To assign debate contest as to the topic of text with cons and pros, and to evaluate the debating process for debaters (Language skill training through situational dialogue & debate)	Teachers select students of different level to play different roles in the situational play. Students take part in different debate groups to serve as the debaters. The students improve their performance according to teachers' guidance; fulfill play and debate topic of different level with newly-learnt knowledge.	multimodality interaction; exploratory activities; practical activity; formative evaluation
	10 min.	To consolidate oral or written exercises and give assignments in the form of discussion and writing.	To review and consolidate the main points of the text as requested.	Teacher-to-student online interaction

Although pre-class micro-course has been the symbol of the combination of information technology and education, and the prominent feature of FCM, in-class activity learning, as another indispensable component of FCM, is still regarded as the focus and the core element of FCM, for this face-to-face activity learning can solve many unresolved problems with many participants' working together, can arouse students' English learning enthusiasm and potentials under multi-interaction environment, and can train students' various language skills through performing situational plays and holding debate contests. The teaching practices prove that if students finish pre-class learning of micro-course effectively, they can get the utmost of in-class activity learning process.

C. Case Study of English Class with Creative Teaching Method of Student-led FCM in Dalian Yuming Senior High School

In English class, our English teacher carries out the reform of Student-led English Class which means students teach on the stage to serve as the role of teacher and fulfil the responsibilities of the English teacher including preparation, teaching and answering questions. On the basis of this teaching practice, the author creatively integrates FCM into Student-led English Class. The huge difference between this creative FCM with popular one is that the students are the major and positive forces of FCM, who organize and make micro-course, make preparation for in-class activity learning and develop in-class English teaching activities.

The whole students separated into eight study groups are assigned to teach one module. Group members have to cooperate with each other finishing their own teaching tasks and solving the common difficult points. The first step is to design teaching materials, and to make PPT and micro-course. Before making micro-course video, it's better to write a regular and general teaching material served as the guideline and foundation to make micro-videos. All the group members should collect qualified materials via Baidu or Google engine to find most suitable teaching materials and PPT of the module. Take Module 6 of Book 1 of senior high school published by Foreign Language Teaching and Research Press (Chen & Greenall, 2006) as an example. Owing to the massive educational resources in Internet, we needn't look into the explanation and example of every word or phrase one by one, the task for us is to collect, to select, and to organize our teaching material and PPT for us to make our micro-course. After the common efforts from group members, we design teaching materials covering every element to compose micro-course displayed in Table 5 and selected the appropriate PPT of Fig. 3 used for micro-course. With the abundant written and electronic documents, we'll take advantage of foreign teachers or college English teachers, the consultant or assistant in our study group, to give us 15 min. micro-course. All the teaching materials are collected and designed by the student members. In this micro-course, the pronunciation must be correct and native English as the good oral English example; the language points must be clear, correct and complete as the foundation of grammatical and literal learning; the explanation must be conceive, interesting and instructive. In addition, the well-made micro-course of Module 6 can be regarded as the classical lecture of this text watched over and over again. The micro-course is uploaded one or two days before the class teaching to the communicative learning platform, such as QQ or We Chat, and in the meantime, students can have discussions or take part in forum to carry out heated discussions about teaching contents of micro-course. They can put forward questions, difficult points, puzzles, and interesting points in the public communication platform. Students in charge of making micro-course will collect, collate and select these questions and points in order to better prepare for the design of in-class activity learning process.

TABLE 4:
TEACHING MATERIALS OF THE INTERNET AND TELECOMMUNICATIONS FOR MICRO-COURSE

Topic	The Internet and Telecommunications		
Teaching procedure	Part one: Global Reading and Core Vocabulary Leaning		
Teaching objective	To master the main vocabulary and to grasp the general structure and meaning of the text through answering the structural questions and making sentences with core words		
Teaching content	Vocabulary learning task	Words: contain (vs. include); via; create (vs. invent)	
		Phrases: consist of (vs. consist in); compare with (vs. compare to); as well (vs. also, too)	
	Global reading task	Global understanding of the text and main ideas of each paragraph: Para. 1: An introduction of Internet. Para. 2: The inventor of World Wide Web Para. 3: The introduction of World Wide Web Para. 4: The origin of Internet Para.5: Berners-Lee's another contribution—Web browser	
Teaching activity	Lead-in question	1. Do you know any information about the first computer in the world?	
		2. What's the first computer's name?	
		3. Who invented the first computer?	
		4. How many parts are there in a computer? And label each part.	
	Task-driven teaching method to comprehend the text deeply	1. Who developed a way for computers to talk to each other through the telephone?	
		2. Who made it possible for everyone to use the Internet?	
		3. Has the internet created thousands of millionaires?	
		4. What can we do on the Internet? (Search for information, do online shopping, chat on the internet, play games, send emails, download music and film)	
Interaction types and forms	concept	Questioning dictions	Students-to-multi-media interaction
	information	Narrative pictures and dictions	
	operation	Tools for man-to-machine interaction	Students-to-interface interaction
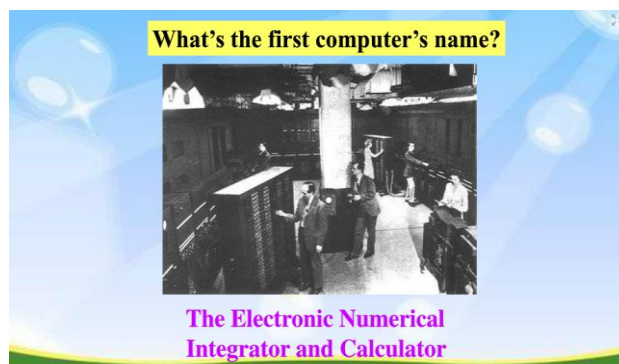
Fig.3: The downloaded PPT of Module 6 from wenku.baidu.com used for micro-course

In-class activity learning generally includes four teaching processes: solution of the problems from pre-class independent study; test of preview; English show of new knowledge through situational play and debate contest; consolidation of oral or written exercises. The role of designer, organizer and tester of in-class activity learning is taken by the group leader taking the responsibility of the teacher. The first two sections mainly solve the students' problems, and every student can offer his solutions or answers to these problems. If they are too difficult to answer, our real teacher observing our class continuously will give us a paramount hand. Teacher behind the scene can guarantee our student-led FCM move forward with high efficiency and high correctness. As to the situational play, eight groups perform the play with their own scenario following the play rules and grammatical rules. As to the debate contest, different groups hold positive or negative side. According to the debate topic and the side taken, they collect open and massive data and proof to safeguard their opinions. After these enthusiastic performance or debate, the so-called teacher (group leader to act as the teacher) will make the preliminary comment on their performance and give the scores to each group. And the real teacher will add to some complementary comments or some corrections. In each student-led FCM, five minutes is left for teacher to carry out his or her comprehensible evaluation on the level and performance of the whole design and implementation.

D. Reflections on the Student-led FCM in English Learning in Dalian Yuming Senior High School

This creative student-led FCM in English class has been implemented for a period of time, offering hard-won opportunity for the students to train all-round capabilities and for the teacher to improve their general mastery of the knowledge.

It contributes to the students' improvement of comprehensive abilities in English. In the process of preparing for the class and giving the lecture, the students' initiatives are increasingly improved, and their independent, explorative, and cooperative abilities are trained and enhanced in some degrees.

It activates English learning environment, making the students refreshed and interested in English class. Student's teaching on the stage enables other students to concentrate on the class attentively, listening to the lecture and taking part in the play and contest actively and vigorously, which turns the tedious and uninteresting classroom to the harmonious and vibrant one.

It contributes to the formation of the good student-to-teacher relationship. By means of practicing the whole teaching process, the students can experience the nature of teaching profession: hardship and circumspection, wide learning and specialization. For those students who dream to be teachers, they can learn a lot from these teaching experiences. On the other hand, teachers can learn about the students' basic knowledge, levels of capability, and individual differences. Consequently, the teaching approach, testing contents and complexity will be adjusted to fit the students' learning level.

IV. CONCLUSIONS

FCM has gone into a relatively mature stage in American educational world after nearly two decades of development and perfection. Although it is also confronted with some criticisms and blames, nothing can prevent it from moving forward. Five famous American FCMs provide us adequate teaching experiences and uses for reference, and hence we Chinese educators, teachers and students can learn from their valuable attempts, and avoid some defects as well. Secondly, since education and teaching is characteristic of culture and concept, our Chinese FCM should be Chinese culture-based exclusively owned by Chinese classroom. Pre-class online independent learning and in-class activity cooperative learning can arouse the students' learning desires and improve their independent thinking abilities. Consequently, their literal art quality and academic levels are enhanced in parallel. The outstanding example can be found in the reform of English learning in my school: Dalian Yuming Senior High School, which can undoubtedly bring powerful inspiration for the creative application of the student-led FCM in Chinese high schools.

ACKNOWLEDGEMENT

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Conversational Implicature in English Listening Comprehension Teaching

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Abstract—**Owing to the importance of listening comprehension among the four basic second language acquisition skills, considerable attention has been given to the pedagogic method of improving listeners' proficiency. In China, there exist some problems in English listening teaching in Senior Middle Schools. Professor Wang Zhongyan said "In listening teaching, it is not unusual that teachers just play records without offering any hints". In listening teaching, listeners are only viewed as passive receivers without any hints. After listeners listen to a passage once or twice, teachers check the answers, and then play the tape sentence by sentence. However, listening comprehension is an active process. The importance of developing students' listening competence in Senior Middle School English Teaching is obvious. So far much work has been done at home and abroad to look for ways to facilitate students' listening competence.**

Index Terms—**listening comprehension, cooperative principle, conversational implicature, instruction model to teach listening**

I. INTRODUCTION

Listening comprehension is a complex activity in which listeners must distinguish between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what is gathered in all of the above, and interpret it within immediate and larger sociocultural context of the utterance. (as cited in JT Chen, 2011)

In order to have a general picture of the theoretical framework of the present study, it is necessary to first review the literature on the mainstream listening comprehension researches in domestic and foreign countries.

In foreign researches, from a Schema-theoretic Perspective, Cognitive scientists believe that knowledge is organized in the form of schemata, that is, stereotyped scenarios and sequences of actions that fit common situation. Schemata aids comprehension by providing a context and filling in missing information. From a Psycholinguistic Perspective, Anderson has proposed a cognitive framework of language comprehension.

In the past 20 years there are many scholars in China who have shown their interests towards the subject of conversational implicature. The early studies concentrate on the introduction of the theories, while the latest researches begin to apply the theories to the course of instruction and try to work out the pedagogical implications that are applicable in China. Li Yaling made one study on the relationship between the conversational implicature and listening comprehension, which points out that abiding by the basic notions and maxims of Conversational Implicature will help to better the students' performance in listening comprehension.

Though researchers have pointed out that it is necessary to teach implicature to ESL students, the situation is that there is still not enough attention paid to it. And most of the studies so far still center around the theoretical discussion on the implicature interpretations. A lot of teachers still give their lectures in listening class by using the traditional pedagogy. The students wait for the teacher to play the tape and then wait for the explanations. It is necessary to probe into the subject in order to enhance the development of the students' listening comprehension competence.

These questions make us think of teaching listening comprehension in Senior Middle Schools from a new perspective by explaining listening comprehension under the framework of the Theory of conversational implicature proposed by H. P. Grice.

II. CONVERSATIONAL IMPLICATURE THEORY

A. Cooperative Principle

1. Definition of Cooperative Principle

Grice(1986) noticed that in daily conversations people do not usually say things directly but tend to imply them. For example, when A and B are talking about their mutual friend C, who is now working in a bank, and A asks B how C is getting on, B might answer" Oh, quite well, I think; he likes his colleagues and he has not been to prison yet." Here B certainly implied something, though he did not say it explicitly. Grice coined the term implicature. And he explored the question how people manage to convey implicature, which is not explicitly expressed. His answer is that there is some regularity in conversation "Our talk exchanges do not normally consist of a succession of disconnected remarks and would not be rational if they did. They are characteristically, to some degree at least, co-operative efforts, and each participant recognizes them, to some extent, a common purpose or a set of purposes, or at least a mutually accepted

direction." (as cited in Wu, 2005)This purpose or direction is usually fixed at the beginning of conversation. Certainly, the common purpose or direction could come about in the course of conversation for the participants to settle the same problems. Grice formulates a rough general principle ---the co-operative principle, which participants will be expected to observe. Grice has defined the cooperative principle as "make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchanges in which you are engaged." In other words, the participants should be co-operative, and then their utterances can be relevant to each other. Only in this way can the participants infer what the other one really means in their conversation. And this principle is known as the Cooperative Principle or CP for short. (as cited in Wang, 2011)

2. The component maxims of CP

The cooperative principle is concise and comprehensive. It has wide explanatory ability and reflects the most essential meta-requirement of communicative activity. The four maxims and their subordinate maxims proposed by Grice are:

(1) The maxim of quantity. It refers to the quantity of the information to be provided and has two maxims:

    a. Do not make your contribution more informative than is required.

    b. Make your contribution as informative as is required (for the current purpose of the exchange);

(2) The maxim of quality. Try to make your contribution one that is true especially

    a. Do not say that for which you lack adequate evidence.

    b. Do not say what you believe is false;

(3)The maxim of relevance

Under this category, Grice only proposed one subordinate maxim, that is, make sure that whatever you say is relevant.

(4) The maxim of manner. Be perspicuous, and the specific maxims are:

    a. Avoid ambiguity;

    b. Be orderly.

    c. Be brief(avoid unnecessary prolixity);

    d. Avoid obscurity of expression;

Grice pointed out: the adherent importance of the respective maxim is different. When following the respective maxim, different speaker, different occasion, they have different emphasis. According to Grice's implicature inference model, the purpose of the communicator's conveying certain idea is to make the receiver understand his intention of conveying this idea. Intention is the psychological symbol of the communication participants which can only be inferred but not decoded. From Grice's point of view, these maxims may be violated from time to time, and the conversational implicature is created just due to the violation of them.

B. Violation of the Maxims

In the above we have had a full discussion about Grice's Cooperative Principle (CP) and its maxims. There are cases when a speaker fails a maxim or several maxims in conversations in order to convey additional meaning. He appears to infringe the maxims deliberately in appearance, and the speaker will assume that he is still adhering to the maxims at a deeper level and that he infringes the maxims because he wants to draw the hearer's attention, so that the hearer can get particular inferences and understand the particular inferences. In fact, conversational implicatures come about just in such cases. Here are some examples of the violation of the four maxims: (as cited in M Lee, 2011)

(1) Violation of Quantity Maxim

    For example,

    A: When Tom left the school last night?

    B: Eleven o'clock. And he went to Jean's home..

According to quantity maxim, the contribution should not be more informative than is required. In this way, in the example, as the answer to A, generally, "eleven o'clock" is enough. However, B adds the later sentence, provides some information that seems not necessary and violates the quantity maxim. We can infer that B wants to tell A that Tom might have some special relationship with Jean. (as cited in SNM Goretti)

(2) Violation of Quality Maxim

    For example,

    A: What will you do if you fail the exam?

    B: I'll eat my hat.

Obviously, B violates the quality maxim because "hat" cannot be eaten. The words can be inferred that: I will not fail this exam definitely. So words expressed with irony, metaphor, meiosis and rhetorical question, etc. usually belong to the violation of quality maxim.

(3) Violation of Relevance Maxim:

    For example,

    A: Did you enjoy the play?

    B: Well, I thought the ice creams they sold in the interval were quite good.

It seems that the answer has nothing to do with what A asks, that is, it violates the relevance maxim. However, if A thinks that B keeps to the cooperative principle, he can infer immediately that: The play is terrible.

(4) Violation of Manner Maxim
    For example,
    A: What did your sister buy at Sears yesterday?
    B: She bought a red dress, she bought a green dress, and she bought a blue dress.
B answers the question by repeating the same sentence structure which violates the maxim that the contribution should be brief, and gives the words the implicature that my sister is always buying dresses.

C.   Characteristics of Conversational Implicature

Grice states that conversational implicature had five characteristics:
(1) Cancellability
Conversational implicatures are cancelable or defeasible if we add some other premises to the original ones. For example,
    A: Do you want some coffee?
    B: Coffee would keep me awake.
Here it seems that B does not want to have a cup of coffee because coffee will keep him awake. But if B adds this sentence:
    A: Do you want some coffee?
    B: Coffee would keep me awake. And I want to stay awake.
Then, B's meaning changes; we can infer that he is willing to have a cup of coffee.
(2) Non-detachability
The conversational implicature is attached to the semantic content of what is said, not to the linguistic form used. Therefore it is possible to use a synonym and keep the implicature intact. In other words, the implicature will not be detached, separated from the utterance as a whole, even though the specific words may be changed. (as cited in WA Davis)
    For example,
    A: What did you think of the lecture?
    B: Well, I thought the lecture hall was big.
B implies that he is not quite interested in the lecture. If B replaces "thought" with "believe, should say or reckoned, etc.", "big" with "large, great, etc.", the implicature of the sentence remains the same.
(3) Calculability
The conversational implicature of an utterance is different from its literal meaning. There is no direct link between the two. So if it is to succeed as the speaker intends to, there must be ways for the hearer to work it out.
(4) Non-conventionality
Conversational implicature is an extra meaning, not inherent in the words used. One cannot find conversational implicatures listed in the dictionary. To work out the conversational implicature of an utterance, one needs to know its conventional meaning and the context in which it is used. In other words, a conversational implicature is the adding up of the conventional meaning and the context. The implicature will also change when the context changes. (as cited in H.G.Widdowson)
    For example,
    A young man invited a lady to dinner and escorted her back home after dinner and said:
    Man: Would you like to invite me up for a coffee?
    Woman: Oh, I'm afraid the place is in a terrible mess.
Of course, the man does not just want the lady to invite him a cup of coffee. The lady understands it. On the other hand, the lady's response does not lie in declaring the house is in a mess. Obviously, her answer is a polite refuse. This example indicates that conversational implicature should be decided according to the context.
(5) Indeterminacy
An expression with a single meaning can give rise to different implicatures on different occasions, and indeed on any one occasion the set of associated implicatures may not be exactly determinable. (as cited in J Verschueren)
    For example,
    John is a machine.
This could convey that John is cold, or efficient, or never stops working, or puffs and blows, or has little in the way of grey matter, or indeed any and all of these.

III.   THE NECESSITY IN APPLYING THE THEORY IN LISTENING COMPREHENSION TEACHING

Though researchers have pointed out that it is necessary to teach implicature to ESL students, the situation is that there is still not enough attention paid to it. And most of the studies so far still center around the theoretical discussion on the implicature interpretations. A lot of teachers still give their lectures in listening class by using the traditional pedagogy. The students wait for the teacher to play the tape and then wait for the explanations. According to one survey conducted at Tancheng No.2 middle school, 90%of the teachers in listening class just play tapes and conduct the

explanations. A few of them display some variation, including the practice of listening techniques and application of oral speech. When it comes to the passages, some of them will totally be at a loss. Some gradually lose their enthusiasm and motivation. Teachers often focus their attention on the textbooks, the students do not feel like the testing and some of them even believe that tests cannot improve their listening competence. This thesis tries to demonstrate the application of the Theory of Conversational Implicature to the teaching of English listening for the purpose of improving both teaching and learning. Make an effort to find a more efficient instruction model to teach listening.

IV. EXPERIMENTAL STUDY ON THE INTERPRETATION OF CONVERSATIONAL IMPLICATURE IN LISTENING COMPREHENSION

A. The Objective of the Study and Hypothesis

Though researchers have pointed out that it is necessary to teach implicature to ESL students, the situation is that there is still not enough attention paid to it. The research was conducted in Senior Middle Schools for the purpose of identifying the feasibility of teaching implicature in Senior Middle Schools' English listening class, and found a more efficient instruction model to teach listening.

Based on the discussions made in the previous sections, one research hypothesis is formed. The application of the Theory of Conversational Implicature to listening teaching is more effective than the traditional approach in improving the students' listening comprehension ability.

B. Methods

1. Subjects

The subjects are Grade Three students from Taishan University, class One and Two in Grade Two. 20 students of Class One are chosen as Experimental Group (EG), 20 students of Class Two used as Control Group (CG).In the experimental class, I tried to explain the Theory of Conversational Implicature in listening teaching, focusing on the development of the students' listening ability as well as their linguistic competence. While in the control class, during the teaching process, the author mainly taught in the traditional way, focusing on the acquisition of linguistic knowledge and explanation of linguistic phenomenon. The experiment lasted on three month .Each teaching class had two periods per week.

2 Instruments

The instruments used in the experiment are two tests. The test consists of a Pretest and a Posttest. The goal of the pretest was to identify the present situation about their listening comprehension before the experiment, while the posttest is designed to provide the evidence to know the efficient of the experiment. Each test paper consisted of fifteen short conversations.

3. Pretest and Posttest

Before experiment, all the closed students took an English listening comprehension test at the same time. The goal of the pretest was to identify the present situation about their listening comprehension before the experiment. The test paper was taken from the quiz. It consists of 10 questions in the form of conversations or dialogues to be answered within 20 minutes.

Pretest: test 1(as cited in New horizon college skill training book one)

1. M: Congratulations! I understand you've got a job. When will you start to work?
   W: You must be thinking of someone else. I'm still waiting to hear the good news.
   Q: What does the woman mean?
   A) She does not need the job. B) She hasn't got a job yet.
   C) She has got a job.　　　　D) She is going to start work soon.
2. W: Did you see last night film on Channel 4?
   M: Well, I meant to see it, but a friend of mine came to see me. We had a nice long talk about our school days.
   Q: What did the man do last night?
   A) He watched television with his friend.
   B) He stayed at home talking with his friend.
   C) He went to see a film with his friend.
   D) He went to see his schoolmate.
3. W: Mr. Jones, your student Bill shows great enthusiasm for musical instrument.
   M: I only wish he should have as much for his English lessons.
   Q: What do we learn from the conversation about Bill?
   A) He has made great progress in his English.
   B) He is not very interested in English songs.
   C) He is a student of the music department.
   D) He is not very enthusiastic about his English lessons.
4. W: Your room is a mess. When is the last time you tidied your room?
   M: It was when Linda.
   Q: What does the man mean?
   A) He hasn't cleaned his room since Linda visited him.

B) Linda is the only person who ever comes to see him.

C) He's been too busy to clean his room.

5. W: Are you sure you've corrected all the mistakes in this paper?

M: Maybe I'd better read it though again.

Q: What's the man going to do?

A) Leave the mistakes as they are.

B) Read the newspapers again.

C) Check the paper for mistakes.

6. W: Are you coming with me to the museum?

M: I already have my hands full with this report.

Q: What does the man mean?

A) He must hand in a full report on the museum.

B) He is too busy to go along.

C) He has to put down the report.

7. W: How did you enjoy the football match last night?

M: Well, I got home too late to watch it.

Q: What can we learn from this conversation?

A) The man enjoyed the match very much

B) The man was too tired to watch the game.

C) The game was over before the man got home.

8. W: I think you've been working too hard. You should take a vacation.

M: Tell that to the pile of papers on my desk!

Q: What situation is the man in?

A) He has too much work to do.

B) He'll take work with him on his vacation.

C) He's already made his vacation plan.

9. W: Was the football match as wonderful as you expected?

M: It was a waste of time. I should have done my homework.

Q: What's the man's opinion about the football match?

A) He enjoyed it very much.

B) He felt disappointed.

C) He was too busy with homework to watch the match.

10. W: Mark is playing computer games.

M: Should he do that when the final exam is drawing near?

Q: What does the man think Mark should do?

A) Go on with the game.

B) Draw pictures on the computer.

C) Review his lessons.

Following are the scores of the two classes:

Class 1		Class 2	
Students	Scores	Students	Scores
A	60	1	90
B	40	2	50
C	30	3	30
D	60	4	60
E	50	5	40
F	20	6	20
G	40	7	10
H	10	8	50
I	80	9	80
J	70	10	90
K	60	11	50
L	50	12	30
M	40	13	60
N	30	14	70
O	50	15	50
P	70	16	40
Q	90	17	60
R	30	18	50
S	50	19	40
T	60	20	30
Total	990	-	1000

Test 1 showed that there is no significant difference between the EG and the CG in the pretest. The average of the subjects' global scores in the Control Group was 50.0, while the average of the subjects' scores in the Experimental Group was 49.5.

A posttest was given to the control class and experimental class. The goal of the posttest is to know the changes of the students' result comparing with the pretest. According to the changes we can test the hypothesis whether the application of the Theory of Conversational Implicature to listening teaching is more effective than the traditional approach in improving the students' listening comprehension ability or not. The posttest was composed of ten short conversations.

Posttest: test 2 (as cited in http://www.233.com/cet4/shitiku/moniti/20081209/092516167.htm)

1. M: Did you go to the big sale at Spencer's yesterday?
   W: I had to visit my aunt in the hospital.
   Q: What does the woman imply about the sale?
   a. She bought something for her aunt.
   b. She missed it.
   c. She was there only briefly.

2. M: Would you like a copy of Professor Smith's article?
   W: Thanks, if it's not too much trouble.
   Q: What does the woman imply?
   a. She is not interested in the article.
   b. She has given the man much trouble.
   c. She would like to have a copy of the article.

3. M: I've noticed that you get letters from Canada from time to time. Would you mind saving the stamps for me? My sister collects them.
   W: My roommate already asked for them.
   Q: What does the woman imply?
   a. She will save the stamps for the man's sister.
   b. She will no longer get letters from Canada.
   c. She can not give the stamps to the man's sister.

4. M: Do you want to turn on the air conditioner or open the window?
   W: I love fresh air if you don't mind.
   Q: What can be inferred from the woman's answer?
   a. She'd like to have the windows open.
   b. She likes to have the air conditioner on.
   c. The air is heavily polluted.

5. W: We're informed that the 11:30 train is late again.
   M: Why did the railway company even bother to print a schedule?
   Q: What do we learn from the conversation?
   a. The train seldom arrives on time.
   b. The schedule has been misprint.
   c. The speakers arrived at the station late.

6. M: I am told that Alice is trying to find a job in an electronics company.
   W: As far as I know, she is good at anything but electronics.
   Q: What does the woman mean?
   a. Alice does not know much about electronics.
   b. Alice is unlikely to find a job anywhere.
   c. Alice is interested in anything but electronics.

7. M: Jimmy is going on a journey tomorrow. Shall we have a farewell dinner tonight?
   W: Do you think it's necessary? You know he'll be away just for a few days.
   Q: What does the woman mean?
   a. Jimmy is going to set out tonight.
   b. Jimmy has not decided on his journey.
   c. There is no need to have a farewell dinner.

8. W: I'm thinking of taking five courses next semester.
   M: Wouldn't four be wiser?
   Q: What does the man mean?
   a. There are too many courses offered to students.
   b. The woman should take fewer courses next term.
   c. The man will take four courses next term.

9. M: Is Jane looking forward to going home for the summer?
   W: She is counting the days.

Q: What does the woman imply?
a. Jane is looking for a summer job.
b. Jane is packing for the summer vacation.
c. Jane is eager to go home for the vacation.
10. W: Have you met Marge yet?
M: We are from the same hometown.
Q: What does the man mean?
a. Marge has gone home.
b. Marge feels at home there.
c. He's known Marge for a long time.

Following are the scores of the two classes:

Class 1		Class 2	
Students	Scores	Students	Scores
A	60	1	70
B	70	2	50
C	50	3	80
D	40	4	30
E	80	5	20
F	80	6	90
G	70	7	10
H	40	8	30
I	50	9	40
J	30	10	50
K	60	11	60
L	60	12	40
M	40	13	50
N	50	14	60
O	60	15	70
P	20	16	40
Q	40	17	30
R	60	18	60
S	50	19	50
T	70	20	40
Total	1080	-	970

Test 2 showed that there is some difference between the EG and the CG in the pretest. The average of the subjects' global scores in the Control Group was 48.5, while the average of the subjects' scores in the Experimental Group was 54.0.

C. Major Findings

(1) In the course of dialogue analysis the students are trained to develop their culture sensitivity, which enables them to feel the different cultures that English and Chinese embody respectively. And this will help them achieve the real cross-culture competence in their speaking and writing.

(2) The new model brings variation into classroom teaching, which would be very boring if the controller is always the teacher. These variations combined with the students' achievements in practice help raise their interest in language learning, and stimulate their intrinsic motivation which is held to be valuable for second language acquisition.

D. Pedagogical Implications

Based on previous studies the author draws some implications and provides some pedagogy that might be useful in the teaching of listening comprehension to senior high students.

(1) Introducing linguistic theories into listening class. Since the students are in want of linguistic theories to guide their listening, it will be the teachers' duty to satisfy the need. Though the textbook does not provide additional theories on listening comprehension, the teacher should serve as an organizer of resources and as a resource himself to convey the necessary theories to the students.

(2) Introducing background information in implicature interpretation. Background knowledge refers to what a person finds out about the world such as cultural background knowledge. Miscommunications caused by lack of shared cultural background knowledge are not uncommon.

(3) Offering Student Guidance in Implicature Interpretations

However, there are some limitations in this study. This study was done in Tancheng No.1 middle school and the subjects chosen were Senior Three students. The students in other middle schools were not included. We can't say it is also the same case in other places. The size of the experiment is small. Generally speaking，the larger the participant sample is, the more reliable the experiment as a whole will probably use. But for this study, the sample is not big enough. Because only two classes in senior three attended, the size is not enough. Besides, this study focused mainly on short conversations because for tests in the class, short conversations are easier to learn than other forms of exercises

and it is the main form of listening test in senior high. In listening classes, other materials can be used such as films, news reports, etc., and if permitted the teacher can use VCDs or DVDs in classroom teaching. In that case, the effect of watching films will be better than that of listening to tapes. Last but not least, the listening teachers should also focus on helping students to improve their comprehensive listening comprehension in real settings instead of teaching in a testing approach.

V. CONCLUSION

This thesis gives a literature review of listening comprehension and introduces Grice's theory of Conversational Implicature. This thesis also has offered an experimental study on the possibility of teaching the implicature to Senior Three Middle Schools' students under the context of Chinese teaching environments and the discussions on the feasibility of applying it to improve the students' listening competence. The study shows that the traditional instruction models need updating to keep in pace with the demands of the new era. Some students may find the inadequacy of the teaching but they cannot figure out how to improve and they also have no alternatives. So it should be the teacher's duty to work out some new ways to interest the students and improve the effectiveness of listening comprehension class. The author also provides several suggestions for both the teachers and students to improve the teaching of listening comprehension. These suggestions include the introduction of linguistic theories into listening class, the need to change the principles and model for instruction, and the applicable steps for listening strategy training. I t is expected that the findings obtained in this study can be of help for Chinese teachers of English to have a better understanding of what the students actually think and what they actually do in listening class, and to help find an efficient instruction model in the classroom, and also be of help for the students to have a correct adopt possible evaluation of their English listening strategies and competence and to measures to improve their listening.

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Foucauldian Docile Body in Dennis Lehane's *Shutter Island*

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Abstract—This article presents a Foucauldian reading of Dennis Lehane's *Shutter Island*. Depicting modern medical facilities, the book demonstrates disciplinary system and power manipulation on psychotic patients who are confined to cellular spaces, and are subjugated under medical gaze. Despite the patients' resistance to the power, they are ultimately expected to be dominated and normalized. The ideas presented in the novel are in line with Foucault's notion of "docile body", discussed in his *Discipline and Punish*, which are considered as the key concepts of the research and are explored within the designated novels. Power as a penetrating force transforms the individual into a docile being which refers to a submissive and dynamic body; surveillance acts as physics of power and holds a constant gaze on the individual in a way that he is subjugated by the invisible observing power; confinement along with cellular distribution turns the individual to an analytical body. This research aims to explore the docilizing elements and achieved level of normalization within the novel of the study; it tries to investigate the extent to which the gaze held on the patients performs a positive result as discussed by Foucault. The study inspects the response of the body to disciplinary techniques and reveals that in Lehane's novel, the effect of power manipulation is displayed as possibly counter-productive and repressive in docilizing the body which is contradictory to Foucault's positive view of power.

Index Terms—discipline and punish, docile body, cellular distribution, surveillance, medical gaze, Panopticon, normalization

I. INTRODUCTION

The Human being has always been the chief focus of the scientists and has raised the curiosity of a lot of philosophers, especially the post-modernists and post-structuralists, in a way that they tend to explore the different functions affecting an individual, his discourse, actions, and his body. For instance, the human body, as the locus of attention, where authority is practiced on, is studied as a formulated structure from different perspectives. Foucault calls a modern human being a "docile body" whose discourses and actions are controlled and directed by power relations. To elaborate the notion of "docile body" as an effect, the cause of it, "power", stands on the front line. Power, as an abstract idea, is a force, a technique, or a method, which is used to sustain the dominance and authority of the superior on the inferior. It has been practiced since the very ancient times and has been observed at every stage, from the wildlife to the civilized life. "Power" has been defined by Gilles Deleuze (1986) as an operational and a relational force that is practiced as a strategy by the dominator on the subject, in a way that it breaks the individual's resistance and normalizes his behavior by wielding authority over him. There is a debate that one cannot acquire power unless he has a thorough knowledge of a field. Power and knowledge are in a close relationship with one another; however, there is no absolute evidence that which precedes one.

The researcher endeavors to examine Lehane's *Shutter Island* (2003) through Foucauldian glasses, considering his notion of "docile body" as the main argument, and the extent to which this concept is achieved within the novel. It revolves around the manipulative disciplinary techniques and power relations in the process of docilizing the body and aims to look for evidence of docility, its success, or its failure within the novel. The nominated book demonstrates mentally ill patients confined in a medical facility; mental institutions have been the focus of studies of Foucault, as many of his concepts refer to the outcasts of the society, like the mentally ills or the criminally insane. Lehane is trying to put forward the idea of sanity as the unrelenting concerns of the present century and the descriptive style he hires, suggests his witnessing of the situation in mental institutes. Foucault himself had attended some hospitals and prisons and had touched the sense of sanity so closely. This article goes further into demonstrating the process of surveillance as the main tool in docilizing an individual. Surveillance takes place everywhere, mainly in prisons, and in the form of "medical gaze" in clinical institutions in order to watch the medication and recovery progress of a patient.

A. Methodology and Approach

Discipline and Punish stands as the main source of the study, in which Foucault considers the confinement somehow impractical in controlling individuals to conform to the norms of the society and asserts that only by constant surveillance the individual can be submissive and productive. The second primary source is Foucault's *The Birth of the*

Clinic: An Archaeology of Medical Perception (1973), in which he starts with a description of "Cure" for hysterics in the eighteenth century. It focuses on the relations between medical discourses and institutions and tries to track the development of the "Clinique." Its major idea is the concept of the medical "regarde" or "medical gaze". There are hints from Foucault's *Madness and Civilization: A History of Insanity in the Age of Reason* (1977), which traces the history of insanity in different historical ages and the way treating insanity has been changed and improved. It also gives some analysis of how madness manifests itself in various situations.

Through a Foucauldian lens, the study attempts to highlight the practiced disciplinary techniques in the medical institutions and explores the effect of such power manipulation on the individuals; it demonstrates the process of "surveillance" and "medical gaze", followed by institutions, which is supposed to lead into the immediate obedience of the patients; the research investigates the reaction of the patients to the functional power and reveals somehow contradictory results; although a thorough subjugation is observed, there are areas which the individuals take the chance to bend the rules. It also appears that the conducted treatments are not only to the benefit of the ultimate patients but also to the benefit of the power holders. The research wears a theoretical lens and follows a textual analysis of the novels; it is library-based, and it employs some internet sources as complementary materials; however, it tries not to interpret the methods, but attempts to apply them to the texts as they are. The available film adaptation of the novel *Shutter Island*, directed by Martin Scorsese is a valuable source in depicting the book very vividly.

B. Literature Review

There are a few books or articles written about the novel of this study, but the research refers to any related material to the content of the book, which can provide precise information on some terms. Majid M. Sadeghzadegan's "Delusion, Schizophrenia and Self-Alienation in Dennis Lehane's *Shutter Island* compared to its Filmic Adaptation" is a decent thesis on *Shutter Island* from schizophrenic point of view. "The Receptacle for all that is Monstrous and Vile: The Island Asylum in Scorsese's *Shutter Island*", by Jessica Balanzategui, reviews the film adaptation of *Shutter Island* considering Foucauldian notions of madness. "Constructing Crime: Discourse and Cultural Representations of Crime and 'Deviance'", by Christiana Gregoriou, includes an article by Michelle E. Iwen which deals with Lehane's novel *Shutter Island*; it elucidates the way the novel's dealing of the topics of madness, violence, and murder are related to the present medical, philosophical, and political discourses. "Distress and Psychological Distortions in Dennis Lehane's *Shutter Island*", by Hossein Sabouri and Majid M. Sadeghzadegan, runs a psychoanalytical research trying to analyze, demonstrate, and represent the mental distortions and trauma. "Madness as a Way of Life: Space, Politics and the Uncanny in Fiction and Social Movements", by Justine Lutzel, examines four novels, including Lehane's *Shutter Island*; it employs Freudian uncanny, Johan Galtung's three-tiered systems of violence, and Gaston Bachelard's conception of spatiality, to read the literature of madness. "Foucault and Film: Critical Theories and Representations of Mental Illness", by Mark William O'Hara, investigates the depiction of mental illness in six Hollywood films, including *Shutter Island*, using Foucauldian theory. "Haunted: Exploring Representations of Mental Health Through the Lens of the Gothic", by Margaret McAllister and Donna Lee Brien, takes a Gothic reading approach on the three films and texts including *Shutter Island*; it explores the way mental health is represented in order to center the Gothic tropes.

II. DISCUSSION

Docility, Foucault (1995) illustrates, is accomplished by constant surveillance and observation: "disciplinary [power]; it centers on the body, produces individualizing effects, and manipulates the body as a source of forces that have to be rendered both useful and docile" (p. 249). He considers discipline as a significant and positive source in rehabilitating human being with a normalizing result. As per him, discipline can lead to the efficacy and submissiveness of the body. In *Shutter Island*, similar to Panopticon prison model, the convicts are gazed at all times, and they undergo lobotomy in the case of showing violent behaviors. Although the aim of the institution in the novel is to improve the mental health of the prisoners, sometimes, it fails by mistreatments and strict regulations or better say by abuse of power manipulation. The failures in the final result, somehow contradict the concept of Foucault in that, such strict regimen of actions may not have positive results all the time, and may bring about catastrophic outcomes. Teddy does not seem to recover from his delusions and does not appear to reach the level of docility. Foucault (1995) explains that disciplinary system can result in the subjection of the body, and lead into its tameness in a way that the body is utilized in economic terms; by economic terms he refers to the use of the most potential of the body in a productive way; he illustrates it as below:

Thus discipline produces subjected and practiced bodies, "docile" bodies. Discipline increases the forces of the body (in economic terms of utility) and diminishes these same forces (in political terms of obedience). In short, it dissociates power from the body; on the one hand, it turns it into an "aptitude," a "capacity," which it seeks to increase; on the other hand, it reverses the course of the energy, the power that might result from it, and turns it into a relation of strict subjection. (p. 182)

This article can be beneficial by shedding light into reviewing and understanding some postmodern concepts set forth by Foucault and aims to assist literature students, as a simple example, in applying Foucault's approach to literary works as *Shutter Island* is a good example of Foucauldian structure. It depicts most of the notions discussed in *Discipline and Punish* in a way that by demonstrating medical institutions in 1950s, it is like Foucault, or a Foucauldian has put his thoughts at work; "He [Foucault] analyses the relation between institutions and the body and the way that

power relations are played out on the body, but he does not see the body as passive in this process and is as much concerned with charting the possible forms of resistance to control as with describing disciplinary control itself" (Mills, 2003, p. 95); he seems to be approving the aim of the institutions as improving the body both for the sake of the individual and to the benefit of society.

The study tries to highlight the procedure in which the human body is turned into walking simulations devoid of any emotions and thought, or in other words, into docile beings. Since this article follows Foucault's concept of "docility" in the selected novel, it aims to enhance the comprehension of the readers of the notion of "docile body" and helps them to consider the process of docility in the modern age and their individual lives. The researcher appoints a different perspective and focuses on the subject, the body, and considers it as a central place where power is practiced. It examines the resistance of the body and its docilization by means of power and surveillance. Few researches are done on this novel, and they have mainly considered the Foucauldian notion of madness as the key concept; even most of the researches are done on the movie adaptation but not on the original text book.

The researcher is not going to contradict Foucault's notions, but she aims to present some indications that applying disciplinary power on a human does not work all the time and may have inconsistent results. *Shutter Island* shows the failure of the Foucauldian theory. This research endeavors to support Foucault's concept that every individual reacts well when under surveillance, and once there's no observation, individuals may get out of control. In fact, the research tries to find out if the application of power to humanity and docilizing human body has been to the benefit of the society, those in power or the individual himself. Foucault (1995) states that: "The classical age discovered the body as object and target of power. It is easy enough to find signs of the attention then paid to the body-to the body that is manipulated, shaped, trained; which obeys, responds, becomes skillful, and increases its forces" (p. 180).

A. Foucauldian Model

1. Power

His notion of power and its relations discusses the distribution of power within the society, the institutions, and each individual, and the way power is operated. Foucault (1995) considers power as a means of control in every single institution and argues that it is the power that causes the obedience of each individual. In fact, he studies the operations of power on the individual and considers it a relational force which is strengthened in the process of resistance. He emphasizes that power manipulation provides a positive and productive effect on the body rather than being a negative and oppressive force: "We must cease once and for all to describe the effects of power in negative terms: it 'excludes', it 'represses', it 'censors', it 'abstracts', it 'masks', it 'conceals'. In fact power produces; it produces reality; it produces domains of objects and rituals of truth. The individual and the knowledge that may be gained of him belong to this production" (p. 194). Foucault considers power essential in maintaining a society in harmony and accepts its repressiveness. If power is not repressive, then submissiveness and normalization of the individuals will not be achieved. The obedience of the individual leads to a productive society; of course, as indicated in *Power/Knowledge* (1980), the individual may resist the power, but he will finally obey it, and this obedience will strengthen the power.

If power were never anything but repressive, if it never did anything but to say no, do you really think one would be brought to obey it? What makes power hold good, what makes it accepted, is simply the fact that it doesn't only weigh on us as a force that says no, but that it traverses and produces things, it induces pleasure, forms knowledge, produces discourse. It needs to be considered as a productive network which runs throughout the whole social body. (p. 119)

Power is manipulated on the individuals to reach the utility and economic level of the body, and this is achieved by the "surveillance" process, which makes it possible to have a proper knowledge of the body. In other words, a constant observation reveals more information about a subject, its weaknesses, and its potentials. Such continuous supervision of an individual, following the disciplinary rules, results in his docility in a way that he is normalized to the advantage of the power holders, and as it is claimed, to the benefit of the society as a whole; however, the complexity of human nature produces contradicting results in different stages and makes one ponder the possibility of conquering the mind and body of such creature. Foucault might be right in most of his notions regarding power and its positive features, but they seem to be partial in action and appear to have negative results, beside its positive effects, as well.

2. Madness

Madness, defined as "a manifestation of the soul" in the introduction of *Madness and Civilization* (1977), does not necessarily seem to have visible symptoms (p. Viii). When someone breaks the accepted norms, he is called a psychotic. It is very common that if people act abnormally, the first thing they are recommended is to visit a psychologist or a psychiatrist, and if they find themselves in sharp contrast with the outside world, they know where to go. In the preface to *Madness and Civilization*, Foucault discusses the breakdown in communication between the madman and the rational man in the age of reason: "In the serene world of mental illness, modern man no longer communicates with the madman: ... The man of madness communicates with society only by the intermediary of an equally abstract reason which is order, physical and moral constraint, the anonymous pressure of the group, the requirements of conformity" (p. ix-x). Madmen are not treated as they were dealt with in the classical ages or any other eras. In modern age, madmen are isolated not only as non-conformists but as patients; most of the criminals are found to be suffering from mental disorders and are classified as criminally insane patients.

Shutter Island presents an ambiguous madness scenario. The main character, Teddy, appears rational with all his words and actions, but at the end of the text, all threads of the story break when Teddy is discovered to be a criminally

insane because of killing his beloved wife; in fact, Teddy is confined, under the law and medical gaze. He is delusive of his wife, and his status as a U.S. marshal who is on a search mission on the island. It can be assumed that Teddy is a real U.S. Marshal who is trapped in the island and is claimed to be a patient, only to avoid his report to the headquarters. There are adequate reasons and documents for each perception. This study considers the most explicit hypothesis that Teddy lost his rationality for homicide. He also has signs of schizophrenia due to his involuntary presence in the war. He is set on a role-play treatment test, run by Dr. Cawley, the head psychiatrist in Ashecliffe, which he should recover within four days; in the case of failure of the project, he should undergo surgery, "A transorbital lobotomy". Dr. Cawley tries to convince Teddy to accept his crime and the truth to gain his rationality back: "If you don't accept who you are and what you did if you don't make an effort to swim toward sanity, we can't save you" (Lehane, 2003, p. 219). It is only power and its relations which can force or control the madman and coerce him to sanity by following some set protocols, treatments, or explicitly disciplinary acts.

B. Disciplinary Power: Policy of Coercion

Power usually boasts itself in different layers of the society with normalizing effects. It coerces, shapes, and regulates an individual as it desires. It is not necessarily visible, obliging the body into submission by the use of physical force. It is pervasive and can be traced in all associations, even in relation between the one who manipulates it and the one who resists it; however, power manipulators are more likely to reach the regulating point of the individual invisibly and dominate him. Power-relations, with coercive features, are abundant during the courses of the novel of this study and force the individuals to act as per the authorities' wills.

Power relations not only dominate the body and the soul of an individual but also eliminate him at any time. It dominates human's identity from the beginning. When Chuck, the primary psychiatrist of Teddy in the role of his partner, states, "We don't choose our names" (Lehane, 2003, p. 32), he refers to the fact that, even the identity one owns, is given, but not chosen. Teddy is forced to attend the Civil War and massacre innocent people, something that he does not believe, but he has to fight for his country and suffer from the unwanted results of the savagery of the war. Power is directing him what to do and not to do. He is subjugated and in the case of disobedience of such cruel actions, he will be repressed. There are plenty more of such coercing effects of power that run and regulate the human mind and body to achieve the normalizing effects power holders find appropriate.

The idea of resistance is clearly displayed within the novel; in the case of any opposition, the body is suppressed in numerous ways, and if the subject's resistance fails, the dominator's power is strengthened. As Chuck, Dr. Sheehan, states to Teddy, the balance of power is in the hands of the so-called cruel surgeons now, but in the near future, the pharmacists will take over, that are more barbaric than the surgeons: "The same zombification and warehousing that are going on now will continue under a more publicly palatable veneer" (Lehane, 2003, p. 216). Power takes advantage of discourse, or the common belief that is accepted by the community. Any new method or alteration of the stereotypes is highly denied by the individuals and is considered as an attack on their world of thoughts and faith; this is what power holders aim: obstinacy in accepting new theories and ideas. Apparently, the hospital itself follows the general protocols strictly, or as Chucks calls it, they do everything exactly by the book. By knowing the loopholes and all the processes to cover any illegal experiments, the hospital is ignoring the real medical protocol and follows forbidden surgeries. All that is claimed by the people in charge is that everything is run accordingly to the protocol with no breach of the rules. It brings forward the idea of different sides of power, and that everyone has power and limits of power.

Confinement

Power manipulation is achieved by one of the disciplinary acts of distribution. Not just power is distributed in the society and between the individuals but also a defined space is indicated to each body. Spatial distribution creates an analytical space, where the body can be watched and controlled. Distribution is a technique of discipline that creates the hierarchal and detailed structure for any study. Confinement is a form of distribution of the body, in a way that the individual is locked up in a cell. In the case of controlling an individual, specifically an insane or a criminal, the enclosure is the first step to reach the perfect level of accessibility to the body of the patient. In fact, confinement is considered a technique of power, punishment, with a repressive function, since it limits one's natural freedom; in other words, the enclosure is one of the disciplinary acts which is practiced in different organizations to pave the way for any study or control over the body. According to *Madness and Civilization* (1977): "It is within the walls of confinement that Pinel and nineteen-century psychiatry would come upon madmen" and confinement is considered a "natural abode" for the madmen (p. 39). In a mental institution, the patients are locked and cannot get released until they are found to be sane enough to face the outside world. Confinement isolates the rational man from the mad one following some rigid rules.

Ashecliffe hospital stands as a "maximum-security institution" where it holds criminally insane patients condemned for incarceration because they are found to show a high proclivity for ferocity, both men, and women. It has orange brick, ten-foot tall walls, which are topped with a single strip wire, making it impossible for anyone to escape the walls. In Ashecliffe, the patients are classified and distributed to the three buildings of the hospital, each located on a different site, called Ward A, B, and C. Ward A is for the male patients while Ward B is for the female patients. Ward C, or the Blue Zone, a bit far from the first two wards, is behind the compound and the staff quarters and includes: "Patients who have been deemed a danger to themselves, this institution, and the general public at large" (Lehane, 2003, p. 104). Unmonitored contact with the patients of the hospital is prohibited, especially with patients in Ward C; it is emphasized

that: "Admittance to Ward C is forbidden without the written consent and physical presence of both the Warden and Dr. Cawley" (Lehane, 2003, p. 26). The patients are held in specified tiny cells leaving very limited space to make moves. The steel-cut doors are opened inward, but they are locked from the outside. The cells look duller with the concrete used in the walls and the floor; and finally, there is a barred window inside the cell, which spoils any thought of escape. Patients are escorted to or from their rooms by orderlies.

Ashcliffe is similar to the old prisons and dungeons that confine individuals, but treat them in a more modernized manner. In fact, the patients in Ashecliffe are confined to the island rather than the hospital itself. They are surrounded by water, isolated, and subjected by gaze; the island reminds Foucault's discussion of treating the patients in the past in *Madness and Civilization*, when the insane patients would be exiled to remote islands. In general, disciplinary power utilizes the technique of the enclosure in excluding the insane men to achieve dual purposes. It aims to protect them from the outside world, and at the same time, it saves the rational man from the dangers and harshness of the irrational mind.

C. Gaze: Physics of Power

Discipline and Punish (1995), verifies the mechanism of surveillance very useful in the subjection of an individual: "It is the fact of being constantly seen ... that maintains the disciplined individual in his subjection" (p. 187). Mentally impaired patients are usually found to have antisocial and self-destructive behaviors that list them as outcasts; consequently, they are destined to spend their life in mental institutions under constant surveillance. It is the same about the criminals who are considered to lack rationality and are thought to be dangerous for the society. Disciplinary and medical gaze shapes their behavior by watching them continuously. In other words, with the presence of an authoritative observation, all the individuals try to regulate their actions, and are turned into "docile bodies" in Foucault's term. Normalized behavior is the product of constant surveillance, and to reach such level of normality, the institutions apply mechanical surveillance, mind control, or other disciplinary methods. Gazing is a very powerful tool for monitoring, acquiring knowledge of the body, controlling, and maintaining power over them:

In short, the power of the gaze, taken from the prison project, establishes an 'economy of looks' that distributes value throughout the social body. Not only are people valued in terms of their looks; valuable activities, such as acquiring knowledge, are understood in terms of a series of visual metaphors, such as insight and vision, so that the idea of looking (or gazing) is associated with power, knowledge and value. (Danaher et al., 2000, p. 56-57)

By continuous observation, the patients are turned into obedient automatons that can be adjusted to the system. Anybody who does not conform to the established regulation of the system, fails just like Teddy who failed to recognize himself as who he used to be and who he is. Chuck clearly highlights the issue of gaze when he states that: "everyone's looking these days, you know? Looking in at all of us. Watching. World gets smaller every minute" (Lehane, 2003, p. 87). Power relations are determined to govern the soul of the individual beside his body. They try to use normalizing techniques in a way that they can control the individuals for dual purposes: for the individuals' benefits and to their own. The mads are considered vulnerable patients who are not able to reason things out, think for themselves, and make decisions. Lack of self-knowing makes it easy for the power manipulators to program them the way they want, or as it is fairly put, normalize their behavior or produce docile bodies.

Medical gaze is mainly practiced in clinical institutions, which observes the progress of each patient during the treatment period. Such gaze helps the doctors study the patients as objects of knowledge and examine their theories on them by establishing different diagnosis and prescriptions. If medical gaze is constantly done, it may lead to the prompt recovery of a patient. On a broader scale, it can save the public health. Medical gaze watches, records movements, diagnoses, and prescribes. By keeping a constant observation, a corpus of knowledge is achieved which helps the doctors to have the required data to cure and control a patient. The gaze actively keeps checking the patients and documents their behaviors and progress to be able to diagnose well and treat them. Lehane highlights the gazing methods used in Ashecliffe, which is achieved through daily analysis, the eyes of the nurses, doctors' visits, recorded files and so on.

Shutter Island, is more similar to Panopticon watching method as it is more like a prison than a clinical hospital. The structure of the wards and the segregation of the patients make surveillance easier for the power holders. The lighthouse in the form of a circular construction, acts as the systematic eyes of the Island which is situated on the highest point of the island where mind surgeries are practiced. Many orderlies watch the island carefully to avoid any escape. Any entrance or exit to the island is done through one specific dock, the only way in or out of the island. By such controlled procedures, there is a limited chance of escaping the island for the acutest patients. Apart from the watching orderlies, the structure of the hospital is completely like a prison system, all locked gates. Besides, the crew of the hospital, including the nurses, patients and the wardens of the hospitals are all monitored for every single term they use or any action they take. There is a prominent thinker who teaches them what is appropriate to say and what not. In the case study of Teddy, Dr. Cawley as the chief physician tracks every word or movement of the patients and the nurses to make sure all is in order as per the scenario he is running.

During the role-play, Teddy is accompanied by his partner Chuck, whom Teddy barely knows, but trusts him. Chuck keeps following Teddy to everywhere, and never lets him stay alone, but this is not revealed in the novel that he has been watching him until the end of the text where he admits it: "I had to keep an eye on you, make sure you were safe" (Lehane, 2003, p. 212). In fact, Chuck, who reveals to be Dr. Lester Sheehan, is Teddy's primary physician. He keeps a

close, constant gaze on Teddy by staying with him and following him to any place Teddy suggests, in a way that Teddy is astonished by the presence of Chuck in a lab coat in the lighthouse, claiming to be Dr. Sheehan. All the moments Teddy was watched without his notice; even his actions have been predicted, but during the role-play, he runs some unexpected actions, like firing Dr. Cawley's car, to disturb the orderlies and escape their eyes.

D. Normalization

Normalization stands as the final goal of power holders. An individual should accept the norms as they are presented and should adjust himself to such standards in order to be a part of the system. A mental institution strives to normalize the patients' behavior according to the community they live. Foucault (1995) considers a hospital an "examining apparatus" with normalizing effects (p. 185). All the disciplinary techniques deployed in there are meant to achieve ultimate recovery of the patient. It keeps the observation as the main tool for treating the patients. It defines normalization this way: "The perpetual penalty that traverses all points and supervises every instant in the disciplinary institutions compares, differentiates, hierarchizes, homogenizes, excludes. In short, it normalizes" (p. 183).

Normalization can also refer to the dehumanization of an individual to what the system requires. In the process of standardization, the organizations can make improper beliefs seem acceptable for their advantage. They can standardize things by advertising, film making, setting new laws, and taking disciplinary measures. Individuals should fit the system by adhering to its regulations. Adherence refers to the submissiveness of the bodies to the defined norms established by the lawmakers. Power holders train the individuals and produce docile bodies that are useful to them. In such process of normalization, individuals are turned into ghosts and act as they are asked; just like zombies who have no discerning eyes and belonging bodies.

Shutter Island applies many techniques to subordinate the patients and uses strict therapies to keep the patients under control. Nobody would be able to breach the laws with manacled feet and handcuffs. Normalizing criminally insane seems much harder than the madmen. They have to get different soothing and hallucinating medications; however, most end in the lighthouse for mind surgery; this shows the failure of the hospital in reaching the prescribed goal of curing the patients. In fact, after the transorbital lobotomy, some patients get reasonable, but most turn into zombies or as Lehane defines: "ghosts."

In the case of Teddy, he is under medication and gaze for two years, and he is given the chance of staging his scenario, but he fails to confront the truths and accept who he is. He does not get normalized and does not accept his presence as a patient in the hospital, as he does not want to meet the reality of his beloved wife's death by his hand. At the final scene, he seems to be recovered, by admitting all the information about himself and his crime, which makes the doctors a little hopeful but soon he relapses to his primary condition; by such failure he is sent for mind surgery to save the hospital of his savagery. After any brain surgery, the patients are not the same people anymore. They lose their real identities, and act like visible ghosts. The hospital is creating obedient creatures or in other words, they create ghosts.

III. CONCLUSION AND FINDINGS

It can be concluded that disciplinary techniques may result in normalizing the individuals and assisting them in regulating their behavior, but it does have failures at the same time. *Shutter Island* is successful in designating Foucauldian docilizing disciplinary practices; however, Ashecliffe faces a medical failure considering the fact that it follows the strict techniques. After a costly medical trial on Teddy's condition, he relapses and spoils any mark of recovery. *Shutter Island* also applies rigorous disciplinary acts and leaves no chance of resistance for the criminally insane patients; if the desired normalization is not achieved within the period of treatment, the patients are subject to final docilization level, which is mind surgery. Lehane's novel is controversial, as considering the theory that Teddy is a real U.S. Marchal, all the threads of the story change; taking this theory, the rational man is driven to insanity by Ashecliffe staff in order to mask the mystery of the medical facility and the techniques practiced, which interrogates the idea of docility defined by Foucault. But considering the forefront theory, Teddy is a real mentally ill patient in denial of his condition, who is being led to normalization by the help of disciplinary power and medical gaze facing unsatisfactory result.

Another assumption is that institutions may succeed in turning the individuals into obedient beings, but not productive to the expected level. In the case of mentally impaired patients, a few institutes try to develop the potentials of such patients by training them and helping them to be real docile bodies: submissive and productive, the exact definition Foucault uses for docility. In *Shutter Island*, no special training is observed, the patients are almost silenced by medications, checks, confinement, and finally, punishment or mind surgery; such way of the disciplinary structure is somehow suppressing rather than treating that leads to submissiveness, not utility. Lehane is actually disrupting the assumption that disciplinary acts produce useful bodies by showing Teddy as failing to normalize, and presenting the rest of the patients as dehumanized bodies.

Surveillance is considered one of the most operative disciplinary method in forcing individuals to subjection; it produces useful bodies fitting the system and operating normally. When there is a sense of being watched, the individual normalizes his behavior and actions as he is expected. Surveillance acts as a key part of "production machinery" that makes the process of docilzation and efficiency easier. For instance, a criminally insane might be more useful behind the doors of confinement; he could be useful by the labor he does while he is chained. The novel is replete

with disciplinary acts and techniques of power. Scheduled life, makes it possible to use the most potential of one's ability and time, and it is only disciplinary time management that makes it possible to reach a productive level. The clinical institutes, maintain their power on the patients by holding a constant gaze on them. The incessant gaze is the functioning of power that makes the individuals follow the prescribed medications and activities they are supposed to do. The nurses embody the watching authority who will take serious measures if any sense of disobedience is felt. The advantage is that the patients fear to do any dangerous practices either on themselves or others. Ashecliffe uses physical power manipulation beside the watching eye; it does not leave a chance of solitude, and this way it prevents any form of plotting or any dangerous activity.

Ashecliffe takes aid from different techniques and medications to help the patients recover and return to their normal life. Treatment is their main goal, and all the applied strategies are to achieve rehabilitation of the individuals. Ashecliffe as a criminally insane hospital, which holds the most dangerous damaged mind criminals, hardly is able to treat the patients. The so-called patients are turned to walking ghosts, as the hospital is following pharmacology and is using medication abundantly; the individuals hallucinate and are turned to bodies that are not useful at all, but bodies that are silenced; it applies lobotomy when it finds medication not helpful. It also breaches the protocols by experimenting some scientific tests on the patients; in other words, it manipulates the bodies as they tend to fulfill some medical achievements.

Foucault considers disciplinary power as a potential mechanism in producing a docile body. He believes that the result of disciplinary acts is positive and not repressive all the time. *Shutter Island* presents a failure of the Foucauldian notion of docility. None of the patients seem to be productive; however, they are mostly submissive due to their fear of punishment. Teddy does not get docilized, and resists the gaze of power; finally, he fails to recognize himself as who he really is which highlights the contradictory result of power manipulation. The novel also acknowledges the effective power of surveillance indirectly or unconsciously; by accepting Dolores's mental disorder, and accepting her hospitalization, Teddy would save her life. If she had been under the medical gaze, she would have survived; Teddy would not turn into insanity for killing his wife by his hand and watching his kids dead, floating on water. In the novel, power is presented mostly as repressive and no special training is observed. The individuals are actually docile in the form of submissiveness not in the form of productivity; however, the novel is indirectly approving the positive effects of surveillance and power manipulation that by eliminating surveillance, destructive results are produced.

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