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Enhancing English Academic Vocabulary Acquisition and Retention in Intensive English Programs with the Involvement Load Hypothesis

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Abstract—Through action research, two instructors explore the application of the Involvement Load Hypothesis in their respective low intermediate and intermediate college intensive English reading and writing classes to improve student vocabulary acquisition and retention. One study took place over the course of one week and compared the progress of student performance on task-induced activities, revealing that students did incrementally better on vocabulary acquisition when the involvement load was heavier. The following study took place over the course of a six week Intensive Program using the same material with different students. The research also found improved performance on task induced assignments with heavy involvement loads; however, long term retention of vocabulary acquired from those assignments proved to be relatively limited.

Index Terms—involvement load hypothesis, academic English, intensive English programs, vocabulary acquisition, vocabulary retention, action research

I. INTRODUCTION

Learning and using academic vocabulary is essential to college student success. It can be challenging for native speakers, but even more of a task for non-native English language learners. Being able to do this requires initial acquisition of the word as well as relative long term retention of its meaning. In an academic environment, acquisition and retention is achieved by two mutually reinforcing factors: effective pedagogical implementation and independent study by students.

Colleges and Universities with intensive English programs (IEP) are designed to facilitate this so that English language students can adequately transition into degree programs. Introduced gradually in lower levels and given more rigorous exposure at higher levels, ideally, Coxhead's (2000) academic word list of 570 word families would be woven into the curriculum of any IEP that prepares English language learners for college courses. Yet the question is a matter of the character and effectiveness of this exposure.

The communicative approach to general language instruction has been deemed the dominant method of pedagogy and, by default, this makes much of vocabulary acquisition incidental (Ramachandran & Rahim, 2004). Yet teaching English for special purposes—such as those of academic nature—would suggest a more direct role for vocabulary instruction. The purpose of this research is to explore ways of asserting the role the role of vocabulary instruction in the classroom and to overall experiment with effective means to promote academic vocabulary acquisition and retention.

II. LITERATURE REVIEW

Much has been done on second language vocabulary learning and its implications on effective ESL instruction. Zhang (2009), for example, looks at a concept termed 'semantic prosody'. Prosody is a term borrowed from phonology and refers to the properties of stress and intonation and the phonological environments in which they occur. When applied lexically, prosody refers to meaning that is imbued through a word's collocations and connotations beyond the lexical item by itself. These semantic prosodies can be positive in meaning such as the tendency for the adjective "impressive" to occur with lexical items like "dignity", "talent", "best", "gains" and "achievement". They can also be negative, such as the tendency for the word "rife" to occur with lexical items like "crime", "disease", "misery", "corruption" and "speculation". Semantic prosody is a reminder that teaching the denotation of vocabulary alone is grossly insufficient.

In addition to collocations and connotation, context also plays a role in vocabulary learning. Ajayi (2008), largely drawing of Paulo Freire's literacy for empowerment theoretical framework, stresses the importance of vocabulary development being taught in a "socio-contextual theoretical and pedagogical formwork that integrates English language learners and the broader contexts of learning" (p. 207). This largely involves implementing real world visuals (newspaper and magazine images, for example) and creative meaning making activities with vocabulary for students to experience the vocabulary in practice, as the words relate to a variety of social instances in their own lives. Ajayi (2008) gives examples of having students create advertisement bill boards and comic strips with the target vocabulary. The

author asserts that the multimodal application of visuals and text production promotes lexical apprehension, retention, and meaningful application, in particular, if the content is made relatable to student's everyday experience.

Semantic mapping is also a technique employed for effective vocabulary instruction. Semantic mapping is the process of graphically displaying vocabulary in a diagram, usually with one central concept that branches out into other related categories. Radwan and Rikala-Boyer (2011) explore the practical application of semantic mapping in vocabulary development. Drawing from a body of scholarship, they note that "teaching vocabulary should not be limited to teaching individual lexical items, rather it needs to include teaching of innovative techniques and strategies considered necessary to expand learners' vocabulary and enhance their receptive and productive retrieval processes." (p. 2) Their studies found that, while semantic mapping does very little for productive retrieval of new vocabulary—that is, attaching spoken or written lexical information to subsequent stored sound and orthographic patterns and their associated meanings—it does aid receptive recognition of new vocabulary.

Other research suggests that semantic mapping might actually impede vocabulary acquisition because of the possibility for students to conflate the meanings of words in a given category. Tinkham (1997) refers to it as semantic clustering, and questioned its viability in L2 acquisition. Semantic clustering typically groups words with semantic and syntactic relationships (i.e. office, desk, computer, phone) and the author argues that there is no direct empirical evidence that grouping words in this format actually facilitates L2 acquisition. Instead, he suggests that *thematic* clustering might be a more effective way of facilitating vocabulary acquisition. He posits that "words might be subconsciously organized in accordance with their participation within certain 'frames' or 'schemas'" (p. 141). He gives examples such as the following set: "frog, pond, hop, swim, green and slippery." These would be considered "cognitive based clustering", meaning words that are related by psychological association. One of the main distinctions to note here is that thematic clustering is unconstrained by syntactic uniformity. Rather, it flows similarly to what would be considered a stream of consciousness. Tinkham's (1997) research, while greatly limited in scope¹, appears to support thematic over semantic vocabulary acquisition.

While learning words in relation to each other and to its context certainly promotes a breadth of vocabulary acquisition, some research show that getting students to understand the depth of a word is the most effective way vocabulary acquisition and retention takes place. Paiman, Yap Ngee and Chan Mei (2015) study the effects of explicit instruction on Greek and Latin word parts on vocabulary development. This is premised on the idea that knowledge of morphology can help learners improve their word learning strategies and build their lexical repertoire. Seeing that much of the English language derived from Greek and Latin, their hypothesis was that making students familiar with the underlying meanings of common Greek and Latin morphemes would provide better instruction than simply teaching vocabulary alone. They look at the extent to which general morphemic awareness, as well Graeco-Latin word parts, play a part in vocabulary acquisition and whether instruction based on this morphemic analysis promotes more effective vocabulary acquisition among language learners. Their research found that students instructed on word morphology — whether General English or Graeco-Latin—outperformed those who did not. This implied that knowing morphological information may enhance context clues when encountering unfamiliar words².

Also focusing on understanding the lexical depth of words, Liu and Shaw (2001) emphasize "qualitative" knowledge of vocabulary. According to them, truly knowing a word involves knowing its possible collocations, its appropriate register, its grammatical properties, its morphological behavior, its associative meanings, and its extended or metaphorical meanings. Seeing that non-native speakers and native speakers have a different kind of lexical knowledge, the practical rationale of designing an effective language course means knowing what kinds of deficits are likely to exist, and what influences those deficits. The most likely drawbacks are among high frequency words such as: make, take, have, let, put, go, give, break, hit, get, and come. These are some of the most versatile—and thereby most difficult—words in the English language as they can take on a number of meanings depending on the linguistic environment in which they are used. Liu and Shaw's (2001) research indicated that while the breadth of the intermediate students' vocabulary was considerable, the depth of their knowledge of high frequency vocabulary was greatly limited. The implications for pedagogy suggest that learners perhaps need more explicit instruction of common verbs and should not be left on their own to find the multitude of meanings they may carry.

¹ Tinkham (1997) used native speakers and a fictional lexicon to simulate acquisition. Another subsequent limitation was that the test took place in one session where subjects were presented the fake word pairs and at the time and did not finish until they made the correct associations. This is completely different than an actual language course setting where students are presented with vocabulary and instruction over time and tested on their acquisition. Tinkham (1997) noted this limited "generalizability" and called for further context based long-term and instructional application of thematic vocabulary clustering to verify its effectiveness.

² Paiman et al. (2015) found that the groups that studied vocabulary with a focus on morphology—whether general English or Graeco-Latin—outperformed the group that studied with a focus on context clues, the Graeco-Latin scoring the highest. To be fair however, the test structure was in the form of multiple choice rather than a reading summary which could have made it difficult for the final group to use context clue strategy. The authors account for this by stating they wanted to test vocabulary, not reading comprehension. Altogether, the study shows that the students who learn Graeco-Latin roots of English incidentally also developed their general English morphological recognition skills. Seeing that their test subjects were health science ESL students, the authors conclude that this sort of vocabulary skill development has a more promising effect in facilitating the comprehension of technical and scientific text, while context-clues may be more effective in literary or general reading text instead of the latter. They suggest applying this research to other disciplines from both the arts and sciences as well as different treatment lengths and a delay post test to examine retention.

Other scholars also suggest a more explicit instruction of vocabulary. Guo (2010) looks at the relationship between incidental vocabulary learning and intentional vocabulary learning. The former refers to the kind of learning that is a byproduct of something else, while the latter is the kind of learning that takes place through deliberate lesson planning and instruction of a set of vocabulary. His study explored the role of reading in L2 acquisition and how different vocabulary instructional techniques—incidental and intentional—affected learning outcomes. The author examined which instructional techniques facilitated receptive and productive acquisition of vocabulary knowledge, and which ones resulted in better retention. Guo (2010) concluded that vocabulary instruction with a combination of both incidental and intentional acquisition promotes stronger receptive skills, higher production gains, and better retention rates.

Instruction, however, whether incidental or intentional is not the final or even primary determiner of vocabulary acquisition. Students bear responsibility to acquire and retain the new vocabulary as well. Kameli, Mostapha and Baki (2012) point out at the strategies that students must employ to learn new vocabulary. A central question of their research was how the ESL formal language learning environment (teachers, peers, school) influences students' vocabulary learning strategies. They invoke Rubin's (1975) assertion that these learning strategies are merely "techniques or devices which a learner may use to acquire knowledge." (p. 46) They point out that Rubin (1975) recognized two types: strategies that contribute to direct learning, and strategies that contribute to indirect learning. Clarification/verification, monitoring, memorization, guessing/inductive inferring, deductive reasoning and practice are all example of strategies that contribute to direct learning according to this author. Creating opportunities for practice and production tricks (like memory games or association exercises) are examples of indirect contribution. Their findings revealed that instructors were the highest influence in the strategies their students chose to use. These students essentially acquired their learning strategies from explicit guidance by their teachers. In addition, completing assignments and reading textbooks also shaped their learning strategies. Peers and classmates offered a small amount of aid in this as well. One significant item that stood out in their research was that often there was an over-reliance on the instructor, as students did not make efforts to learn new words on their own outside the classroom. Students' level of need to acquire new vocabulary was only dictated by the instructor's requirements.

Hulstijn and Laufer (2001) look at the level of need, as well as other factors, like search and evaluation, that determine new vocabulary retention in their Involvement Load Hypothesis. In building from Craik and Lockhart's (1972) depth of processing concept, they posit that the level of cognitive processing correlates with lexical retention. This means that if a language learner heavily scrutinizes all aspects a word's properties (meaning, pronunciation, part of speech, morphology, orthography,) as well as its semantic relationship to other words, the learner is more likely retain it. To formalize and operationalize this notion, they proposed a motivational-cognitive construct called the Involvement Load, which comprised the three aforementioned factors: need, search and evaluation. Need is the motivational dimension of involvement, that is, the level of necessity language learners have for knowing the meaning of the word. Search and evaluation are the cognitive aspects of involvement. Search has to do with whether the meaning is easily available through translation or if they have to look a word up in an L2 dictionary. Evaluation has to do with the availability of other words with which a learner has to compare the vocabulary in context, as well as possible homonyms. Hulstijn and Laufer (2001) place up to two degrees of value on each of these dimensions, zero being the absence of one, two being the highest. The higher the aggregate result of all three the stronger the Involvement Load, and thus better acquisition and retention. Below is an illustration of the motivational-cognitive dimensions and their values.

Need, search and evaluation

THE DEGREES OF THE COMPONENTS IN THE INVOLVEMENT LOAD HYPOTHESIS

Components Degrees of the Involvement Load Explanations

Need

Index 0 (None) The learner does not feel the need to learn the word.

Index 1 (Moderate) The learner is required to learn the word.

Index 2 (Strong) The learner decides to learn the word.

Search

Index 0 (None) They do not need to learn the meanings or forms of the word.

Index 1 (Moderate) The meaning of the word is found.

Index 2 (Strong) The form of the word is found.

Evaluation

Index 0 (None) The word is not compared with other words.

Index 1 (Moderate) The word is compared with other words in the provided context.

Index 2 (Strong) The word is compared with other words in self-provided context.

From The Involvement Load Hypothesis: An Inquiry into Vocabulary Learning, by Tsubaki (2006) as it appeared in

Higher Task-induced Involvement Load Enhance Students EFL Vocabulary Learning, by Ghorbani and Rahmandoost (2012)³.

From this model, one can posit that a language learner who decides to learn a word on their own (need 2), uses an L2 dictionary to find its definition (search 2) and chooses to write the word in a sentence (evaluation 2) is much more likely to retain that word than a learner who is required to learn a word by an instructor (need 1), provided with an explanation and translation by the teacher (search 0) and takes no further action with the word (0 evaluation). Hulstijn and Laufer's (2001) initial experiment to test this theory consisted of three tasks with different involvement loads for three respective groups of students. The same target vocabulary was included in each task. The first was a reading comprehension with marginal glosses with the lowest involvement load index of 1 because of the moderate need (1), but no search (0) or evaluation (0). The second was a reading comprehension task plus a cloze exercise with a slightly higher involvement index of 2 because need was moderate (1), evaluation was moderate (1) because context was provided and no search (0) because translations were provided. The third was a writing composition in which students were to incorporate target vocabulary. This was the highest involvement index total of 3 because of moderate need (1), strong evaluation (2) because the words had to be used in an original context and no search (0) because explanations and example usages of the words were provided. Then, students were given a post test for the vocabulary words. As predicted, students with the highest involvement load index, the composition exercise, consistently performed better on the post test.

Since the introduction of the Involvement Load hypothesis, there have been numerous replications in different forms to test its effectiveness as well as its applicability to different areas of language development. Kim (2008) used the methodology to test undergraduate EFL students and students in an intensive English program. The aim was to find out whether the level of task-induced involvement would affect initial vocabulary acquisition as well as retention of English language learners from different proficiency levels. They used three tasks resembling the format of Hulstijn and Laufer's (2001) experiment. The results showed that students given the second and third tasks performed consistently higher, with the composition group as the highest. Kim (2008) concluded that vocabulary tasks with high involvement load would benefit learners at various proficiency levels whether in an intensive English program or an undergraduate program.

Ghorbani and Rahmandoost (2012) tested the Involvement Load Hypothesis on college level students as well. Instead of three tasks, they used two on two separate groups. Subjects in the control group read an English text with marginal glosses irrelevant to the multiple choice comprehension questions they had to complete after the reading. Subjects in the experimental group read the same text with marginal glosses relevant to the questions. They also had to complete fill in the blank items from the vocabulary list as well as write sentences using the vocabulary. The findings suggested that the subjects in the experimental group performed significantly higher than subjects in the control group.

Marmol and Sanchez-Lafuente (2013) employed Involvement Load hypothesis research in a primary education setting of ten year old students. The objective of the research was to, first, confirm the Involvement Load Hypothesis's effectiveness on elementary students of English as a Foreign Language (EFL) and second, to include the cognitive dimension of search to the involvement load, which until then had not been sufficiently explored. To account for the latter objective, an additional task beyond the original 3 in Hulstijn and Laufer's (2001) was used on four groups of students. The first 3 exercises were (1) reading comprehension with a marginal gloss, (2) reading comprehension with a fill in the gaps and (3) writing sentences with the help of glosses. The fourth exercise consisted in writing sentences with the help of a bilingual dictionary, introducing the search component. The authors found that students with the lowest degree of involvement, group 1 and 2, score worst on the vocabulary posttests. However, against predictions, the group with the highest degree, group 4, scored lower than group 3. The authors attribute this to the fact that previous studies were conducted on intermediate or advanced learners and that possibly certain degrees of involvement are too complex for elementary students.

Cao (2013) used the Involvement Load to test the acquisition of lexical bundles, that is, "chunks, formulaic sequences, multiword units, prefabricated expressions, formulaic speech and routinized expressions"(page number needed) employed in everyday discussions. Like Kim (2008), Cao (2013) wanted to see the influence of the Involvement load on initial acquisition and retention of these items. The researcher used Hulstijn and Laufer's (2001)

³ Other scholars such as Marmol and Sanchez-Lafuente (2013) suggest only two degrees in the search index as in the chart below:

TABLE I.

Components	Degrees of Involvement	Definition
Need	Index 0 (none)	The learner does not feel the need to learn the word
	Index 1 Moderate	The learner is required to learn the word
	Index 2 (strong)	The learner decides to learn the word.
Search	Index 0 (absent)	The learner does not look for the meaning or form of the word with a lexical instrument.
	Index 1 (moderate)	The meaning and form of the word are found by the learner
Evaluation	Index 0 (none)	The word is not compared with any other word
	Index 1 (moderate)	The word is compared with other words in the provided context
	Index 2 (Strong)	The word is compared with other words in self-provided context (the learner's mental lexicon)

original tasks and posttest format on college level English language learners. The results, once again, showed that the group with the highest Involvement Load, the group that actually had to produce sentences, scored higher on the post tests.

Shabanpour and Marzban (2015) used the Involvement Load Hypothesis to explore the effect of “task complexity instruction on EFL pre-intermediate learner’s incidental learning of grammatical collocations through reading” (p. 1883). The students were, once again, college level and presented with three tasks and separated into three different groups. The first task was a fill in the blanks task in which students were supposed to read the text and find the proper preposition to insert. The second was a sentence writing task which required students to read a text and find the proper preposition to make a meaningful sentence using the right collocation. Students were instructed to use a dictionary to look up the meaning collocations. The third task was a translation exercise where students had to read the sentences, use a dictionary to look up the meaning of grammatical collocations, and then write the translation into their L1. Sentence writing had the highest level of involvement since need, search, and evaluation were high. Translation was the next highest as all three motivational-cognitive dimensions were needed and the fill in the blanks task was the lowest, as no search component was required. The researchers found that the sentence writing group scored the highest.

Finally, Soleimani and Rahmanian (2015) used the Involvement Load hypothesis to explore whether fill in the gap exercises and reading comprehension as an input type has an effect on enhancing vocabulary acquisition of college level high proficient EFL students. Students were divided into two groups. Both groups completed a fill in the blanks task and a reading comprehension task. They were given a vocabulary pretest, an immediate posttest two days later, and a delayed posttest two weeks later. The gap-fill had L2 glosses for vocabulary while the reading comprehension task had L1 glosses. They found that, for both the fill in the gaps and reading comprehension tasks, students did better in the immediate posttest comparison to their pretests. However, only the fill in the gap task produced sustained results in the delayed posttest. The reading comprehension task, which represented a kind of incidental vocabulary learning, produced lower scores in the delayed posttest. Retention was clearly better when the involvement load was higher.

III. METHODOLOGY

Two vocabulary acquisition experiments were conducted within the framework of the Involvement Load Hypothesis. The first experiment was conducted as a preliminary trial to precede the second. Its purpose was to test the validity of the Involvement Load Hypothesis. The second experiment was carried out to determine the retention rate of involvement load tasks.

A. Experiment 1

Participants

The sample was taken from the classroom of a private English school in the U.S.A. The total number students who took part were 9, but only 5 completed all three segments of the research, so only their numbers will be accounted for in these findings. The students came from an internationally mixed background that includes languages of Middle Eastern, East Asian and South American origins. Students were low intermediate and ranged from 18 to 22 years old. The instructor administered the tasks.

Materials

Following Hulstijn and Laufer’s (2001) original construct, three different tasks were used to invoke different levels of task-induced involvement: A reading with comprehension questions (total involvement index = 1), a reading with comprehension questions and a gap-filling activity (involvement index = 2), a reading with comprehension questions and a writing component (involvement index = 3). For the writing, students had to compose novel sentences with the vocabulary. The three readings with four comprehension questions apiece were selected from the low intermediate reading text book “Interactive English” by Amy Olsen (2009). Each reading had twelve target vocabulary words with a total of 15 nouns, 12 verbs, 8 adjectives and 1 adverb. Posttests for each set of vocabulary words were in the form of multiple choice questions that prompted students to choose the word that matched the given definition.

Procedure

The three tasks as well as the posttests were administered on three separate days over the course of one week. Students did not know they were taking part of a research study. For each task, the instructor gave students the readings and comprehension questions. On a separate sheet of paper were the English definitions of the respective vocabulary words⁴. Students were allowed to use the definitions only for the reading comprehension questions, the gap-fill and the sentence construction exercise. Once students completed those tasks, the instructor collected the reading comprehension activity and the definitions, then administered the posttest.

Hypothesis: Students will perform incrementally better on the posttests as the involvement load heightens.

⁴ Even though translations were not provided for the vocabulary, we kept the search index at zero because the meanings of the words were provided with minimal search effort on the part of the student. It is arguable that reading the L2 definition with or without a dictionary rather than an L1 translation could constitute as a moderate or even strong search index. However to as best as possible replicate Hulstijn and Laufer’s (2001) original construct, this research focused mainly on the effect of the incremental evaluation index on student performance outcome.

Results

	Average wrong answers	Students scored 1 or more wrong
Index 1	2.4	60%
Index 2	1.1	60%
Index 3	0.4	20%

For the reading exercise and the comprehension questions, the average student got 2.4 answers incorrect with 60% scoring 1 or more questions wrong. The reading comprehension with gap-fill activity revealed an average of 1.1 incorrect answers among the group with 60% of students scoring 1 or more wrong answers. And finally the reading comprehension with writing component showed an average of 0.4 wrong answers with a total of 20% of students who got one or more wrong answers.

B. Experiment 2

Participants:

The sample was taken from students in an Intensive English Program at a community college in the U.S.A. The total number students who took part were 7. The students came from an internationally mixed background that includes languages of East Asian, South American and African origins. Students were a combined low intermediate and intermediate class that ranged from 18 to 22 years old. The instructor administered the tasks.

Materials:

The same materials from Experiment 1 were used. The only addition was a pretest and a final exam with all 36 vocabulary words in the form of multiple choice questions. The pretest was a self-perception one loosely based on the Vocabulary Knowledge Scale. Students were given the 36 words and instructed to do the following:

Circle the number that best describes how well you know the following words.

- 1 – I do not know this word
- 2 – I have seen this word, but don't really know what it means
- 3 – I know what this word means
- 4 – I can use this word in a sentence

Procedure:

After confirming the palpable influence of involvement load on vocabulary in experiment 1, the next step was to test the extent of vocabulary retention with given levels of involvement. This took place over the course of the six week course of the community college's Intensive English Program. In week one, students were administered the pretest. Each week thereafter, the instructor would administer one of the tasks along with the posttest in one classroom session. The tasks were administered *starting with the highest level of involvement load to the lowest*. Thus, the reading comprehension with the writing component would start, followed by the gap-fill the next week, and then the reading comprehension by itself. In the fifth week, students were given the final posttest with all 36 vocabulary words.

Hypothesis:

Students will retain more words with unknown meanings from the task with the highest involvement.

Results

	Average wrong answers	Students scored 1 or more wrong	Unknown Words
Index 1	1	42%	71%
Index 2	1.75	42%	50%
Index 3	0.1	14%	0%
Final Test	1.8	85%	76%

For the first posttest with the highest involvement load of the reading comprehension and writing component, students got an average of 1 incorrect answer with 42% scoring one or more wrong. Of the wrong answers, 71% were words which students identified as not knowing what the word meant on the pretest. For the second gap-fill posttest, students got an average of 1.75 answers incorrect with 42% of students scoring one or more wrong. Of the wrong answers, 50% were words students identified as not knowing the word's meaning on the pretest. The final posttest with lowest involvement load showed students got an average of 0.1 answers wrong with 14% of students getting one or more wrong. None of these were words students identified as not knowing its meaning. On the final test students got an average of 1.8 answers wrong, with 85% of students scoring 1 or more wrong. Of the wrong answers, 76% were words students identified as not knowing what the word meaning on the pretest. Finally, all of the wrong answers were vocabulary items from the reading comprehension with writing component.

IV. DISCUSSION

Even if this research is obviously limited in its small sample size, the numbers are revealing. Both experiments confirmed that students performed better on the posttest with the highest involvement load. However the second experiment shows the extent of the students' retention for new vocabulary despite the involvement load. The hypothesis stated that students would retain more words with unknown meanings from the task with the highest involvement load, yet these were the only words students got wrong. This might suggest that the initial acquisitive element in the

Involvement Load Hypothesis is stronger than the sustained retentive element. The implications for instruction would be routine exposure to target vocabulary in addition to task-induced involvement over a period of time. Perhaps a prescribed ratio of vocabulary review with the introduction of new vocabulary through tasked-induced involvement would be in order. Further research might consider looking into the extent of task-induced involvement on the productive aspect of vocabulary acquisition and retention. This research only examined the receptive aspect in the posttest multiple choice exercises. Also further research could consider looking into the ‘need’ dimension of the motivational-cognitive framework. Thus far, because of the very nature of the research, the need component has remained at ‘moderate’ because subjects were students who were required to learn the target vocabulary. More insight into the conditions that prompt language learners to find the meaning of a word by themselves—thus making need ‘stronger’—might aid instructors on facilitating these conditions to enhance acquisition and retention of vocabulary.

V. CONCLUSION

Intensive English Programs that prepare language learners for higher education should always have a strong academic vocabulary acquisition and retention regimen. As iterated in the introduction, Coxhead’s (2000) 570 most common academic word families should be included in this rigorous course of language training. Textbook centered IEP’s should have their materials evaluated to see what levels of involvement are implemented in vocabulary exercises and supplement whenever necessary. Students in higher education face a substantial amount of pressure to broaden their vocabulary through the lectures they hear, the presentations they give, the essays they write, and the textbooks they read. For those to whom English is still a relatively unknown language, the pressure is intensified. The better IEP courses execute academic vocabulary training, the less these students will have to worry about.

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The People or the Police: Who to Blame? A Study Investigating Linguistic and Textual Devices Journalists Use in Framing News Stories

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Abstract—One news event may be represented differently by different news organizations. Research in news representation remains sparse in Arabic. This article investigates some of the linguistic and textual devices used in journalistic texts. It looks at the way these devices are used to influence public opinion. This gives rise to significance of conducting this research. This study uses these devices within the framework of Critical Discourse Analysis (CDA). For the purpose of this study, four news articles produced by Aljazeera and Al-Arabiya were examined under CDA in order to show how journalists structure their news stories to imply an ideological stance. The analysis showed that Aljazeera and Al-Arabiya represented the people and the police differently, each according to their ideological and political leanings. This resulted in the public having different opinions of the event.

Index Terms—Aljazeera, Al-Arabiya, discourse analysis, CDA, ideology, news, framing

I. INTRODUCTION

Textual devices such as modality, transitivity, presupposition along with their linguistic counterparts represented in nominalization and thematization are considered key devices for journalists when producing news stories serving a particular ideology or belief. The way these devices are used by journalists could influence and shape the public opinion. As a matter of fact, such an area of investigation has been of interest to many scholars such as Bell (1991), Fowler (1991), Fairclough (1995), and Richardson (2007).

This article intends to contribute to the field of discourse analysis by showing, firstly, that news story writers use the same linguistic devices differently and these devices will lead readers to infer dissimilar conclusions about the same event. Secondly, it illustrates the role of lexical cohesion in framing news stories. The lexical choices of journalists appear to play a pivotal role in constructing and directing a news story to a particular end. In this article, four news articles covering the same event have been analyzed using Critical Discourse Analysis. Two of these articles were produced by Aljazeera – one in Arabic and one in English, and the other two produced by Al-Arabiya – one in Arabic and one in English. The linguistic and textual devices were used differently and, thus, led to divergent results. Consequently, the public is more likely to form disparate opinions about it.

The following example of two online news media texts shows how these two (Aljazeera and Al-Arabiya) media outlets represent the same news event to the public. The story is that an Egyptian Salafist Front, known for their opposition to President Abdulfateh al-Sisi's regime, called for protests across Egypt against the rule of what they think about the 'military coup' that toppled the Islamist President Mohamed Morsi. The Front is known for its support of the Islamist movement the Muslim Brotherhood. The protest took place on Friday 28 November 2014.

Both media outlets have Arabic and English websites. In using Fairclough's (1995) CDA framework in analyzing the media discourse, these news articles are analyzed under the text representation elements embodied in thematization, presupposition, transitivity, and coherences and cohesion. Table I below shows the headlines of the same news story in both media organizations:¹

¹ The way ideology affects news representation could be a topic of interest in translation research (see Mahdiyán, Rahbar & Hosseini-Maasoum, (2013); Youssefi, Kanoni & Shojaei, (2013); Alghamdi, (2014)).

TABLE I
SHOWS THE NEWS HEADLINES IN BOTH MEDIA ORGANISATIONS WITH THEIR ENGLISH AND ARABIC VERSIONS.

	Aljazeera	Al-Arabiya
English	Four dead in Egypt anti-government protest. ²	Egypt: Four killed as Islamists clash with police. ³
Subheading	Thousands rally in Cairo heeding to call by Salafist Front, as three military officers are killed by unknown gunmen.	
Arabic	واشنطن تدين مقتل خمسة واعتقال العشرات بمصر. ⁴	مصر... مقتل ضابطين بالجيش في هجومين منفصلين. ⁵

Before starting an analysis of these headlines along with their news texts, it is necessary to consider the concepts of news discourse and its relation to language as well as discourse analysis and critical discourse analysis.

A. Language and News Discourse⁶

In bringing the subject of media, mass communication or media discourse into discussion, the focus can vary as it inextricably intertwines with other disciplines such as sociology, semiotics, psychology, anthropology and, of course, linguistics. Language is always present and could also be the main topic for text and discourse analysis (Cremades 2007). In this respect, the interest of linguists may lie in the grammatical and syntactical structures of news texts. News texts could be analyzed for the distinctive grammatical features of their headlines. Sociolinguists, on the other hand, may investigate a media text from the sociocultural point of view, to look at cultural aspects within a social context. This tendency is also explored by Fairclough's (1995) dimension of the sociocultural practices of news. According to Fairclough (1995), this dimension entails three facets: economic (deals with the economics of the media), political (analysing issues of power and the ideology of the media) and cultural (deals with issues of values in a society and the culture of a given text). In terms of semiotics, news media texts and articles are characterized by the use of images, a feature that made an appealing point of analysis in semiotics. Semiotic analysis is typically concerned with the analysis of ideological patterns that are embedded in media texts (Paniagua 2007). However, this argument is only brought to the fore for reference reasons, as this article does not intend to investigate the semiotic aspect of discourse. Nonetheless, it remains a required area for investigation.

Linguists, as a matter of fact, are increasingly addressing this topic of news discourse. To be more specific, one approach that was generated from Critical Linguistics is Critical Discourse Analysis (ibid). According to Cremades (2007), CDA "studies and analyses written and spoken texts to reveal the discursive sources of power, dominance, inequality and bias" (p.17). This bias of news institutions towards their ideological orientations and political leanings is usually reflected on in their news products. The news texts investigated in this study are an example of this act of journalistic work. It goes without saying that the way news is structured is through the use of language. Fowler (1991) argues that events represented in news articles are not communicated naturally and their structure is not natural. That is, events in news are sites for representing the news organisation's values and interests. News gets transferred through to readers with the use of structural features. These features, nonetheless, are impregnated with the news organisation's ideologies and beliefs or values regarding an event. The Critical Discourse Analysis in section 4 of this article sheds more light on these features.

The headlines above can show a telling example of how news headlines are structured. They can reveal an agglomeration of ideological implications as they are opposing each other in the ways the event is represented. Richardson (2007) states that analysis of word choices in most cases is the first stage of discourse analysis. Therefore, if one can only speculate on the lexical choices of *Aljazeera* and *Al-Arabiya*, one can reach this interpretation. *Aljazeera's* English article describes the events as 'anti-government' which does not give any background or knowledge about the *protesters* – the inference here is a normal protest that occurs every now and then worldwide. However, the "four dead" phrase gives the impression that the government was fierce, tough and perhaps, arguably, totalitarian in killing protesters, although it is still unclear who did the killing. *Al-Arabiya's* English headline, on the other hand, would indicate that the *protesters* could be 'Islamists'. This term would usually connote with killing, bombs, violence, and that these people could be perceived as 'Jihadists' and/or 'Terrorists' whom the whole world is in confrontation with. These 'Islamists', according to *Al-Arabiya*, are not *protesting* - there is no demonstration. Further, the word 'police', makes the situation grave, as if the Egyptian police are in a fight with 'Islamists'. Such lexical choices by journalists indicate how news stories are framed to serve a particular ideological tendency.

² <http://www.aljazeera.com/news/middleeast/2014/11/egypt-tightens-security-salafist-protests-2014112861348838826.html>

³ <http://english.alarabiya.net/en/News/middle-east/2014/11/28/Egypt-braces-for-unrest-ahead-of-Islamist-protest.html>

⁴ <http://www.aljazeera.net/news/arabic/2014/11/28/%D8%B3%D9%82%D9%88%D8%B7-%D8%A3%D8%B1%D8%A8%D8%B9%D8%A9-%D9%82%D8%AA%D9%84%D9%89-%D9%81%D9%8A-%D9%85%D8%B8%D8%A7%D9%87%D8%B1%D8%A7%D8%AA-%D9%85%D9%86%D8%A7%D9%87%D8%B6%D8%A9-%D9%84%D9%84%D8%A7%D9%86%D9%82%D9%84%D8%A7%D8%A8-%D8%A8%D9%85%D8%B5%D8%B1>

⁵ <http://www.alarabiya.net/ar/arab-and-world/egypt/2014/11/28/%D9%85%D8%B5%D8%B1-%D9%85%D9%82%D8%AA%D9%84-%D8%B6%D8%A7%D8%A8%D8%B7-%D8%AC%D9%8A%D8%B4-%D8%A8%D8%B1%D8%B5%D8%A7%D8%B5-%D9%85%D8%B3%D9%84%D8%AD%D9%8A%D9%86-%D8%B4%D9%85%D8%A7%D9%84%D9%8A-%D8%A7%D9%84%D9%82%D8%A7%D9%87%D8%B1%D8%A9.html>

⁶ For a recent study in employing particular linguistic (modality) tools for participant to position themselves in a particular news discourse, see Persson (2015).

B. Discourse Analysis

Discourse, as Richardson (2007: 22-25) puts it, has been defined as a unit which is above or larger than a sentence. Discourse looks at structure and organization patterns in units. According to the formalist and structuralist definition of discourse, it should be unified and meaningful. Discourse is featured with a sentence link and connection rather than non-connected sentences. Otherwise they are not discourse. In her book *Working with Spoken Discourse*, Cameron (2001) offers this simple example, which shows elements of discourse.

The baby cried.

The mommy picked it up.

The word 'it' in the second sentence is a cohesive marker. Cameron explains that discourse is signalled with four features: cohesion, narrative, causality and motivation. In addition to cohesion, the 'narrative' feature exits the sequentially chronological narrative structure of the event or story. Causality is a third feature that can be inferred for the sequence of the above example. So we can infer that the mum picked him/her up because he/she cried. Motivation is also embedded in the event. The reader will infer that the baby was picked up by its own mother and not a mother of some other baby. This example explains that people usually figure out discourse by guessing the common-sense of the story or event. Such a guess is usually made subconsciously by knowledge of social acts in a society.

Therefore, the discourse definition which is a unit above a sentence is somehow inadequate as it lacks the social concepts that people know about their own society (Richardson 2007). The functionalist definition of discourse looks at the term beyond sentence level and investigates it as 'language in use'. Brown and Yule (1983) cited in Richardson (2007) state that "the analysis of discourse is, necessarily, the analysis of language in use" (p.24). According to this view, the concern of researchers is how language communicates functionally and contextually. Languages are used to "mean something and to do something" (Richardson, 2007, p. 24) (emphasis in original). Therefore, in discourse analysis it is important to take into account the context of the usage of the discourse rather than just looking into the cohesive and coherent devices above the sentence level. Let us take this example from a news translation point of view.

Source Text: Egypt interim PM backs army chief for president

Target Text: الببلاوي يشيد بالسيسي ويؤيد ترشحه للرئاسة

Back Translation: el-Beblawi praises Sisi and backs his running for office

The source text was produced by Reuters on 23 January 2014 and was translated by Aljazeera on the same day. Egypt at that time was facing a political conflict. The political situation was not stable and the cabinet got shuffled frequently, so was the presidential position. Having this background in mind, let us see how the above example works. Reuters adapts a functionalization strategy, whereas Aljazeera goes for a nomination strategy. Nomination in news texts used to refer to people as who they are, focusing on personal qualities, while functionalisation is used to indicate what participants do, i.e. much more assertion to their function. Such different uses will consequently have different effects. Machin and Mayr (2012) state that the functionalisation strategy has more official status, connoting legitimacy and representing people's occupation. Van Leeuwen (1996) states the nomination is usually realised by the use of proper nouns – whether formal or informal. Therefore, it could be argued that Aljazeera's realization of the fact that el-Beblawi and Sisi are well-known to the Arab audience made it render their names directly, while Reuters goes for functionalization as these names are arguably still not well-known worldwide due to political turmoil in Egypt. This example stresses the importance of the context in discourse analysis. In a similar vein, Munday (2012) argues that unlike text analysis which examines cohesion, structure, organization of above sentence level, discourse analysis looks at how "language communicates meaning and social and power relations" (p.137). This aspect of socio-cultural practices has been discussed in critical discourse analysis, which is the politics of the media. Although the media are meant to be objective, impartial and neutral in their coverage of news stories and to provide even social and political views to the audience, Fairclough (1995) argues that they tend to work ideologically. He further says that media analysis has shown that some of the media output is ideologically shaped for the benefit of the powerful. The concepts of CDA have been discussed in the sections to follow.

C. Critical Discourse Analysis

Critical Discourse Analysis is a field which finds its roots in the Hallidayan Functionalist Linguistic Theory. CDA addresses the role of the audience in the analysis of texts as well as extends the analysis beyond the textual analysis into intertextual and contextual analysis. CDA is said to aim "to isolate ideology in discourse" (Fowler et al 1979; Fowler and Kress 1979) cited in (Cremades 2007, p. 17). News discourse is one of the main areas that CDA concerns itself with. In this respect, van Dijk (1995) argues that the formulaic nature of news texts cannot be investigated and analysed with negligence of the surrounding social context. He continues that the process of media text production that involves text structure and comprehension with its social and contextual frameworks is analysed in correlation with two identifiable levels. The first one is the microstructure level. It examines the semantic relations of the text, the syntax, lexis and cohesion and coherence. The second level is macrostructure which deals with the general thematic/topic structure and organization of news stories. News texts are characterized in terms of themes and topics usually narratively presented in the manner of a headline, lead paragraph(s) and superstructure. This manner is pedagogically unpacked in the summary, story and the consequences.

Fairclough (1995), on the other hand, notes that the focus in the representation of a text lies in the way “events, situations, relationships, people, and so forth are represented” (p.103). He goes on to argue that the way the media represent texts which may include a description of a particular event, or discuss a relationship between two or more people or institutions or infer a conclusion from people, say, politicians or economists, does not actually ‘mirror realities’ as some may ‘naively’ assume. Media texts, according to Fairclough, represent realities in different forms to match their own interests and objectives. The headline examples in the introduction above offer a good example of these media practices where Aljazeera and Al-Arabiya steer the reader’s attention to a particular point. According to Fairclough (1995), CDA analyzes media texts within not only their textual and structural frameworks but also by analysing and explaining three levels of texts: structure, production and comprehension. In this article, the level of text will be used in the analysis as it encompasses the elements needed for the analysis framework. However, the institutional settings and practices have also been brought into the discussion. This concept of institution setting is stressed by Wodak (1996). She states that it is important, for example, to consider the setting of institutions where an interaction is taking place, i.e. hospital, school, police station, etc. Furthermore, this view has also been adopted by Richardson (2007) who mentions that CDA has been used to make a connection between linguistic analysis and social analysis. In this sense, social analysis means the settings in which the interaction takes place.

A more important ideological point of view that should be addressed here is the notion that some ideological practices may become background knowledge as a result of a naturalization process in a society (Fairclough 1995). To elaborate, it is a fact that the public rarely look at news critically. They take it for granted as facts. Further, Fowler (1991) asserts that first, readers of news are generally not trained to read critically. Second, audiences in general interpret news texts as per their background knowledge and information that they previously consumed regarding a topic in question (van Dijk 1993). Interestingly, and as van Dijk (*ibid*) puts it “... the news media are the main source of information and beliefs used to form an interpretation framework” (p. 242), for social or political events. In other words, audiences count on news to understand political or economic events which in turn shape the way they think or understand some social events. This background knowledge is then used to interpret further news texts, which makes such an interpretation unreliable as after all they are not trained to read or analyse critically.

Consequently, critical discourse analysis is needed to assist researchers of media texts to make assumptions and to analyse the impact of media ideology on audiences (Cremades 2007). Journalists produce news stories in a biased way, which may shape their negative attitude towards an event which is then taken in by the public who seem to trust it as fact (van Dijk 1995). That said, society is a key element in CDA, as it is the environment where people acquire social habits and culture. As a result, media institutions find discourse an inevitable place to imply ideological elements and that led Van Dijk (1995) to see discourse analysis as ideological analysis. Notwithstanding, with the arrival of the Internet and technology nowadays, media text readers can immediately leave their impact at the end of the news text as many websites provide space for viewers and readers to have their say about what they have read. In addition, some online media texts are free of charge and the comment domain at the end of each news article is an interactive virtual sphere that gives people the chance to discuss and debate their opinion which reflects the impact of the news on the audience and their comprehension of the text.

It could be argued that researchers of CDA have not adequately approached the news representation in the Arabic domain. As a matter of fact, previously published studies on the effect Arab news organisations failed to address the influence of a given news provider on its news story production. In other words, studies such as Al-Saggaf (2006), El-Nawawy & Powers (2008), and Johnson & Fahmy (2008) has not looked at the power of lexis and linguistic shifts in manipulating news events. In addition to this, one would find it difficult to locate a study investigating the linguistic devices mentioned above used in a contrastive manner in the Arabic literature. This was the motive for conducting this research and to open the door for more similar studies using other CDA devices and media outlets in the Arab world.

II. RESEARCH QUESTIONS

Language could be a powerful tool when it is purposefully geared towards ideological ends. To investigate how language can be used influentially, this research attempts to answer the following two research questions: (1) to what extent could linguistic and textual devices used by journalists in producing news stories alter meanings? (2) how can some linguistic and textual devices be used by journalists to influence public opinions?

III. METHODOLOGY OF STUDY

This study uses four news articles, which were published online on the Aljazeera and Al-Arabiya webpages. Two of these articles were in English and the other two in Arabic. The Arabic ones were from the Arabic websites of Aljazeera and Al-Arabiya and the English ones were from the English websites of Aljazeera and Al-Arabiya. The four news articles tackle the same event which is protesters on the streets of Egypt. It seems that the protesters became violent and were confronted by the police. The narratives of Aljazeera and Al-Arabiya of the protests seemed to be contrasting.

The protests took place on 27-28 November 2014. These protests were preceded and followed by a huge number of other protests, demonstrations and violence in Egypt. This is because the country was facing a political conflict and turbulence. It is well-known that Egypt witnessed a revolution in 2011. A transitional period took place and then votes

were cast. The Islamist parties including the Muslim Brotherhood won most of the parliament seats and the presidency. Anti-Islamist forces began to mobilize to act against President Mohamed Morsi and his government (AP, 2013). A date was set for 30 June 2013 to topple the rule of the Muslim Brotherhood. Since this date, protests have been taking place frequently.

In this paper, the data was selected from Aljazeera and Al-Arabiya - as it could be argued that most of the articles published on the Aljazeera and Al-Arabiya webpages would have a similar degree of contrastive narratives with regards to Egypt. However, many different news headlines could have been used as data to show similar contrast. It is also argued, in this paper, that the analysis and results of this study are representative of the way Aljazeera and Al-Arabiya represent news on Egypt's current political status. The sample data is a demonstration of the approaches of CDA, which have been applied to the Arabic and English news texts. The analysis in the following sections demonstrates how news organizations use linguistic and textual elements in their discourses to influence the public to believe an event is happening as they narrate it.

IV. ANALYSIS OF DATA

This section examines the CDA linguistic and textual devices that journalists use in their writing of news texts. Those devices arguably go unnoticed by the public and influence them perniciously. These devices are thematization, presupposition, transitivity, and coherence and cohesion. Although each of these devices serve a particular purpose in arguing a news agency's point of view through, they fall under the social practices of CDA which is used to promote a particular discourse a news organization adopts.

A. Thematization

The theme is the topic of a clause which forms the point of departure. It usually occupies a prominent position at the start of a sentence. In other words, it foregrounds the information for focus, attention and importance (Fairclough 1995). Although Aljazeera and Al-Arabiya foregrounded the killing of two/four, there seems to be a striking difference. Aljazeera's English article began the clause with *At least four protesters have been killed* and Al-Arabiya with *Four people, including two soldiers, were killed*. In the following paragraphs, Aljazeera maintains the focus of the thematic clause with the use of 'protesters' and 'protests' at the start of the consecutive paragraphs. Al-Arabiya, on the other hand, puts more focus on the 'officers' and 'soldiers' killed by 'not clear' assailants, as it says. However, it elaborates, with a local coherence relation clause unknown as *extension* using adversative (but), and continues to say that *but militants have killed scores of policemen and soldiers since the army overthrew Islamist president Mohammed Mursi*. This is quite a shifting point in Al-Arabiya's narrative where it starts to intertextualize the infamous actions of the Islamists and the Muslim Brotherhood.

Aljazeera's Arabic version is not different from its English one; it also thematized the protests, those killed by the police. However, it added an external power embodied in the USA that condemned the 'attack' and 'violence' on protesters. Table II shows how Aljazeera began the clauses of each paragraph in its Arabic version with translations:

TABLE II
SHOWS HOW ALJAZEERA BEGAN THE CLAUSES OF EACH PARAGRAPH IN ITS ARABIC VERSION WITH TRANSLATIONS

Arabic	Translation
أدانّت وزارة الخارجية الأمريكية "بقوة".	American Foreign Secretary "strongly" condemned.
واشنطن تقدّم تعازيها لأسر من لقوا مصرعهم.	Washington offers condolences to families who lost beloved ones.
مقتل خمسة محتجين.	Five protesters killed
وقد سقط الضحايا عندما أطلقت قوات الشرطة الرصاص؟	There were casualties when police started shooting.
خرجت أكثر من عشر مسيرات.	More than ten demonstrations took to the streets.
وخرجت مظاهرات عدة.	Other several protests took place.
كما خرجت مسيرة.	There has been a rally as well.
وقد خرجت قبيل صلاة الجمعة مظاهرات.	Before Aljuma Prayer, protests emerged.

Al-Arabiya's Arabic version, on the contrary, began paragraph clauses by focusing on the killing of the officers. The clause of the first paragraph starts with *قتل ضابط في الجيش* (an army officer was killed). The other paragraphs' starting points revolve around the same concept. Table III shows how Al-Arabiya began the clauses of each paragraph in its Arabic version with translations:

TABLE III
SHOWS HOW AL-ARABIYA BEGAN THE CLAUSES OF EACH PARAGRAPH IN ITS ARABIC VERSION WITH TRANSLATIONS:

Arabic	Translation
مسلحين في سيارة فتحوا النار على ضابط جيش وجنودين.	Armed men in a car opened fire on army officers and soldiers.
إن الهجوم وقع خلال قيام دورية من الجيش بتأمين.	The attack took place as army patrol secures...
وتتبنى جماعة "أنصار بيت المقدس".	A group called "Supporters of Jerusalem" adopted the ...

The thematization of Aljazeera and Al-Arabiya, as can be noticed, are dissimilar, as each media outlet focuses on a particular aspect of the process. Aljazeera makes protesters the patient of the process and the Police/Army the actor, while Al-Arabiya introduces the Army as a patient and implicitly indicates that the actors are Islamists. When a news article is thematizing a particular agent in the story, it means they put it in a place of focus. Then, the story will revolve

around it. In this way, it will be at the news institution's disposal to present it negatively and positively. When themes are not the essential focus of a clause, this means clauses are rhematized – not being the focus of the text.

B. Presupposition

Media texts contain hidden or presupposed meanings. Fairclough (1995) stresses that elements that are absent from a news story weigh similar effect as those present in a news story. He further argues that some elements might seem to be present in a text, but in fact they are not. In this sense, Richardson (2007) unpacks that the focus of the presupposed meaning in text is the relations between what is written to the way it is written. Presupposition is used by journalists to position readers/listeners in a way that allows them to make commonsensical assumptions. Aljazeera's English article presupposes that supporters of the toppled President Mohammed Mursi were not allowed to protest by using *The protests are the first attempt in months*. It also presupposes that Christians and Muslims are standing together in those protests and it is not for the supporters of the Islamists but indistinguishably for all Egyptians. This presupposition gives a sign that the existing regime is undesirable. Another presupposition was the use of the phrase *the absence of a true political solution*, which assumes that there is a real ordeal in the country and all solutions presented were not true and, thus, *violence will continue*. Aljazeera's Arabic version also used presupposition. For example, it says *رفض للانقلاب العسكري والمطالبة بالحفاظ على الهوية الإسلامية* (rejecting the military coup and saving the Islamic identity) which presupposes that what happened in Egypt is a taking-for-granted coup d'état and the Islamic identity is threatened under the rule of the current regime. Egypt is said to have freed itself from dictatorship in the wake of the Arab Spring, but Aljazeera presupposes that *اطلاق سراح المعتقلين، ووقف التعذيب وقتل المتظاهرين* (release of detainees, stopping torture and killing of protesters) which assumes the current government is oppressive and is involved in conducting violent actions against civilians. In other words, it says the Egyptians are still not liberated from the military fist.

Al-Arabiya's English version made a number of presuppositions of ideas such as in describing the Salafist Front as *little-known* to underestimate the protest and indicate that the people of Egypt have not responded to the call of the Front. Considering the following two examples, the first one is *because of many Egyptians' weariness with lawlessness that crippled the economy after Mubarak's fall*, which presupposes that there is a state of lawlessness and the economy is debilitating after the revolution and the former President Mohamed Morsi and his government took no measures to resolve the economic problems. The second one is the use of *harming national unity*, in reference to a law passed by the government to deal with specific groups. Recently, Egypt disbanded and blacklisted the Muslim Brotherhood, declaring it a terrorist organisation. In relation to those events, Al-Arabiya undoubtedly presupposes that the Muslim Brotherhood is a danger to the national unity of Egypt and it is trying to divide the people and inciting them to stand against the government. This phrase also presupposes that the Egyptians are united and some groups are seeking to break up this unity. In taking the following examples from Al-Arabiya's Arabic version of the story, presupposition can be seen in *استمرار للهجمات* (continuation of the attacks), *فتحوا النار على الجيش* (opened fire on the army), *الجيش يتأمين* (The army secures) and *داعش* (ISIS). Such uses presuppose that the Islamists, especially with reference to ISIS are continually attacking the police and the army. Besides, there are terrorist groups in Egypt trying to gain ground and launch attacks against the police and army.

C. Transitivity

Transitivity shapes the core of the text representation. Fairclough (1995) discusses transitivity in relation to the "structuring of proposition" (p. 104). That is, the way events are represented in the clause structure of the text. A clause, he argues, consists of process, participant and circumstantial elements (ibid). Further, transitivity of news text examines the process of news reporting in the form of text representation. In other words, it is believed that the way texts are represented differs in a number of ways. This happens by the choices journalists make in embodying the roles of participants in the text. These choices were also underlined by Simpson (1993) who states that transitivity expressed in clauses has three components: (1) the "process itself, ... expressed by the verb phrase", (2) "participants involved in the process", whose role is recognized by the noun phrase and (3) "The circumstances associated with the process, ... expressed by adverbial and prepositional phrases" (p. 82). The process is divided into four types: first, *verbal processes* (speak, say, tell, shout), second, *mental processes* (think, decide), third, *relational processes*, which contain only an agent such as using (have, seem, be) and fourth, *material processes*, which are processes of *doing* and, in turn, are divided into *transitive* action, i.e. (the police killed the attackers) or *intransitive* action, i.e. (the attackers drove away) (Richardson 2007).

Transitivity also contributes to the ideologically driven choices of the structure of clauses by journalists. Aljazeera chooses active clause by saying *عندما أطلقت قوات الشرطة الرصاص* (when the police fired bullets), the **police** is the actor, **fired** is the process and **bullets** is the goal. Al-Arabiya, on the other hand, passivizes its story by saying *two soldiers ... were shot dead by unknown gunmen*. It begins with the goal (two soldiers) and process and then the actor (gunmen). According to Fowler (1991), transitivity contributes to the positive/negative evaluation of participants. Aljazeera portrays the police as the *actor*, whereas Al-Arabiya depicts them as the *goal* of the process. This means that transitivity can lead to negative or positive comprehension of the same newspaper story, i.e. making the readers of the news article offer a dissimilar assessment of the story. In this manner, Fowler (1991) argues that transitivity "has the facility to analyze the same event in different ways" (p. 71). This occurs by shifting the roles of the actors and goals, where the

actors are the powerful and the goals are the powerless. If the focus of the story exchanges these roles, this will result in a different assimilation of the story by the public.

D. Coherence and Cohesion

Coherence refers to connecting the ideas of a text in order to create meaning for the audience (Douglas et al 2007). Local coherence relations of text representation, according to Fairclough (1995), are shown in a number of devices including elaboration, extension and enhancement within clauses and complex sentences. The following example from the Aljazeera English version illustrates the local coherence relations:

Meanwhile, three senior army officers were killed in separate shooting incidents by unidentified assailants. Two were shot dead in Cairo, while a navy officer was killed in Alexandria.

The paragraph began with a sequential linking adverbial "meanwhile" to indicate that this item is not directly related to the preceding item in the above paragraph, but the overall idea is related to it, however, indirectly. Furthermore, the second sentence is an enhancement of the first which indicates the *place* of the separate shootings that resulted in the death of three officers.

Cohesion, on the other hand, refers to the relations of meaning within the text. It occurs in a text when some elements of discourse rely on one another (Halliday and Hasan 1976). In other words, the surface components of the text are connected in some kind of a sequence – those components are the actual words we see (Hatim and Mason 1990). In the examples taken from the news articles data, a number of these cohesive devices are discussed below to show how they impact on readers and are used ideologically by news providers. These devices include lexical reiteration, ellipsis, references, substitution, conjunction and the use of lexical repetition. Consequently, they can be used to evaluate a text, as maintained by Hunston and Thompson (2001). Table IV below shows the examples:

TABLE IV
BELOW SHOWS EXAMPLES OF COHESIVE DEVICES

Cohesive device	Website	Example
Reference	Al-Arabiya English text	The ministry also announced that ... It said the group members were ...
Substitution	Aljazeera English text	At least four protesters have been killed and scores of others injured
Ellipsis	Aljazeera Arabic Text	أعلنت وزارة الداخلية المصرية اعتقال ... كما أبطلت مفعول عشر عبوات متفجرة.
	Translation	The Egyptian Interior Ministry announced the detention of ... and (the Ministry) deactivated improvised explosive devices. <i>Notice the words "the Ministry" are deleted from the second part of the sentence. So, it is presumed that the deactivation is conducted by the Ministry without mentioning it.</i>
Conjunction	Al-Arabiya English text	The identity of the assailants was not clear, but militants ...
Lexical cohesion	Al-Arabiya English text	These words were dominant in Al-Arabiya: killed (repeated five times), shot dead, bomb (repeated twice), open fire, attacks (repeated three times), terror operations, unrest. These processes were conducted by: Islamists (repeated five times), Muslim brotherhood (repeated twice), terrorists, and militants. These are presented as the doer, the agent. However, the following words: military (repeated four times), army (repeated five times), security forces and police (men) (repeated three times), soldiers, and officers are represented as the targets of the attacks by the doers or the protectors of the country.
	Al-Arabiya Arabic text	هجوم (attack) (repeated four times), قتل (killed) (repeated three times), فتحو النار (opened fire), مسلحون (gunmen) (repeated three times). On the other hand, ضباط (officers) and الجيش (army) (repeated four times) جنود (soldiers) (repeated twice) and قوات الأمن (security forces). The choice of vocabulary in Al-Arabiya's Arabic stresses the same importance as the English vocabulary, which is the police under attack by Islamists.
	Aljazeera English text	Aljazeera repeats the words: killed (four times), attacks (three times), violence (twice), shooting, open fire, and shot dead. Those words were used in two different senses. For example, in Aljazeera's story the police "opened fire", whereas in Al-Arabiya's the attackers "opened fire". Aljazeera reiterates that the police, army and security forces (repeated twice) killed and arrested protesters. And in seeking objectivity, it says that army officers/ police officers were killed.
	Aljazeera Arabic text	Aljazeera uses the words: killed, arrest (four times), violence (three times), shoot, torture, oppression, and attacks (twice) as these actions are carried out by police (used four times), security forces (five times), army (twice). Aljazeera included the words: military coup (four times), Muslim Brotherhood (three times) and the Salafist Front (four times). According to Aljazeera's narrative, the police killed and arrested protesters who rejected the military coup.

The use of coherence and cohesive devices are significant elements in text representation. They are evaluative tools that show the ideological stance of a media outlet towards both the event and the participants taking part. On the other hand, lexical reiteration as demonstrated in the foregoing comparison illustrates that it allows media professionals to reiterate different vocabulary to frame the same news story differently. It can be seen that a number of words are frequently used for the purposes of creating a particular effect for the reader. The overall representations of Aljazeera and Al-Arabiya can be seen in Table V below:

TABLE V
SHOWS THE OVERALL REPRESENTATIONS OF ALJAZEERA AND AL-ARABIYA OF THE PEOPLE AND ARMY/POLICE⁷

Aljazeera		Al-Arabiya	
Targets	Represented	Targets	Represented
Protesters	Positively	Protesters	Negatively
Army/Police	Negatively	Army/Police	Positively

E. Conclusion

This article investigated some of the linguistic and textual devices that were used in news articles. These devices are frequently used by journalists for the purpose of making the public form an opinion about a phenomenon. This opinion is, of course, intended to meet the political and ideological stance of the media institution at hand. Thus, four news articles published online on Aljazeera and Al-Arabiya covering protests in Egypt have been examined. These articles were presented in a way that led readers to draw a different conclusion with regards to the same event.

In revisiting the research questions in II above, the CDA devices (thematization, presupposition, transitivity, and coherence and cohesion) represented the participants in the protests differently. Meaning of lexis or the overall image of the news text participants seemed to be altered dramatically. This would consequently affect the audience's judgement about whether the police or the people are to blame. Table V represents a conclusion inferred from the use of CDA in this study.

Thematization, for instance, showed that while Aljazeera was thematizing protests to make them the focus of the text, Al-Arabiya thematized the officers and soldiers who were killed. This seemed also true with regard to presupposition which showed that journalists use this device to make readers subconsciously come to a commonsensical conclusion, mostly in favour of the news organisation. Al-Arabiya made a number of presuppositions about the Islamists' role in the protests. These were completely absent from Aljazeera's narrative. This would offer help answering the implications in second research questions that public opinion could be influenced.

Participants of a news text can be negatively evaluated when they are represented as the powerful, meaning that they have power and exercise it over others. Aljazeera portrays the police as the actor – they have power and use it. In this account, the police are evaluated negatively as shooting the protesters dead. On the contrary, Al-Arabiya depicts the police as the target. They were shot dead by assailants. This could be reached by manipulating transitivity as in section C above.

The coherence and cohesion devices exhibited that journalists use these devices to influence the public opinion. These devices have been examined in terms of lexical reiteration, ellipsis, references, substitution and conjunction. Although the four articles were presenting the same event, the lexis used seemed to be different. Both Aljazeera and Al-Arabiya were repeating different words as shown in Table IV, each hammering home their own message. Each of the CDA devices serves a particular purpose in representing an ideological viewpoint. However, they share a common purpose which is promoting the discourse of their news institution.

The sample size of the study was limited to four news articles reporting one event. This was done due to the purpose of this research to shed light on the way linguistic devices used by journalists differently. However, this sample could be expanded by investigating a series of reports on one event. Further, this study could be enhanced by applying the same linguistic devices on news regarding other countries by Aljazeera and Al-Arabiya. This can also be approached from CDA Multimodality by focusing on image representation in news (see Hart, 2016). Finally, this study could be furthered by examining other elements and devices of CDA in other news texts. These could include the socio-cultural and socio-political dimensions of discourse including intertextuality, which has a historical reference according to Wodak (1996).

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⁷ The author of this research highly encourages further research in this underresearched topic in the field of discourse analysis and CDA with special influence of Aljazeera and Al-Arabiya and their output. The reliability of this research would increase with similar investigation in new representation is carried out. The author would highly appreciate a communication with researchers in this topic and can be reached via email mentioned above.

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The Role of Multilingualism in Effectively Addressing Global Issues: The Sustainable Development Goals and Beyond

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Abstract—In a globalized, interconnected world, multilingualism is essential for effective communication, understanding of other cultures, and the development of global citizenship values. In addition to being part of a global personal cultural identity and a practical tool for communication in transnational teams, multilingualism has been linked to creativity and to problem-solving, both of critical importance in addressing complex issues, and regular use of more than one language has even been shown to stave off dementia. International organizations, multinational corporations, and educational institutions approach multilingualism differently, each with the language strategy that aligns most closely with their mission and goals. How can international educators best prepare students for an increasingly multilingual world and workplace where multilingualism is the norm rather than the exception?

Index Terms—multilingualism, sustainable development goals, global competency, language strategy, many languages one world

I. INTRODUCTION

Language, and languages, are how we communicate, and effective communication, although always desirable, is essential for effectively addressing complex issues and problems at all levels. The multiplicity of languages is felt especially at the international and global level, and societies and organizations have taken different approaches to languages and language policy.

Whether the issue involves education, the environment, health, or one of many other issues we face, the ability to communicate is essential to effectively addressing it. Effective communication forms the foundation of the ability to proactively address situations as they occur. In a global environment changing at an increasingly rapid pace, the importance of communicating ideas, and underlying subtext, is critical.

One of the most significant attempts to address the most challenging, and complex, global issues is the United Nations' Post-2015 Global Sustainable Development Agenda, with its 17 Sustainable Development Goals (SDGs), which follow the development and implementation of the Millennium Development Goals (MDGs).

While many organizations are examining the benefits and challenges of multilingualism, three initiatives are of great interest -- the ELAN (*École et langues nationales en Afrique*) program, launched by a collaborative partnership including the Organisation internationale de la Francophonie (OIF), the 2016 Symposium on Language and the Sustainable Development Goals, organized by the Study Group on Languages and the United Nations, and the Many Languages One World Essay Contest and Global Youth Forum (MLOW), organized by the United Nations Academic Impact and ELS Educational Services.

II. THE VALUE AND IMPORTANCE OF MULTILINGUALISM – FROM CULTURAL AND EMOTIONAL INTELLIGENCE TO GLOBAL TALENT AND BEYOND

Knowledge and use of other languages has been linked to personal benefits such as the ability to enjoy literature and film in the original language, to enjoy travel more fully, and to be able to communicate with people either around the world or at home. Personal benefits have also included emotional intelligence and social skills, and multilingualism has an impact on our individual personal cultural identity (Vince, 2016).

Cognitive benefits have included enhanced knowledge of our first language and language in general also referred to as metalinguistic awareness, multi-tasking, perspective-taking, analytical cognitive strategies and cognitive control, improved financial choices, creativity and divergent thinking, and delayed onset of Alzheimer's disease and/or dementia. Academic benefits have included higher SAT scores for K-12 foreign language students.

Knowledge of other languages, offering insights into other cultures and key to appreciation and understanding of other cultures is also key to the interdisciplinary area of global understanding and intercultural competency, and the sign of a well-educated global citizen.

Multilingualism has been linked to emotional intelligence (EQ), cultural intelligence (CQ), and creative intelligence and innovation. Multilingualism has been cited as an element in effective problem-solving, for reasons ranging from

increased buy-in, or greater acceptability of a solution or process that is presented in a language or languages understood by all parties, to differences in memory among multilinguals. However, the most compelling reason is buy-in and acceptability.

Just as diversity has been shown to lead to more creative teams, linguistic diversity and multilingualism have been linked to creativity in individuals and in groups/teams.

Foreign language skills are required, or are rewarded, in many careers in government, international relations, education, and business. The growing global language services industry revenue is approaching \$40B per year, global travel and tourism accounts for over \$7T a year in revenue and for one in every 11 jobs in the world, and nearly 2B people around the world are English language learners (GALA, n.d.; Rivers, 2015, Statistics and Facts, n.d.).

According to (Rivers, 2015), a recent global talent survey found that 35% of mid- and large size companies give preference to multilingual candidates, and 11% are actively recruiting candidates with foreign language skills.

It is precisely this constellation of benefits that multilingualism brings to the individual, to a group or team, and to an organization that makes it the critical global competency.

• Language Strategy

According to (Neeley and Kaplan, 2014), “language pervades every aspect of organizational life.”

International organizations, multinational corporations, and educational institutions approach language strategy in accordance with their mission and goals.

The United Nations has been proactive in promoting its policy of multilingualism, with 6 official languages representing its nearly 200 members. The United Nations Academic Impact (UNAI), with its core value of “shared culture of intellectual social responsibility,” has taken the UN policy of multilingualism to university students around the world, especially through its principle #6, “a commitment to encouraging global citizenship through education.”

The European Union, with 24 official languages and 2 working languages, has developed a policy of plurilingualism, often referred to as “mother tongue + 2”, based on its core value of multilingualism. Its Erasmus program supports the development of linguistic and intercultural skills through study abroad.

Multinational corporations may choose a *lingua franca* to facilitate communication among employees internally while using local languages in the marketplace, and corporations including Renault, Samsung, and Airbus have opted for an English corporate language strategy.

International sports are another area where multilingualism is the norm, and the official languages of the Olympics include French and English, along with the official language of the host country (Lyall, 2016). Many global sports localize their social media (Henchman, 2016), and in 2016, the MLB has mandated Spanish translators for all U.S. baseball teams (Double Play, 2016; Guardado, 2016).

III. MULTILINGUALISM AS A GLOBAL COMPETENCY

“Learning another language offers another view of the world.” (Adams and Carfagna, 2006, p. 174)

In addition to serving as a means of communication, language – our mother tongue and the other languages we speak – is part of our personal cultural identity, shaping our worldview and values, and empowering us to see various perspectives and possibilities.

The role of language in a multilingual world needs to be considered as both a means of communicating an idea or a goal and also as a tool to engage and build buy-in among stakeholder groups and to develop solutions that address the needs of all stakeholder groups.

Examples of programs/events examining and highlighting the role of language and of multilingualism include the ELAN Program, the Many Languages One World Essay Contest and Global Youth Forum (MLOW), and the 2016 Symposium on Language and the Sustainable Development Goals.

• ELAN-Africa: “A Francophone initiative promoting bilingual education to better succeed at school”

The ELAN program is an interesting example of collaborative partnership, including national governments through their ministries of education and international agencies, coordinated by the OIF, to offer the advantages of both mother tongue and bilingual education. Introduced initially in 8 countries (Benin, Burkina-Faso, Burundi, Cameroon, Mali, Niger, Democratic Republic of Congo and Senegal) in Phase 1, 2013-2015, it has been expanded in 2016 to include 4 additional countries (Guinea, Togo, Madagascar, and Côte d’Ivoire) in Phase 2, 2016-2018 (ELAN, n.d.; Elan, 2014).

The importance of this initiative lies in the increase in student learning outcomes through a plurilingual approach.

Language of instruction is a complex issue, with local and/or minority languages in disadvantaged areas not always a local medium of instruction. In order to increase student learning outcomes, the earliest instruction takes place in the local mother tongue, with French gradually introduced.

Based on research, including the Lascolaf (Schooling Languages in French-Speaking Africa) project, the ELAN (*Écoles et langues nationales en Afrique*) program was developed in order to increase student achievement through use of the mother tongue as the initial language of instruction. Initially launched in 8 francophone countries, it has been expanded to include four additional countries in June 2016.

In addition to reflecting the local educational plans, it is in alignment with the Millennium Development Goal 2, to “achieve universal primary education,” and launched in 2013 by *the Organisation internationale de la Francophonie*

(OIF) in collaboration with several partners, offers a model of multilingual education supported by current research indicating that inclusion of the learner's native language in early education leads to better learning outcomes.

Education has also been specifically addressed in the post-2015 United Nations Global Development Agenda Sustainable Development Goal 4 -- "Ensure inclusive and quality education for all and promote lifelong learning," although language is not specifically addressed and could be considered either implicit within the framework of multilingualism at the UN, or a missing dimension in the conversation on Goal 4 and across the Sustainable Development Goals generally, going forward.

According to OIF Secretary-General Michaëlle Jean, "*Dans l'espace francophone, l'amélioration de la qualité de l'éducation en contexte multilingue doit tenir compte de la langue maternelle de l'enfant, tout en l'ouvrant sur le monde avec la langue française. Je considère ELAN comme un choix éducatif que je crois déterminant pour l'avenir* (ELAN, n.d.)."

• Many Languages One World (MLOW)

The Many Languages One World Essay Contest and Global Youth Forum (MLOW) is an example of the many ways in which multilingualism empowers a diverse community to both communicate and to work together to address a complex global issue.

Inspired by the vision of the United Nations Academic Impact and of the late President J. Michael Adams of Fairleigh Dickinson University, MLOW was launched in late 2013 in preparation for the 70th anniversary of the UN. Its purpose was to promote multilingualism and celebrate its role in global citizenship, as well as the continued study of the six official UN languages (Many Languages, n.d.).

In describing MLOW, ELS CEO Mark Harris said, "for the 70th anniversary of the United Nations, which is this June, we created an essay contest to celebrate the role of language learning in global citizenship (Many Languages, 2014)."

It has been held each year, beginning in 2014. The essay contest, open to full-time college and university students, invites students to write an essay in a learned second language, one of the six official languages of the United Nations, on a pre-determined topic. The topics have included the role and significance of multilingualism in global citizenship and the United Nations Post-2015 Global Development Agenda, the essay itself an exercise in critically examining a complex global issue through the lens of a learned second language.

After finalists are interviewed and winners selected, the winners -- typically 10 for each of the 6 official languages of the UN, or "70 for 70" in 2015, for the 70th anniversary of the UN -- are brought to New York where they spend a week on a local campus preparing presentations on a pre-determined topic in the learned second language of their winning essay. Topics have included the UNAI Principles, the themes of the UN Post-2015 Global Development Agenda, and the Sustainable Development Goals (SDGs), and the development of the group presentation is an exercise in transnational multilingual teamwork and in effectively addressing a complex global issue through a multilingual lens.

The ability of the students to communicate on complex global issues and to engage as a team in creative problem-solving in the second language of their winning essay, remarkable in itself, is surpassed only by their ability and willingness to cross linguistic and cultural boundaries in both serious and social conversation with members of the other language groups, always finding a language combination that works.

In affirmation of the importance of multilingualism, the conclusion of the 2016 French language team's presentation urged the audience -- and all of us -- to "*parier sur l'éducation et sur le multilinguisme afin de créer des citoyens responsables et engagés* (Many Languages, 2016)."

In 2015, ELS CEO Mark Harris concluded his remarks at the UN after the student winner presentations, with "I would like to challenge these young people and their predecessors from last year to form a *confrérie*, to form MLOW global community, but I challenge you to keep this sense of *fraternité*, *d'égalité*, and as our last friend said, *liberté*, and stay together because the harmony and communication across cultures and across nations, using language and otherwise, is what's necessary to save this world and save this earth."

In his remarks at the conclusion of the 2016 MLOW presentations in the UN General Assembly Hall, Ramu Damodaran, Chief, UNAI Secretariat, urged student winners to think of MLOW as "make life our way," highlighting the power of conversations that are only possible in a multilingual setting to transform the world.

As mini reunions take place around the world, and student winners from all years continue to keep in touch through social media, the camaraderie observed during the Global Youth Forums continues.

• Symposium on Language and the Sustainable Development Goals

The 2016 Symposium of the Study Group on Language and the United Nations addressed the role of language in the implementation of the 17 UN Sustainable Development Goals, concluded that "all of the SDGs interface with language, either as a substantive element of the goal itself (language as a goal) or as a means of communication, dialogue, response, and implementation (language as a tool)" and "stress(ed) the urgent need to include language at the planning, implementation, and assessment stages of each of the SDGs (Language and the UN, n.d.)."

Meeting in New York City at the UN Church Centre, just across the street from the UN on the very dates that the Paris climate accord was being signed by Heads of States and dignitaries from around the world, over 120 academics, UN officials, and others attended the two-day symposium which examined the role and significance of language in the implementation of the SDGs.

Presenters discussed the general absence of language in the 17 goals, examining in particular Goal 4, "Ensure inclusive and quality education for all and promote lifelong learning," and language of instruction, and focusing especially on especially on Goal 17, "Partnerships for the Goals: Revitalize the Global Partnership for Sustainable Development," which implicitly requires multilingualism in order to communicate and engage global stakeholders.

In light of the emphasis placed on the power of language, one of concluding presentations, on the process of developing a uniform translation for "empowerment (*empoderamiento*)" in Spanish was especially interesting linguistically, and inspiring politically and socially.

- **Cultures and Languages across the Curriculum (CLAC)**

The CLAC (Cultures and Languages across the Curriculum) Consortium encourages an interdisciplinary approach to foreign language education on the college and university level, developing an open online repository of teaching materials and providing a forum where scholars and practitioners can share experiences and best practices both on a regular basis through social media and in-person at national conferences held regularly every 12 to 18 months over the past decade (Cultures and Languages, n.d.).

The CLAC approach builds on the concepts of translingual and transcultural competence set forth in (MLA 2007), and implicitly on a tradition of intercultural learning in the foreign language classroom and on a body of scholarly literature represented by the work of (Byram, 2008) and many others.

Strengths of the CLAC approach include its applicability both in the classroom and beyond, including in experiential learning and study abroad, and its ability to motivate students by highlighting the real-world importance of language as a tool to address both professional and social issues in a globalized, multilingual world.

Interdisciplinary partnerships exist within specific institutions and beyond, among institutions, and with external partners.

- **The *Révolution bilingue française***

The Révolution bilingue française refers to a number of dual immersion programs in the New York City public schools that has expanded to adjacent North Jersey. Building on a partnership among parents, educators, school administrators, and supported by the French government, the *révolution bilingue française* empowers English-speaking students in the world's iconic global city, to add French, a global language, to their skill set, while also empowering French-speaking students from around the world to develop and maintain levels of proficiency in both French and English appropriate for use in the workplace through the immersion program and related French heritage language programs (Ross and Jaumont, 2013; Semple, 2014).

This program is noteworthy in its multiple-stakeholder partnerships, its nature as an immersion program, its implementation of a large-scale French language immersion program in the New York City public schools, and in its examination of the potential for public-private partnerships and philanthropy in funding public education initiatives.

IV. MULTILINGUALISM IN ACTION – MULTILINGUALISM AS THE NEW NORMAL

In addition to the importance of shared linguistic and cultural knowledge in starting the conversation and supporting buy-in of diverse stakeholders, it is important to remember the benefits of multilingualism to the individual and to a group or society.

Language skills may be required and rewarded in the workplace, or may enhance our professional lives.

For example, people who know more than one language demonstrate increased creativity, problem-solving skills, and increased cultural intelligence. Cultural awareness and sensitivity are skills that appear to only be increasing in importance in the face of globalization. As organizations, both profit and mission driven, become increasingly global in operations and composition, individuals must adapt.

- **Multilingualism as Global Talent**

Complex issues that are multi-faceted and involve a broad base of interested parties are also where the greatest effect can be generated, and language skills help immensely in addressing these issues.

Goal 17, perhaps most clearly, demonstrates a real world connection between the importance of language in a multilingual world, the SDG's, the United Nations, and individuals in positions to effect the necessary change. Specifically, the incorporation of language into the discussion of sustainability and sustainable development, usually a local initiative, requires that participants and experts be able to communicate smoothly, and without cultural friction. A key aspect of this future, and of the potential benefits of increased global sustainability, is multilingualism. Preparing future generations of global citizens will require a multilingual and multicultural framework - the United Nations is ideally situated to play a leading role.

- **International Education in a Multilingual World**

In remarks made at the UN, Michaëlle Jean, the Secretary-General of the OIF affirmed the necessity of multilingualism, concluding with "*mais de faire en sorte que d'autres langues soient représentées. Il faut une mobilisation qui aille au-delà de nous seuls Francophones, que nous puissions nous mobiliser avec les hispanophones, les lusophones, pour dire, écoutez, ce n'est pas possible de tout en anglais qui nous exclut et qui en fait va à l'encontre de la démocratie internationale* (Destination Francophonie #122 – ONU, 2015)."

Multilingualism in education includes primary, secondary, and tertiary education in a mother tongue or second language, as home or abroad. However, in order to develop an international mindset and core values of global

citizenship, international education needs to take place at all levels, beginning in the very earliest years, with culture and language across the curriculum.

Foreign language education has typically included information about the target culture(s), and foreign language teachers from around the world have long described their role as one of teaching about other cultures and about intercultural competence. (MLA, 2007) emphasizes translanguaging and transcultural competence as the goals of foreign language education, and the Cultures and Languages across the Curriculum (CLAC) Consortium works to develop an international dimension in curriculum and on campus.

V. CONCLUSIONS AND FUTURE DIRECTIONS

The well-known bilingual advantage is actually a multilingual advantage.

It is clear that multiple languages – representing multiple perspectives and multiple worldviews – are essential to encourage engagement on the part of multiple stakeholders, whose buy-in is an essential first step in developing a dialogue leading to resolution of complex issues.

In order to foster and encourage global citizenship and a sustainable world, society needs to view multilingualism as normal and desirable, and government, educators, and the private sector need to work together to develop the learning opportunities, accessible to all, and the curricula to make multilingualism a reality.

Language is everywhere present, and these conversations and solutions could not be developed without multilingualism.

As international educators, we can work together, and with partners in government and business, to raise awareness among young people around the world of the value of multilingualism and of foreign language skills and to create the curriculum, experiential learning and internship opportunities, and necessary partnerships with prospective employers.

At a grassroots level, we can support programs at all levels, ranging from K-12 immersion programs like New York's *révolution bilingue* in our own communities and postsecondary initiatives to internationalize the campus and the curriculum through study abroad and groups like the Cultures and Language across the Curriculum (CLAC) Consortium, and encourage their students to participate in programs and events like MLOW.

VI. CONCLUDING THOUGHT

It's all about the partnerships -- The ELAN Program, the Symposium on Language and the Sustainable Development Goals, MLOW, the *révolution bilingue*, CLAC, and many more. All are the result of collaborative language enterprise partnerships, and none would have been likely without them.

With multilingual skills and core values of global citizenship, our students have the tools to create a better world.

As the 2016 MLOW winners concluded, we must "*parier sur l'éducation et sur le multilinguisme afin de créer des citoyens responsables et engagés* (Many Languages One World, 2016)."

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The Communicative-pragmatic Classification of Economic Texts

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Abstract—It is known that the texts are identical in terms of their communicative-pragmatic styles. The texts of all types (economic, artistic, political and so on) seem to have common pragmatic communicative functions. There are two main factors in terms of economic data to be transmitted within the texts which are defined: a) the economic intratextual communicative interaction of the components of the act; b) components of the mutual relations between the texts found in the communicative act. Since the texts are the object of the linguistic study highlighted in terms of communication, the understanding of the texts of the text in the frame of extratextual economic factors has attracted the attention of researchers. In this case, the reader gets familiar with the text visually, through reading the text, through the impact of the economic mechanism, taking into account the pragmatic aspect of the components and the pragmatic realization of their characteristic.

Index Terms—economic text, category, dictum, modus, pragmatics, language

I. INTRODUCTION

The term "pragmatics" has a Greek origin; its linguistic meaning is "work, action or effect". Thus, the "pragmatics" can be defined as "the relationship between subject and learning the system". When it comes to the study of economic text in the pragmatic aspect, it covers all forms of economic textual components, intratextual language tools, forms, etc. As for the economic data transfer, it includes the information to influence the addressee through communication, and their combination for the purpose of merging their communicative function of the language aspect of performing. Economic texts are considered an important factor in the transmission of information. Transmission of information, both written and oral discourse plays an important role. In particular, the basic function of each data transmission is the oral discourse. Scientists are still studying the data transmission texts put forward by the Prague School of Linguistics (Brown 1983, p.153). Then, in 1967, the issue of data transfer within the text was touched upon in the article by M.A.K.Halliday. Overall, the study of the structure of the data in the data transmission within M.A.K.Halliday's term discourse was closely connected with the study of its transmission routes (Smith 2012, p.177).

II. SCOPE OF STUDY

Two categories of data are identified in the transmission of the economic discourse: new information and transferred information.

M. A. K. Halliday after the investigation concludes that in English one of the main functions of economic texts' intonation is to determine the type of speaker (Smith 2012, p.177). In general, the discourse of transfer of data information is to identify the ways of learning the spoken language (Brown 1983, p. 178). It is linked to understanding the phonological relationship. This relationship is the basis of the location, as mentioned above, including intonation. Also, the syntactical structure of the data in the ways of studying the relationship was investigated. According to Halliday speaking connects the speech in units of information. (Brown 1983, p.188).

This can be carried out in conclusion that speaking language of a definite own communicative intention to carry out a certain set of acoustic features of articulatory program develops and uses its implementation (Brown 1983, p. 68).

According to M. A. K. Halliday, the discourse intonation and rhythmic structure of the unit take the lead. Each of intonation unit, usually an element of information in a new and old / new information opposition, involves the economic discourse of the prosodic (accented / unaccented) and lexical (the pronoun / name) components with the implementation of the interaction. He writes about it: "The choice of speaker type of information, the text in the selection of any information or the environment does not depend on the situation; it provides information and data to the new economic discourse" (Brown 1983, p. 199-244).

Thus, it is clear that the intention of the text and the transmitter depends on the type of impact of the interview which is taking place. All the forms of writing and communication during the mentioned factors are combined into relation with each other. It should be noted that while realization the communication, along with the pragmatic aspect, hierarchical factor is observed in economic texts. These factors are the most important ones in terms of economic texts. Thus, transmitting the information to a reporter or a writer, the reader or listener, in order to attract the attention of the recipient, to establish communication and interpersonal relations and to convince the participants of the acquisition, as well as to implement the process of mutual understanding, becomes more urgent.

Economic texts of any communicative-pragmatic situation (where, with whom and about what) require the use of different types of communication media. In this case, a full text description in the linguo-pragmatic aspect of the discourse is necessary. The main issue is the purpose of the text, the information transmitted, how credible it is, as well as the issue of the text and its addressee's interactivity in the course of the economic conversation, coming out of the space or time conditions. Such factors play an important role. The economic contextual pragmatic communicative situation includes verbal and non-verbal signs to reveal the contents of the updated conditions of pragmatic language units. Often, data transmitters of the pragmatic economic texts are located outside the boundaries of language units which also require an update of extra factors.

The most important of the factors is found in the text of the pragmatic character carried out through the monologue-dialogue manner. Why monologues? The recipients of persuasion are essential for economic texts. In particular, persuasion becomes more consistent through the spoken monologue. For example, the full economic power in the presidential election on the platform of deliberately trying to consolidate the speech of a pure economic discourse of Clinton's speech is realized through the monologue to convince the audience. For example, if I am not a US citizen, I believe in the power of its economic discourse. The official texts (economic, scientific, social etc.) according to the power of expression is considered to be more consistent than artistic texts (which are characterized with author's imagination and creativity), because a pure economic text is based on concrete facts. Each wrong word or figure can lead to damaging relations, economic conflicts, or even to a disaster. "The reflection of the false information in the text can cause economic disaster incorrect". A. Smith claims that economic discourse should be treated as persuasion and realization (Smith 2012, p.200).

III. DETERMINATION OF REFERENCE

As it has been mentioned, a key sign of economic discourse is based on the purpose to convince the reader or listener. To believe and not to believe the recipient is based on the facts aroused as a result of communication. According to G. Mankiw "Principles of Economics", the unique features of the economic texts can be defined: 1) the exchange of economic information transmitted; 2) economic texts, visual data of delivery; 3) the importance of economic texts in taboo; 4) economic discourse monologues and dialogues; 3) the country's living standards; 4) the text of the understanding of the economic difficulties (Gregory 2008, p.100).

Studies have shown that the economic texts have two categories. The first one is communication. Communication is an essential factor for economic texts. The realization of this category system is based on function and system-language categories. The second one is the category of system. In other words, the system of economic organization based on the texts. The information inside the texts is realized by cohesion, integration, current linking is planned. These categories are applied to other types of text. R. Mead and W. Henderson put forward the texts to be used for conditional sentences. They put forward the texts to determine the accuracy, inaccuracy on; common-concreteness properties are defined as functional categories. These qualities of the language of economic activities correlate with communicative texts. The above-mentioned authors argue that the economic texts have the categories of predicativeness, nominativeness, causativeness, accuracy, (Mead and Henderson 2008, p.130-160). Economic texts do not have separate categories which are working together. The structure of economic texts can be variable depending on the structure of the text.

IV. THE CATEGORIES OF ECONOMIC TEXTS

The study of the major categories of the text has been under attention since the 20th century. N.V. Chicheina has identified four categories of text (Chicheina 2008, p.32). W. Henderson argues that it is important to differentiate three categories of economic texts. The tense, the place, and the event are considered to be the chief executive ones (Henderson 2008, p.7). These forms are closely related to visual information. The reader gets familiar with the content of the text in functional forms, and it arises when an economic text involves different places (Chicheina 2008, p.153-155).

Thus, general terms of the text include the following: 1) integration; 2) connectivity; 3) retrospection; 4) continuum; 5) prospecting; 6) depth; 7) presupposition; 8) pragmatics and so on. (Warren 2013, p.24).

M. Dimarskiy considers the text under the category of "deixis modus. He noted that the certainty and uncertainty associated with the economic elements in the text takes the whole object of the semantics of "chronotype semantics" (Dimarskiy 2001, p.268).

Let's refer to the example:

Agricultural economics deals with the demand and supply of agricultural products, and of farmland, farm labor, and the other factors of production involved in agriculture. (Kənd təsərrüfatı iqtisadiyyatı əkin sahələrinin ölçülməsi və qiymətləndirilməsinə aid işlərlə məşğul olur.)

The event takes place between the adresant and the addresser. The author is not certain, but he/she puts forward the thought and makes the reader think. The author also thinks together with the reader. The author draws the attention to the work of agriculture. The recipient of the information becomes aware of the notion of the meaning of agriculture. It is necessary to mention that the receiver of the information may belong to the different social level, for example, he may be educated, uneducated, etc., though the sender of the information doesn't care what characters the receiver of the

information has. The category of the chronotype of economic texts shows the interrelation of the time and place of the realization of economic texts.

A. Mammadov dealing with the text of the speech, as other categories of activity, writes that the text is the system of a hierarchical syntax (Mammadov 1998, p.9.). He justifies that due to other linguistic categories, the relationship chain is established between them. The text of speech standing above the unit acts as a syntactic unit. Because of the structure of the language in relation to the level of the sentence, wide range of semantic complexity is revealed (Mammadov 1998, p.9.). The semantic and structural connections between the components of economic texts bound the independent sentences into the syntactic unit. (Mammadov 1998, p.10.). It should be noted that the text is different from the other syntactic units.

Thus, the sentence itself does not have any meaning if it has been isolated from other elements. More specifically, the sentence exceeds its meaning only within the text associated with a specific event, and actually is able to virtually activate the text. In this connection A. Mammadov writes, "The text, in turn, is the nature of the class and its various options are available". Thus, the text of the speech language models in the process of playing the role of invariant helps promotes activation (Mammadov 1998, p.11.). Every human being comes into contact with the ideas and thoughts of those around him/her which brings people into contact with each other. The information transmitted through the language of the texts is transmitted through their material carriers. But this does not mean that people's voices or graphic signs as the carrier material should not be considered. Therefore, the main purpose of the text should be distinguished from a mere accumulation of sentences.

K. Abdullayev investigates the historical point of view of the notions of text and discourse in foreign linguistics in his work of "The paragraphs in the Azerbaijani language". K. Abdullayev and others state that the term discourse firstly used by F. de Saussure in the meaning of "parole" in French. But later the followers of F. De Saussure such as SH. Bally and R. Barthelemy used the term discourse not the term parole. They insisted that discourse covers broader sense (meaning) than parole. Writing about the discourse they also mention the name of Z. Harris. As Z. Harris touches the term discourse in his famous article "Discourse analyses", he states that discourse is wider than the sentence. (Abdullayev 2010, p. 44).

V. THE ANALYSES OF THE CATEGORIES OF DICTUM AND MODUS

The categories of dictum and modus can also be seen inside the categories of the text. Dictum is equaled to reality, reality. Modus demonstrates price, temporality-locality, economic modus, etc. (Hickey 1998, p.101).

These categories can be applied to other types of text as well. The level of linguistic texts can be identified in three areas: content, structure and accuracy. All of this is based on the communication. The main objective is to carry out any communicative act.

While speaking about the theme and rheme cannot avoid mentioning the categories of text. Thus, the theme and its subcategory rheme involve the inter textual governing process. The cohesion and semantics (i.e. theme) are its paradigms. The economic texts combine a variety of topical units. These forms of expression within the text carry a formal categorical manner.

In addition to studying the theory of economic discourse A. Smith underlines the importance of the laboratory results (Smith 2012, p.4). Darnell suggests the use of statistical rhetoric in economic discourse (Warren 2013, p. 257).

D. McCloskey states that metaphor is essential to economic thinking of the most formal sign. He writes that one may still doubt, though, the fact matters. For it is possible for rhetoricians as well as unreconstructed modernists to commit the Philosophizing Sin, to bring high-brow considerations of the ultimate into discussions about how to fix a flat tire. Pushkin's poetry may be ultimately untranslatable in view of the difference in language. Of course, there should be some differences in the language of a Pushkin in Russian in the early 19th century and a bilingual translator in New York in the late 29th century. As the translator was a different man and he speaks to different world, or audience. The translator may use the words of economists and literature (Warren 2013, p.200).

According to D. McCloskey visual information in economic discourse, i.e. diagrams and calculations, refer to "art appliances or a means of artistic expression". He noted that it deals with both technical and economic rhetorics. He wrote that although the economic discourse is not absolute, but the mathematical techniques used in the economic texts can be considered the best method of description techniques (Warren 2013, p.100).

D. McCloskey brings clarity to the issue in his article "The US economy look" ("American Economic Review") magazine. He writes that in the previous period, according to the economists, the economic texts` simple, or even primitive, methods of using mathematical writings brought metaphors (Warren 2013, pp. 331-358).

But in the period since 1931-33, almost a revolution in economic discourse can be observed. Based on his observations, we can say that in the years of 1931-33, only a few writers have used purely economic terms, without using any additional metaphors, mathematical taboo and so on. After a period of a few of those mentioned in the texts of writers tend to use taboo words. Mathematical techniques, statistics, diagrams, explicit modeling, some of the least used methods like those visible in the dark (Stephen 2004, pp. 331-358).

D. McCloskey well-known American economist presents Robert Solow's model of economic development, reflecting popular opinion on a piece taken from his essay. The essay on the economy and the economic discourse observed reflects the change in the productivity and function (Warren 2013, pp. 83-86).

Note that this model uses both mathematical and graphical forms. D. McCloskey analysis of the artistic style R. Solow reveals several techniques such as metaphor, metonymy, and irony, etc.

R. Solow compares the rise of the economy, or its coming down as though this study is consistent with our daily bread for us to, we can say. So, people have to earn bread for their effortless figures observed in mathematics if they rise or fall looks like. Accountability among the people, skills, conflict, faith, dispute and confusion of events chalk board checks (years) curves can be likened to earnings. Solow used L (Labour) and K (capital) letters of the operation is considered a metonymy. Under his rule L (ie labor) means to win the attention of a person's normal working hours reduced, which decreases the bread. The time is considered the emblem of the character. K (ie, capital) can reduce the possibility of the source material in the workplace. The figures used Solow influence (courage, we could say) was aware. That's why he's in the A (T) leads to identification of this "technical change" is regarded as sinecdox.

R. Solow called sinecdox "technical change" in the nail marks in irony gets himself intentionally and that it shows that the nail signs, they can also be taken at any time. These quotes can be taken as example to irony (Galpern 1981, p. 288).

W. Henderson during the discussion of the economy suggests that the use of terms of visual information. D. McCloskey states the importance of the metaphors in the economic discourse. For example, he notes that the economic situation was serious economist at the President wants to deliver to his audience. For instance,

"Our economy is like a coffin made of glass. You see dead in the coffin, and I expect the situation to become a witness".

The economy of any country cannot describe what this discourse is no more apparent. Discourse heard in person how hard, miserable and the exciting does not understand. In other words, the author directs the government to ring the alarm. Thus, the use of metaphors in economic methodology "that foretell the future of science," as characterized. It is the use of metaphors in economic discourse as a figurative language," W. Henderson says. According to the metaphor used in economic discourse to him "as if" (as it were), and his claims that the economic model of the world reminds me of the notion of "as if" (as it were), the sentence can be considered as key" (Galpern 1981, p.114).

W. Henderson suggested two main direction of the economy, according to the tradition of metaphors and the tradition of visual information technology. He explains: "Price theory of the metaphorical basis is not accepted because it is the economy of machines. Dealing with this kind of rule can direct us to the development of planned economy tradition. In this case, we use implicit diagramming other mathematical methods (Warren 2013, p. 115).

A lot of readers' writing and reading difficulties concerning the use of diagrams are the focus of attention of W. Henderson. He writes: "Of course, the reader will face difficulties in decoding the diagrams used in the articles." "The situation in the map, but he looks like a city that does not exist" (Warren 2013, p.217).

But even in these cases there is a reason to believe that the economic discourse can be very useful for readers to understand the use of metaphors. A. Hewings' observations are carried out between the learners of the economic texts; he comes to the conclusion that the economic situation in the country clash with their real-world experience and leads to the difficulties in understanding the theory and concepts.

The link between the real world and the model code writing is very difficult for learners to grasp. A. Hewings claims that "fiction and non-fiction," meaning in a world reminiscent of the close relationship aspects also considers a series of specific sentence. He also argues that the lexical fund benefit (Warren 2013, p. 244). A. Hewings critical economic discourse can be considered a bit of work on. Despite the fact that his work can be used in connection with the original, as well as those which has a wide range. The economic discourse implies distinguishing between lexical, syntactic, and general aspects. Spencer commented on his opinion that in the original economic texts verbal patterns are often merely transmitted. He claims that the economy is definitely for those who study economics at universities, or those dealing with formal economic concepts. But it is necessary to pay special attention to the diagram or curves (Warren 2013, p. 188).

The texts related to the economy, both those of purely linguistic nature, and those full of mathematical models, possess all the signs and factors of economic texts. Thus, the text can systematize all the symptoms: 1) functional; 2) semantic; 3) style.

I.R. Qalperin differentiates ten kinds of functional and semantic characteristics. Functional features: actual linking, cohesion, retrospection and propection, completeness, etc.; semantic characteristics of the parts of the text, belonging continuum and modality (Arutyonova 1990, p.993). Functional areas cohesion includes the paradigms (connectors, anaphors, deictic elements, etc.), theme and rheme's development line and so on. As reflected in the composition of the work in this field, the semantic field of the object, the subject and the idea constitute the plot, as well as the content of the text, as well as structural organization and development of the text (Bally 2010, p.31).

As mentioned above, one of the most important factors of the text is giving information, as its main purpose is transmission of information. Calculations, diagram, curved lines, i.e. the devices of extra economic context, the system of mathematical writing, run in parallel with information.

Communicative linguistic context, along with the use of extra tools, promotes wide information of the economic text. It is necessary to mention the role of modality as well. Two properties of expression of the textual modality are to be considered. First, the integrated function, i.e. integration of functional-semantic and stylistic categories in the text can be observed within economic texts. Secondly, the location of modal words in the narration is seen. Extra factors also

play an important role in the realization of modal meanings of the economic texts. The main issue in the texts is the subject of conversation, verbal and visual data transmission, the language and methods of influence.

VI. CONCLUSION

Modal verbs and words used in the text carry the modality of expression: information sent out of the necessity and importance, seriousness, reality, authenticity and so on. Proposition is considered an indicator of the text modality. Charles B. presents two models of propositional analysis and dictum and modus. Dictum expresses compatible content, while modus dictum subjectivity with respect to the speaker (Bally 2010, p.350).

Linguists argue that the modus modality and dictum are rather explicit, but it can also reflect the implicit relation. Through the use of explicit modus and dictum modality come true. In other words, the text is considered to be a manifestation of morphological implicit modality through the use of explicit modal verbs.

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Willingness to Communicate, Linguistic Self-confidence, and Language-use Anxiety: The Iranian EFL Context

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Abstract—Functioning as a mediating factor between having communicative competence in the target language and putting this competence to use, willingness to communicate (WTC) has enjoyed scholars' attention in the field of second language acquisition (SLA). The present quantitative study examined the contribution of Iranian EFL learners' linguistic self-confidence in their proficiency and language-use anxiety to their WTC level as well as the possible impact of age and gender on learners' reported L2 WTC. 188 university students, who were randomly selected, filled in a questionnaire, and correlation analyses, one-way between-groups ANOVA, independent-samples t-test, and standard multiple regression were run to analyze the collected data. Results indicated that L2 self-confidence made a significant contribution to the prediction of L2 WTC. Moreover, it was found that learners' age and gender did not make a statistical difference to their WTC. The findings could inform debates on the theory and practice of WTC and feed into further pertinent research in second language pedagogy.

Index Terms—willingness to communicate, language-use anxiety, linguistic self-confidence

I. INTRODUCTION

Making use of the target language (TL) is deemed to be essential to learners' language learning success (Seliger, 1997). Moreover, one of the objectives of communicative approaches to language teaching is enhancing learners' communicative competence in the TL (Dörnyei, 2005; Larsen-Freeman & Anderson, 2011). That is why a number of research have probed into variables that are either predictors of language proficiency or contributors to second language (L2) use (see MacIntyre et al., 1998; MacIntyre & Charos, 1996; McCroskey & Richmond, 1990; Philips, 1984). Given the importance that has always been attached to TL use in the history of language pedagogy and in view of the fact that cognitive views about language learning place a premium on psycholinguistic processes involved in learning the TL (see Richards & Rodgers, 2001), some researchers (e.g., Cao & Philip, 2006; MacIntyre, Baker, Clément, & Donovan, 2003; MacIntyre, Clément, Dörnyei, & Noels, 1998) hold that one of the principal objectives of language instruction should be the creation and enhancement of willingness to communicate (WTC) in the TL/L2. In fact, MacIntyre et al. (1998) conceive of L2 WTC as a thorough conceptual framework which describes, explains, and projects L2 communication behavior.

Informed by the multilayered pyramid model of WTC, devised by MacIntyre et al. (1998), L2 WTC subsumes a dozen of sociopsychological, communicative, and linguistic variables including personality, intergroup climate, intergroup attitudes, social situation, communicative competence, L2 self-confidence, intergroup and interpersonal motivation, desire to communicate with a specific person, and state communicative self-confidence. Among all variables, *L2 self-confidence*, also referred to as *perceived communication competence*, as well as *language-use anxiety*, also known as *communication apprehension* or *communication anxiety*, are recognized as the strongest predictors of WTC (Clément, Baker, & MacIntyre, 2003). Also, McCroskey and Richmond (1990) stated that individuals with low self-esteem are less willing to communicate, and they further pointed out that the influence of self-esteem is often exerted through other variables related to communication such as perceived communicative competence and communication apprehension. The present study, hence, examines Iranian EFL learners' linguistic self-confidence in their proficiency and their language-use anxiety in an attempt to investigate which is a better predictor of L2 WTC and whether there are variations in learners' reported WTC on the basis of their age and gender.

II. LITERATURE REVIEW

A. Willingness to Communicate

Being rooted in the field of speech communication, WTC is an aspect of individual differences in second language acquisition. As MacIntyre and Doucette (2010) put it, "being willing to communicate is part of being fluent in a second language, which is often the ultimate goal of L2 learners" (p. 161). In the literature, WTC has been conceived of as both a personality-based, trait-like orientation (Burgoon, 1976; MacIntyre & Clément, 1996; McCroskey, 1992; McCroskey & Baer, 1985; McCroskey & Richmond, 1991) and a situation-based variable (Cao & Philip, 2006; Kang, 2005;

MacIntyre, 2007). While in the former contention, the observed regularity in WTC level and individuals' predisposition towards verbal communication are taken heed of, the latter point of view gives primacy to inter-group relations among interlocutors and the potential contextual and situational variations in language use.

MacIntyre et al. (1998) hold that in the development of the pyramid-shaped, heuristic model of L2 WTC, which is shown in Figure 1, psychological-affective antecedents, individual and social communication contexts, motivational propensities, as well as situated influences have all been taken into account. Bearing in mind both enduring and situational variables, MacIntyre et al. (1998) define L2 WTC as "readiness to enter into discourse at a particular time with a specific person, or persons, using a L2" (p. 547).

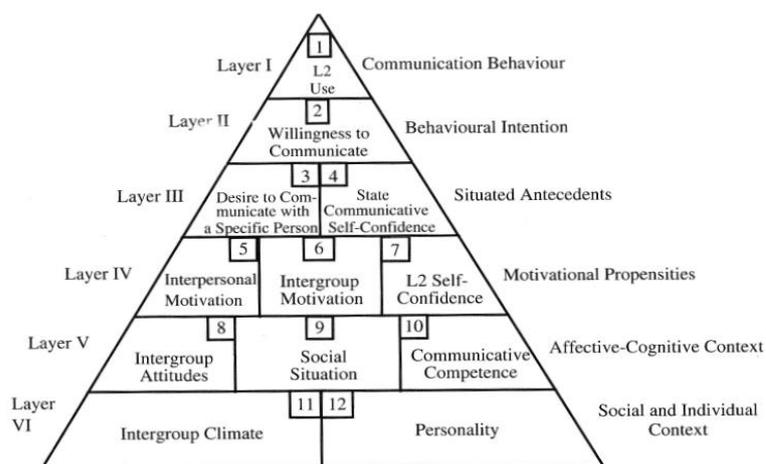


Figure 1. Heuristic model of variables influencing WTC (Macintyre et al., 1998).

B. Linguistic Self-confidence and Language Use Anxiety

In the related literature, *linguistic self-confidence in one's proficiency*, also referred to as *perceived communication competence* or *L2 self-confidence*, as well as *L2 anxiety*, also known as *communication apprehension*, *communication anxiety*, or *language-use anxiety*, are reported to be directly related to WTC (Clément et al., 2003; MacIntyre, 1994; Yashima, 2002). Additionally, Peng (2007) moved one step further by setting forth that communication apprehension and self-perceived competence are "the most immediate antecedents of L2 WTC" (p. 34).

Perceived communicative competence could affect the frequency of L2 use (MacIntyre & Charos, 1996). MacIntyre et al. (1998) argued that high perceived communicative competence comes about when one possesses the required skills and knowledge to communicate efficiently and in case communication occurs in a previously encountered situation. Quite conceivably, uncertainty about one's ability to deal with the difficulties of a given communication task would lead to a decrease in their perceived L2 self-competence.

Communication apprehension (CA) refers to an individual's level of fear or anxiety associated with real or anticipated communication (McCroskey, 1997). Not only is foreign language anxiety regarded as a trait-like predisposition and probably the best predictor of WTC (McCroskey & Richmond, 1987), but also it is deemed situation-specific and is known to have three components: communication apprehension, test anxiety, and fear of negative evaluation (Horwitz, Horwitz, & Cope, 1986). The marked effect that anxiety could have on L2 learning is acknowledged by findings of a number of research (Gardner & MacIntyre, 1993; Horwitz, 2001; MacIntyre & Gardner, 1989; MacIntyre, Noles, & Clément, 1997). Language anxiety is reported to negatively correlate with learners' performance on tasks focusing on vocabulary (MacIntyre & Gardner, 1989) and adversely affect language learners' final grades (Horwitz, 1986). In addition, as Gardner and MacIntyre (1993) set out, anxious learners have a tendency to underestimate their abilities. CA is also linked to individuals' perceived competence level (McCroskey & Richmond, 1990), and in the heuristic model of variables influencing WTC, proposed by MacIntyre et al. (1998), anxiety is capable of influencing learners' perception of competence. Furthermore, according to Baker and MacIntyre (2000), anxiety and perceived language competence could make a prediction of both learners' WTC level and their self-report frequency of L2 communication.

Competitiveness among learners, feeling a veiled threat to self-esteem, and fear of high-exposure levels have been considered as factors influencing L2 anxiety in the classroom (Donato & McCormic, 1994; Saint Léger & Storch, 2009; Young, 1990). It is also surmised that high levels of anxiety negatively correlate with class participation and motivation (Clément, Dörnyei, & Noels, 1994); moreover, demands of a communication situation bring about the sense of responsibility on the part of the learners, which affects language anxiety and WTC, accordingly (Kang, 2005). Also,

“(…) an environment generating such high anxiety is unlikely to be conducive neither to WTC nor indeed to learning (Saint Léger & Storch, 2009, p. 280).

Baker and MacIntyre (2000) found that language-use anxiety, positive or negative past communication experiences, and perceived communicative competence are among the major factors that determine learners’ reported WTC level, and findings of Yashima’s (2002) study revealed that a combination of a low level of anxiety and a high level of perceived L2 communicative competence result in a higher level of WTC. In addition, Hashimoto (2002) argued that L2 anxiety exerts a significant, negative influence on perceived competence. Such findings are in line with findings of MacIntyre and Charos’s (1996) research.

C. Differences in WTC Levels: Learners’ Age and Sex

Learners’ gender is reported to exert an influence on their level of L2 WTC (Baker & MacIntyre, 2000; MacIntyre et al., 2002). Donovan and MacIntyre (2004) investigated the impact of age and sex on WTC, communication apprehension, and self-perceived communicative competence. Relevant findings illustrated that communication apprehension was a major predictor of WTC among females in all age groups. Among males, however, self-perceived communicative competence was a significant predictor of WTC. Despite the observed variations of degrees to which communication apprehension and self-perceived competence predicted WTC with regard to age and sex, both variables showed a “consistent negative relationship that does not vary with age or sex” (p. 240). Investigating the influence of age on WTC, Lu (2007) found out that as people age, their level of WTC increases.

Taking heed of the Iranian EFL context, the present quantitative study delved into the contribution of learners’ L2 self-confidence and communication apprehension to WTC. Also it examined possible differences in learners’ WTC in regard to their age and gender. Hence, the following research questions were formulated:

1. Is there any significant difference in the contribution of Iranian EFL learners’ linguistic self-confidence in their proficiency and language-use anxiety to WTC?
2. Are there significant statistical variations in Iranian EFL learners’ reported WTC levels on the basis of their age and gender?

III. METHOD

A. Participants

Participants of the present study were comprised of 188 university students (109 males & 79 females) within the 19-48 age range, with an average age of 27, studying at University of Tehran, Kish International Campus. They were studying at M.A., M.S., B.A., and B.S. levels and were all attending general English courses as one of the requirements of their final graduation. At the time of data collection, having a certain level of mastery of English (IELTS band scores of 5.5 or above, TOEFL PBT score of 550 and above, or TOEFL iBT score of 80 and above) was one of the requisite qualifications for taking the programs offered at University of Tehran, Kish International Campus. Those applicants who did not comply with such a requirement were obliged to take English language courses.

B. Instrument

The participants of the present study filled in a questionnaire. L2 WTC was measured through the administration of the WTC questionnaire developed and administered by MacIntyre, Baker, Clément, and Conrod (2001). The WTC Scale operationalized L2 WTC in all the four skills, that is, speaking, reading, writing, and listening, both inside and outside the classroom, and a very good internal consistency ($\alpha = .92$) has been allocated to its 27 items which elicit learners’ responses to the 5-point Likert scale. The Cronbach alpha internal consistency reliability of the entire sample of the present work was .87 though. The questionnaire was translated from English into Persian by the researcher and a Ph.D. candidate of TEFL separately. The two drafts were then compared, and the minor discrepancies were discussed.

C. Data Collection

A one-time questionnaire was administered at the end of a class session. It took the participants about 15 minutes to fill out the questionnaire, and it was made clear that their participation in the study would not influence their final evaluation, and the questionnaire would be treated anonymously. Therefore, writing names in the biographical information section was optional.

D. Data Analysis

A one-way between-groups analysis of variance was conducted to ascertain the possible impact of age on learners’ reported WTC level. In order to investigate whether a significant statistical difference exists between male and female learners in terms of their WTC levels, an independent-samples t-test was run.

To examine whether or not the correlation coefficient between learners’ linguistic self-confidence in their proficiency and WTC was statistically significantly different from that of language-use anxiety and WTC, as had been hypothesized by MacIntyre and Charos (1996), the statistical significance of the difference between correlation coefficients was tested. Furthermore, a standard multiple regression was conducted to a) find out how well communication apprehension

and linguistic self-confidence in one's proficiency could predict WTC, b) dissect how much variance in WTC can be explained by the two antecedents, and c) explore which subscale is a better predictor of WTC.

IV. RESULTS

A. Learners' L2 Self-confidence and L2 Anxiety: Predictors of WTC

In order to investigate whether a significant difference exists between the contribution of Iranian EFL learners' linguistic self-confidence in their proficiency to their WTC level and that of language-use anxiety to the prediction of L2 WTC, as hypothesized by MacIntyre and Charos (1996), the statistical significance of the difference between the two correlation coefficients was tested. First, the r values were converted to z scores. The following equation, extracted from Pallant (2007, p. 140) was then used to calculate the observed values of z (Z_{obs} value):

$$Z_{obs} = \frac{z_1 - z_2}{\sqrt{\frac{1}{N_1 - 3} + \frac{1}{N_2 - 3}}}$$

Next, it was determined whether or not the Z_{obs} value was statistically significant. According to Pallant (2007), if the obtained Z_{obs} value is between -1.96 and +1.96, one cannot claim that there is a statistically significant difference between the two correlation coefficients. However, Z_{obs} values less than or equal to -1.96 and those greater than or equal to 1.96 indicate that coefficients are statistically and significantly different. The obtained Z_{obs} value was -3.78. It was, therefore, concluded that the correlation coefficient between learners' L2 self-confidence and WTC was significantly different from that of language-use anxiety and WTC.

The value given under the R Square heading in the output of standard multiple regression, as is shown in Table 1, was then used to see how much of the variance in WTC was explained by learners' L2 self-confidence and their L2 anxiety.

TABLE 1
MODEL SUMMARY OF THE STANDARD MULTIPLE REGRESSION

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.39	.16	.15	14.60

Informed by the data analysis procedures, learners' linguistic self-confidence in their proficiency and their language-use anxiety explained 16 percent (to be exact, 15.7% before rounding the number up) of the variance in reported WTC.

To examine the statistical significance of the result, the ANOVA table was used. According to the information presented in Table 2, the contribution of the two independent variables reached statistical significance (Sig. = .000; which means $p < .0005$).

TABLE 2
THE ANOVA TABLE OF THE STANDARD MULTIPLE REGRESSION ANALYSIS

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	6953.33	2	3477.16	16.30	.000
Residual	37326.28	175	213.29		
Total	44280.61	177			

To examine the contribution of the two independent variables, that is, learners' L2 self-confidence and their language-use anxiety, to the prediction of the dependent variable (WTC), the beta values under standardized coefficients were made use of.

TABLE 3
COEFFICIENTS OF THE STANDARD MULTIPLE REGRESSION

Model	Unstandardized Coefficients		Standardized Coefficients			95% Confidence Interval for B		Correlations		
	B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part
1(Constant)	33.11	5.44		6.08	.00	22.37	43.85			
language-use anxiety	-.19	.25	-.06	-.77	.43	-.70	.30	.20	-.05	-.05
linguistic self confidence	1.48	.30	.43	4.90	.00	.88	2.08	.39	.34	.34

As it can be seen in Table 3, the beta value for learners' L2 self-confidence was larger, which signified that this very variable made a stronger contribution to the explanation of WTC, while language-use anxiety made less of a contribution. To check whether each variable made a statistically unique contribution to the equation, the **Sig.** values were checked. It was concluded that L2 self-confidence (**Sig.** = .00) made a statistically significant unique contribution

to the prediction of WTC. On the contrary, language-use anxiety (**Sig.** = .43) did not make a significant contribution to the prediction of the dependent variable. According to Pallant (2007, p. 159), “this may be due to overlap with other independent variables in the model”. With regard to the fact that squaring the **Part** correlation coefficients gives an indication of the contribution of the two independent variables to the total R square, it could be concluded that learners’ L2 self-confidence uniquely explained 11 percent of the variance in total reported WTC, and in the absence of linguistic self-competence, 11 percent of R square would drop.

B. Reported WTC and Learners’ Age and Gender

A one-way between-groups analysis of variance was run to explore the possible impact of age on learners’ reported L2 WTC. Subjects were divided into three groups according to their age (Group 1: 24 yrs or less; Group 2: 25 to 29 yrs; Group 3: 30 years and above).

TABLE 4
DESCRIPTIVE STATISTICS FOR REPORTED WTC

	N	Mean	Std. Deviation
Group 1: ≤ 24	62	62.22	15.27
Group 2: 25 - 29	67	59.35	16.44
Group 3: 30+	57	65.45	15.05
Total	186	62.18	15.75

Levene’s test for homogeneity of variances, which tests whether the variance in scores is the same for each of the three age groups, was used.

TABLE 5
TEST OF HOMOGENEITY OF VARIANCES FOR TOTAL WTC

Levene statistics	df1	df2	Sig.
.19	2	183	.82

As can be seen in Table 5, the significance value for learners’ total reported WTC was greater than .05. So, the assumption of homogeneity of variance was not violated. Informed by the information in Table 6, there was no statistically significant difference at the $p < .05$ level in learners’ reported WTC among the three age groups: $F(2, 183) = 2.3, p = .09$.

TABLE 6
THE TABLE OF ONE-WAY BETWEEN-GROUPS ANOVA FOR TOTAL WTC

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1145.90	2	572.95	2.34	.09
Within Groups	44778.63	183	244.69		
Total	45924.53	185			

An independent-samples t-test was conducted to compare the total reported WTC scores for male and female Iranian EFL learners.

TABLE 7
GROUP STATISTICS

	Sex	N	Mean	Std. Deviation	Std. Error Mean
Total Willingness to communicate	Male	105	62.61	15.70	1.53
	Female	76	62.10	15.50	1.77

As it can be seen in Table 7 and Table 8, there was no significant difference between scores for males ($M = 62.61, SD = 15.70$) and females, $M = 62.10, SD = 15.50; t(179) = .21, p = .83$. The magnitude of the differences between the groups was estimated by calculating the eta squared value. The assessed effect size was .00022, which was very small according to Cohen’s (1988, pp. 284-287) guideline. Put another way, only .02 percent of variance in reported WTC is explained by sex.

TABLE 8
INDEPENDENT-SAMPLES T-TEST

		Levene’s Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Total willingness to communicate	Equal variances assumed	.06	.79	.21	179	.83	.504	2.35
	Equal variances not assumed			.21	162.89	.83	.504	2.34

V. CONCLUSIONS AND DISCUSSION

A number of conclusions can be drawn from the results of the present study, which could be of interest to researchers having expertise in SLA as well as EFL teachers. In light of the results of the present study, explaining 15.7 percent of the variance in reported WTC, linguistic self-confidence in one's proficiency and language-use anxiety made significantly different contributions to L2 WTC. In fact, while L2 self-confidence made a statistically significant unique contribution to the prediction of WTC by explaining 11 percent of variance in its total level, communication apprehension did not make a significant contribution to the prediction of the dependent variable, that is, L2 WTC. This finding is in line with results of Hashimoto's (2002) study and those of Yu and Shen's (2012) research. Nevertheless, it is in contrast with arguments made by a number of researchers whose publications focus on WTC (Hashimoto, 2002; MacIntyre, 1994; MacIntyre & Charos, 1996) who spelled out that both L2 self-confidence and language-use anxiety are capable of influencing WTC. In the related literature, it has also been posited that language-use anxiety is a predictor of perceived communicative competence (MacIntyre & Charos, 1996), and L2 anxiety has been found to be one of the immediate antecedents of WTC (Clément et al., 2003; Yashima, 2002). Such discrepancies could, in essence, be ascribed to disparate conceptions of the nature of WTC. That is, while some researchers take account of it as a global, enduring, personality-based orientation, which is not influenced by the presence or absence of anxiety in different communication contexts, others regard it as a situation-based/situational variable (see Cao, 2011; Cao & Philip, 2006).

As to the second research question, no significant statistical variations in Iranian EFL learners' reported WTC on the basis of their age and gender were found. By contrast, findings of Donovan and MacIntyre's (2004) study indicated that as males grow old, their WTC increases, and women become less willing to communicate as they age, which was explained by their higher level of communication apprehension and lower level of self-perceived competence. In the same study, it was also concluded that in general, women are more willing to communicate compared with men.

The discrepancies observed in the findings of the present study and those of the above-mentioned quite similar research could be attributed to the differences in the range of the age groups, the number of participants within each age range, as well as contextual and cultural differences between the two populations from which samples were taken. That said, claiming that learners' age and gender does not exert an influence on their WTC would be deemed to be unsubstantiated, and a body of knowledge has yet to be accumulated in this regard.

Within this line of research, future studies could look into the predictive power of other antecedents of WTC. Moreover, comparing learners' self-report WTC and their actual WTC behavior in an L2 classroom could give venue for new research studies and flesh out the dual characteristics of L2 WTC. Future studies could also take account of the dynamic and situated nature of WTC in second language classrooms. Last but not least, given that learners' WTC is known to be "socioculturally constructed as a function of the interaction of individual and environmental factors" (Peng, 2012, p. 203), adopting a qualitative approach to WTC, further studies could investigate other factors influencing Iranian learners' WTC to enhance our ecological understanding of Iranian EFL learners' L2 WTC.

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The Effect of Employing Electronic Peer Assessment on Iranian EFL Learners' Writing Ability and Autonomy

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Abstract—Peer assessment known as an effective technique in improving English as a Foreign Language (EFL) learners' achievement as well as their autonomy has taken a new form thanks to the employment of electronic applications and web-based tools. The purpose of this study was to explore the effects of employing electronic peer assessment on Iranian EFL learners' writing ability and autonomy. To achieve the goals of the study a sample including 48 Iranian upper-intermediate EFL learners were selected from among 90 female learners studying English in a language institute in Kashmar, Khorasan Razavi, according to their scores in Quick Placement Test (QPT), Version1. These participants were randomly assigned to control (N=24) and experimental (N=24) groups. Both groups took writing pretest and Learner Autonomy Questionnaire developed by Zhang and Li (2004). Throughout the experiment which lasted for 12 sessions, the experimental group benefited from the treatment, electronic peer assessment. However, the control group received the same treatment but peer assessment technique was carried out without any electronic interventions. Finally, both groups sat for the posttest being the same as the pretest. In addition, a semi-structured interview was conducted to the participants in the experimental group. Results of data analysis indicated the experimental group's outperformance in both writing and autonomy scale administered at the end of the study. Results of qualitative data (interview), also, showed that these participants had positive beliefs about employing electronic peer assessment. Pedagogically, the present findings support the employment of the treatment in EFL settings.

Index Terms—peer assessment, electronic peer assessment, writing ability, descriptive writing, autonomy

I. INTRODUCTION

There seems to exist a different look to assessment which considers it as an effective teaching tool and it's effective to integrate assessment in to teaching approach. Several academic achievements may have their roots in proper assessments taken place inside or outside the classroom. Teachers should become aware of their students' understanding and then utilize this information to make effective changes in their teaching (Tavakoli, & Atefi Boroujeni, 2012). Due to the shift toward creating learner-oriented classrooms in which English as Foreign Language (EFL) teachers receive less responsibilities and specific attention is devoted to EFL students, a different kind of assessment may replace the common type of assessment administered by teachers.

Recently, by the developing learner-centered class, peer assessment has become one of the famous favorite subjects among EFL (English as a foreign language) teachers. Peer assessment causes teachers share the evaluation of assignment with learners (Khodadadi & Khodabakhshzadeh, 2012). The goal of peer assessment is to encourage and enable individuals to take responsibility and to promote skills for analyzing, controlling, measuring, and evaluating the aspects of the learning process and their peer products. Investigating peer assessment studies shows that this kind of assessment leads to improving students' higher order reasoning, individuals' higher level of cognitive thought (Birdsong & Sharplin, 1986), improving student-centered learning (Oldfield & MacAlpine, 1995), nurturing active and flexible learning (Entwhistle, 1993), and developing a deep approach rather than a surface one regarding learning (Entwhistle, 1993; Gibbs, 1992). Earl (1986) also puts out that peer assessment plays a socializing role and reinforces interpersonal relationships. Chen (2008) believes that learners can achieve ownership and control of their learning process via assessing their performances. Even, Piaget mentions the importance of peer assessment in active learning theory. Also, Vygotsky refers to the significant role of peer assessment in social construction.

With the advent of communication software such as Viber, Telegram, Skype, et. the educational contexts witness the integration of such applications into EFL area. Baradaran and Khalili' findings (2009) indicated that those learners who underwent the chat room treatment significantly outperformed those who did not with respect to oral fluency. Online peer assessments provide the students with the chance of assessing not only the work of their peers, but also assessing their own work. Also, self-assessment techniques are mostly restricted to basic cognitive levels, but peer assessment

makes the students able to promote learning at high cognitive levels which are beyond the basic ones. In fact, peer assessment gets the students involved in the online process of revision, assessment, and feedback (Bloom, 1956; Anderson & Krathwohl, 2001). However, as Doiron (2003) puts out, there are some researchers that criticize peer assessment by the use of information and communication technology because first, technology based assessment is not as severe as traditional types of assessment, second, technology based assessment asks for too much effort and pressure on the part of the students, third, technology based assessment cannot be relied on and is not usually fair.

According to Dam (2001), classroom tasks have been useful for developing autonomous language situations during the last decades. Thus, focusing on tasks which help students develop autonomy is of great importance. Peer assessment is a technique that needs to be investigated upon regarding how successful it is in coming up with autonomous learners. According to the researchers, autonomous learners are responsible for their own learning. Learner's autonomy refers to the extent in which learners are able to attend in the learning process independently (Benson & Voller, 1997).

There has always been a need to help EFL learners improve their writing ability. Writing skill often constitutes a problematic task for both students and teachers. It is problematic for students because they don't know how to write appropriately, and it is troublesome for the teachers since assessing writing skill demands for too much time and effort (Rada, 1994). According to several authors (Rada, Michailidis & Wang, 1994; Fisher, 1999), peer assessment can be beneficial as an alternative solution to decreasing teachers' responsibility and workload. Therefore, based on Cho (2006), unlike the development during the last two decades regarding the learners' writing skills, the courses hardly involve comprehensive writing tasks. Cho (2006) offer resorting to peers to assess the learners' work instead of systematically resorting to evaluation by teachers (Rada et al., 1994).

A. *Research Questions*

The present study seeks to address the following research questions by the researcher.

Q1: Does electronic peer assessment have any significant effects on Iranian EFL learners' writing ability?

Q2: Does electronic peer assessment have any significant effects on Iranian EFL learners' autonomy?

B. *Research Null-hypotheses*

According to research questions, the following research null hypotheses were proposed:

H01: Electronic peer assessment does not have any significant effects on Iranian EFL learners' writing ability.

H02: Electronic peer assessment does not have any significant effects on Iranian EFL learners' autonomy.

II. REVIEW OF THE RELATED LITERATURE

Among several methods and techniques through which the goals of educational assessment could be achieved, the alternative means of assessment are studied most forcible. These alternative means include the use of checklists, videotapes, audiotapes, teacher observations, journals, logs, conferences, portfolio, self-assessment, and peer-assessment (McKay, 2006; Brown, 1998; Brown & Hudson, 1998, 2002). According to Brown and Hudson (1998), the alternative means of assessment wants the learners to fulfill, create, and produce in real-world situation or simulations. Besides, the nature of these methods is effortful and lets students be assessed on everyday class activities. The duties used in these methods represent considerable instructional activities which focus on both the process and the product of learning. Higher-level thinking and problem-solving skills are also the essential tools for doing the assessment tasks, and the teacher's feedback about the task performance manifests the learner's strengths and weaknesses. In addition, human judgment rather than machine judgment, as well as open revelation of standards and rating criteria are emphasized upon.

Topping (1998) believed that peer assessment is a preparation in which people at the same situation emphasize on the amount, level, quality, worth, value, or success of the learning products. Peer assessment forces students to give feedback on their work, and make decision about the quality of their work (Davies, 2006). Both self and peer assessment involve students in their destiny, improve their autonomy, and promote motivation (Brown, 2004). Cheng and Warren (2005) mentioned that involvement and having control on the methods, ways, and products of evaluation and assessment are vital for both teachers and students. Peer assessment is an alternative and a significant method that is considered important educationally since it can help learners to take part in the evaluation process and gives learners a chance for participating in and evaluating their peers' learning process and their outcomes. According to Black, Harrison, Lee, Marshall, and William (2003), peer assessment is an assessment tool for learning and it should be a constant way of assessment in writing process (Graves, 1994). "Peer assessment requires students to provide either feedback or grades (or both) to their peers on a product or a performance, based on the criteria of excellence for that product or event which students may have been involved in determining" (Falchikov, 2007, p.132). Wen and Tsai (2006) reported positive thought about peer assessment among university students in Taiwan. However, neither case specifically measured learners' understanding of fairness about peer assessment. Moreover, Wen and Tsai mentioned that students are less eager to the concept of online peer assessment in comparison with other peer assessment methods, and they showed little confidence in the validity of online assessment. On the other hand, Davies (2000) and Liu and Carless (2006) mention that some learners who think negatively regarding to peer assessment hesitate the expertise of their fellow learners (as compared to their teachers).

Adaptive testing has been computerized and has been changed from its paper and pen form since computerized administration of tests is interesting and attractive for a couple of reasons. Computerized administration of tests offer efficiency, easement, aesthetic and pedagogic developments (Rafaeli & Tractinsky, 1989, 1991). On-line sharing of information or knowledge has a positive influence on learning outcomes. Findings disclosed that those who were highly involved in question-posing and peer-assessment activity received higher scores on their final exam in comparison with their counter peers (Barak & Rafaeli, 2004). The research outcomes support the claim proposed by other researchers that question posing can be regarded as a part of high level thinking abilities and as a stage in the problem-solving process (Ashmore, 1979; Shepardson & Pizzini, 1991). Computer Technology is accompanied with the notion of autonomous learning since it provides the learners with the chance to experience autonomy via providing a large amount of materials for self-learning (Godwin-Jones, 2011). Based on Schemenk (2005, p.107), "The reputation of learner autonomy may be at least partially related to the rise of computer technology and the growing importance of computers in language learning environments worldwide". Thus, Godwin-Jones (2011) emphasizes that learners should be motivated to promote and use meta-cognitive strategies that aid to refine students' autonomy via the use of computer technology.

As claimed by Tarigan (1985), writing is a productive skill and indirect communication which differs from what Harmer (2001) defines writing as a kind of communication that receives or expresses feeling or thought with use of written form. Suparno (2003) argues that writing is not a kind of one step activity, but it is a continuous activity and has several steps including the primary step, the content improvement and review, and reconsiderations or improvements posts. Jonah (2006) states that writing is an indirect communication for sending information. During the last decades, there have been many studies about writing investigating issues like how to develop it, what are the efficient and effective factors on writing styles, how to evaluate the writing process, etc. One of these studies was carried out by Khodadadi and Khodabakhshzade (2012). Their discovery indicated portfolio and self-assessment were significantly effective in increasing learners' self- adjustment. Another study done by Little (2005) showed that self-assessment develop students' autonomy. Based on a needs analysis study carried out by Noriah Ismail (2010), it was disclosed that in online writing, learners must have suitable resources that can apply them out of class and work on writing skill independently.

According to another study that was conducted in Korea by Jyi-yeon Yi G (2009), interpretation of writing depends on educator expectations, writing philosophy and purposes of pedagogy, and this can be a problem since based on this concept each teacher assess and evaluate learners' writing with especial criteria and this results in having unsystematic, incompatible and invalid assessment plan. Effect of peer assessment and self-assessment was investigated by Birjandi and Siyyari (2010). Their research indicated both self and peer assessments have significant influence on learners' writing through the way they are effective on students' rating accuracy and both of them are equally important in developing writing.

III. METHODOLOGY

A. *Participants and Setting*

The participants of this study were selected from 90 Iranian EFL learners learning English in a language institute in Kashmar, Khorasan Razavi, according to their scores in Quick Placement Test (QPT), Version1. They were 48 upper-intermediate EFL learners who scored 40 to 47 out of 60 were randomly assigned to control (N=24) and experimental (N=24) groups. Participants' age ranged from 14 to 18. Also, due to some gender segregation rules only females participated in this study. The participants' native language was Farsi.

B. *Instrumentations*

The following instrumentations were employed by the author.

Quick Placement Test (QPT)

To select participants with the same level of language proficiency QPT including 60 multiple-choice items, developed by Oxford University Press and Cambridge ESOL was administered to 90 female learners. The examination time took 30 minutes. This questionnaire is composed of two parts, part 1 (1-40) and part 2 (41 to 60), QPT contains 60 multiple-choice items. The first part was administered to EFL students of different proficiency level. However, the second part was administered only to high proficient ones. Those learners who scored 40 to 47 out of 60 participated in the study. Reliabilities reported by Granpayeh (2003) were 0.9 for 60 items test and 0.85 for the 40 items test.

Writing Test

To assess the participants' ability in writing descriptively, a writing test was administered at the first and at the end of the study. The participants were asked to write a text composed of at least 150-200 words (one paragraph). The time allocated for the test was 30 minutes. The topics were selected by the researcher after consulting with two professors at Islamic Azad University in Torbat-e Heydarieh. The students' writings were scored by two raters based on a rating scale adopted from Jahin and Idrees (2012). A rubric for scoring of the papers was delivered to the raters. It was composed of the six categories such as mechanics, content, organization, vocabulary, grammar and cohesion, the rating scale provided the raters with a criterion to score the writings based on a four-point scale (1, 2, 3 & 4) for each of the six

categories. So an analytic scoring procedure was followed. The inter-rater reliability was used to ensure the reliability of the test. The reliability index for the writing test calculated via Cronbach's Alpha was 0.71.

Learner Autonomy Questionnaire

In order to evaluate participants' autonomy in learning, Learner Autonomy Questionnaire developed by Zhang and Li (2004), was administered to the participants in both groups. The questionnaire has two parts: Part 1 contains 11 multiple-choice items on a 5-point Likert scale ranging from 1 (never) to 5 (always). Part 2 contains 10 multiple-choice self-reporting items. Participants answered to this questionnaire in 30 minutes. This questionnaire has been frequently used in previous studies for example Dafei (2007) and claimed this questionnaire has been proved to have high content validity and high reliability. Recently, Iranian researcher used it, e.g. Shangarfam and Ghazisaeedi (2013). They claimed reliability of this questionnaire based on Cronbach's Alpha calculated and it's in acceptable range (0.70). Reliability of this questionnaire is an acceptable range and researcher assured about it.

C. Procedure

Forty-eight upper-intermediate EFL learners were selected from female students learning English in a language institute in Kashmar, Khorasan Razavi according to their scores in QPT. The selected students were randomly assigned to control and experimental groups. At the outset of the study, participants in both groups were asked to write a description under the title of "My City". In addition, participants in both groups were given Learner Autonomy Questionnaire to complete.

Throughout a six-week course, participants in the experimental group registered in a social network (Telegram) which was supervised by the researcher as the administrator of the group. The members of this group were asked to attend the online group on Sundays and Thursdays. At the first session, required instructions from Academic Writing from paragraph to essay by Zemach and Rumisek (2010) were introduced. These participants were asked to create accounts in g-mail. They were also divided into 12 groups of two. The night before each session the topic selected by the teacher was sent to their g-mail address. The 120 minutes of each session was divided into two parts: the first 30 minutes was devoted to the peer assessment. The next 90 minutes focused on the participants' chatting in Telegram. In other words, having written their descriptions, the two members of each pair exchanged the writings. Following the assessment, every pair was given about a 7-minute time in Telegram to discuss on their writings. The teacher supervised the peer assessment and gave her views. The mistakes and errors disregarded by the participants were highlighted by the researcher. Sometimes the researcher asked them to send the original papers to annotate the required information in the margins. The annotations were sent to the email address of the two people of that pair.

The control group, on the other hand, did not receive any technology-based instructions or assistances. A traditional pen and paper method was used in the class. They attended a physical class on Sundays and Thursdays. Similar to their counterparts in the former group, they received the required instructions on writing. Also, they were asked to write about the same topics as those used in the experimental group. The process of peer assessment was conducted under the teacher supervision in the class by reviewing the comments of the peer learner after finishing the writing. Similar to the former group the 120 minutes of this class was also divided into two parts. The first 30 minutes was devoted to the peer assessment in the class. The next 90 minutes focused on the participants' discussions in the class. The peer assessment procedure was also supervised by the researcher to avoid any mistakes. Marginal annotations were also written by her so both parties could recognize their mistaken or erroneous structures, spellings, vocabulary usages, etc. During the course a total number of 10 texts were written. Due to the researcher's willingness regarding lack of any extra difference between the two groups, the same topics were given to the participants.

Every session, the participants' paragraphs from the previous session were rated by the teacher, and the necessary feedbacks were given to the participants. The feedbacks were given via written and oral comments on those aspects of the students' paragraphs which need to be revised. Some sample paragraphs were sometimes read aloud by the students. During the course participants wrote their paragraph with focusing on descriptive form and participants in experimental group sent their written productions to the g-mail of her classmate. Finally, the participants sat for the posttest, and they were asked to write a description on "Tourist Attractions of My City". In addition, participants in both groups were asked to complete autonomy questionnaire to declare their beliefs on the treatment they received.

IV. DATA ANALYSIS

After obtaining required data from the instrument, data were analyzed by employing SPSS (19.0).

A. Results of Normality

TABLE 1
RESULTS OF NORMALITY TEST

		QPT	pretest	posttest	autopre	autopost
N		48	48	48	48	48
Normal Parameters	Mean	42.71	56.9271	65.7500	2.4481	3.0739
	Std. Deviation	1.978	6.90897	9.39783	.52516	.55829
	Absolute	.161	.072	.122	.141	.167
Most Extreme Differences	Positive	.161	.054	.122	.121	.098
	Negative	-.097	-.072	-.090	-.141	-.167
Kolmogorov-Smirnov Z		1.113	.496	.842	.973	1.154
Asymp. Sig. (2-tailed)		.168	.966	.478	.300	.139

a. Test distribution is Normal.

As Table 1 shows, p-value for all data is greater than .05 (.16 for QPT; .96 for pretest; .47 for posttest; .3 for autopre; .13 for autopost), therefore the null-hypothesis of One-Sample Kolmogorov-Smirnov Test is supported which confirms that the data are normal. Therefore independent samples t-test (parametric test) can be conducted.

B. Results of Independent Samples T-test for QPT

TABLE 2
RESULTS OF INDEPENDENT SAMPLES T-TEST FOR QPT

Group	N	M	SD	df	t	sig(2tailed)
Experimental	24	42.88	2.30	46	.58	.56
Control	24	42.54	1.61			

As Table 2 shows there is not any significant ($df=46$, $t=.58$, $sig=.56>.05$) difference between experimental ($N=24$, $M=42.88$, $SD=2.30$) and control ($N=24$, $M=42.54$, $SD=1.61$) groups in QPT at the outset of the study which confirms the participants' homogeneity.

C. Results of Inter-rater Reliability

It is a measure of reliability which is employed to assess the degree to which different judges or raters agree in their assessment decisions. Inter-rater reliability is the most easily understood form of reliability. Table 3 summarizes the data obtained from Pearson product-moment correlation.

D. Results of Inter-rater Reliability for Writing Pretest

TABLE 3
RESULTS OF INTER-RATER RELIABILITY (PRETEST)

		ratpre1	ratpre2
ratpre1	Pearson Correlation	1	.860**
	Sig. (2-tailed)		.000
	N	48	48
ratpre2	Pearson Correlation	.860**	1
	Sig. (2-tailed)	.000	
	N	48	48

** Correlation is significant at the 0.01 level (2-tailed).

As Table 3 shows there is a significant ($r=.86$, $sig=.000$) agreement between the two raters which indicates that the test enjoys a relatively high inter-rater reliability.

E. Results of Inter-rater Reliability for Writing Posttest

Table 4 presents a summary of relevant data of inter-rater reliability obtained for writing posttest.

TABLE 4
RESULTS OF INTER-RATER RELIABILITY (POSTTEST)

		ratpost1	ratpost2
ratpost1	Pearson Correlation	1	.916**
	Sig. (2-tailed)		.000
	N	48	48
ratpost2	Pearson Correlation	.916**	1
	Sig. (2-tailed)	.000	
	N	48	48

** Correlation is significant at the 0.01 level (2-tailed).

NOTE: RATPOST 1 INDICATES RATER 1 IN POSTTEST; RATPOST2 INDICATES RATER 2 IN POSTTEST;

As Table 4 depicts there is a significant ($r=.916$, $sig=.000$) agreement between the two raters which indicates that the test enjoys a relatively high inter-rater reliability.

F. Results of Writing Pretest

To compare the means of the two groups before the treatment, independent samples t-test was conducted. Results are shown in Table 5.

TABLE 5
RESULTS OF INDEPENDENT SAMPLES T-TEST FOR WRITING PRETEST

Group	N	M	SD	df	t	sig(2tailed)
Experimental	24	56.91	7.42	46	.01	.99
Control	24	56.93	6.51			

Data in Table 5 indicate lack of any significant ($df=46$, $t=.01$, $sig=.99>.05$) difference between the experimental ($N=24$, $M=56.91$, $SD=7.42$) and the control ($N=24$, $M=56.93$, $SD=6.51$) in writing pretest which confirms that the two groups were homogeneous before the treatment.

G. Results of Writing Posttest

To test the first null-hypothesis "Electronic peer assessment does not have any significant effects on Iranian EFL learners' writing ability" independent samples t-test was employed. Data are shown in Table 6.

TABLE 6
RESULTS OF INDEPENDENT SAMPLES T-TEST FOR WRITING POSTTEST

Group	N	M	SD	df	t	sig(2tailed)
Experimental	24	70.25	8.59	46	3.75	.000
Control	24	61.25	8.02			

Table 6 indicates significant difference ($df=46$, $t=3.75$, $sig=.00$) between experimental ($N=24$, $M=70.25$, $SD=8.59$) and control ($n=24$, $m=61.25$, $sd=8.02$) groups in the writing posttest at the .01 level of significance. Accordingly the first null-hypothesis was rejected and positive significant effects of using electronic peer assessment on upper-intermediate EFL learners' writing ability in Iran.

H. Results of Autonomy Pretest

To compare the means of control and experimental groups in autonomy questionnaire before the treatment, independent samples t-test was used. Table 7 shows the data.

TABLE 7
RESULTS OF INDEPENDENT SAMPLES T-TEST FOR AUTONOMY PRETEST

Group	N	M	SD	df	t	sig(2tailed)
Experimental	24	2.39	.47	46	.76	.45
Control	24	2.50	.57			

As Table 7 shows, there is not any significant ($df=46$, $t=.76$, $sig=.45>.05$) difference between the experimental ($N=24$, $M=2.39$, $SD=.47$) and control ($N=24$, $M=2.50$, $SD=.57$) groups in autonomy pretest.

I. Results of Autonomy Posttest

To test the second null-hypothesis "Electronic peer assessment does not have any significant effects on Iranian EFL learners' autonomy", independent samples t-test was also conducted (Table 8).

TABLE 8
RESULTS OF INDEPENDENT SAMPLES T-TEST FOR AUTONOMY POSTTEST

Group	N	M	SD	df	t	sig(2tailed)
Experimental	24	3.25	.52	46	2.42	.01
Control	24	2.88	.53			

As Table 8 shows, participants in the experimental group ($N=24$, $M=3.25$, $SD=.52$) significantly ($df=46$, $t= 2.42$, $sig=.01<.05$) outperformed those in the control group ($N=24$, $M=2.88$, $SD=.53$) in the autonomy posttest. Therefore, based on the data shown in Table 8 the second null-hypothesis was also rejected and positive significant effects of using electronic peer-assessment on writing ability of Iranian upper-intermediate EFL learners were confirmed.

V. DISCUSSION AND CONCLUSION

To achieve the objectives of the present study, three research questions were posed. Forty-eight upper-intermediate EFL learners from Kashmar, Iran took part in the study. Data obtained from the instruments were analyzed and the questions were addressed.

Concerning the first research question "Does electronic peer assessment have any significant effects on Iranian EFL learners' writing ability?", results from independent samples t-test indicated positive significant effects of using the treatment in EFL writing. With the emergence of new technology (internet-based) there seems to exist a shift toward using electronic devices and virtual contexts as learning facilitators. Electronic peer-assessment as an effective technique can cause EFL learners feel more responsible regarding their classmates' writings to critically read and assess.

Lack of physical presence in traditional and physical classrooms while assessing their classmates, can help EFL learners feel relaxed without any stress or fear resulting from comments of highly proficient classmates or teachers.

The present finding is in agreement with what claimed by Hirvela (1999) who stated that learners working in couples or groups are provided with the chance to learn from each other as they work together to complete a project. "Through cooperative group production, students experience precious opportunities to improve their ability to read and write because the continuous association direction of this approach enables them to draw upon the strengths and resources of their peers while sorting through their own growing knowledge of L2 reading and writing" (p. 12). Online peer assessment system (OPAS), according to Lan, Sung, and Chang (2009) is mobilized implementation of peer assessment activity which has the advanced functions such as immediate feedback, data analysis, confirmation of assessment quality, and error pattern diagnosis to assist the EFL teacher to further understand students' oral reading and listening performance. Lan et al. (2009) found that the proposed online peer assessment system, OPAS, overcomes the inherent deficiencies of traditional peer assessment with the support of technology.

Concerning the second research question "Does electronic peer assessment have any significant effects on Iranian EFL learners' autonomy?" data analysis resulted in the claim that this kind of treatment was significantly effective in enhancing the participants' autonomy. Peer-assessment in its nature is a process which is accomplished independently from a highly proficient source which can result in an increased level of autonomy. The finding was also supported according to the participants' responses in the interview. Similarly, Cheng and Warren (2005) state that the advantages of peer evaluation include support of learner autonomy through necessitating students to take responsibility for monitoring and analyzing parts of their learning process and the performances of their peers. The direct involvement in the learning process, according to Sivan (2000, as cited in Peng, 2010) improves students' sense of ownership, responsibility. It, also, enhances learners' activity and autonomy (Orsmond & Merry, 1996; Sivan, 2000, as cited Peng, 2010).

According to the findings obtained in data analysis, it can be concluded that thanks to recent advances in technology, internet, software, and communication the process of teaching and learning has been influenced. The procedure explained in the third chapter introduced a new form of peer assessment whereby EFL learners can assess their classmates' writings through electronic lines without any physical face-to-face interactions, thus resulting in a less amount of time compared to traditional peer assessment carried out in EFL classrooms.

In addition, the results revealed the effectiveness of electronic peer-assessment in enhancing EFL learners' autonomy in learning which can result from lack of physical presence of an EFL teacher. In such contexts where EFL teacher is not physically present, EFL students can take more challenging responsibilities and work independently from their teacher hence feeling more autonomous. Assessment seems a challenging task which requires assessors improve their knowledge to appropriately score the writing. To achieve appropriate qualifications of an effective writing assessor, one should get familiar with some criteria representing general standard guidelines for evaluating writings. Electronic peer assessment can pave the way for interpersonal communications among EFL learners and involve them in effective discussions about a variety of issues. Virtual contexts, thanks to developments in communication software, can help EFL learners share their ideas and take benefits from their peers' knowledge.

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A Case Study of Formation of Mandarin-English College Students' Metacognition

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Abstract—The present study provides both quantitative and qualitative analysis of the formation of language learners' metacognition as the Mandarin-English college students in China. I hypothesized that language learning will be promoted by intervention of course teaching if students are trained to become more aware of and skillful at the use of metacognition strategies and other learning strategies that can be used in the language learning process. 3 of 115 freshmen from department of foreign language in Southwest Petroleum University are chosen to be subjects of the study. The result carries out to examine the intervention of strategy course on the formation of metacognition of English major freshmen in their language learning. The conclusions obtained from pre-interviews and post-interview have indicated that the subjects' metacognition knowledge and metacognitive strategy use in language learning are conflicting. After the course, the metacognition of the subjects increased.

Index Terms—metacognition, learning strategy, formation of metacognition

I. INTRODUCTION

Along with the developing of education in China, metacognitive strategies has been viewed as an important aspect of learning strategy, which is more and more commonly used now, especially for language learning in colleges and universities. Research and theory in second language learning strongly suggest that good language learners use a variety of strategies to assist them in gaining command over new language skills (Oxford, 1990). Therefore, the learners should use learning strategies to facilitate the acquisition, storage, or retrieval of information (Rigney 1978, Dansereau in press). Metacognitive strategy is one kind of the learning strategies, which belongs to metacognition category.

J. H. Flavell (1976) first used the word metacognition, and he defined metacognition refers to one's knowledge concerning one's own cognitive processes or anything related to them, e.g., the learning-relevant properties of information or data.

Scriven (1967) pointed out that formative assessment is a range of formal and informal assessment procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve student attainment. It typically involves qualitative feedback (rather than scores) for both student and teacher that focus on the details of content and performance (Bloom, 1968). Henri Holec (1981) mentions that autonomy learning is the ability to take charge of learners' learning, and the learners should evaluate themselves after learning. This paper is willing to find out that the metacognitive strategies can help learners to form and develop their metacognition in autonomous learning strategy course.

The purpose is to utilize metacognitive strategies to evaluate the improving of students' metacognition in autonomous learning during the process of the strategy-based instructions course for language learners. It focuses on the process how the subjects form and develop their metacognition step by step in the intervention of the strategy training course.

This article addresses the following research questions:

1. What's the initial metacognition of the subjects? What is their attitude towards the course?
2. Is there any formation of metacognition through the intervention of the 8-week course? What does it represent?
3. What is the final metacognition of the subjects, what is subject's reflection about the course?

II. METHODOLOGY

The study is based on the data of 3 students who are chosen from 115 English major freshmen in the autonomous learning strategy course. 1 The students had been classified into 9 groups and each group had one assistant to help the teacher to observe and supervise students. All 3 subjects are in the same group. Students had been classified into groups by the assistants (also the counsellor) based on a discrepancy in performance between scores of English of University Entrance Examination and achievement of first year's study (first semester rank).

The average score of English of University Entrance Examination is 116 points (full score is 150 points), 34 students' score was below the average, which was between 90 and 115; 68 students' score was between 116 and 129, which was mid of upper level; 13 students' score was above the average, which was between 130 and full score 150. I chose one student as subject from each level (below average, medium, and above average), Long was in above average level, Yao

was in “Medium” level, and Chai was in below average level. As for subject Long, she was curious about the new course. In the pre-interview, she was showing great interest in theory of metacognition and strategies of autonomous learning. Subject Yao was a bit interested into the new assessment, and she seemed suspicious about the strategies of autonomous learning. Subject Chai was negative about the formative assessment and he seemed not to believe in the learning strategies, which could improve his studying. Three students, in this group, were chosen as subjects with totally different attitude about autonomous learning strategy course.

In order to investigate the validity and feasibility of study, the data of the study were collected through classroom observation by assistant, reflective dairy of every unit and the interview before the course and after end of the course. Before the course, the subjects were required to do the pre-interview before the course by assistant. The observations were used to record the academic performance of students in class to assess if there was formation of metacognition and progress or not. The reflective dairy were required that everyone in the class should hand in after one unit was finished. After the course was over, the assistant had an interview with every student in the group with the required questions.

The pre-interview was about to get the general knowledge of initial metacognition of each subject and it was used to assist source of classroom observation to assess if the subjects had formed metacognition. All the interview questions were based on the Schraw & Dennison’s (1994) Metacognitive Awareness Inventory (questions are modified version of Appendix A). The post-interview was the last step of the procedure that the assistant could have a brief knowledge of subjects’ formation of metacognition after this course.

In order to assess the developing of student by their performance in class, the assistant should observe and record students’ performances in class: (a) class attendance record, (b) if he/she listened to the teacher carefully, (c) if he/she finished reflective dairy, (d) if he/she caught on the pedagogical-thinking of the teacher. The classroom observation was a form of ongoing assessment (Cheng, 2002). An observation checklist (see Appendix C, Weber, 1999) could be used to assess the students’ learning progress, including activity participation (attendance, reliability, initiative and effort), small group work (self-confidence, involvement, cooperation and enthusiasm), study habits (Organization, efficiency and diligence) and attitudes (positive, negative and suspicious).

The reflective dairy were required that students in the class should handed in after a unit was finished. And the content of reflection should include three parts: (a) the most intriguing point of the unit, (b) the muddiest point of the unit, (c) achieve the unit goal or not.

III. RESULTS AND DISCUSSION

A. Pre-interview Analysis

I have applied the questions based on the Schraw & Dennison’s (1994) Metacognitive Awareness Inventory (MAI) and required the students to answer the questions of Appendix B (modified version of Appendix), which made by Gao li (2007) and is also combined with classroom observation by student assistants (see 3.2). These five questions were chose because planning and monitoring were the first step of being awareness of metacognition.

Question 1: *Did you ask yourself periodically if you were meeting your goals?* (Monitoring)

1. Long showed great concern about setting goal; she often asked herself periodically to whatever she achieved the goals setting by herself, which indicates that she has a basic knowledge of metacognition.

2. About the same question, Yao was a little confused. According to her words, it she had an unclear goals. And the goal is setting a little higher than her ability, which means that she has a sense of metacognition, but it’s not a good system.

3. The last subject, Chai. From the interview, it can be known that he also had a goal, which is too difficult to finish. So, he always failed in the exam, etc. It shows that he has no knowledge about setting goal.

Based on what I have discussed above, it implied that three subjects have different knowledge of metacognition, Long has the highest level of metacognition among 3 subjects, at the beginning of the autonomous learning strategy class.

Combined with pre-interview and classroom observation by assistant, the subject Long was an extroverted girl that could easily jump into the conversation when meeting new friends. During the course, Long showed a great interest in theory of metacognition and autonomous learning strategy course, especially the intellectual curiosity about reflective dairy that was totally different with the normal assessment in China. Her attitude towards the course was open-minded and positive. Yao was interested in practical application than theoretical foundation. She was easily absent-minded during the lecture except when the teacher mentioned some interesting contents. Yao’s attitude towards the course was neutral. Chai was very interested in how the teacher assessed the learners’ achievement without paper test. He was still filled with doubts attitude towards the course. Based on his reflective diary in first unit, he mentioned he did not like this course and he determined that it was useless for him.

TABLE 1
LEARNERS’ ATTITUDE

Subjects	attitude
Long	Open-minded, positive
Yao	Acceptable
Chai	Negative, resistant

Question 2, 3, 4, 5:

Did you organize your time to best accomplish the goals? (Monitoring)

Did you consider several alternatives to a problem before you begin the project? (Planning)

Did you ask yourself if you have considered all options when solving a problem? (Planning)

Did you think of several ways to solve a problem and choose the best one? (Planning)

1. Long was more than an open-oriented learner. She liked to gather many information and experience before making a decision. She said that sometimes it took her too much time and the result was not as expected. It can be known that she makes plans and uses strategies consciously but sometimes the result is less than satisfactory. Here is the plan she made to do self-assessing each week:

TABLE 2
LEARNING PLAN OF LONG

	Morning	afternoon
Monday	a. Memorize at least 20 new words, b. read an English passage aloud for at least 10 times, c. preview the lessons	a. Finish my homework, b. Review the lessons c. practice English listening at least 30minutes,
Tuesday		
Wednesday		
Thursday		
Friday		

Table 2 indicates that she can organize her time to best accomplish her goals. Each listed item is reasonable and she also manages some entertaining activities alternately. It means that she is good at managing her learning. But some items are not specific. For example, she plans to “practice her listening skills”, “Memorize vocabularies” and “read English passage aloud”, but she does not give specific practicing materials. And she does not mention what kind of book she read. On the other hand, she schedules the learning hours for each curriculum, which shows that Long has the ability to make her schedule.

2. On the contrary, Yao seldom prepared for the problems. She always let the nature takes its course and did not spend enough time on her study. It indicates that she may use strategy in her learning. Her plan for study is:

TABLE 3
LEARNING PLAN OF YAO

	Morning-from/to	Afternoon- from/to
Monday	Library (listening)	Lessons
Tuesday	Lessons	Lessons
Wednesday	Lessons	Library(homeework)
Thursday	Lessons	Library (comprehension)
Friday	Lessons	Library (reading novels)

Compared with Long’s plan list, Yao’s was much simpler and with no specific learning hours. She did not schedule how to enforce each item and how long it takes each time. It shows that her schedule is too general to stick it out. Besides, she forgets the to-do list at first, and hand in her homework next class.

3. Subject Chai, he mentioned that he took action before thinking. And he has a low tolerance for ambiguity. It means that he seldom set plans in his studying.

TABLE 4
LEARNING PLAN OF CHAI

	Morning-from/to	Afternoon-from /to
Monday	20 vocabulary	Reading some novels
Tuesday	Listening 30 minutes	Grammar
Wednesday	Vocabulary	grammar
Thursday	Vocabulary	grammar
Friday	Vocabulary	grammar

According to the chart, the plans from Wednesday to Friday are repeatedly and unwise. The repeated arrangement would reduce the learning efficiency. In addition, he ignores the courses periods. That means he doesn’t pay enough attention to his studying plan.

Wen Qiufang (1996) mentioned that a complete and efficient plan has four aspects, including what to do, when to do, how to do and why to do. All the three subjects do not follow the principle perfectly. Long did not mention the practicing materials and how to do the exercises; Yao just listed what to do and when to do, but both of the two are not specific, and she forgets the specific practice materials as well. Chai’s plan is not reasonable because the school time and self-learning time are conflicting.

According to the analysis of question 2 to question 5, the three subjects have different timing senses. Long scheduled different learning hours for different curriculums. She allocated her time for each language learning practices in order to reach the goal of practices. Yao does not mention the practice hours of each part. Most of Chai’s self-learning hours are conflicted with his class hours. Yao and Chai did not do well in setting plans. Based on the different learning plans, the conclusion can be drawn that Long’s metacognition level is higher than other two subjects. Yao and Chai need to

improve their metacognition. As we mentioned above, the metacognition of the three subjects can be seen in the following chart:

TABLE 5
SUBJECTS' METACOGNITION

Subjects	Metacognition	
	Initial Metacognition	Planning
Long	has basic knowledge of metacognition	Shows great concern about planning, but still is lack of details about learning materials
Yao	Has a sense of metacognition, but not a good system	Schedule is too general to stick, and time organization is not reasonable enough to follow
Chai	Almost has no idea of metacognition,	the whole plan is full of conflicts in implementing time

B. Classroom Observation

I should observe both students (subjects) and teacher closely to gather valuable information. Moreover, I should take chances to talk to students about their attitude towards the course and if their formation of metacognition improved.

Question 6: *Did you take note and underline the key knowledge?* (Declarative knowledge)

1. Long was the only one who wrote down the notes every class till the end. She always listened to the teacher carefully. She concentrated on teacher lecture no matter when is checked. Long said that she has the habit of underlining the key content that the teacher emphasized. The notes can help her to memorize the content of the course much easier. It indicates that she knew how to use some skills or strategies to improve her learning.

2. Yao did not have the habit of keeping notes. She complained that the teacher demonstrated the PPT so fast that she could only scribble down several broken words. After that, she stopped noting. But she would write down the key vocabulary that the teacher repeatedly stressed.

3. Chai just did not like taking notes. He had the same problem as Yao in note taking. Because of his slow copying speed, in most cases, he could not write down the useful information, and if he missed it then he gave up.

Question 7: *Did you learn more when you were interested in the topic?* (Information management strategy)

1. Long mentioned that if someone hope to achieve something he or she should set a goal first. Based on the examples, she thought that people should have a goal first, and then must stick to their goals in a proper way. It implies that she knows what she is doing and everything she has done is to reach her goal.

2. Yao thought the optimism is the most important part. Helen Keller's story tells people that the optimistic mood help her to achieve her success and Helen never gives up even she lost her sight and voice in a young age.

3. Chai said that the shock resistance capability was essential. *Journey to the West*, the four characters conquered eighty-one trials to acquire Buddhist Scriptures. He confessed that he could not endure too much pressure in the field of learning.

All of them are very active when discussion, because they are interested in the topic. It indicates that when the topic or the learning content attracts the learners' attention, it will mobilize their initiative and willingness and then raise ability of autonomous learning.

Question 8, 9:

Did you preview before we begin a project? (Planning)

Did you summarize what I've learned after you finish? (Evaluation)

1. Long always previewed before the teacher began the new unit. She would look the vocabulary up in dictionary and write down the meanings on the book. After one unit's learning, she wrote the reflective dairy about what she has learned in class. It indicates that she has the basic knowledge of metacognition on planning.

2. Yao mentioned that she was the member of Student Union; she would like to preview the new unit by scanning if she had enough time. Although she wrote the reflective dairy but she did not think about the content seriously. It shows that she has knowledge of metacognition on planning but she cannot follow it all the time.

3. According to the inspection result, Chai hardly preview the content of new unit. He thought that it did not have impact on his language learning whether preview or not. It indicates that he ignores the importance of metacognition strategy use.

According to the observation of the assistants, Long, at beginning of the course, she previews the new chapter autonomously, which we can tell from her book noting that vocabulary are marked and labeled with Chinese explanation. And then after one unit accomplished, she does not only finish her reflective dairy which is required, also she does extra summary about what she achieved and failed. It indicates that she has ability to evaluate herself about her own learning effect. Combined with what we mentioned before, Long does well in information management strategy (IMS), including note-taking and underlining the important information. As for Yao, through the classroom observation and book checking, she seldom previews the new chapter of course, and sometimes she just scans the content before the class begins if she has enough time. It indicates that Yao's metacognition may not form a system yet but she has some knowledge of reading strategy and she has a little awareness to use the strategies on purpose. Based on the reflective dairies we get from her, she says: "I never know what is the suitable way (learning methods) for me; I have understood the learner preferences, but I do not see it clearly that which kind of characteristics I am. Etc.", it indicates that she

could not summarize what she has learned after finish. Compared with two other subjects, Long and Yao, the last subject Chai argued that it is not necessary for him to preview the new chapter because the outcome was the same. And he mentioned in his first reflective dairy like: “but now, I feel a little bit sad, because no matter how studious am I, I cannot improve”, which indicates that the subject is confused about how to learn and he does not notice that the improvement of metacognition (i.e. know about and using strategies) can improve his study even if he takes part in this course for weeks.

In conclusion, Long has better awareness of metacognitive regulation and knowledge of metacognition than other two subjects. And both Long and Yao have an improvement of their metacognition in different categories to varying degrees, and Chai improves less than the two (see Table 6).

TABLE 6
THE INITIAL METACOGNITION OF SUBJECTS

Subjects	Metacognition			
	Knowledge of cognition	Regulation of cognition		
	Declarative knowledge	Planning	IMS	Evaluation
Long	has knowledge about ability as a learner and strategy	Previews before course	Take notes every course, underline the importance	Summarize after finish autonomously
Yao	has a little knowledge about being a learner, has some basic idea of strategy	Sometimes Previews before course	Only can scribble down some broken words, write the key words	Only summarize when it is required
Chai	has little knowledge about being a learner, has no idea of strategies	Never preview	Cannot copy down the useful information and then give up when miss too much	Only summarize when it is required and do not take it seriously

C. Reflective Dairy

It is required that the reflective dairy should be handed in before the new unit begins. The data indicates that the three subjects have different metacognition at first, for instance:

In the future, I will learn by taking notes to stay focused on what the teacher is saying and take part in class discussion more actively which is suitable to my learning style. (Long)

I have learned English for many years, but I never know what the suitable way is for me. I don't even know which way I am using. (Yao)

Honestly, I don't love this class, sometimes I think it's just waste time .but I think everything happen for reason, I will go for it. (Chai)

As we mentioned above, the three subjects have different metacognitions, the fragments of their first reflective dairy and pre-interview supplement each other.

After one weeks' intervention of course, for example:

Though through the test I found that my AQ is higher than the average level, but I know I am a person who can easily give up a thing because it is hard or inconvenient, I must pay more attention to the cultivation of perseverance. (Long)

It surprised me that I had such a low score of Adversity Quotient (AQ). I really felt a little depression about the result. But to be honest I know that I deserve it. (Yao)

My total AQ score is above the average level, but the score of control part is not enough. (Chai)

1. Long said that she could learn more when the topic was appealing, and the interests motivated her to learn hard. As for Adversity Quotient, her point was 152, above the average. She demanded herself to take action every day to move in the direction of her goal even if it was just a small step. It indicates that Long is not afraid of challenges and problems, and she stays positive outlook when encountering difficulties. She is willing to change the present condition of her study.

2. Yao mentioned she was unconfident so that she did not want to accept challenge. Her Adversity Quotient point was 94, the lowest score of her group. Her words in reflective dairy indicate that she realizes her weakness but she did not take practical actions to set plans to improve.

3. Chai's Adversity Quotient point was 142, just like Long, above the average, but not enough in control part. He could not stick to his goal when the challenge or problem is too difficult.

According to the AQ questionnaire completion, the three subjects could understand the meaning and significance of new information Adversity Quotient. The findings indicate that different individuals have different competence and metacognition, and also have different degrees of metacognition formation.

In Unit 3, the content is about memory and vocabulary. The teacher mentioned some methods to memorize the vocabulary. And we can tell the different attitude towards this strategy course which would influence the learning effect of the course (to see Table 6 that the varying degrees of improvement of metacognition). And the questions list is as follows:

Question 1, 2:

Are you good at remembering information? (Declarative knowledge)

Are you aware of what strategies you use when you create art? (Procedural knowledge)

All of the subjects thought that memorizing vocabulary by finding the contacts between words is very interesting. For instance:

However, after I finished the learning of this chapter, I found that it's not the English words themselves but the way which we chosen to memories those words that made us bore and made our learning process result less. At the same time, this method is not able to be applied to all the words. (Long)

There are so many ways to remember words, and remembering words can be very interesting. If you find the right way, you will not feel that difficult to do it. It's hard to say which the best way is; everyone has his own advantages and disadvantages, so everyone has a best way just for himself. I can remember those words according to a story instead of letters. It really attracted me. (Yao)

Actually, this unit could help me, but, I am not sure. I will try to find out the suit way. I think the way to remember new words by creating contacts among different words, is very interesting. (Chai)

As usual, all of the three subjects memorize new words by rote before the teacher introduces a new method of memorizing, sketching. Sketching is to connect the vocabularies by making up a story with logic relation. But none of them like it. Chai thought sketching is interesting method but he still wanted to find a suitable way for himself. He said vocabulary memorizing was a big problem. Long mentioned that the method was too lengthy and tiring. She tried once but the result was not very efficient. Yao confessed that she had seldom memorized vocabulary.

It indicates that the three subjects are not very clear about what strategies they use. They cannot clearly point them out but Long begins to be aware of advantages of using strategy.

The lecture of unit 4 to unit 7 is the four skills in language learning: listening, speaking, reading and writing. Listening and speaking play important roles in people's communication activities.

Question 3, 4, 5:

Did you know exactly the purpose of language activities, such as "I understand which skill is acquired to practice"? (Planning)

Did you encourage yourself to speak English even when you are afraid of making a mistake?

Can you motivate yourself to learn when you need to? (Conditional knowledge)

The three subjects refer to the specific condition of their listening and speaking competence, for example:

Thought it makes me pretty frustrating, I have to admit the fact that my spoken English is poor. I was told that I always speak English with Sichuan accent and I find that it's kind of difficult for me to tell the stress. (Long)

For me, maybe I did worse in listening. I cannot concentrate on too many words, in another words, I'm lack of patience. To be honest, I always lost in thought while others are talking. So I will miss the point they want to express. It's really not a good habit, so I'm trying to get rid of that. (Yao)

After unit 4, I found when we cannot listen clearly; I will express it by my way that I used to think about and by my experiences. The game was very interesting. It makes me understand our weakness of listening. But still I don't know how to handle it. Next time, I will try to describe the word I don't know, and I will use my body language. And I should open my mouth. (Chai)

1. Long said that she felt self-abased about her dumb English. Nonetheless, she listed out the reasons why she was a poor speaker. And then she worked out the plan to solve the problems. It indicates that she does self assessing and use efficient strategy to draw up a plan.

2. Yao was unconfident in speaking, but her pronounce was standard. She only mentioned her poor performance in listening and speaking. She almost did not mention her plans or solution to overcome her weaknesses. It indicates that Yao cannot organize her studying very well.

3. Compared with other two subjects, Chai had some same problems, including limited vocabulary, difficulty in finding proper words to express and so on. And he indicated that he will change the condition, he would find a solution.

To sum up, the three subjects are lacking in organization to various degree.

Both Long and Yao mentioned the weaknesses of their listening and speaking skills, however, they do not come up with useful solutions to improve their situation. It indicates that the three subjects do not adjust their learning method effectively.

Question 6, 7, 8:

Did you use relevant instructional books and reference books? (Debugging strategies)

Did you stop and go back over new information that is not clear? (Debugging strategies)

Are you good at organizing learning content? (Declarative knowledge)

The following fragments are the reflective dairies of Unit 6 reading, the assistant required three subjects to talk about how they read. Here are the fragments:

Scarlett is vanity and selfish, wants to be the center of everybody's life and enjoys letting men to quarrel from jealousy for her, which makes me disgusted. (Long)

The book Little Prince tells a simple story about the little prince from a little planet. The little prince is just a child, so he sees the world in a child's pure vision. He asks simple questions, criticizes the wrong things. He thinks the adults are all strange, so he dislikes adults. (Yao)

GONE WITH THE WIND is my best love. I love Scarlett, even though she loves money, and she missed her true love, maybe I felt pity for her, but I love her persevere, she is very wisdom, even though faced the war, she still had ways to make her live better. I though she is a great woman. (Chai)

1. Long's favorite book was *Gone with the wind*, she understood the novel very well, her comment was focused on the main character Scarlett, including her family background, complicated personality and her eventful life. She had a good grasp of the point of the book that it has two plotlines. As indicated by her reflective dairy, due to the profundity of the book, Long must use reference books to help her understand the in-depth meaning of the book. It shows that Long use strategy when reading.

2. Yao mentioned she was always absent-minded while reading so that it often took her a longer time than normal. And she always focused on the vocabulary. It can be known that Yao begins to use strategies to help her improve her reading. She stops consciously to figure out the confusing parts or words of the reading materials.

3. Chai mentioned that he could not read a paragraph with new word, when there was one, he must stopped to look up dictionary immediately. So it took too much time and the interruption by the unknown words reduced his interest to continue reading. It shows that he still has no big changes about his learning methods.

And then the following Unit 7 focuses on the writing skills.

Question 9:

Did you try to translate new information from one project to the next? (Information Management Strategies)

From this book, I also learned a lot about writing. In the past, usually, writers create two kinds of characters: the good ones and the bad ones. But in the reality there is no absolute good people or absolute bad people, everyone can be regard as a combination of angel and evil. (Long)

If you are writing a professional article, you should use some technical words. Another point is you should arrange your general idea before you write, or you may run away from your main idea, that's the mistake I always make. (Yao)

Writing is a hard job. I have problem. When I wrote I found that I am lack of words, in English can't describe the picture in my mind, I cannot express what I thought, but I have confidence. I believe I can overcome this .so work hard. (Chai)

1. According to the sentence Long mentioned in her reflective dairy: "This theory also can be applied to our own writing", we can tell she did not just reading a book, she also drew inference from the book. It indicates that she summarizes after she finished reading and she combines the theory with practices. But she also mentioned she never do extra-practices after class.

2. Yao gave some tips about writing, but all of them were general. She did not mention what methods she used in her writing. And she seldom used the new sentence pattern, and also she tried to avoid using complex sentence because she thought it was unnecessary. It indicates that she chooses learning strategy optionally.

3. Chai thought it was hard for him to do writing assignments. He still struggled with vocabulary because he could not express his thought by proper words. He mentioned that he would overcome it but he did not have any plans. It indicates that, unlike Long, he shows no concern of setting plans to conquer his learning problems.

As we mentioned above, the different conditions of listening, speaking, reading and writing among subjects are clear. Through weeks' learning, it brings about some changes in metacognition of three subjects.

The goal of unit 8 is to understand the teamwork and found your own position in a team in order to achieve the common goal. Here there are:

What a brick is to a building, a member is to a team. In a team, each individual member has their own abilities, each of them has his own position and each of them is essential. I decided to have a change, I will pay more attention to the cultivation of being a leader, learn to be independent, and make decisions by myself, I think this personality would be very helpful in my further development. (Long).

Group is important for every member, and each member is important to a group. Each member has a different role in a group. Only when everyone in group join the work, will the group run fluently. Just like a machine, a machine would break up if any part of it stops working. (Yao).

After this part, I get some massage. I have the quality of a leader, I used not to be like this, maybe I am just a little stubborn, ok, I have strong desire of control, and I am always a decision-maker, but I am not born in this way, actually, I have no choices. (Chai).

Long mentioned that "I found myself have difficulty positioning myself in various teams because I am engaged in different teams on different occasion, as in my family, school or class, and dorm and there is more than one role for me to play in different situation.", it indicates that she knew exactly what role she should play in different groups and situations, and she said "I will pay more attention to the cultivation of being a leader, learn to be independent, and make decisions by myself", it means that she tried to learn how to be a good leader in order to improve herself in her further learning.

Yao listed the key point of being work together, she mentioned that "as a part of a group, we should take a good use of everybody's advantages and avoid their disadvantages", it means that she knew the importance to find one's position in a team, but she does not mention to her own position at all. It indicates that she has the knowledge of positioning in group, but she does not find out which role is the fittest one for her.

According to the questionnaire the subjects did in class, Subject Chai was a closure-oriented type in learner preference, he was action taker and decision maker, after this unit, he confirmed himself as a leader. Based on his words, it can be found that Chai knew his positioning in a group and he did great job.

Long had already built up a metacognition system. She had basic knowledge of setting goals, and can schedule her learning plan list. It can be found that she has an initial metacognition at first place. We can tell her metacognition gradually forms from her performance during strategy course. From Unit 4 to Unit 7, Long's metacognition formation is progressing; she uses many strategies to improve her four skills. Indeed her metacognition system is not consummate.

As for Yao, she possessed some metacognition knowledge but her metacognition formation was not systematic. She had knowledge of setting goals but the learning plan was lack of details about timing and learning materials. In view of the performance of four skills of language learning, it can be concluded that Yao's condition is not stable. We can tell that she does not have very obvious formation of metacognition; however, she does not try to continue improving. Compared with Long, Yao's metacognition is in embryo. Her process of forming condition is slower than Long.

The last subject Chai had been dubious about the learning strategy course and formative assessment till now. He was the worst among the three subjects because he did not cooperate with teacher and assistants. His attitude towards the course was still suspicious after weeks' intervention of the course. According to his performance in and out of class, we can tell that he does not actively answer teacher's classroom question, and during the group discussion he seldom make statement to other group members initiatively. And he does not take reflective diary seriously and his words are disorder and unsystematic. His forming condition is the slowest of all.

We can see their forming in following:

TABLE 7.1
THE FORMATION OF KNOWLEDGE OF COGNITION OF SUBJECTS

Subject	Knowledge of cognition		
	Declarative knowledge	Procedural knowledge	Conditional knowledge
Long	Good at organizing learning content (based on Table 1), know more about herself as a learner	Has knowledge about how to implement the procedure (i.e. strategies) in some categories (speaking, listening, reading, does not know how to memorize vocabulary)	Encourages herself to speak out loud in public; based on the interview, she can motivate herself to learn when she needs to; does not have a clear knowledge about why to use strategies
Yao	Has a little knowledge about organizing learning content (based on Table 2), know about learning preference of herself	Has knowledge about how to implement the procedure (i.e. strategies) in some categories (speaking, listening, reading, do not know how to memorize vocabularies) and rarely actions	Afraid of making mistake when speaking; has a little knowledge about why and when to use strategies
Chai	Has almost no knowledge about organizing learning content (based on Table 3)	Has knowledge about how to implement the procedure (i.e. strategies) in some categories (speaking, reading, does not know how to memorize vocabularies) and has a little actions	Cannot motivate himself to learn when he needs to, has a little knowledge about when to use strategies but has no actions

TABLE 7.2
THE FORMATION OF REGULATION OF COGNITION OF SUBJECTS

Subject	Regulation of cognition		
	Planning	Debugging strategies	Information Management Strategies
Long	Knows exactly the purpose of language activities	uses instructional books and reference books when cannot understand the learning content and stops and goes back over new information when it is not clear	Transforms the new information into her own knowledge
Yao	Knows a little about purpose of language activities	Searches on the internet when cannot understand the learning content, and skip over when the new information is not clear	Tries to process information but only in the surface
Chai	Knows a little about purpose of language activities	Looks up in dictionary when there appears the vocabularies and waste times	Almost no actions

D. Post Interview

The analysis of subjects' classroom observation and reflective diary on formation of learners' metacognition reveal that the three subjects have improvement in their metacognition after the intervention of autonomous learning strategy course. Four questions are listed as an interview guide after the discussion with teachers and other assistants participating the autonomous learning strategy course.

Question 1, 2, 3, 4:

Did you pause regularly to check your understanding? (Monitoring)

Did you ask yourself questions about how well you are doing while you are learning something new? (Monitoring)

Did you ask yourself if there was an easier way to do things after you finish a task? (Evaluation)

Did you know how well you did once you finish the artwork? (Evaluation)

Long mentioned that she sometimes checked her understanding before she took the autonomous learning strategy course. After the course, she usually stopped and checked if she understood the content of textbook. And she also

monitored herself how well she learnt when she was learning something new, for example, about this autonomous learning strategy course. Compared with Long, Yao did a little less than her. She sometimes monitored her learning process and evaluated herself in order to improve. Chai was doing well at monitoring part, he mentioned that he had to make sure he understood each word of one sentence of the textbook and then he continued. But he never asked himself whether he achieved or not.

To sum up, it indicates that Long does a good job in monitoring and evaluating, Yao does not pay more attention to these two parts, and as for Chai, he does well in monitoring part, but ignore the evaluating parts.

1. First Semester Rank

I collected the data of final average score of major language course of first semester.

TABLE 12
FINAL AVERAGE SCORE OF SUBJECTS (MAJOR COURSE)

<i>Subjects</i>	<i>Average Score(full mark 100)</i>
<i>Long</i>	<i>81.6</i>
<i>Yao</i>	<i>73.8</i>
<i>Chai</i>	<i>74.2</i>

The conclusion can be shown that Long is the best of three subjects on formation of metacognition; she has a systematic knowledge of metacognitive awareness, cognition and regulation. And for Yao and Chai, they both do not smoothly accomplish the tasks to achieve metacognitive knowledge and regulation.

IV. CONCLUSIONS

This study was based on the autonomous learning strategy course. I did the metacognitive strategy training for 8 weeks to English freshmen to cultivate their autonomous learning ability by improving their metacognition and strategy-using.

This article aims to find out that the using of metacognitive strategy could contribute to improving of metacognition and cultivating the autonomous learning ability.

The initial learning level and metacognition of freshmen of English major are disparate when they just enter college in 2011. This paper emphasizes the importance of formation of metacognition and the using of metacognitive strategy. This study tests the application of intervention of *The Course Book of Strategy-Based Instructions of Language Learners* to Language teaching and learning in college. This research adopts the experiment to prove the metacognitive strategy affects the learners' metacognition. The result from the interview, classroom observation and reflective dairies proved that there were different effects of applying strategies on the student's language learning. The major findings of this study can be summed up as follows:

First, autonomous learning strategy course can improve learners' metacognition and learning level more effectively than the traditional teaching methods and summative assessment.

Second, the autonomous learning strategy course using does affect the learners' formation of metacognition, no matter positive or negative. According to the post-interview, the data indicates that the three chosen subject's metacognition improved.

To sum up, autonomous learning strategy course is supposed to be adopted in college language teaching. But it demands teacher's design and so many assistant's help, and it's hard to make the implementation proper to promote language teaching and learning.

Just as strategy training should be integrated into regular classroom activities and taught explicitly (Oxford, 1990; 2003), it can be summarized from the results above that a teacher should attach importance to metacognitive strategy training, which is systematically integrated in regular class in order to develop students' awareness of metacognitive strategy and boost students' application of metacognitive strategy.

First, formative assessment should be designed through the teaching materials, the content of the assessment should be close to the students and the actual level of students should be considered. Also, when designing the feedback intervention, the teachers should consider the situation of different individual.

Second, in the process of implementing assessment, the result of assessment should be fair.

According to the time limit, this study focuses on the performance in class, attitude towards the course and reflective dairy.

However, based on the limitation of the research, there still remain many questions about formation of metacognition and totally different effect on individual of language learning. It is expected that further study should focus on the specific methods in China.

Through the present study, it is necessary to give the feedback intervention to freshmen to guide them to learn strategically. On the basis of data, the metacognitive level of freshmen in foreign language department improves during the autonomous learning strategy course.

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APPENDIX A

Items of Metacognitive Awareness Inventory by Gregory Schraw and Rayne Sperling Dennison (1994), University of Nebraska.

1. I ask myself periodically if I am meeting my goals. (M)
2. I consider several alternatives to a problem before I begin the project. (M)
3. I try to use strategies that have worked in the past. (PK)
4. I place myself while learning in order to have enough time. (P)
5. I understand my intellectual strengths and weaknesses. (DK)
6. I think about what I really need to learn before I begin a task. (P)
7. I know how well I did once I finish the artwork. (E)
8. I set specific goals before I begin creating the project. (P)
9. I slow down when I encounter important information. (IMS)
10. I know what kind of information is most important when I learn. (DK)
11. I ask myself if I have considered all options when solving a problem. (M)
12. I am good at organizing information. (DK)
13. I consciously focus my attention on important information. (IMS)
14. I have a specific purpose for each strategy I use. (PK)
15. I learn best when I know something about the topic. (CK)
16. I know what the teacher expects me to learn. (DK)
17. I am good at remembering information. (DK)
18. I use different learning strategies depending on the project. (CK)
19. I ask myself if there was an easier way to do things after I finish a task. (E)
20. I have control over how well I learn. (DK)
21. I periodically review to help me understand important relationships. (M)
22. I ask myself questions about the material before I begin the project. (P)
23. I think of several ways to solve a problem and choose the best one. (P)
24. I summarize what I've learned after I finish. (E)
25. I ask others for help when I don't understand something. (DS)
26. I can motivate myself to learn when I need to. (CK)
27. I am aware of what strategies I use when I create art. (PK)
28. I find myself analyzing the usefulness of strategies while I create art. (M)
29. I use my intellectual strengths to compensate for my weaknesses. (CK)
30. I focus on the meaning and significance of new information. (IMS)
31. I create my own examples to make information more meaningful. (IMS)
32. I am a good judge of how well I understand something. (DK)
33. I find myself using helpful learning strategies automatically. (PK)
34. I find myself pausing regularly to check my understanding. (M)
35. I know when each strategy I use will be most effective. (CK)
36. I ask myself how well I accomplished my goals once I'm finished. (E)
37. I draw pictures or diagrams to help me understand while learning. (IMS)
38. I ask myself if I have considered all options after I solve a problem. (E)
39. I try to translate new information from one project to the next. (IMS)
40. I change strategies when I fail to understand. (DS)
41. I use the organizational structure of the lesson to help me create art. (IMS)
42. I read instructions carefully before I begin a project. (P)
43. I ask myself what I am learning is related to what I already know. (IMS)
44. I re-evaluate my assumptions when I get confused. (DS)
45. I organize my time to best accomplish my goals. (P)
46. I learn more when I am interested in the topic. (DK)
47. I try to break big projects down into smaller steps. (IMS)
48. I focus on overall meaning rather than specifics. (IMS)
49. I ask myself questions about how well I am doing while I am learning something new. (M)
50. I ask myself if I learned as much as I could have once I finish a project. (E)
51. I stop and go back over new information that is not clear. (DS)
52. I stop and think when I get confused. (DS)

Note: DK – declarative knowledge; PK – procedural knowledge; CK – conditional knowledge; P – planning; M-monitoring; IMS – information management strategies; DS – debugging strategies; E - evaluation

APPENDIX B

Items of Metacognitive Awareness Inventory revised by Gao li (2007), SWPU.

1. 我很清楚自己的学习能力，如记忆力，学习语言自己有何优势。
2. 我知道语言学习的重点是什么。
3. 我善于组织学习内容。
4. 我对感兴趣的内容学得更好。
5. 学习时，我能意识到自己具体用了那些策略。
6. 我会根据自己的学习情况调整我的学习策略。
7. 我很清楚每种策略如何有效使用。
8. 学习英语时，我会定期反问自己是否达到目标。
9. 我会定期反思是否达到了好的学习效果。
10. 阅读时，我会停下来想想自己是否已经理解已读的内容。
11. 我很清楚各种英语活动的目的，比如我了解某项听力任务需要锻炼哪方面技巧。
12. 我尽量注意自己的语言错误并弄清楚出错原因。
13. 课前我会自觉进行预习，以大体了解要学的内容。
14. 我会合理安排好时间坚持学习，而不仅仅是有考试压力才用功。
15. 我会计划英语学习目标，如计划自己的学期目标，达到什么水平。
16. 每学完一个新的单元，我会进行总结。
17. 完成一阶段或一学期的学习后，我会反思自己学习有无进步，学习策略是否有效。
18. 阅读时遇到重要信息，我会放慢速度。
19. 我尽可能把学习任务分成小的步骤进行。
20. 我会做好笔记，把重点知识梳理出来。
21. 我会利用课文结构，图表等类似方法帮助我理解学习内容。
22. 我会使用各种方法尽可能多的使用英语。
23. 我会看相关指导书，参考书，或请教他人帮助我更好地学习英语。
24. 我会从自己的语言错误中汲取教训，避免再出错。

APPENDIX C

Assistant Observation Checklist
(Adapted from Ellen Weber, 1999)

Date		Excellent	Good	Needing much Improvement
Name				
Activity Participation	Attendance			
	Reliability			
	Initiative			
Attitude	Effort			
	Positive			
	Helpful			
	Attentive			
Study habits	Caring			
	Organization			
	Effort			
	Efficiency			
Small-group work	Diligence			
	Cooperation			
	Involvement			
	Self-confidence			
	Enthusiasm			

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Negro's "Double Consciousness" in *To Kill a Mockingbird*

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Abstract—Living among the Whites has caused many problems for the Blacks throughout the history. African Americans, who are African in their roots and American in their life, as opposite races, are segregated from the White's societies due to their colored skin. They are considered as uncivilized and lowbrow people who do not have equal rights to the Whites. Thus, racial segregation acting like a veil, as Du Bois refers to, brings African Americans a dual identity which leads to their double consciousness. Harper Lee's *To Kill a Mockingbird*, written in 1960, further to its depiction of racial prejudice and discrimination issues of American society in 1930's, pictures the life of a minor character named Calpurnia as a black woman who lives with a white family and has the role of a mother for the white children. Therefore, living among the Whites and the Blacks at the same time leads her to a double consciousness, which is the result of segregation. Thus, using W. E. B. Du Bois' concepts of "veil" and "double consciousness", in this study it has been tried to investigate the inner as well as the outer truth of African Americans' life and their merged identity under the impact of racism.

Index Terms— double consciousness, Du Bois, identity, segregation, *To Kill a Mockingbird*

I. INTRODUCTION

Racism as an issue has been a matter of fact among the human societies since the end of the 19th century. Black people were predetermined throughout the history by the racist societies due to their skin color. They are considered as the inferior creatures who are socially, politically, and culturally deprived of their rights as human beings. Likewise, Prejudice, injustice, fanaticism, and discrimination have always existed throughout the history so that many innocent individuals were the victims of these concepts. Cultural, gender, and racial stereotypes are indeed the causes of such immoral acts. People living in a society are most of the time under the pressure of being judged by others whether truly or false. In this case, people of opposite races, females, and low-class members are mostly under the attention. Therefore, Cultural, social, and racial superiority has been a kind of instrument to oppress the inferiors. These inferior people, especially people in colored skins, then, are the subjects of prejudice and injustice. Thus, their rights as human-beings are ignored, their services and efforts are unnoticed and they are most of the time treated unfairly. They are segregated from the Whites' societies and are treated as slaves because they are seen as savages and lowbrow people in the eyes of the Whites regardless of their righteousness and humanity. African Americans are the main victims of segregation who are facing with the problem of double consciousness due to their dual life and merged identity because of being both African and American.

Accordingly, prejudice and injustice toward innocent members of a society, especially Blacks, has been the main concerns of many writers and has prompted them to write for their rights. Unfortunately, despite the enormous struggle of black and white writers, the inequality rights of individuals based on their social, cultural, gender, and racial differences is still alive. These individuals, who are at most of the time from the low-classes of the society, are in the eyes of the others as the subjects of any criminals done in their surroundings, regardless of their innocence. Whereas writing and literature is a good weapon in eliminating wrong believes and behaviors toward such blameless individuals, teaching moral lessons and developing ethical codes in societies to prevent people from judging their fellowmen is the purpose of Nelle Harper Lee by writing *To Kill a Mockingbird*. Nelle Harper Lee, a white novelist, is the one who wrote *To Kill a Mockingbird* (1960) to express her point of view toward racial and cultural prejudice throughout moral codes of behavior. She also has defended the rights of black people as humans in her second novel *Go Set a Watchman* (2015). Harper Lee in her two novels, *To Kill a Mockingbird* and *Go Set a Watchman*, attempted to demonstrate how people of different race, culture, and class should be responsible to respect each other and coexist in the world regardless of their differences. She, in the heart of her *To Kill a Mockingbird*, depicts the life of a Black woman, Calpurnia, who can be considered as a victim of segregation with a dual life. Calpurnia, who is the maid of a white family, lives a dual life as

being both African and American. She lives among the Blacks and the Whites at the same time and this oscillation brings her a sense of double consciousness which can be seen in her language and behavior, a double consciousness which is the result of segregation of the Negroes from the Whites' society.

In *To Kill a Mockingbird*, which has been recognized as the second moral book after Bible in America and has a widespread popularity around the world, Du Bois' concepts of "veil" and "double consciousness" can be seen obviously. W. E. B. Du Bois, who is himself a Black, in his *The Souls of Black Folks*, fights against racism and introduces the concept of "veil" which functions like a wall and segregates the Blacks from the Whites. In Du Bois' words this veil, which is made by the Whites, brings a sense of double consciousness for the African Americans which finally leads them to a merged identity. Observing Lee's *To Kill a Mockingbird*, this study will focus on the dual life and merged identity of Calpurnia, as a Negro woman in the story, based on Du Bois' concepts of "veil", as the wall of segregation, and "double consciousness".

II. DISCUSSION

Racism has existed among the groups of people since the very beginning of the people's communication and therefore can be considered as the part of human nature. W. E. B. Du Bois in "Of the Training of the Black Men" points to the Whites' belief that God has created the Negroes as simple and "clownish" creatures to serve them. Therefore, Whites know themselves as the master race and superior to the Blacks. They treat the Blacks as inferior people and segregate them from their own society so that the Blacks are kept behind the wall of segregation, social injustice and oppression. Lois Tyson in his *Critical Theory Today* says, "Racism refers to the unequal power relations that grow from the sociopolitical domination of one race by another and that result in systematic discriminatory practices (for example, segregation, domination, and persecution)" (2006, p. 360). Likewise, racism

makes it more difficult for black men to earn a living or spend their earnings as they will; it gives them poorer school facilities and restricted contact with cultured classes; and it becomes, throughout the land, a cause and excuse for discontent, lawlessness, laziness, and injustice (qtd in Katz and Sugrue, 2001, p. 205).

Consequently, Blacks are deprived of their rights in the Whites' societies and are separated physically and psychologically just because of their colored skin, which is the sign of their inferiority in the eyes of white people. In fact, the Whites believe that "human races were not just different from one another, but that some were superior to others" (Moore, 2008, p. XI) and therefore can dominate the inferiors.

W. E. B. Du Bois, a sociologist and Pan-Africanist, from the late 19th century until his death devoted his life to refuting the superiority of one race over the other. Du Bois himself was a victim of prejudice because of his black skin, thus he endeavored all along his life to fight against racism and demanded equal civil rights for African Americans. He was such a prominent figure in the discussion of racism that his work, *The Souls of Black Folk*, has gained the position of the political Bible for the Negro race. And all creative Afro-American literature has been inspired by it in some degrees (Edwards, 2007, p. Vii). Du Bois in his collection of essays, *The Souls of Black Folk*, which is a seminal work in African American literature, speaks about his perspectives on the effects of racism and addresses the problem of institutionalized racism as a veil which has segregated the Blacks from the Whites like a wall and has prevented the human nature of the Blacks to be seen by the Whites. Furthermore, Du Bois argues that the veil brings African Americans a dual identity which leads to their double consciousness.

A. Harper Lee's "To Kill a Mockingbird"

Harper Lee wrote *To Kill a Mockingbird* in 1960 but set it in the 1930s, the time of the Great Depression, to remind the readers of the socioeconomic hardship of those era and also the historic Scottsboro Trial, which Lee has fictionalized it in the story through the character of Tom Robinson who is an innocent Negro accused of raping a white girl. She wrote this novel on the purpose of showing the immoral aspects of cultural, social, racial, and gender discriminations and indeed tried to invite people to coexist with one another despite any differences among them without prejudice and injustice. On the year which Lee wrote *To Kill a Mockingbird*, it was immediately successful and won the Pulitzer Prize, it has become a classic of modern American Literature and still is a successful and readable novel for 55 years after its publication. This novel also was adapted into an Oscar winning movie in 1962. Further to its depiction of racial prejudice and discrimination issues of American society in 1930's, *To Kill a Mockingbird* pictures the life of a minor character named Calpurnia as a black woman who lives with a white family and has the role of a mother for the white children. Therefore, living among the Whites and the Blacks at the same time leads her to a double consciousness, which is the result of segregation. Thus, in this study, it has been tried to scrutinize the inner as well as the outer truth of African Americans' life and their merged identity under the impact of racism based on Du Bois' concepts of "veil" and "double consciousness".

B. Du Bois' Concepts of "Veil" and "Double Consciousness"

Du Bois in his *The Souls of Black Folk*, written in 1903, introduces the symbolic concept of "veil" and states that the Blacks are shut out from the Whites' world by a vast veil. He believes that racial discrimination is like a veil which has separated whites and blacks so that they cannot integrate to one another even when they are living in one country. In Du Bois' view this "veil" is interwoven thread by thread by the white world under the impact of racism and is imposed on

the Blacks. As its basic definition, veil is a piece of clothes that covers the face especially of a woman to protect or hide (Oxford Advanced Learner's dictionary, 2005). Therefore, in Du Bois' words, as its function, the veil conceals the abilities and humanity of the Blacks and only gives a faint and distorted image of the Blacks. Likewise, in Charles F. Peterson's words, Du Bois' concept of "veil" has become "the signifier, metaphor, symbol for the barrier and its resulting level and layer of tension, difference, ignorance, and prejudice that demarcate Afro-us society from mainstream American society" (2007, p. 14). However, Du Bois does not have a negative attitude toward this veil and even refers to it as a "second sight" which reveals the racist face of the Whites, but he also persuades African Americans to tear it down and show their good nature and real humanity to the world. Du Bois states,

After the Egyptian and Indian, the Greek and Roman, the Teuton and Mongolian, the Negro is a sort of seventh son, born with a veil, and gifted with second-sight in this American world, --a world which yields him no true self-consciousness, but only lets him see himself through the revelation of the other world. It is a peculiar sensation, this double-consciousness, this sense of always looking at one's self through the eyes of others, of measuring one's soul by the tape of a world that looks on in amused contempt and pity. One ever feels his twoness,--an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder (2007a, p. 8).

Indeed, this metaphoric veil, as the consequence of segregation and racial discrimination, brings African Americans a double consciousness. African Americans are faced up to a great psychological challenge which is the lack of a true self-consciousness, due to their merged identity as being both African and American, inner and outer of the veil. They are viewed by the Whites as inferior and nonhuman and only themselves can see the trueness of their identity and race under the threads of the veil. In the other words, as Robert Gooding-Williams says, Blacks are seeing themselves from the perspectives of the Whites which is a "false self-consciousness that obtains among African Americans when they observe and judge themselves from the perspective of a white, Jim Crow American world that betrays the ideal of reciprocal recognition due to a contemptuous, falsifying prejudice that inaccurately represents Negro life" (2009, p. 80). Thus, being in such an in-between position, living among the Africans and Americans at the same time, and facing a merged identity is the case that Du Bois refers to it as "double consciousness". In this regard, African Americans are asked by their defenders to struggle against discrimination to obtain a true self-consciousness. As Du Bois stipulates,

The history of the American Negro is the history of this strife,--this longing to attain self-conscious manhood, to merge his double self into a better and truer self. In this merging he wishes neither of the older selves to be lost. He would not Africanize America, for America has too much to teach the world and Africa. He would not bleach his Negro soul in a flood of white Americanism, for he knows that Negro blood has a message for the world. He simply wishes to make it possible for a man to be both a Negro and an American, without being cursed and spit upon by his fellows, without having the doors of Opportunity closed roughly in his face (2007a, p. 9).

Accordingly, in Harper Lee's *To Kill a Mockingbird*, double consciousness can be seen through the character of Calpurnia, a Negro woman, as the result of her interactions with both Blacks and white people, under the impact of Black's segregation from the Whites' society and putting them behind a vast veil.

C. Negroes' Double Consciousness in "To Kill a Mockingbird"

To Kill a Mockingbird is the story of racial discrimination, injustice, lynching, and prejudice which is set during 1930s, the time of Great Depression in America. It happens in the state of Alabama in a fictional town named Maycomb, where its people are racist, selfish, and fanatic. *To Kill a Mockingbird* as a bildungsroman is narrated by a little girl named Scout Finch who lives with her father and brother, Atticus and Jim, and also their black maid Calpurnia. The story revolves around Tom Robinson's trial, as a Negro accused of raping a white girl, and Atticus' courage as a person who has undertaken Tom's advocacy in such a racist society. Lee's depiction of the contacts of two races in the novel proves Du Bois statement that despite daily intermingling of the Whites and the Blacks "there is almost no community of intellectual life or point of transference where the thoughts and feelings of one race can come into direct contact and sympathy with the thoughts and feelings of the other" (2007a, p. 123). In contrast to Maycomb's racist people, all the people of both races, Whites and Blacks, are equal for Atticus and he tries to be friend with both of these two groups. Thus, Calpurnia lives in their house and has the role of a mother for Atticus' children. Calpurnia, who is a Negro, trains the children kindly or even fight with them when they do something wrong. Indeed, there is no difference between her and a white mother in Finch' house and she is treated as equal as a White person in there. On the other hand, she is a Negro who has a house among the Blacks which she goes to after doing her job in Finch's house. In fact, she is a Black woman who lives both in White's and Black's society and this oscillation brings her a double consciousness.

Calpurnia is a Negro and Negroes are segregated from the Maycomb's white society. They are settled in a place near the town garbage dump, out of the town. As Leonard Dinnerstein notes, throughout the history in racist societies "the worst housing in the cities was reserved for the black migrants coming from the South" (qtd. in M'Baye, 2009, p. 173). Indeed, these Blacks are living behind a vast "veil" which separates them from the Whites' gatherings and conceals the Black's humanity and good nature from the others. Negroes in *To Kill a Mockingbird* are like mockingbirds which "don't do one thing but make music for us to enjoy. They don't eat up people's gardens, don't nest in corncribs, they don't do one thing but sing their hearts out for us" (Lee, 2010, p. 103). Negroes in the story do the Whites' works and even are kind to all the people but are segregated and treated badly by the Whites, they are considered as the culprits in the case of any misdeed regardless of their righteousness and innocence. When a mad dog was appeared in the street,

Calpurnia called all the neighbors and made them aware of the danger, even she went in front of Radleys' door and banged on the door to aware them too (Lee, 2010, p. 107). Although she knew that Radleys will never come out, she saw it as a duty to aware them. Likewise, in Tom Robinson's trial, tom is accused of raping a white girl just because he wanted to help a lonely girl in her house deeds. He is lynched regardless of his innocence because he is a Negro and the girl is a White and Whites go on "the assumption- the evil assumption- that *all* Negroes lie, that *all* Negroes are basically immoral beings, that *all* Negro men are not to be trusted around our women" (Lee, 2010, p. 233). Thus, the Negroes are the subjects of prejudice in the story and are kept behind the veil of segregation.

Pursuant to the above information, as Wilson J. Moses stipulates in his essay, *The Poetics of Ethiopianism: W.E.B. Dubois and Literary Black Nationalism*, the veil is "often symbolic of black skin" (2001, P. 66) which differentiates the Blacks physically from the Whites. In fact, the veil makes the good nature of the Blacks invisible to the Whites so that they become the subject of any criminals in Whites' society, like Tom Robinson in *To Kill a Mockingbird*. And finally the veil gives a sense of double consciousness to the Blacks which leads to their merged identity. Accordingly, Living behind the veil, among the Negroes themselves, gives them their own real identity, but this identity is not accepted to the Whites' world because the Whites only see the ugly and distorted image of the Blacks due to the veil. Thus, the Blacks' goal is to tear down the veil and show their true identity to the Whites' world.

Calpurnia's double consciousness can be seen obviously in chapter twelve when she decides to take Finch's children to the Black's church. She carefully bathes them, puts them on their best clothes and makes them ready and when Scott asks her "what's all this for?" she answers, "I don't want anybody sayin' I don't look after my children" (Lee, 2010, p. 134). Calpurnia's answer, indeed, shows that she considers herself as the children's mother and among the Whites. Furthermore, she speaks in the Whites' language and "her grammar was as good as anybody's in Maycomb" and just "when she was furious Calpurnia's grammar became erratic" (Lee, 2010, p. 27). According to Lois Tyson, "double consciousness sometimes involves speaking two languages" (2006, p. 362). In the Black's church, Calpurnia spoke like the rest of the colored folks, in their language and tone. Thus, using two languages is the sign of Calpurnia's double consciousness. Scott mentions, "That Calpurnia lead a modest double life never dawned on me. The idea that she had a separate existence outside our household was a novel one, to say nothing of having command of two languages" (Lee, 2010, p. 143). Calpurnia has grown up among the Whites since her childhood, but she was still a Black who lives with them too. Consequently, she is living with a merged identity, a dual identity which shines in her using of language. In fact, when she becomes furious, she comes back to her real identity of being a Black, thus her grammar becomes erratic. On the other hand, her tendency toward being in the identity of the Whites can be seen when Jim tells her, "that doesn't mean you hafta talk that way when you know better" (Lee, 2010, p. 143), and she answers:

It's not necessary to tell all you know. It's not ladylike- in the second place, folks don't like to have somebody around knowin' more than they do. It aggravates 'em. You're not gonna change any of them by talkin' right, they've got to want to learn themselves, and when they don't want to learn there's nothing you can do but keep your mouth shut or talk their language (Lee, 2010, p. 143).

Calpurnia, indeed, has a sense of identity hesitation. She is an African American who lives a dual life. Du Bois responds to the identity hesitation of African Americans and notes that Negroes are Americans by birth, their language, their political ideas, their religion, and citizenship. And their Americanism does not go further, they are still Negroes, from a vast historic race. Although Calpurnia lives with a White family, still she is a Negro. And because of this fact when Jim asks her that why she does not speak in a better language with the other Negroes, she answers, "suppose you and Scott talked colored-folks' talk at home- it's be out of place, wouldn't it? Now what if I talked white-folk's talk at church, and with my neighbors? They'd think I was puttin' on airs to beat Moses" (Lee, 2010, p. 143).

One of the other features that makes Calpurnia different among the Blacks is her ability to read. She learned literacy from the Whites and also taught it to her son, Zeebo. Blacks were deprived of education and there were lack of educational facilities for them as a reason of segregation and discrimination, based on Du Bois' description in the "Of the Meaning of Progress". In this regard, all the Blacks in *To Kill a Mockingbird* are illiterate except four of them that Calpurnia and his son are two of these four. In fact, segregation has affected all aspects of Blacks' life which Du Bois refers to it in one of the chapters of *The Souls of Black Folk*, "Of the Sons of Master and Man":

They go to separate churches, they live in separate sections, they are strictly separated in all public gatherings, they travel separately, and they are beginning to read different papers and books. To most libraries, lectures, concerts, and museums, Negroes are either not admitted at all, or on terms peculiarly galling to the pride of the very classes who might otherwise be attracted (2007a, p. 124).

Calpurnia's tendency toward education and speaking in Whites' language and also her attempt to teach reading to her son, all shows her endeavor to be equal to Whites. Blacks, indeed, wants to eradicate their inferiority to the Whites and be as equal as them. According to Du Bois, "they must not expect to have things done for them- they must do for themselves" (2007b, p. 186). And this sometimes happens through simulation which again brings the Blacks a sense of double consciousness. Living with Finch's family since her childhood caused Calpurnia to simulate whites' behaviors and act like them. On the other hand, being a Negro in blood and also being among their gatherings forces her to act like the Negroes when she is with them. Thus, she is an American in her confrontation with the Whites, and an African in the Negroes' gatherings. Therefore, vacillating between these two separate lives has brought her a dual life and consequently a merged identity.

III. CONCLUSION

African Americans were always treated as the inferior race throughout the history. They were segregated from the Whites' society because they were known as the lowbrow and uncivilized people due to their colored skin. "W. E. B. Du Bois was a Black critic who devoted his life to fighting against racism and refuting the superiority of the Whites over the Blacks" (Rezazade & Zohdi, 2016). In his *The Souls of Black Folks*, which is the collection of his essays regarding racism written in 1903, "he considers racial segregation as a vast veil which has concealed the humanity of African Americans and prevented the good nature of them to be seen by the white world" (Rezazade & Zohdi, 2016). Du Bois believes that African Americans who are forced to live behind the veil, which is created by the Whites, are faced with many problems which one of them is the lack of true self-consciousness. He argues that, because of their dual life as being both Africans and Americans at the same time, African Americans experience a sense of double consciousness and finally a merged identity.

Regarding Du Bois concepts of "veil" and "double consciousness", Harper Lee's *To Kill a Mockingbird* can be a good case in point. For it depicts, in its heart, the life of a Negro woman named Calpurnia who lives with a white family as their maid and simultaneously is among their own race in her house in the Negroes' settlement, which is segregated from the Whites' society. Therefore, as an African American she lives a dual life, living among the Whites with a black skin and also living among the Blacks, behind the veil of segregation, with having the features of the Whites' behaviors along with her. Consequently, vacillating between two opposite races brings her a sense of double consciousness and a merged identity which can be seen clearly in her behavior and language. Therefore, in this study the main focus was to investigate the dual life a Negro under the impact of racism based on Du Bois' concepts of "veil" and "double consciousness".

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Effects of STM Span, Syntactic Awareness, and Vocabulary Knowledge on Iranian EFL Learners' Reading Comprehension

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Abstract—The present study aimed at investigating the effects of Short-Term Memory (STM) span, syntactic awareness, and vocabulary knowledge on Iranian EFL learners' reading comprehension. The research data were collected using quantitative methods. The data collection instruments included Oxford Placement Test, a working memory span test, and reading pretests and posttests. Sixty seven female intermediate level students were randomly assigned into the three groups of control, syntactic awareness, and vocabulary knowledge. Their performances then were measured and analyzed. Not only did the results reveal that there was a significant difference between the experimental groups and the control group in reading comprehension but also a significant difference between the two experimental groups. In other words, students in the vocabulary knowledge group benefitted more than students in the syntactic awareness. In addition, findings from the study indicated that STM does not affect reading comprehension ability of the students.

Index Terms—STM span, syntactic awareness, vocabulary knowledge

I. INTRODUCTION

Reading is an active problem-solving process of attaining interpretive meaning from text. A reader employs a range of skills and processes in a reading activity to comprehend what the author or authors have been trying to imply. Unlike what was conceived of reading in the past, today theories and models of reading almost unanimously see reading as primarily an interactive process (Adams, 1990; Samuels, 1994). Naturally, approaches to the teaching of foreign language reading too have changed to mirror this development through using interactive exercises and tasks.

A. Statement of the Problem and Significance of the Study

So far, there have been lots of discrepancies in the results found by researchers about the relationship between STM and reading comprehension. Some researchers have concluded that such a relationship exists (Duvfa, Niemi, & Voeten, 2001) while others have not been able to find any remarkable relationship between them (e.g., Hanten & Martin, 2000). May be one of the reasons why such inconsistency arises is that it is difficult to differentiate between the components of STM (Engle et al., 2011). One other reason for the mixed results could be that, after all, these experiments have been done on human subjects and changes in the conditions under which a research is conducted, or change in the subjects, can lead to varied results. Actually, the inconsistency mentioned was the problem that this study attempted to address. This study was considered to be significant because it could add to our understanding of the role that STM plays in reading comprehension. Another issue that can be mentioned in relation to the significance of this study is the researchers' intention to find any possible interaction that might have existed among the three independent variables of the study, i.e. STM span, syntactic awareness, and vocabulary knowledge.

B. Reading Comprehension

Reading comprehension, according to Brimo and Apel (2011), is a complex process which is accomplished by decoding and comprehension of language. According to these authors, there are two common measurement instruments of comprehension, syntactic knowledge and/or syntactic awareness tasks and vocabulary knowledge tasks. Reading consists of integrating two complementary bottom-up and top-down processes which summarily can be referred to as word recognition and comprehension. Word recognition is the process of perceiving written symbols and matching them with one's spoken language. Comprehension is the set of processes that involves interpreting, finding out the associations, and making sense of words, sentences and connected text. For top-down processes to be effective, readers usually make use of their background, vocabulary, and grammatical knowledge in addition to their experience with text. Although it is true that comprehension is more than recognizing words and remembering their meanings, it is also true that if a reader does not know the meanings of a sufficient proportion of words in a text, comprehension will be

incomplete. Among various types of pre-reading activities is grammar pre-teaching. According to Bossers (1992), incomplete syntactic knowledge and a basic unfamiliarity with syntactic boundaries would impede the second-language reading process. Also, it is well-documented that vocabulary and L2 reading affect each other reciprocally (Pulido, 2009; Stær, 2008). Definitions of these two types of knowledge are as follows:

1. Syntactic awareness: Shows students' ability to internalize and use structures in English that are grammatical. (Norris, 2012).

2. Vocabulary: "A set of lexemes, including single words, compound words and idioms" (Richards, Platt & Platt, 1992, p. 400).

C. Memory and Reading Comprehension

Since reading is a complex cognitive process, it is possible that individual learner capacities, like working memory, may influence its efficiency. This may be particularly the case with second language (L2) reading, because unlike reading in L1, L2 reading involves the engagement of two languages whenever a second language learner starts reading (Cain & Oakhill, 2006; Koda, 2005). Memory and reading are in close interaction with each other. Low-capacity working memory or a long-term memory which is organized poorly can lead to difficulties both in reading and comprehension. The correlation between working memory span measures and reading comprehension ability was originally referred to by Daneman and Carpenter (1980) and it highlights the importance of working memory for understanding texts.

D. Research Questions and Hypotheses

This study specifically addressed the following four research questions:

1. Does syntactic awareness affect reading comprehension?
2. Does vocabulary knowledge affect reading comprehension?
3. Do teaching methods of reading comprehension without any particular focus, with a focus on syntactic awareness, and with a focus on vocabulary knowledge affect students' reading comprehension in the same way?
4. Will there be any significant difference among the groups' reading comprehension abilities if the effect of STM is kept constant?

The null research hypotheses driven from the above research questions were as follows:

H₀₁: Syntactic awareness does not affect reading comprehension.

H₀₂: Vocabulary knowledge does not affect reading comprehension.

H₀₃: Teaching methods of reading comprehension without any particular focus, with a focus on syntactic awareness, and with a focus on vocabulary knowledge do not affect students' reading comprehension differentially.

H₀₄: There will be no significant difference among the groups' reading comprehension abilities if the effect of STM is kept constant.

E. Design of the Study

This study enjoyed a true-experimental design in that all the participants were selected and assigned to the groups randomly. The study also involved a control group, pretests and posttests, and treatments. The dependent variable of the study was reading comprehension and the independent variables were STM span (as a moderator variable), syntactic awareness, and vocabulary knowledge.

II. REVIEW OF THE RELATED LITERATURE

High correlations have been found between vocabulary knowledge and reading comprehension of L2 learners. Gelderen et al.'s (2004) study, for example, indicated a sizeable correlation between these two variables. Like Gelderen et al., Golkar and Yamini (2007) found a high correlation between the learners' vocabulary knowledge and reading comprehension ability.

In a longitudinal study by Muter, Hulme, Snowling, and Stevenson (2004) the contribution of phonological skills, letter knowledge, syntactic awareness, and vocabulary knowledge to word-level reading and reading comprehension was confirmed. Muter et al. concluded that vocabulary, grammatical awareness, and word-level reading are important skills and they contribute to reading comprehension of students at later stages. In another study, Demont and Gombert (1996) found that top-down and bottom-up elements affect each other and their relations are conditional and vary with students' proficiency. More specifically, they demonstrated that the predictive power relations between different measures of syntactic awareness, word reading, and reading comprehension change over time. Cutting and Scarborough (2006), too, found that variance in reading comprehension is accounted for to a large extent by vocabulary and syntactic knowledge.

Working memory has also been considered as a relevant factor in reading comprehension studies. The majority of prior studies on L2 reading present evidence of a relationship between working memory and reading comprehension (Alptekin & Erçetin, 2009; Harrington & Sawyer, 1992; Lesser, 2007; Walter, 2004). Harrington and Sawyer (1992), for example, studied the relationship between L2 working memory capacity and L2 reading ability among Japanese learners of English. The participants completed three memory tests in L1 and L2 as well as L2 English reading

comprehension. Assessment of memory consisted of three tests including digit, word, and reading span tests. Reading comprehension in English comprised of a passage with gaps (cloze passage) and the grammar and reading sections of the TOEFL. Results revealed relatively high and significant correlations between working memory capacity (L2 reading span), and both TOEFL reading ($r=.54$) and TOEFL grammar ($r=.57$).

III. METHODOLOGY

A. Participants

The participants of this study were female Persian learners of English at an Institute in Rasht, a northern city in Iran. The students' ages ranged from 13 to 16. Oxford Placement Test (OPT) was given to all students in order to determine their proficiency level. Based on the results obtained on this test, 67 intermediate level students were selected and put in three groups of control, vocabulary knowledge, and syntactic awareness.

B. Procedure

Oxford Placement Test (OPT) was administered to a large group of students in a language institute and 67 intermediate level students were selected. The internal reliability of this test was calculated for this study which showed an alpha coefficient of .80. The students were randomly assigned to three groups: two experimental and one control. Since this study had a psycholinguistic aspect to it, before proceeding with other requirements of an experimental research, the STM capacities of all participants were also measured by the WM span tasks. This test included six trials with letters used to measure the participants' WM span. The number of letters increased two letters at a time. A few letters flashed on and off on the computer monitor for 3 seconds. The students' job was to write down on their data sheet as many letters as they could remember after the letters disappeared. After that, the reading pretest was administered to all groups in order to ensure that they enjoyed almost the same level of reading ability. After the initial stages were completed the treatments began. In the group with a focus on grammatical awareness, called GAG in this study, the students received a treatment of 30 minutes each session searching for as many syntactic points and structures in a given text as they could.

The vocabulary knowledge group (VKG) was provided with words which were used in their reading texts. The students were asked to review the words prior to each session as their homework and discuss the vocabulary with which they had problem in the class. The whole vocabulary teaching took around 30 minutes after which the students read the text which was intended for that session and answered the relevant questions for about an hour.

Students in the control or No-Treatment Group (NTG) received no special treatment but were asked to read the given texts and answer the comprehension questions. The classes were held for seven weeks, two sessions a week. In the final session, the reading comprehension posttest was administered to all groups. The reliability of the reading test was estimated to be .79 using Kuder-Richardson 21 formula.

C. Materials

The materials used in this study included: Oxford Placement Test (OPT), a reading comprehension test which served both at the pretest and posttest stages, reading passages for treatment sessions, and WM-span test.

IV. DATA ANALYSIS AND RESULTS

To select the most appropriate statistical procedures to compare performances of the groups in the posttest, it was necessary to make sure that the groups' scores enjoyed normal distributions and met the assumption of parametric tests used in this study. The scores were, therefore, submitted to the One-sample K-S test first (Table 4.1) which revealed deviation from normality in none of the groups ($Sig.=.200, .060, .200, >0.05$).

TABLE 4.1
NORMALITY TESTS RUN ON READING COMPREHENSION SCORES AT THE POSTTEST STAGE

	One-sample Kolmogorov-Smirnov		
	Syntactic awareness	Vocabulary knowledge	Control
N	24	22	21
Kolmogorov-Smirnov Z	.125	.181	.152
P value	.200	.060	.200

To examine the first two null hypotheses, three Paired samples T-tests were run. Descriptive statistics of the results are given in Table 4.2.

TABLE 4.2
DESCRIPTIVE STATISTICS OF PRETEST AND POSTTEST READING SCORES IN THE GROUPS

Group	Tests	Mean	N	S.D	Std. Error Mean
Syntactic awareness	pre reading	8.6667	24	1.99274	.40677
	post reading	12.0833	24	1.97631	.40341
Vocabulary knowledge	pre reading	8.5909	22	1.86851	.39837
	post reading	15.0455	22	1.58797	.33856
Control	pre reading	9.0476	21	1.80212	.39325
	post reading	10.1429	21	1.93095	.42137

As the descriptive statistics in Table 4.2 indicate, the means for syntactic awareness, vocabulary knowledge, and control groups' reading pretest were 8.66, 8.59, and 9.04, and for reading posttest they were 12.08, 15.04, and 10.14, respectively. For the comparison of pretest and posttest results we needed to look at the T-test results presented in Table 4.3.

TABLE 4.3
PAIRED SAMPLES T-TESTS RUN ON THE PRETEST AND POSTTEST SCORES OF THE GROUPS

Paired differences	Mean		95% Confidence Interval of the Difference		t	df	Sig.(2-tailed)
	Mean	S.D	Difference				
			Lower	Upper			
Pre syntactic awareness – Post syntactic awareness	-3.41667	1.13890	-3.89758	-2.93575	-14.697	23	.000
Pre vocabulary knowledge – Post vocabulary knowledge	-6.45455	2.30377	-7.47598	-5.43311	-13.141	21	.000
Pre control – Post control	-1.09524	1.41084	-1.73745	-.45303	-3.557	20	.002

It is clear that there had been significant differences between the pretest and posttest results of the two experimental groups ($P=.000<.05$) in addition to the pretest and posttest results of the control group. But increase in the posttest result of the control group was much smaller compared to the increase in the posttest results of the experimental groups.

The significant differences between the pretest and posttest reading comprehension results of the two experimental groups (syntactic awareness, and vocabulary knowledge) rejected our first two null hypotheses. To see how strong these improvements had been, the effect sizes were calculated using the formula $t^2/t^2 + (N-1)$ the results of which are given below. Both of these values are very strong effect sizes according to Cohen's (1988) taxonomy of effect sizes.

Eta-squared for grammatical awareness = $217.79/215/79 + 23 = .90$

Eta-squared for vocabulary knowledge = $172.65/183.65 + 21 = .89$

Still, with all these calculations, we did not know if increases in the students' gains had resulted in groups that were significantly different from each other at the posttest stage. To reach this understanding, it was necessary to run a One-way ANOVA and compare the posttest means of all groups. Result of the homogeneity test, as an assumption of parametric tests, is given in Table 4.4.

TABLE 4.4
LEVENE'S TEST OF EQUALITY OF ERROR VARIANCES AT POSTTEST

F	df1	df2	Sig.
.897	2	64	.413

As Table 4.4 shows, this assumption was met in this study because the significance value is much larger than the cut-off .05. The descriptive statistics of posttest reading for all groups are presented in Table 4.5.

TABLE 4.5
DESCRIPTIVE STATISTICS OF POSTTEST READING SCORES FOR ALL GROUPS

Groups	N	Minimum	Maximum	Mean	S. D.
Syntactic awareness	24	9.00	16.00	12.0833	1.97631
Vocabulary knowledge	22	11.00	17.00	15.0455	1.58797
Control	21	7.00	14.00	10.1429	1.93095

As can be seen in Table 4.5, the total mean values of reading comprehension test had been 12.08, 15.04, and 10.14 respectively for the syntactic awareness, vocabulary knowledge, and control groups. These differences suggested that pre-reading activities might have affected reading comprehension ability of the participants in different groups differently. In line with the above speculation, the result of One-way ANOVA (Table 4.6) revealed a statistically significant difference at .05 probability level in reading comprehension ability among the three groups ($P=.000 <.05$). Thus, the third null hypothesis was also rejected.

TABLE 4.6
ONE-WAY ANOVA RUN ON READING COMPREHENSION RESULTS AT POSTTEST STAGE

	Sum of square	df	Mean square	F	Sig.
Between groups	263.208	2	131.604	38.750	.000
Within groups	217.359	64	3.396		
Total	480.567	66			

Also, using the appropriate equation, the effect size of the ANOVA result was calculated which was .70. Based on Cohen's (1988) classification, the calculated Eta Squared is at the threshold of a large effect size.

$$\text{Eta Squared} = \frac{\text{Sum of squares between -groups}}{\text{Total sum of squares}} = \frac{263.208}{480.567} = 0.54$$

$$r^2 = .54 \quad r = \sqrt{0.54} = .7 = .70$$

In addition, a post hoc test was run to find out where the differences lied. The results of the Tukey HSD, run for this purpose, are presented in Table 4.7.

TABLE 4.7
MULTIPLE COMPARISONS OF THE EFFECTS OF PRE-READING ACTIVITIES ON THE GROUPS

	(I)group	(J) group	Mean differences (I-J)	Std. error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	Syntactic awareness	Vocabulary knowledge	-2.96212*	.54395	.000	-4.2673	-1.6569
		control	1.94048*	.55067	.002	.6192	3.2618
	Vocabulary knowledge	Syntactic awareness	2.96212*	.54395	.000	1.6569	4.2673
		control	4.90260*	.56223	.000	3.5536	6.2516
	Control	Syntactic awareness	-1.94048*	.55067	.002	-3.2618	-.6192
		Vocabulary knowledge	-4.90260*	.56223	.000	-6.2516	-3.5536

As Table 4.7 indicates, there has been a significant difference between the reading comprehension mean scores of the experimental groups, that is, syntactic awareness and vocabulary knowledge ($P = .000$). Also there has been a significant difference between the reading comprehension mean scores of the syntactic awareness and control groups ($P = .002$). Furthermore, the posttest reading comprehension means of the vocabulary awareness and control groups are significantly different ($Sig = .000$, $P < .05$). Thus, it can be concluded that both syntactic awareness and vocabulary knowledge have enhanced learners' performance in reading comprehension above and beyond the control group.

In order to investigate the fourth research hypothesis an ANCOVA was necessary to see whether there had been a significant difference among all groups if the effect of STM was kept constant. This test allows exploring differences between groups while statistically controlling for an additional continuous variable (STM in the case of this study) which the researcher suspects may be influencing scores on the dependent variable. However, this test has assumptions that must be met before running it. Two of the very important assumptions are linearity and homogeneity of regression slopes. But these assumptions were not met for us to run ANCOVA.

There are two ways out of this problem: to run ANCOVA anyway or to change the continuous covariate into a categorical one and run a Two-way ANOVA. Since the second procedure does not involve the violation of assumption and thus is more appropriate statistically, it was decided that this procedure be adopted. Therefore, STM, which was the covariate in this study, was broken down into a categorical variable with the two levels of small and large STM spans. The homogeneity test result, performed to check for one of the assumptions of this test, is given in Table 4.8.

TABLE 4.8
LEVENE'S TEST OF EQUALITY OF ERROR VARIANCES AT POSTTEST

F	df1	df2	Sig.
.366	5	61	.870

As Table 4.8 shows, this assumption has been met because the significance value is much larger than the cut-off .05. The descriptive statistics of posttest reading for all groups are presented in Table 4.9.

TABLE 4.9
DESCRIPTIVE STATISTICS OF POSTTEST READING SCORES FOR ALL GROUPS

Group	STM	M	SD	N
Syntactic awareness	small STM	11.1000	1.52388	10
	large STM	12.7857	2.00686	14
	Total	12.0833	1.97631	24
Vocabulary knowledge	small STM	15.0000	1.58114	9
	large STM	15.0769	1.65638	13
	Total	15.0455	1.58797	22
Control	small STM	10.5000	2.06828	10
	large STM	9.8182	1.83402	11
	Total	10.1429	1.93095	21

Differences in the mean scores of the groups, as in the posttest ANOVA above, suggested that pre-reading activities might have affected reading comprehension ability of the participants in different groups differently. In line with the above conjecture, results of the Two-way ANOVA (Table 4.10) revealed a statistically significant difference at .05 probability level in reading comprehension ability across three groups ($P=.000 < .05$).

TABLE 4.10
TWO-WAY ANOVA RUN ON READING COMPREHENSION RESULTS AT POSTTEST STAGE

Source	SS	df	Mean Square	F	Sig.	Partial Eta Square
Group	258.148	2	129.074	39.702	.000	.566
STM	2.123	1	2.123	.653	.422	.011
Group*STM	16.327	2	8.164	2.511	.090	.076
Error	198.317	61	3.251			
Total	10862.000	67				

There are two additional but important pieces of information in this table. First, there is no interaction between the group and STM variables, $P=.09 > .05$, which we could also have obtained had we run ANCOVA. Second, the effect of STM is non-significant, $P=.42 > .05$. Both of these pieces of information tell us that we can forgo with the STM variable and attribute improvement in reading comprehension ability of students in the groups entirely to the treatments. Moreover, the effect size for the variable group is 0.566, which can be considered large taking into account Cohen's criteria.

These findings bring us to the point of rejecting our fourth null hypothesis. Because these findings suggest that controlling for the effect of STM will not affect students' gains in terms of reading comprehension ability and groups will possibly be different from each other depending on the kind of treatment they receive.

V. CONCLUSION AND DISCUSSION

To sum up, the results of this study indicated that both types of pre-reading activities, i.e. syntactic awareness and vocabulary knowledge, have positive effects on EFL learners' reading comprehension. However, the findings also illustrated that vocabulary knowledge benefits learners more. The difference between the two groups taught using these methods may be attributable to the fact that more attention is paid to lexical cues than to syntactic ones by EFL learners which makes syntactic cues less noticeable.

These results also suggest that working memory capacity is not a potential source of individual difference in explaining L2 reading ability at the intermediate level. In other words, the relationship between working memory capacity and reading ability might be most important at the beginning levels of language ability. Thus, considering the effect of working memory, findings of this study support Walter's (2004) proposal that success of higher-proficiency learners relies more on reading skills than on working memory. It seems that for higher level learners, with greater language knowledge and greater automaticity in the reading process, reading tasks present less of a burden on working memory than for lower level learners who rely more on memory capacity. The findings of the study are also in line with Demont and Gombert's (1996) and Cutting and Scarborough's (2006) studies. The former authors argue that relations between top-down and bottom up elements are conditional and vary with students' proficiency. The latter researchers state that variance in reading comprehension is accounted for to a large extent by vocabulary and syntactic knowledge.

All in all, the findings of the study showed that the experimental groups had better performance in comparison to the control group in their reading comprehension and it can be concluded that this better performance was the result of pre-reading activities that the learners received during the treatments. In other words, learners with greater language knowledge may be better readers.

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The Cultural Implication of the Chinese Lexicon Containing ‘Moon’

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Abstract—The present article tends to discuss the Chinese cultural implications by taking deep analysis of the words and phrases containing *yue* 月 (moon). It could help us discover the rich and profound Chinese culture and enhance our understanding of national thinking mode, cultural psychological structure, social system and living custom. From those words containing moon, we can understand the plain and poetic moon culture in Chinese traditional culture: First, the moon embodies the immortality and eternity of life in the phrases such as, *rishengyueheng* 日升月恒. Second, the moon itself constitutes a pleasant scenery which is a marvelously inventive scene and let people get beautiful enjoyment, for example, *chunhuaqiuyue* 春花秋月, or *yuelangfengqing* 月朗风清. Third, in the phrases containing moon find sustenance of fullness and success, for instance, *huahaoyueyuan* 花好月圆, *yuezhongzhegui* 月中折桂. Fourth, the moon is a symbol of purity, such as *yueguangrushi* 月光如水. Fifth, the moon phrases embody the beauty of women, and the pursuit of good love life, for instance, *huarongyuemao* 花容月貌, *yuelaojisheng* 月老赤绳.

Index Terms—moon, Chinese cultural implication, immortality and eternity, pleasant scenery, fullness and success, purity, pursuit of good love life

I. INTRODUCTION

Serena and Richard (2013) stated that ‘A lexicon often provides clues to culture because it tends to reflect the objects and ideas that members of that culture consider important.’ (p.85). China has a long history, during which Chinese words embedded strong cultural implication within it. Shen Xiaolong (1990) claimed that meaning is the significant characteristic of language and culture connotation, the meaning of a language system contains the national system to recognize and value evaluation of the world, contains all the culture and history of the nation. In this sense, the word has never been the object of a single closed, it’s the thinking way of the life, the source of cultural psychological structure, social system and living custom. According to Xinhua Dictionary (1980), Contemporary Chinese Dictionary (1985) and The Chinese Great Dictionary (Feikui Lu & Ouyang Pucun et. al, 1978), moon has the following meanings: First, it is the largest natural satellite earth (also known as the moon) as ‘Moonlight reflects the light of the sun’; Second, it is a timing unit, such as *yiyue* 一月 (January), *yuefen* 月份 (months in a year), *suiyuebuju* 岁月不居 (time went by constantly); Third, it is to appear on a monthly basis, monthly, such as *yuekan* 月刊 monthly magazine, *yuexin* 月薪 monthly salary; Fourth, it refers to something which is round-shaped, look like a moon, such as *yuebing* 月饼 (moon cakes), *yueqin* 月琴 (a four-stringed plucked instrument with a full-moon-shaped sound box); Fifth, it refers to the month of confinement after giving birth to a child.

There are colorful words about the moon in Chinese, especially in the folk language such as *zuoyuezi* 坐月子 (sitting the month or confinement in childbirth), *yuelao* 月老 (the god who unites persons in marriage). Furthermore, there are plies of idioms adopted about moon, such as *zhongxingpengyue* 众星捧月 (literally, it means a myriad of stars surround the moon, extensively, it means all the famous stars drawing a circle of admirers around him or her), *biyuexiuhua* 闭月羞花 (a beauty which would obscure the moon and make flowers blush), *yueyingzeshi* 月盈则食 (literally means the full moon is prone to a lunar eclipse, it extends as things will decline to the pole when they are at climax), *pixingdaiyue* 披星戴月 (go to work before dawn and when one comes home, the moon is up), *yuemingxingxi* 月明星稀 (The moon is bright and the stars are few), *chunhuaqiuyue* 春花秋月 (spring flower and autumn moon are seasonal views), *huahaoyueyuan* 花好月圆 (lovely flowers, round moon), *yuezhongzhegui* 月中折桂 (tearing the laurel branches in the moon), *yueluoxingchen* 月落星沉 (the moon is down and the stars have set, it describes the day breaking view), *buyuedengyun* 步月登云 (stepping onto the moon and cloud, it means someone is ambitious), *shuizhonglaoyue* 水中捞月 (catch the moon in the water, it means something a fruitless attempt), *yuezhuihuazhe* 月坠花折 (the moon set, flowers died, it is used to describe the death of a beauty). There are numerous words about moon. The moon also has many wonderful unique names such as *yinchan* 银蟾 (silver toad), *changing* 蟾宫 (toad hall), *chanjuan* 婵娟 (the moon), *guanghan* 广寒 (the palace Chang’er lived in), *yutu* 玉兔 (the jade hare), *yupan* 玉盘 (jade plate), *yugong* 玉弓 (jade bow), *yugou* 玉钩 (jade hook), just list a few of them, from which the profound Chinese moon culture could be found.

II. THE FIVE CULTURAL IMPLICATIONS

A. *The Symbol of Immortality*

The phrases containing 'yue' in Chinese which mean eternity are *rishengyueheng* 日升月恒 (just like the sun rises, the moon at the beginning of top chord, metaphorically, it means things are at prosperity), *riyuejingtian, jianghexingdi* 日月经天, 江河行地 (just like the sun and the moon go through the sky every day, rivers running through the land. It metaphorically refers to the eternity and greatness of life), *riyuelitian* 日月丽天, *xuanruoriyue* 悬若日月 (just like the sun and the moon hanging in the sky, it metaphorically refers to the eternity), *jinyueguyue* 今月古月 (it refers that the moon is the same no matter in the ancient times or in the modern times, but the dynasties changed.)

The forever invariable moon, the miracle in time and space, often arouses the human's imagination. The eternity of moon reminds people the shortness of their life. Examples are the following, Cao Cao wrote in his poem *duangexing* 《短歌行》 (short poetry lament), '*mingminggruyue, heshikeduo?*' '明明如月, 何时可掇?' (the bright moon in the sky, when can you be picked up?), Li Bai wrote in *bajiuwenyue* 《把酒问月》 (ask the moon with a cup of wine in hand) '*jinrenbujiangushiyue, jinyuecengjingzhaoguren. gurenjinrenruoliushui, gongkanmingyuejieruci*' '今人不见古时月, 今月曾经照古人。古人今人若流水, 共看明月皆如此。' (the ancient and present people go away like flowing water; they both witness the bright moon as it is.) *Chuanjianghuayueye* 《春江花月夜》 (A Moonlit Night On The Spring River) by Zhang Ruoxu in Tang Dynasty, '*jiangpanhenianchuzhaoyue? jiangyuehenianchuzhaoren? renshengdaidaiwuqiongyi, jiangyueeniannianzhixiangsi*' '江畔何年出照月? 江月何年初照人? 人生代代无穷已, 江月年年知相似。' 'Who by the riverside first saw the moon arise? When did the moon first see a man by river side? Ah, generations have come and passed away; From year to year the moons look alike, old and new.' The clear contrast between the external moon and the limit of life is made in the poem.

For an individual, his/her life is limited, and the eventual end of life is death. This is an inescapable fact, it comes sooner or later and in this or that way. It is impossible to go beyond the limit of life and achieve eternal of life. But people always hope to convert the impossible things to become possible, yearn for their life be as eternal as the moon. They even dream that once their life gone, they still could own a future new life. Which goes the same as the moon 'dies' at the end of each month and rises again early next month, as a sign of regeneration. Qu yuan in his poem *Tian Wen* 《天问》 complained that '*yeguanghai, sizeyouyu.*' '夜光何德, 死则又育' (what virtue does the moon have? So it could be immortal). In the sentence, *yeguanghai* 夜光 refers to the moonlight, the moon. The moon is immortal, the goddess of the moon is eternal. The goddess of the moon, also called *Heng'e* 嫦娥. 姮 *heng* shares the same sound with the Chinese character 恒 *heng* (immortal). *Heng'e* refers to an eternal immortal woman.

In front of the eternal *Chang'e*, no matter how individual life continues, it is fleeting. In modern natural science, although the moon can die and revive, but it still cannot escape the law that all things born will die, nothing could be immortal and eternal. And in myth and the religious world, the immortality of the moon refers to the God of the moon will be immortal, namely, the moon is given the meaning of god and becomes a symbol of immortality.

B. *The Symbol of Pleasant Scenery*

The beautiful moon itself also constitutes the pleasant scenery. In Chinese there are lots of words describe beauty of the moon, such as *chunhuaqiuyue* 春花秋月, *qiuyuechunhua* 秋月春花, *huazhaoyuexi* 花朝月夕, *jifenglangyue* 霁风朗月, *fangnianhuayue* 芳年华月, *yuelangfengqing* 月朗风清, *wubianfengyue* 无边风月. *Yuebaifengqing* 月白风清 describes a quiet beautiful night with bright moon and cool breeze. Just because of the beauty the scene, some new meanings are extended, such as *qianligongchanjuan* 千里共婵娟 used to express the thoughts of love and best wishes for your family and friends. *Jinshuiloutaixiandeyue* 近水楼台先得月 refers to have better opportunities; *Baixingburuyiyue* 百星不如一月 metaphorically means that quantity is not better than quality; *zunqianyuexia* 樽前月下 describes the relaxed situation of watching the moon with wine in hand. *Fangnianhuayue* 芳年华月 refers to the wonderful youth.

The beauty of the moon lies in her richness of the color and shape, in the different combination of color and form, also lies in the combination with the surrounding environment. All of the above factors and their combinations constitute a meaningful form which touches one's sensitive soul and arouses different aesthetic emotion. The wax and wane of the moon, from its crescent as an eyebrow to the full moon as a mirror, and wane as a bow, constitute the indispensable contents of moon physical beauty. The moon shape characterizes in circular and curve, *yuanyue* 圆月 (round moon), *wangyue* 望月 (full moon), *jinlun* 金轮 (golden wheel) or *yupan* 玉盘 (jade plate) are undoubtedly the most short and the most ideal form. *Chunhuaqiuyue* 春花秋月 (the seasonal views are spring flowers and autumn moon), the reasons for the moon in autumn is the most beautiful scenery all the year around have relationship with the air crisp, cloudless seasonal climate, which is the best time for moon watching. The beauty of the bright moon is more obvious in the landscape under the background of mountains and rivers. Conversely, the hazy moon can play a role of giving the landscape with unique charm, such as Tao Yuanming in his poem *xianqingfu* 《闲情赋》 (Ode of leisure)

wrote *yuemeijingyuyunduan* 月媚景于云端, which on the one hand, illustrates the moon itself is beautiful, on the other hand, the bright moon hanging high above the cloud adds beauty to the scenery in the world.

Diderot, a French philosopher, believes ‘beauty in relation’ (1984, 29). People’s grasp of the essence of beauty should break through the individual factors, individual things and focus on the internal relationship. The aesthetic value of things changes with the relationship between things. ‘Beauty always emerges, grows and then changes to decline and disappear with the relation’. The beauty of the moon lies not only in color but also in form and relation. The moon exists in the relationship with its surroundings, and its beauty is set off by contrast of the sun, night sky, rivers and lakes, high mountain plains, trees and flowers, and so on.

The image of the moon itself combines with some specific things together constitute a large number of new comprehensive meaningful form, which makes the aesthetic features of the moon more full-round and moving. The moon in the night sky is set the background of dark, opaque night which is mysterious and frightening. It is the round moon that eliminates gloom and terror in people’s mind. Moonlight is like the fine fingers stretching from the moon give people light warm and soothe the people’s soul.

C. The Symbol of Fullness and Success

Huahaoyueyuan 花好月圆 in Chinese metaphorically means being full and complete by using the image of flowers in blossom and round moon. *Yuezhongzhegui* 月中折桂 refers to break off laurel branches in the moon, metaphorically, means having passed the examination. The two phrases embody people’s longing and pursuit of success. In the Chinese traditional agricultural society, people worship the god of land and goddess of moon pray for their protection in every autumn harvest season. According to *Zhouli* (a book about rites of Zhou), in the Zhou Dynasty, it was an important custom to sacrifice to and appreciate the moon on the 15th day of the 8th month of the lunar calendar. People at that time believed that a phenomenon in heaven suits some kind of phenomenon on earth, such as departing, reunion and life opportunities. In the Chinese national character, looking for a full (complete) end is particularly strong. Yearning for being full or complete means an auspicious token of abundance, harmony, and luck. For which the moon on the fifteenth day can satisfy people’s psychological expectation.

Mid-autumn moon, on the one hand, is a blend of aggregation and separation, unity and homesickness, completeness and the defects; On the one hand, the full moon has sparked the common expectations of reunion and harmony, life stability and enterprise harmony, family reunion and the world peace. The full moon has become people's ideal round moon. The traditional Mid-Autumn festival is a day for family reunion. *Yueyuanhuahua* 月圆花好 is a symbol of happiness, peace and reunion, which embodied in the following sentences: Zhang Jiuling, a poet as well as a prime minister, wrote the poem ‘*haishangshengmingyue, tianyangongcishi*’ ‘海上生明月, 天涯共此时’(Rising is the bright moon above the sea, arising harmonious feeling you and me). Su Dongpo wrote ‘*danyuanrenchangjiu, qianligongchanjuan*’ ‘但愿人长久, 千里共婵娟。’ (Will live long as he can! Though miles apart, we’ll share the beauty she displays.)

D. The Symbol of Purity

The moon is a symbol of purity. This kind of words are *guangfengjiyue* 光风霁月, *binghuqiuyue* 冰壶秋月, *yuebaifengqing* 月白风清, *yueguangrushui* 月光如水, *qiuyuehanjiang* 秋月寒江 and so on. In *guangfengjiyue* 光风霁月 describes a calm prospect after a storm comes, it can be extended to describe a person who has open mind and heart, *guangfeng* 光风 refers to the attendance of the wind after the rain, *ji* 霁 means the snow stopped. *Binghuqiuyue* 冰壶秋月, *binghu* 冰壶 is the jade kettle for holding water, *qiuyue* 秋月 is the moon on Mid-Autumn, metaphorically means one is as bright and pure-hearted as the clean, bright moon. *Yuebaifengqing* 月白风清 describes a nice beautiful night vision with bright moonlight and cool breeze. *Yueguangrushui* 月光如水 compares the soft bright moonlight as gently flowing water. *Qiuyuehanjiang* 秋月寒江 refers to a man of virtue has bright pure heart.

The moon arouses people’s diverse colour sense. Sometimes it is bright and once in a while it is hazy. When it first appears in the sky it is red in yellow, and slowly it becomes pale yellow with the increase of brightness and, until the round bright moon shed silver radiance. The moon words such as *haoyue* 皓月, *shuangyue* 霜月, *lengyue* 冷月 highlight silver white and the color of jade in general. In this way, the full moon is called *yinlun* 银轮, the crescent moon as *yingou* 银钩(silver hook), the moon as *yinyang* 银阳 (the moon looks like a mass of silver, were generally said that the moon silver color), like in a folk song composed by Wang Luobin *zainayinsedeyueguangxia* 《在那银色的月光下》 (under the silver moonlight), which leaves the impression of the bright moonlight and the nobility of the moon.

The jade color of the moon is pictured in the poems such as Li bai’s *gulanguyexing* 《古朗月行》 (An Old And Bright Moon) ‘As a little boy the moon I don’t know, I call it a jade plate white like snow.’ In it the moon is compared as a jade plate. There are other names for the moon as jade wheel and jade hook, which show its purity and nobility. Because of the color of jade in general the moon is given the meanings of light and open mind, good character, and the peaceful social atmosphere, etc.

E. The Anchorage of Love

In the ever-changing nature, the bright transparent moon, like a beautiful girl, always affects people's emotions and thoughts. In Chinese the words like *Chang'ebenryue* 嫦娥奔月, *Chang'e* 嫦娥 is the goddess of the moon. In Chinese culture, the things about women are given name of moon. For example, the queen is called *yuefei* 月妃, *yuefang* 月房 refers to rooms for the female members of a family. *YueliChang'e* 月里嫦娥 and *huarongyuemao* 花容月貌 are used to describe the graceful, beautiful and charming ladies. *Biyuexiuhua* 闭月羞花 is used to highlight the beauty of woman which would obscure the moon and make flowers blush by using exaggeration. *Yuezhuihuazhe* 月坠花折 and *yuequehuacai* 月缺花残 describe the death or aging of a beauty.

God of love in ancient China, the matchmaker is called *yuexialaoren* 月下老人 (the old man under the moon), and lovers always choose places under the moonlight for their date meeting. The phrase *yueshangliushao* 月上柳梢 is adopted from *yuanye* 《元夜》 by Ouyang Xiu, '*yueshangliushaotou, renyuehuanghunhou*' '月上柳梢头, 人约黄昏后。' 'The moon rose from behind the willow, I and my love had a date after dusk.' *Daiyuexixiang* 待月西厢 is derived from *Xixiangji* 《西厢记》 (a love story) "待月西厢下, 迎风半户开。月移花影动, 疑是玉人来。" In ancient China, when men and women in love they always swore their love in the moonlight or worshiped the moon to pray for their love. In Yuan Dynasty Guan Hanqing, a dramatist, wrote *Baiyueting* 《拜月亭》 to describe the story of a departing couple who worshiped the god of moon to pray for their reunion. Cui Yingying in *Xixiangji* 《西厢记》 also prayed devoutly to the moon and hoped to meet her Mr. Right.

In the classical tune *yueliangdaibiaowodexin* 《月亮代表我的心》 (The Moon Represents My Heart), it represents deep and faithful love. The word *yuelao* 月老, shortened for *yuexialaoren* 月下老人 (the old man of the moon), refers to a matchmaker. It originated from Tang Dynasty Li Fuyan's record of Wei Gu's travel in Song Cheng, 'Gu saw an old man sitting on the stairs by the side of a pack while he was turning books in the moonlight. Gu was curious and asked the old man what book he was reading. The old man answered it was the register book for all the couples on the earth. The red line are used to tie the feet of the husband and wife. Once a man and a woman was born they were tied, even if they are from the enemy's family, the rich and the poor, or ugly and beauty, they will become husband and wife.' *yuelaoqianxian* 月老牵线 or *yuelaojisheng* 月老赤绳 (matchmaker go between), which were derived from the previous story, became a symbol of marriage and love. In *yueshuji* 《月书》, *yueshu* 月书 refers to register book the old man had. *Jisheng* 赤绳 means the red line used by the old man to tie the future couple, the advance of the engagement. Therefore, the moon became the anchorage of beauty and love.

III. CONCLUSION

In conclusion, five cultural implications of the words and phrases containing 'yue' are analyzed in the previous writing: First, the moon embodies the immortality and eternity of life. Second, the moon itself constitutes a pleasant scenery which is a marvelously inventive scene and let people get beautiful enjoyment. Third, in the phrases containing moon find sustenance of fullness and success. Fourth, the moon is a symbol of purity. Fifth, the moon phrases embody the beauty of women, and the pursuit of good love life. All of these cultural implications entails rich and profound cultural implication, which is the history of living fossil, the carriers for thousands of years culture, verifying the Chinese traditional values and aesthetic outlook. As German philosopher Leibniz said meaning is determined by us, and people attach meaning to language signs. The significance of language symbols given by people, reflects people's cognitive activities, cognitive achievement value orientation and cultural psychology, etc.. Through in-depth analysis of the words containing yue 月 or the moon, people can glimpse into the extensive and profound Chinese culture, deepen awareness of Chinese national thinking mode, cultural psychological structure, social system and living customs. Through the analysis of the cultural significance of these words, can help us to discover and inherit our traditional culture, help to flourish our Chinese language teaching and the teaching of Chinese as a foreign language and to promote intercultural communication.

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Procedural Rhetoric: An Alternative to Traditional Academic Writing Programs

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Abstract—A host of movements have been performed to broaden English language learners' writing scholarship. A major rethink of L2 writing materials is what syllabus designers should pursue in some collegiate contexts; all the more so because writing is considered as a scholarly skill for English language learners to do academic assignments and manifest their academic attainments in different academic areas. Having this in mind, the present study explored the implications of new English writing course syllabuses designed based on *procedural rhetoric*, which made English majors significantly outperform conventional syllabuses users in terms of *content, vocabulary, and language use*. The achieved results ensured that university writing courses can bring about more accomplishments when a multi-faceted program aligned with contemporary concerns of academic writing is adopted.

Index Terms—argumentation, discourse community, genre, procedural rhetoric, writing program

I. REVIEW OF LITERATURE

Most curricular decisions and innovations, most examination of texts, most exploration of writing strategies and difficulties have been allotted to North America inasmuch as it enjoys a variety of writing backgrounds and embraces state of the art concerns in teaching and learning writing skills (Cumming, 2009). Casanave (2009) notes that this western orientation of writing studies may cause an uncritical application of findings in other EFL contexts or marginalization of their writing curricula, hence a wide range of writing concerns in terms of teaching and learning. This marginalization has made Vanmaele and Lowyck (2005) see the writing performance of novice writers uninformative on the grounds that they find themselves confronted by 'the transformation of experiential reality in concepts, the identification of the right term and the construction of this 'abstracted reality' in a transparent text' (p. 393). Along with the fact that the role of teachers' knowledge to afford student writers instructional support should be emphasized, the development of a state-of-the-art curriculum which its constructive roots are formed in other courses such as grammar or reading is the basic measure that should be taken by curriculum developers. What seems clear, as Johnson and Roen (1989) believe, is that the organization of language materials is done through the interaction of policy-based and cultural concerns, and redressing the balance between them is a strategy that works for the purpose of improving the quality of writing as to new pedagogical movements.

Micciche (2004) asserts that teaching grammar and teaching writing are currently considered separate enterprises in English language curricula and grammar is viewed as "not empowering but disempowering, not rhetorical but decontextualized, not progressive but remedial" (p.718). This orientation naturally can affect the writing performance of language learners negatively. Having carefully investigated 42 articles authored on EFL college writing in *Journal of Second Language Writing* and 11 studies into EFL higher education writing in *TESOL Quarterly*, Ortega (2009) claims that the current ideological and socio-cultural outlook toward writing skill, which redefines literacy as strategies to produce a discourse tuned to audience and content, is often neglected by many EFL writing program developers.

A typical focus on one-paragraph development in the first writing course of English majors at university, normally in the first semester of the second year, can make teachers sacrifice some major principles of writing such as genre and discourse for intensive correction of grammar due to grammar and writing separation. Schoonen, Snellings, Stevenson, and Van Gelderen (2009) propose the *Inhibition Hypothesis*, which predicts that the high demands of linguistic dimensions of FL composition will draw upon resources and inhibit attention to conceptual or ideological perspectives of FL writing, such as content elaboration, monitoring and higher-order revisions. Non-integrative grammar and product-oriented writing courses wherein no serious reading practices come to assist learners can aggravate their asymmetric use of bare writing essentials (Hinkel, 2002). Upon comparing L1 and L2 academic texts written by native speakers of American English and non-native college students (Chinese, Japanese, Korean, Vietnamese, Indonesian, and Arabic), Hinkel (2002) has found specific divergences in the use of linguistic and rhetorical features and reported that most non-native speakers' writings in several EFL contexts are not well off for *nominalization, passive structures, clauses, hedging, discourse and organizational features*, and finally *collocations or fixed strings*. The poor presentation of these features has made a linguistic gap between the writings of natives and non-

natives which should be bridged by reforming the syllabuses designed for university students. According to Hinkel (2002), writing problem developers should come up with the a knowledge transforming curriculum wherein grammar is not isolated, reading is provided for discourse and lexical items, and various types of academic genres in writing are taught by teachers who have attended writing-specific training programs.

A longitudinal critical evaluation of writing programs in six EFL contexts, Japan, Poland, China, Germany, the USA, and Spain performed by Reichelt (2009) has exposed the fact of applying classical writing pedagogy at university levels of most EFL communities, except Germany which is enriched by its L1 composition curriculum. In Germany, English writing concentrates on audience, contexts, creativity, critical reading, and genres. Nevertheless, other five contexts have not deployed modern writing movements.

Along with Reichelt's critical investigation revealing the paucity of writing practice for authentic and social purposes in several EFL contexts, serious curricular mismatches and pedagogical inadequacies in learning and teaching writing at college level revealed by several studies (Abu Rass, 2011; Al-Sharah, 2007; Lee, 2003; Reichelt, 2001; Wu, 2008; Xinghua, 2010;), entail an investigation into academic writing dynamics in Iran. Rubrics of academic writing courses in Iranian EFL programs approved by Ministry of Science, Research and Technology have not fully been represented. Looking at revised writing rubrics approved in 2007, we can understand that the current writing curriculum undertaken in Iran has kept its distance from new writing movements such as *nonliterary discourse genres*, endorsed by Swales (1990) and Reid (2001), which emphasize inclusion of various rhetorical, contextual, and linguistic tasks and skills across the broad spectrum of disciplinary genres accompanied by specificity and restrictions on contents and forms. In particular; for the first writing course of discontinuous BA studies (Advanced Composition), mainly basic practices such as *outlining* or *punctuation* and a *one-coherent paragraph development*, which could be simply included in an integrative grammar course, have formed the principles of the syllabus. The rubrics for the syllabus of the second writing course, Essay Writing, have also been offered through nine categories emphasizing the text type of *explanation*, *summarizing*, *restatement*, *writing a five paragraph essay*, and *citation in written performances*. Turning to continuous undergraduate courses, for the first writing course Advanced Composition -contrary to what its name suggests- primary practices such as *outlining*, *writing topic sentences*, and *summarizing* have received focused attention. Definition of different essays, presentation of essay samples and practice in composing essays have been cited as the main goals of the second writing course, Essay Writing. Simply put, language students at university level are being introduced into a narrow writing curriculum whose pedagogical features are limited as new concerns of writing such as discourse, voice, readership, and genres are missing and assessment framework is not clear. The quality of language students' writing performances can also be linked to isolated grammar courses syllabuses designed for the first year of their university education.

To recapitulate decontextualized grammar courses and allocating two writing courses to classical writing exercises make instructors pass over the new demands of writing pedagogy. To come up with a solution; thus, this research was undertaken to introduce new writing syllabuses to English majors.

II. STUDY

The paucity of modern writing concerns and traditional priorities assigned to the writing skill by Iran's Ministry of Science, Research and Technology entailed an innovative alteration to the writing courses materials provided for Iranian English majors. To do so, the current study introduced new materials, according to *procedural rhetoric* investigated by Fulkerson (2005), which has three emphases: Genre-based composition, composition as argumentation, and composition as introduction to an academic discourse community. Several approaches have been proposed to teach composition through genre-based instruction. The Systemic Functional perspective which implies several texts with a single purpose share the same textual features has widely been embraced. Hyland (2009) pedagogically finds this approach to genre teaching the most developed one which demands control of grammar and awareness of rhetorical features of texts. The second subdivision of procedural rhetoric is argumentation to which two models for academic essays have been allotted. Johnson (2000) refers to argumentation both as *informal logic* to seek the truth through acceptability and as *rhetoric* to run fictionalized dialogue with a possibility of leaving aside the truth for the sake of audience acceptance. "Informal Logic should tend to favor the truth requirement over the acceptability requirement, whereas rhetoric will take the reverse view" (p.271). Simply put, reasoned persuasion to defend the stance taken and arguments coupled with supported counter-arguments are two ways to deal with beliefs and ideas in essay writing. The former perspective focuses on a cognitive presentation of ideas and discourse but the latter fosters a social atmosphere and produces a dialectically live discussion in writing. An introduction to discourse community is the third subcategory of procedural rhetoric which invites student writers to write on specific areas of world knowledge which enjoy a clear commonality of language and generic conventions and expectations in their respective produced texts. This term differs from audience because the discourse community takes account of writers, texts, and readers together but audience focuses on readers.

III. MATERIALS ADAPTATION FOR PROCEDURAL RHETORIC

Authentic texts are available but a creative exploitation of them to effectively engage student writers and maximize the potential of the material can be a substantial burden falling on instructors (McDonough, Shaw & Masuhara, 2013). Modifying textbooks is a significant expertise for all writing teachers in enhancing the resources available to students and their professional development. Teaching is mostly “a process of transforming content knowledge into pedagogically effective forms and this is most in evidence when teachers are considering both their learners and their profession in modifying and creating materials” (Hyland, 2004, p.100).

Inasmuch as the major prophesy of Grammar I to which college instructors adhere is teaching basic grammatical rules, the Grammar II course was selected as the starting step of the experiment to provide integrative grammar lessons in which writing exercises could be included. For the Grammar II course, an edited version of Focus on Grammar series published by Longman was assigned. This decision was made by a three-member team who carefully did a content study. Focus on Grammar owing to its focus on English grammar through contextualized reading and writing activities assist students in bridging the gap between comprehending grammatical structures and actually using them. Each unit progresses through four steps: Grammar in Context, Grammar Presentation, Focused Practice, and Communication Practice, using a new color-coded format that makes the program easy for students to understand, and for teachers to implement.

The carefully compiled version derived from Focus on Grammar 3, 4, and 5 for the Grammar II of the Experimental Group included 12 chapters as following:

- 1-The Passive
- 2- The Passive to Describe Situations and to Report Opinions
- 3-Modals to Express Degrees of Necessity
- 4- Modals to Express Degree of Certainty
- 5-Adjective Clauses
- 6-Adjective Clauses with Prepositions; Adjective Phrases
- 7-Adverb Clauses
- 8-Adverb and Adverbial Phrase
- 9-Connectors
- 10- Noun Clauses: Subjects, Objects, and Complements
- 11-Direct and Indirect Speech
- 12-Conditionals; Other ways to Express Unreality

All of these chapters were initiated with reading texts and ended with review tests and paragraph writing practices in terms of how to consider parallelism, write topic sentences, punctuate phrases or sentences, and keep coherence through using examples.

For the first writing course normally offered in the third term, 20 newly published textbooks were probed by four faculty members teaching at Payme Noor University, Islamic Azad University of Rasht, and University of Guilan. Materials adaptation was carried out according to categorical demands of procedural rhetoric through a brief checklist developed by the researchers. It included (a) writing exercises designed for real life tasks e.g. diary; (b) task-specific text types such as writing a piece of advertisement; (c) authentic writing practices embedded with relevant reading texts designed for specific text type or genre; (d) diverse areas of discourse communities such as education, media, health, the environment, occupations, and family; (e) iterative writing practices such as reproduction or summarizing; (f) contents enriched with topic-specific lexical knowledge. The contents accommodating these criteria were extracted from only four textbooks of the twenty probed ones: Real Writing With Readings authored by Susan Anker published by Bedford/St. Martin's in 2010, Bridges to Better Writing written by Luis A. Nazario, Deborah D. Borchers, and William F. Lewis published by Wadsworth in 2010, Stepping Stones by Chris Juzwiak published by Bedford/St. Martin's in 2009, and Academic Writing: A Handbook for International Students written by Stephan Bailly published by Routledge in 2006. The included chapters for the first writing course were: Introduction and Conclusion, Narration (How to write a diary), description (Visual information and writing reports), Paraphrasing and Sentence Variety, Problems and Solutions (writing a critical note to officials) Comparison and Contrast (advertisement).

The second writing course offered to college students was designed for the purpose of expanding students' academic writing knowledge with a focus on argumentation by which students move one step beyond persuasive writing as they need to gather evidence and present a well-reasoned argument along with counter-arguments on a debatable issue. The same materials adaptation team working on materials development for the first writing course focused particularly on *argument* and *evidence citation* techniques. Word associations and advanced grammatical structures such as *reduced clauses*, *inversion*, and *cleft sentences* were other course criteria which were extracted by the team and then were introduced to students in separate chapters to be applied in their advanced writing practices. These lexical and grammatical structures were chosen to raise students' awareness of the rich language needed to present arguments and ideas. Students were encouraged to write argumentative paragraphs and essays on several global issues and language related fields such as teaching and translation.

Included chapters for the second writing course were: (a) Developing your essay through argumentation; (b) Argument and Discussion; (c) Argument reading for writers; (d) Balanced discussion; (e) Topical vocabulary 6- Useful Grammar.

IV. METHOD

This section imparts the main part of the study in which two groups of subjects underwent two different writing programs during three semesters to field the research question which was: *Does the newly introduced syllabuses which rests on the Procedural Rhetoric perspective bring about statistically significant outperformance for the experimental group undergoing it?* The respective null hypothesis was as follows: *There is not any statistically significant difference between the writing performances of English majors who undergo newly introduced writing syllabuses resting on Procedural Rhetoric and those who experience current collegiate writing pedagogy in Iranian universities.*

Participants. Two hundred and ninety-seven students in two groups, experimental and control groups took part in this curricular study. Participants ranged in age from 19 to 41 and attended the experiment from the outset of the course Grammar II. Virtually all students in both control and experimental groups had been successfully finished with the course Grammar I. One hundred and thirty-two first-year English majors of three universities (Islamic Azad Universities of Rasht and Lahijan branches and University of Guilan) were in the experimental group and underwent the main research phase working with the new writing program over three semesters. Two instructors were assigned to the Experimental Group attending six and five separate classes, respectively for grammar II and writing. One hundred and forty-seven participants of six classes attended the control group classes. This group was included and investigated mainly for the purposes of observing the norms of experimental studies and neutralizing the maturation impact in a longitudinal study. This group was also faced with a cut in the number of subjects who were one hundred and seventy at the beginning of the study. All of these classes underwent traditional university writing instruction in Iran offered by three lecturers and one assistant professor. The students were studying in four universities (Islamic Azad Universities of Rasht, Lahijan, and Tonekabon branches and University of Guilan). It should be noted that Islamic Azad University of Tonekabon was included in the study only for one of control group classes.

Instrument. One writing test was administrated for choosing the subjects of the study and ensuring the homogeneity of them regarding their writing ability. Performances were scored as to ESL Composition Profile proposed by Jacobs, Zinkgraf, Wromuth, Hartfiel, & Hughey (1981) (see Appendix). Jacobs et al. claim that this assessment profile is reliable if the writings are rated by two raters. Another writing test was employed at the outset of first writing course once all subjects were finished with their second grammar course. This test was to pretest their writing ability to be finally compared with their post-test results. The timed essay test included an unseen topic (*Do you think children should have free access to the Internet?*) to be used for writing a composition of three or more paragraphs. T-test was applied to two groups' pretest writing ability as their grammar courses had been run differently in terms of contents.

Procedure. Having finished the grammar course I, three hundred and fifty-three subjects of four universities were examined in terms of their writing ability through composing a timed essay (two or more paragraphs) on *the features of a good language learner* within 50 minutes. All writings were scored analytically by two raters. An inter-rater reliability analysis regarding the two sets of scores through Spearman Rank-order correlation coefficient was carried out to find out if there was a high consistency between the two raters' scores. The average of each rater' scores turned out to be the writing score of each student. Those students who scored 1.5 SD above and below the mean (334 subjects) were assigned to experimental and control groups. Curricular obstacles posed by departments made randomization of students unfeasible. However, classes of three universities were randomly assigned to two groups. SPSS output for one-way analysis of variance exposed the fact that two groups were not significantly different in terms of their writing skill. The Grammar II course lasted for three months or 12 sessions in the spring semester.

Initial chapters of *Understanding and Using English Grammar* authored by Betty Azar, which were focused on basic grammatical rules, and *Oxford Practice Grammar (Basic Level)* had been applied to teaching the first grammar course to students of both groups before the study. The experimental group divided into six classes attended 12 sessions of Grammar II in the spring semester. However, it took 13 sessions for the control group. The experimental group underwent integrative grammar classwork and homework after reading introductory texts enriched with the intended grammar. It is worthy of note that this group's students were provided with post-grammar writing exercises such as *parallelism, writing topic sentences, punctuating phrases or sentences, and keeping coherence through using examples*. However, the control group experienced normal grammar exercises which were more complex than what had been taught in the earlier term. *Understanding and Using English Grammar* authored by Betty Azar and *Oxford Practice Grammar (Intermediate and Advanced levels)* by George Yule were applied to teaching grammar to this group. Two groups of the study were pretested before attending the first writing courses. Sixty minutes were allotted to the writing test whose topic was *Do you think children should have free access to the Internet*. A t-test was applied to check the homogeneity of subjects. Writing practices experienced by the students of the experimental groups in their second grammar course could have made the two groups not start on equal footing.

The first writing course in the third term lasted for 15 sessions for both groups in the fall semester. Finally, the second writing course offered for the sophomores in their fourth term lasted for 13 roughly ninety-minute sessions. All experimental classes were run by three instructors who all were Ph.D. candidates and attended an orientation session before each course. Turning to the first writing course, the experimental group was taught how to write several text types for different genres. On the other hand, the control group practiced paragraph writing mainly focused on writing topic sentences and considering cohesion and coherence for several text types such as *description, process, and comparison and contrast*. Three classes' main course book was *Paragraph Development* written by Martin Arnaudet

and Mary Barrett and other three classes were instructed through *Writing to Communicate* written by Cynthia Boardman and Jia Frydenberg. The second writing course commonly entitled *Essay Writing* was run using *Academic Writing Course* written by R.R. Jordan applied to three classes and *The practical Writer with Readings* written by Edward P. Bailey and Philip A. Powell assigned to two classes of the control group. Nevertheless, the experimental group received instruction on argumentative writing, citations, and evidence in essays. They were also provided with word associations such as collocation and rhetorical grammatical structures such as *cleft sentences* and *reduced clauses*. The argumentative essence of the writing course could make students take a serious excursion into a discourse community of language studies as the adapted book enjoyed a wide range of topics.

In sum, the control group was mainly taught to master the writing skill through a quantitatively developmental sequence of writing components from sentence to paragraph and finally to essay. The process orientation was adopted differently by instructors as it was allocated varying degrees of effort and time to cover texts types such as *process*, *definition*, *description*, *expository essays*, and finally *argumentative essays* for some classes.

V. RESULTS

Initially, a writing test was administrated at the outset of the study before the course Grammar II to select those students who enjoyed the same level of writing ability. Three hundred and thirty-seven students whose scores were within 1.5 SD above and below the mean (See Table 1) were selected as participants of the study as their scores fell into this domain. Table 2 shows the results of interrater reliability.

TABLE 1
DESCRIPTIVE STATISTICS ON SAMPLING RESULTS

	Mean	Total Mean	Total SD
Content	10.06	40.8	8.1
Language Use	10.01		
Vocabulary	9.3		
Organization	8.4		
Mechanics	3.1		

TABLE 2
INTER-RATER RELIABILITY OF SAMPLING TEST

Raters	Mean	Variance	Rs
Rater 1	41.2	71	.93
Rater 2	40.5	66	

The pretest of the two groups were analyzed to see through their writing level after they were finished with two different grammar courses (See Table 3).

TABLE 3
PRE-TEST WRITING RESULTS

		CONTENT	LANGUAGE USE	VOCABULARY	ORGANAZATION	MECHANICS			
Control Group' Mean score		12.26	11.19	9.53	10.12	3			
Experimental Group' Mean Score		14.45	12.91	10.44	11.74	3.16			
Group	N	Mean	SD	SEM	DF	Standard Error of Difference	t-observed	t-critical	Two-tailed p value
Experimental	132	52.73	6.68	.58	277	.85	2.32	1.62	.0001
Control	147	46.12	7.55	.62					

A significant difference regarding the writing ability of the two groups was found as the resulted p-value (.0001) could not exceed .05, and the t-observed appeared much higher than its critical value. This preexisting difference functioning as a covariate before the main phase of the study could stem from different grammar instruction which two groups received i.e. the experimental group' course was integrated with writing exercises.

To statistically compare the scores of pre-test and post-test, an ANCOVA was employed. The descriptive statistics of the post-test are brought in Table 4.

TABLE 4
PRIMARY STATISTICS OF POST-TEST RESULTS

Variable	Group	N	Mean	SD
Post-test scores	Control	147	64.34	14.64
	Experimental	132	75.54	13.69

According to Table 5, the mean score of the Experimental group far exceeded the Control's. In particular, the scores of pretest as a concomitant variable did not significantly affect the post-test scores ($F=2.683$, $Sig.>0.05$). However, the Group variable had a statistically significant influence on post-test scores ($F=28.083$, $Sig.<0.05$), revealing a significant difference between the writing post-test scores of two groups.

TABLE 5
TESTS OF BETWEEN SUBJECT EFFECTS

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
TOTAL_pretest	537.388	1	537.388	2.683	.103
group	5625.219	1	5625.219	28.083	.000
Error	55284.416	276	200.306		
Total	1417539.000	279			
Corrected Total	64542.437	278			

a. R Squared = .143 (Adjusted R Squared = .137)

The results of the LSD test (See Table 6) could afford us a better understanding of the two groups' mean score, indicating a statistically significant outperformance of the experimental group' performance over the control groups' ($Sig.<0.05$).

TABLE 6
LSD PAIRWISE COMPARISONS OF POST-TEST RESULTS

Dependent Variable: TOTAL_post

(I) group	(J) group	Mean Difference (I-J)	Std. Error	Sig. ^a	95% Confidence Interval for Difference ^a	
					Lower Bound	Upper Bound
control	experiment	-9.911 [*]	1.870	.000	-13.592	-6.229
experiment	control	9.911 [*]	1.870	.000	6.229	13.592

The mean difference between the two groups and multivariate nature of the main variable, writing, made a MANCOVA analysis appropriate for detecting the areas of difference.

TABLE 8
THE RESULTS OF MULTIVARIATE TESTS

Effect		Value	F	Hypothesis df	Error df	Sig.
LANGUAGE USE	Pillai's Trace	.023	1.288 ^a	5.000	268.000	.269
	Wilks' Lambda	.977	1.288 ^a	5.000	268.000	.269
	Hotelling's Trace	.024	1.288 ^a	5.000	268.000	.269
	Roy's Largest Root	.024	1.288 ^a	5.000	268.000	.269
VOCABULARY	Pillai's Trace	.005	.292 ^a	5.000	268.000	.917
	Wilks' Lambda	.995	.292 ^a	5.000	268.000	.917
	Hotelling's Trace	.005	.292 ^a	5.000	268.000	.917
	Roy's Largest Root	.005	.292 ^a	5.000	268.000	.917
ORGANAZATION	Pillai's Trace	.025	1.391 ^a	5.000	268.000	.228
	Wilks' Lambda	.975	1.391 ^a	5.000	268.000	.228
	Hotelling's Trace	.026	1.391 ^a	5.000	268.000	.228
	Roy's Largest Root	.026	1.391 ^a	5.000	268.000	.228
MECHANICS	Pillai's Trace	.021	1.165 ^a	5.000	268.000	.327
	Wilks' Lambda	.979	1.165 ^a	5.000	268.000	.327
	Hotelling's Trace	.022	1.165 ^a	5.000	268.000	.327
	Roy's Largest Root	.022	1.165 ^a	5.000	268.000	.327
CONTENT	Pillai's Trace	.021	1.173 ^a	5.000	268.000	.323
	Wilks' Lambda	.979	1.173 ^a	5.000	268.000	.323
	Hotelling's Trace	.022	1.173 ^a	5.000	268.000	.323
	Roy's Largest Root	.022	1.173 ^a	5.000	268.000	.323
group	Pillai's Trace	.419	38.580 ^a	5.000	268.000	.000
	Wilks' Lambda	.581	38.580 ^a	5.000	268.000	.000
	Hotelling's Trace	.720	38.580 ^a	5.000	268.000	.000
	Roy's Largest Root	.720	38.580 ^a	5.000	268.000	.000

According to the obtained data mainly through four multivariate tests, namely, Wilks' Lambda, Hotelling's Trace, Roy's Largest Root, and Pillai's Trace (See Table 8), pre-test scores of each variable did not exert a statistically significant impact on five variables of post-test scores (Sig.>0.05), unlike Group variable which significantly affected post-test scores. On another reading, the experimental and the control group were remarkably different at five variables (Sig. < 0.05). All tests (Sig. < 0.05) showed significant differences between the two groups' performances in five writing variables.

Finally, Post-hoc pair wise comparisons using LSD method revealed the exact area of differences. The differences in mean scores of *content*, *vocabulary*, and *language use* were statistically different in favor of the experimental group. Despite enjoying higher mean scores in *mechanics* and *organization*, the experimental group's writing performances were not statistically at higher standard compared to those of control group' subjects. This conclusion was drawn from achieved p-values of *content*, *language use*, and *vocabulary* which were respectively .000, .001, and .012 < .05 and higher p values of *organization* and *mechanics* (.598 and .976 respectively) which exceeded .05.

VI. DISCUSSION

Content, *vocabulary*, and *language use* were three areas which were significantly enhanced by the procedural rhetoric approach to teaching writing. Statistically remarkable outperformance of Experiment Group in in terms of *content* in the post-test can imply the potential of procedural rhetoric to foster the idea of *writing to learn* since *content* mainly refers to knowledge of subject, a collection of facts (evidence) ,and opinions in compositions. Argumentations as one component of procedural rhetoric can be a pushing factor to acquire more knowledge about a wide range of ideas and be aware of audience. Thus, when applied in students' writing, arguments can expand the circle of their thoughts. This positive incidence also stands true when it comes to teaching genre since this subdivision of procedural rhetoric applied to writing pedagogy of Experimental Group helped students pursue social purposes in their writing by means of specific rhetorical structures. Samples of genre-specific reading practices could also appear as helping tools to broaden the world and language knowledge of student writers. It has been claimed that accredited L2 writing programs aim at enhancing knowledge construction. Ryshine-pankova and Byrnes (2013) note that the success of German L2 college

writing program lies in their tendency toward content-based writing and readership diversity, which is endorsed by procedural rhetoric. This approach can enrich writers' world knowledge through writing for several real-life purposes such as argument and critique and on several social issues such as crime, the environment, and media.

Turning to *language use*, students attending experimental group showed better performances in effective complex constructions such as compound-complex sentences, passives, and reduced clauses and fewer errors of syntactic structures such as agreement, tense, and prepositions. Schleppegrell (2004) sees the academic discourse of written production in the complexity of sentence structures and density of the language applied. Density refers to the usage of content specific, abstract, and dependent vocabulary. These concerns could be broadly accommodated through procedural rhetoric as its one of central focus is an introduction to discourse communities. Granger and Paquot (2009) believe the insufficient knowledge of verbs typically used in writings of student writers is a serious issue as it prevents expressing their thoughts. They claim novice and most EFL college writers underuse the academic discourse in their lexical presentations. Thus, they recommend academic verbs such as *argue*, *criticize*, *include*, and *report* to be introduced to learners to redress the discursal balance in their compositions and essays and consequently to project more rhetorical functions. They add that it should be coupled with teaching pragmatic appropriacy. Similarly, Shaw (2009) suggests explicit teaching of linking adverbials and their contextual appropriacy because they open the gate to academic discourse for novice writers. To illustrate, it can be said to students that in functional terms, *however* is frequently written to introduce a problematic issue followed by a situational description.

There is hardly any doubt that procedural rhetoric can bring about a broad writing curriculum across which both lecturers and language majors can academically benefit inasmuch as it can work as a pushing factor to enrich students' written output in terms of lexical, grammatical, and discursal knowledge, making teachers take task-specific pedagogical actions. However, this academic writing framework may spell some trouble for program developers. First, course books and syllabuses should be carefully developed. Suitable reading texts for modeling or familiarity with genre and discourse should be carefully included in the course books. Another issue which needs thoughtful considerations is the timing of instruction, that is to say a proper curricular timetable allotted to each subdivision of procedural rhetoric. A smooth transition to higher order writing skills is what should not be downplayed while developing the syllabus. Finally, for the last two or three decades, writing pedagogy has embraced process-oriented and context-specific approaches that deals with students' individual cognitive repertoire and their socially positioned identities as members of culturally bound groups. In contrast, college writing assessment has remained a contextless or generic measurement activity which is rarely conditioned by context, task specificity, and inherent discursal and functional specifications (Huot 2002; Moss 1994). Thus, an assessment framework tuned to procedural rhetoric must be developed by language testing experts.

A procedural rhetoric -oriented curriculum can inseparably embody the grammar course as a preliminary component before three subdivisions. On another reading, an integrated grammar course in the second term of university education could accommodate the discursive writing pedagogy to make students prepared for more challenging composition practices. In the following terms, a pedagogical transition to academic discourse with a practical focus on voice, arguments, reasoning, and style could be implemented.

Some genres can be integrated with teaching required structural and lexical items. Indubitably, genres limit the possibilities of what a writer should write since they are situation-oriented. For instance, writing a lab report makes a writer use passive structures within an exclusive organizational pattern and shy away from using personal pronouns. Whether the linguistic and organizational constraints imposed by a genre are pedagogical obstacles has been discussed by Devitt (2004). She believes these limitations breed creativity and genre writing is not "filling in the blanks" (p.139). Genre -based writing enjoys a kind of inherent variation which allows for an individual choice by which both functions and appropriateness can be maintained. Two descriptive sentences by two students of a writing class (a and b) retaining the genre through different linguistic structures have been brought.

- a) The lightening was a row of meager electric bulbs, unscreened, yellow, and coated with filth.
- b) Dirty Small lamps made a yellow atmosphere on the walls and ceiling.

These sentences show that a teacher can keep a generic context in her teaching writing to students despite their language proficiency differences. In addition, students have an individual option to select the needed grammar and vocabularies from their linguistic repertoire.

Argumentation with its more complexities can follow teaching genre-based compositions. That which type of argument writing teachers should pursue in their classes has raised a big question. A contemporary concept of argumentation in students' academic writing has been proposed by Tindale (2004) which takes a completely rhetorical stance and is seen "as a central human activity "in which writers can address the audience and anticipate their likely discussions (p.19). Sperber (2001) who asserts that argumentation is related "to communication rather than to individual cognition" and is to help listeners or readers think about the acceptance of ideas and generate their own likely acceptable arguments. Therefore, it is juxtaposition of both persuasion and evaluation coupled with a "knowledge production mechanism" (p.410). In the argumentative genre students should be trained to look at the argument as a context to provide opportunities for readers to evaluate their arguments easily.

Familiarity with academic discourse of some communities can be the final episode of teaching writing within a program based on procedural rhetoric. Thonney (2011) believes community-oriented instruction is more likely to

concentrate on reality of writing through engaging with social and communal issues, making decision, planning, thinking critically, finding readership, and solving problems. The original concept of introduction to a discourse community refers to preparation for another field of study which will seem far to students to meet if they are not provided with a rich syllabus and pedagogy. To illustrate this issue, the study of Hewings and Hewings (2001) is reported in which impersonal functions of *it-clauses* and their frequencies have been investigated in four fields of history, astronomy, business, and geography. Functions of attribution (*it has been proposed, it is estimated*), hedge (*it is unlikely, it could be argued*), and attitude markers (*it is of interest to note, it was shocking*) can be taught to language major students to raise their consciousness of diversity of one structure. English for tourism, for example, needs impressive and persuasive discourse to attract the audience. Adverbs and adjectives are embedded in this writing to show the aesthetic appeal of the tourist spot. A comparison of two students' writings show how the writer has entered the discourse community of tourism through careful selection of grammar (reduced clauses, passives) to be laconic and vocabulary (*unspoilt, carnival, picturesque, spot, excursion*) to be expressive.

A) Although unspoilt by civilization, it has now been transformed into a carnival center of entertainment. The picturesque cottages equipped the cyber world of this newly discovered spot makes you have an excursion into it.

B) This place is an entertainment location but it has long been far from human destructive interference. Its beautiful cottages which have an access to the Internet encourage any tourist to have a visit to it.

These two performances share the features of a descriptive genre but it is the first performance that makes a student writer a member of tourism discourse community. So, rarely does keeping generic features guarantee entering a discourse community.

These three pedagogical components should not necessarily be included completely separately. At any level of learning it is the flexibility of syllabus designed and capability of teachers that can raise students' awareness of these three features. The suggested organization of procedural rhetoric can be manipulated systematically, that is, time and resources allotted to different components of procedural rhetoric vary by priorities assigned by official stakeholders and program developers.

VII. CONCLUSION

Two types of writing syllabuses designed for English majors were compared: a conventional writing program and procedural rhetoric-oriented writing syllabuses. Different grammar materials and instruction experienced by the experimental group made a preexisting significant difference between the writing ability of two groups, causing an ANCOVA and a MANCOVA to be applied to post-test results. The first statistical test revealed that the Experimental group outperformed the other group. This mean difference between two groups and multivariate nature of main variable, writing, made a MANCOVA analysis be employed to detect the areas of differences. The Experimental group and the Control group, were remarkably different at five variables (Sig. <.05). However, mean scores of content, vocabulary, and language use saw a significantly wider gap in favor of the Experimental group, revealed via the LSD test.

The findings and information divulged in the current study can have potential for affording program developers and language instructors a practical step to broaden the writing scholarship of students as to the current dynamics in the field of L2 writing in English. All the more so because this study mainly introduced a writing program in which writing is handled as social construction by attaching importance to discourse communities, as a situated act by fostering actual performance of writing through multiple genres, and as a rhetorical medium in which argumentation is applied. Weigle (2005) believes knowledge is not told but transformed with the help of well-rounded writing courses which act as a solution to foster the knowledge of topic, discourse, and genre. Therefore, one of the potential significance assumed by current study can lie in offering a writing plan for the college instructors which moves beyond training novice writers with a merely central focus on cognitive and linguistic aspects of writing by setting a threshold level in a linear process.

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A Feminist Interpretation of *A Summer Bird-Cage* by Margaret Drabble

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Abstract—The article focuses on the feminist interpretation of the women images in *A Summer Bird-Cage* by British female writer Margaret Drabble. Drabble shows special concern for women's, especially intellectual women's fate and living circumstances in the patriarchal society. Based on the feminism and historical and social background of feminist movements, the article analyzes intellectual young women's struggle to control the fates of their own in terms of marriage and love, cause and family as well as the economic independence and spiritual independence. Through the life experience of women characters, Drabble exposes females' predicament and dilemma in reality. It is truly hard for women to fulfill the social and domestic duties imposed on them. It is not wise for women to give up their own cause for the sake of family, while the society doesn't make it easy for them to stave off marriage and live on their own. To be independent, therefore, is a prevailing slogan for feminists but an everlasting question for women to find feasible solutions.

Index Terms—feminism, marriage, love, cause, independence

I. INTRODUCTION

Margaret Drabble is the prominent representative of the contemporary British female writers. As a prolific and assiduous writer, she enjoys a worldwide reputation for her special concern for the intellectual women's fates and circumstances in the male-dominated society. Margaret has published eighteen novels, ten short stories, and four plays, six books of criticism, five editions and innumerable articles. Her works have been translated into sixteen languages.

Drabble zeroed in on the intellectual women since her first novel *A Summer Bird-Cage*, which is indispensably related with her life experience and education background. Drabble was born in a highly intellectual family, whose father was an advocate and novelist, mother was a boarding school teacher, and her older sister A. S. Byatt was the famous novelist as well as the critic. Drabble received a major scholarship to Cambridge, where she was awarded a starred first. She joined the Royal Shakespeare Company in 1960, and she married her ex-husband. During the first marriage, she was such a totally devoted and scarified wife that she even gave up several job offers. However, they got divorced 15 years later. Drabble then married her second husband, the biographer Michael Holroyd. Drabble insists on using her family name Drabble in these two marriages, which symbolizes her steadfast pursuit of independence in every aspects. Unwilling to be a desperate housebound woman, Drabble takes up writing and expresses her insights and enlightenments as a woman, a wife and a literary worker. To reward her contributions to the English literature, Margaret Drabble was presented with an E. M. Forster Award from the National Institute and American Academy of Arts and Letters in 1973.

Drabble wrote *A Summer Bird-Cage* one year after her graduation from Cambridge. The title was quoted from John Webster's play *The White Devil*, 'Tis just like *A Summer Bird-Cage* in a garden: the birds that are without despair to get in, and the birds within despair and are in a consumption for fear they shall never get out". Drabble chose the title because it vividly distilled Drabble's thoughts on marriage and exposed women's awkward situation in marriage. The heroine Sarah Bennett graduated from Oxford for a very short time with a "lovely, shiny useless new degree" (Drabble, 1963, p.7). As a well-educated young woman not finding a career yet, Sarah is at a loss not knowing what she wants to do with her life in the future. She is at the crossroad and has to make a decision for her future, that is, to pursue her personal need for artistic self- fulfillment or public need to fulfill the prescribed role as wife and mother. Her advanced education, her life values and her consciousness of independence reject the stereotypes imposed on women in the male-dominated society. Especially after witnessing the lives of her sister and her friend, Sarah determines to identity herself as a new woman, not sacrificing her independence and talents to anything else. Sarah is the typical representative of young intellectual women in the modern society. It is even harder and of greater significance for the intellectual women like Sarah to balance marriage and love, cause and family, economic independence and spiritual independence. Reading and interpreting the novel will definitely give enlightenments to young female intellectuals as to how to solve the dilemma in real life.

II. FEMINISM AND ITS INFLUENCE ON DRABBLE

Drabble wrote *A Summer Bird-Cage* one year after her graduation from Cambridge. Two factors deeply influence her creation. First, the prevailing feminist movement in the mid-twentieth century inspired Drabble, and it was when the so-called "the second wave" of feminist movement was in progress. Second, Simone de Beauvoir, the French leading

feminist, profoundly influenced her. She once confirmed that during her university life at Cambridge she read Simone de Beauvoir's *The Second Sex*, and it gave her insights and triggered her exploration of women's circumstances in society.

It is well acknowledged that Feminism is a collection of movements and ideologies aimed at defining, establishing, and defending equal political, economic, and social rights for women. The words "feminism" and "feminist" appeared in 1910 in the United States, and it first appeared in France and the Netherlands in 1872. At the different historical moments, in different cultures and countries, feminists around the world have had different causes and goals.

The modern western feminist movements are divided into three "waves", each focusing on different aspects of the feminist issues. The first wave took place during the nineteenth and early twentieth centuries, which included women's suffrage movements and promotion of women's right to vote. The second wave began from the 1960s, which was connected with women's liberation movement, to fight for social and legal equality for women. The third wave, beginning since 1990s, continued to the perceived failures of second-wave feminism.

When the second wave went on like a raging fire, Margaret Drabble then was a young educated woman who was willing to accept the advanced concepts and remained sensitive to the social issues. Beginning in the early 1960s, the second-wave feminist movement continues and coexists with third-wave feminism. Second wave feminism is largely concerned with the issues of equality other than the right of vote. It is true that some social improvement has been made in terms of women's rights. For instance, Coverture was abolished. Coverture had been enshrined in the common law of England for several centuries and throughout most of the 19th century, which regulated that a woman's legal rights and obligations were subsumed by those of her husband. There is no denying that the mid of the twentieth century witnessed the promotion of women's social status. However, women still lacked significant rights in quite a lot of European countries. For instance, in France married women didn't have the right to work without their husband's permission in 1965. This social fact was chosen by Drabble and well presented in *A Summer Bird-Cage* through Sarah's friend Gill's story. Therefore, feminists continued to fight for voting rights. They continued to fight for the reform of family laws to get rid of the control from their husbands.

Second-wave feminists take inequalities of women's culture and politic as inextricably linked. The feminist activist Carol Hanisch coined "The Personal is Political" and it became synonymous with the second wave. French philosopher Simone de Beauvoir provided a Marxist solution and an existentialist view on many of the questions of feminism with the publication of *Le Deuxième Sexe* (*The Second Sex*) in 1949. The book expressed feminists' sense of injustice.

The Second Sex provides a theoretical basis to Margaret Drabble's feminist thought and it runs through *A Summer Bird-Cage*. Beauvoir analyzes the women's existence from the point of view of destiny, history and myth that affect Margaret's thoughts and motives. Till today, *The Second Sex* is generally regarded as fundamental to the development of the women's movement of the 1960s and also the discipline of feminist studies. Drabble once mentioned that *the Second Sex* seemed like a wonderful material and so important to her as a person. It was material that nobody had used she could use and nobody had ever used as far as she would use it. She admitted that she was thrilled to be writing a kind of female voice that hadn't been in literature before and participated in and gave support to feminists in the 1960s, the second wave of the feminist activity (Sadler, 1986, p78).

III. INTERPRETATION OF *A SUMMER BIRD-CAGE* IN THE SENSE OF FEMINISM

A Summer Bird-Cage is the first novel by Margaret Drabble. With the relatively simple plots, it tells the heroine Sarah's life experience after her graduation shortly from Oxford. As a well-educated woman, Sarah expected to own a dream life with a satisfying job, friendship and love. She looked forward to get into a new phase in life and enjoy equality with men in society just like when she was in the university. However, the fact is that she even couldn't afford her own life during one year's working in London. The unhappy marriages of her sister and friend showed her the fact that the perfect cause and love or marriage seemed out of reach. It turned out to her that life after graduation for the women like her was sliding back. Marriage seems to be a birdcage for a woman with pursuits. Sarah was confronted with the dilemmas because of her awareness of dream and reality. She made every effort to put off the time to enter the cage although she made it clear that she would get married sooner or latter.

A. *Marriage and Love*

Sarah is trying to figure out whether women should marry a man for love or money. Her elder sister Louise married Stephen, a successful and wealthy novelist with four novels to his credit. In Sarah's eyes, Stephen is a very sneering man, a social satirist who maintains that "everyone is either ridiculously rich, or poor, or mediocre or ridiculously classy. He leaves no possibility of being in the right, unless he means to leave himself as a standard, which would be logical, as he is almost entirely negative" (Drabble, 1963, p.7). Sarah cannot figure out Louise, with unbelievable beauty, should marry a man like Stephen.

However, it gradually dawns on Sarah that Louise and Stephen married not for love but for the sake of marriage. They married not because they regarded each other as soul mates but for their personal motives. The true relationship between Louise and Stephen exposed the nature of marriage that was out of Sarah's expectation. Louise deliberately married Stephen for money. Before and after the mercenary marriage with Stephen, Louise maintains an affair with a sexy handsome actor. Although Louise loves him very much, she shall never marry him. For her, money overweighs

love. Meanwhile, Stephen married Louise only because Louise was a perfect wife with all the obvious qualities that Stephen wouldn't marry without, beauty, popularity, and even notoriety. Virtually, Stephen married her perhaps because "she never looked ridiculous", and "perhaps he wanted a wife to be figurehead to his triumphal car, a public admiring ornament to his house" (Drabble, 1963, p.7).

Through Louise and Stephen's marriage, Drabble aims to convey that marriage is definitely not the ideal destination for women if they marry for the sake of something other than love. Louise married for money instead of love and sacrificed her truly happiness. Her pragmatism flounders and mixes up about her life. For a woman as independent as Sarah who does not want to jump into the cage without self-consciousness, when faced with the cage, Sarah tries to explore a new way to gain a happy ending---stay away from marriage to avoid the same fate with Louise and Gill. It is an extreme thought that feminists hold during the second wave.

B. *Cause and Family*

Whether a woman should give up her cause and devote wholeheartedly to the family is the other subject the novel discusses. In another word, which matters more for a woman, cause or family.

It seems indisputably reasonable for a man to put all his energy into his cause, but unforgivably blame for a woman to do so. Stephen does his business all the time and even regards Louise as his assistant. "He had his thing about having to be quiet when he worked---not that he was working at anything, except this film script. He kept ringing up his director in Paris. I used to ring people up all over the country, everyone I could think of. When I was alone in the evenings, people were always ringing him up too, business people and publishers and tobacco factory people about shares. They used to think I was his secretary and give me message" (Drabble, 1963, p.184). Women are stuck in the dilemma: on the one hand, they are drowned in the trivial and even unnoticeable drudgery at home, taking care of children and husband all day long; on the other hand, they suffer from the ideology and social judgment that they don't work and entirely rely on their husband. Apparently, women fall victim to the prescribed roles imposed on them by the male-dominated society. Although they have done endless housework, not having a cause deprives of their economic status at home as well as the spiritual independence as a human being in society.

Unlike Louise, Sarah's friend Gill chooses to marry for love. However, according to Sarah's observation, Gill's marriage based on love is not necessary a happy ending for women. Instead, Gill's marriage serves as a warning for young girls to keep distance from marriage. Gill gets married as soon as she graduates from university. Gill and her husband are considered a lovely couple and Sarah believes that they would never to be apart in the world. There is not doubt that Sarah is appalled to hear the news of their divorce. Gill tells Sarah that they get along well with each other at first. Then, they start to quarrel over the stupid things like money and food. Gradually, the problem intensifies: at home, her husband forbids her to go out to work but require her to stay at home and take care of the family. "Tony made me feel so useless. Once I said to him, 'I feel like a still life, I want to do something', and he gave me a little bit of canvas and a few paints and said, 'you paint me then.' It was awful, I was so offended, it was just the same as when my mother used to give me a handkerchief to iron with my toy iron on washday, so I could be grown up like her... It used not to be matter but it dose now. Everything matters so much" (Drabble, 1963, p.38).

For Tony, he takes it for granted that he owns the central power at home and that everything, including his wife, should be under his control. As a man, he thinks he has been granted the right to play the role as lord and master; hence it is out of question that he should own the absolute right to issue commands. The worse situation is that Tony doesn't have the capability of supporting the family on his own. Gill often suffers from material difficulties apart from the spiritual oppression. They do not even have enough money to maintain their normal life. Even under the indigent circumstance Gill is still not allowed to go out working. Once a promising college graduate, Gill is now trapped in the miserable marriage, like a bird locked up in the cage and lost wings and unable to fly in free sky. Gill's experiences expel Sarah to wonder whether love is reliable. When true love fades away in the domestic trivia, marriage is nothing but a jail for women. Gill's marriage failed because her husband owned the speech of power in the family. Her husband is superior to her only because he is a man. It was Tony's male chauvinism that broke their marriage. His esteem and arrogance forced Gill to give up her cause but cannot secure the family on his own. It is truism to say that security can be found by a stable cause rather than an unstable marriage.

C. *Dependence and Independence*

To be independent or not is always a question for women. Both Louise's marriage for money and Gill's marriage for love failed, which gives Sarah a second thought on the nature of marriage and women's circumstances in the patriarchal society. No matter for what reasons women marry, marriage seems like a cage to lock up women and trap them in despair and deprive of their freedom. Feminists strongly suggest the runaway from the cage of marriage and family, just like Nora in *A Doll's House*. Economic independence is the first step while the spiritual independence follows after.

Witnessing what happened to Louise and Gill, Sarah thinks twice on her future life. She values her independence and determines to seek her self-fulfillment rather than bound in the routine trivia in daily life. Sarah observes the lives of others in her circles carefully before making her choice concerning her future life. In perception of the marriage and the relationship of her parents, sister, and her friends, Sarah realized how desperate females' fate are if she can't escape from the 'cage' of marriage or the traditional relationship between men and women. Marriage, no matter it is out of love or for the sake of money, no matter one autonomously chooses or one is passively chosen, seems a woeful destiny for

women. Sarah becomes sick of the idea of getting married. "The principle of marriage not binds those who don't want to be bound" (Drabble, 1963, p.130). She does not want to be bound in the married life and lost her self-independence, both economically and spiritually.

Feminists strongly recommend women to run away from 'cage' but don't foresee the prospect after runaway. People applaud when Nora slammed door and bid farewell to the past life but no one predicts what might happen to Nora after hence. Sarah decided to reject marriage, the reality is that single girls' situation is even worse for they are seen as poorer than those who get married. In the male-dominated society, the self-independence and self-realization are maintained at the expense of their self-abstinence and their self-restraint.

Eventually Sarah finds a job at BBC, a decent job that enables to support her life and pursue her dream of becoming a writer. By Staving off marriage, Sarah secured her economic independence and spiritual independence temporarily. However, there is still a long way to go for Sarah to fulfill her self-realization and achieve the dual selves. Sarah knows that she shall get married sooner or later, but she just deliberately delay her entering into the birdcage and be herself as she can be when she has the chance to do so.

Drabble discloses young women's struggle and predicament in reality and provides a comparatively mild way to ease the conflicts instead of solving the contradictories women confront. What marriage and love, cause and family, economic and spiritual independence mean to women? Questions are unanswered as to whether marriage is happy destination or despairing cage, and cause is an outlet for women to secure independence or another trap to fulfill social duties. It may be the reason why the feminists are still working for the welfare of women and call for the equal rights with men.

IV. CONCLUSION

Margaret Drabble's *A Summer Bird-Cage* mirrors women's, especially the intellectual women's predicament in the patriarchal society. The heroine Sarah is a young and talented girl with self-consciousness. In perception of the awkward situation her sister and friend face, She becomes aware of her values and cherishes her independence. She is on the way to realize her dream life although she cannot predict the future waiting ahead of her.

There is no denying that women are playing increasingly significant roles in the modern society. It is not rare to find some excellent intellectual women excel in their works and perform far more outstanding than their male peers. People call them professional lady and praise them for their excellence performance at work but judge them for their failure to fulfill domestic duties. At the same time, there are quite a number of educated young women who believe that wealthy and successful husband make their dream life. Despite the education and professional knowledge they receive from college, they are willing to give up their cause and find a profitable marriage a satisfactory harbor, no matter they feel truly happy or not.

To give up cause for marriage is pathetic for women, and to give up marriage for cause is not necessarily a good choice either. How to balance marriage, family and cause is an everlasting problem difficult to find answers. To pursue social values and personal values requires women to be powerful enough to fulfill their multi-roles as daughters, wives, mothers, employees or employers.

Margaret Drabble set a brand new image of liberated woman like Sarah. She is alive to the predicament women are trapped in marriage, and she has the courage to question the man-made authority and get ride of the traditional duties imposed on women. She is sensitive enough to observe life and owns ability to act upon her belief. No matter what Sarah might encounter in the future, at least she enjoys the happiness of being herself and embraces the freedom to choose what life she wants to have.

Sarah is the representative of New Women who own the courage to live for their own interests and benefits, and the courage to pursue the freedom and independence by all means. For Sarah, A New Woman will not lose herself and be bound to a marriage. It is not wise for a woman to give up her own cause and social values to spend all her energy to family and trivia in daily life. Cause is a stable support for a woman, which is reliable and can bring the sense of security. In consequence, Sarah devotes herself to her career and keeps distance with marriage.

Considering that the novel was created in the 1963 and Margaret Drabble was influenced by feminist theories, it is evident that staving off marriage is the best possible choice for young intellectual women like Sarah. In the modern society, it is worth praising for women to take a job and pursue the independence in society and family. However, to stave off marriage is an extreme behavior, which is revolutionary but not that wise. To be independent or not to be, therefore, is a prevailing slogan for feminists but an everlasting question for women to find feasible solutions.

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General English Textbook Evaluation: A Closer Look at “Four Corners”

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Abstract—There is no doubt choosing specific language teaching materials can influence the quality of teaching and learning procedures. The textbooks can often play an essential role in students’ success or failure as a part of the materials used in the language classrooms. Consequently, special care should be taken in evaluating educational materials based on dependable and valid instruments. Some of the usual instruments to evaluate the English Language Teaching materials are the checklists. An evaluation checklist is an instrument that allows the evaluator with a number of features of successful teaching and learning materials. Regarding this, the present study is an attempt to evaluate the recent general English textbook by Richards and Bohlke (2012) titled “Four Corners” using Daoud and Celce-Murcia’s (1979) evaluation checklist. The finding of the study supports the strengths of the aforementioned textbook putting it in one of the reliable available textbooks.

Index Terms—evaluation checklist, four corners, general English textbook evaluation

I. INTRODUCTION

Nowadays in language classrooms, general English textbooks play a very significant role in the realm of language teaching and learning. And there is no exaggeration that they are considered the next important factor in the second or foreign language teaching classrooms after the language teachers. As Riazi (2002) states, textbooks have an important role in language teaching classrooms. The teacher should know how to select a suitable textbook based on standard or reliable checklists (Hamidi & Montazeri, 2015). It still remains controversial whether or not the teacher should have the freedom to choose the materials for evaluation and adaptation. One thing is obvious, however, and that is evaluations are commonly done by evaluators and no one may be able to deny its importance and necessity.

II. REVIEW OF THE RELATED LITERATURE

There are some situations that we need to evaluate materials as McDonough and Shaw (2003) mention. The situations vary based on the teachers’ and classroom needs. In the first situation, the teachers might be given the choice to adopt or develop their materials and in the second situation the teachers are considered just the consumers of other peoples’ products (McDonough & Shaw, 2003). In both of these situations, some degree of evaluation seems necessary. Undoubtedly, what reflects the principles and ideas of a teaching method which were fashionable in that time is the materials and textbooks of each period in the history of English language teaching practice? It should be taken into account that we are living in a ‘post-method’ condition whereas Kumaravadivelu (2006) states no single and unique method can guarantee success in all language classrooms and for all learners worldwide. Therefore, making evaluation and assessment on the different learning materials at hand seems quite essential.

Evaluators like teachers, researchers as well as students can rate the quality of the material (Soori, Kafipour, & Soury, 2011). And what helps them in this regard is the evaluation checklist which, based on Sarem, Hamidi, and Mahmoudie (2013), is an instrument that provides the teachers and evaluators with a list of features associated with successful learning/ teaching materials and techniques. Textbook evaluation appears to be under the area of research in English language teaching with a great amount of related theories and literature. Some practical checklists have been designed in English language by different scholars which are more frequently used than others especially by famous researchers such as Cunningsworth (1995), Daoud and Celce-Murcia (1979), Ellis (1997), McDonough and Shaw (2003), Tomlinson (2003, 2008), and Ur (1996) have utilized the checklist based approach in helping teachers evaluate ELT textbooks (as cited in Hamidi et al., 2016).

The questionable theoretical basis of checklists and the subjectivity of judgments have often been the origin of disappointment. Perhaps, that is why over the years the relative merits of such checklists and their criteria would fall and new checklists would be developed (as cited in Ansary & Babaii, 2002). Of course, care should be taken that not all the checklists would be able to benefit the practitioners. However, Daoud and Celce-Murcia (1979) have offered an evaluation checklist which is much more frequently used for the evaluation of general English textbooks consisting of five major sections including: (1) subject matter, (2) vocabulary and structures, (3) exercises, (4) illustrations, and (5) physical make-up. For evaluating and analyzing every textbook, each section is composed of several detailed strategies (see appendix).

Covering good organization and format is a characteristic of an excellent textbook. This book should provide useful table of aims and scopes, vocabulary, contents, and index for readers to learn English which can make readers easier to find the required materials. The entire context in textbook should be up-to-date and no mistake is accepted. The activities should be emphasized to the concepts at the end of each chapter. Another requirement is the size and format of print appropriate for the textbook. The textbook, as far as possible, should be the latest edition. Below, the authors try to evaluate the “*Four Corners*” written by Richards and Bohlke (2012).

III. METHODOLOGY

Materials

The material used for the evaluation purposes in this study was the textbook titled “*Four Corners*” written by Richards and Bohlke (2012) for basic to intermediate students of EFL or ESL learners in four series. This book is published in USA by Cambridge University Press. This new book which is very similar to New Interchange series in its contents and subject matters consists of 12 units. Each unit includes 4 lessons and hence this book consists of 48 lessons altogether (for each level). Something which is very obvious in this book is that the order of learning materials and skills are all the same throughout the book and across the 4 series. This book, which is altogether 150 pages, consists of 12 units containing activities, exercises and tasks related to the four major language skills as well as pronunciation and some vocabulary exercises.

Instrument

The authors used Daoud and Celce-Murcia’s (1979) checklist which is commonly used and much cited in analyzing and evaluating textbooks. The mentioned checklist comprises the following sections: exercises, vocabulary and structures, physical make-up, illustrations, and subject matter. Each section has specific detailed strategies which can be applied as the criteria based on which the characteristics of the present general English book can be approximately evaluated (Hamidi et al., 2016).

Analysis of Data

The present work is a case study concentrating on evaluating a series of general English book titled “*Four Corners*” by Richards and Bohlke (2012) for basic to intermediate students of EFL or ESL, using a checklist proposed by Daoud and Celce-Murcia (1979). The authors analyzed and evaluated the aforementioned textbook qualitatively using the criteria of the Daoud and Celce-Murcia’s (1979) checklist.

IV. FINDINGS AND DISCUSSIONS

Subject matter

The subject matter is presented topically in an organized manner. The subject matter of the “*Four Corners*” covers many topics of interest to the learners for whom the textbook is intended (urban or rural environment; child or adult learners; male and/or female students, international figures). The ordering of materials done by topics or themes is arranged appropriately but not in a logical fashion (Hamidi et al., 2016). Apparently more attention was given to the level of the available materials.

The content of the book is also graded based on the needs of the students or the requirements of the existing syllabus, apparently structural syllabus, because in the whole text of a simple unit, that grammatical point is quite visible. In general, the materials seem to be accurate and up-to-date, especially because this book “*Four Corners*” is 2012 edition.

Regarding the skills, improving learner’s language skills is frequently the main purpose of ESL/EFL programs and is quite visible in their textbooks. The skills include listening, speaking, reading and writing. The learning opportunities of these skills should be supplied in the textbook. For example, students practice by doing activities and exercises. During learners practicing, teacher can find their problems of learning situation and add the interaction between learners. It also gives learners the chance to extend their experience with the language. A sense of humor and creativity within a textbook is another key point for learners. However, enough activities and exercises for learning different skills will keep students interesting in learning different language.

Vocabulary and Structures

The common vocabularies should be functional for students and learners to use in their daily conversations without thinking. Simultaneously, the vocabulary would conform to the subject matter and topic of each unit which the book talks about. On the other hand, the grammar should be laid out independently and analyzed clearly to make students get

the major point. What is more, the related vocabularies and grammars in the lessons of the book should provide the related activities for learners that they could practice directly.

The vocabulary load of the “Four Corners” seems to be reasonable for the students of that level to handle and learn. Besides, the vocabulary items, like the grammatical points, are controlled to ensure systematic gradation from simple to complex items. The new vocabularies are repeated in later lessons for better internalization, reinforcement and practice. One important point is that the length of the sentence seems appropriate for the level of students to understand the meaning. Furthermore, the structural points and the order of presentation seem to be very much pertinent to teach and learn. On the other hand, another advantage is that the structures gradually increase in complexity to fit the growing reading ability of the learners. As a matter of fact, this actually what can be seen throughout the whole series of the Four Corners?

The authors and developers of the book use everyday language and sentence structures that follow normal word category order and real language needs of the learners. The cohesion and coherence in sentences and paragraphs, especially in reading comprehensions are really magnificent in that they follow one another in a logical succession. To facilitate understanding and ensure assimilation and integration, the linguistic items are introduced at appropriate levels and in meaningful situations.

Both vocabulary and grammatical points are abided by a clear line of progression. It seems that the grammatical points and the sequence of demonstration are properly arranged and the order of difficulty throughout all series of the book can be seen. The grammatical points also progressively increase in complexity to fit the different proficiency level of the students.

Exercises

The exercises of the “Four Corners” develop comprehension and test knowledge of main ideas, details, and sequence of ideas; however, the book lacks task-based or task-enhanced grammar activities which the present decade books advocate. The exercises of the book take in structures and vocabularies which build up the learner's repertoire which have already been taught/ learned in previous series. The exercises in fact provide practice in different types of written work (sentence completion, spelling and dictation, guided composition), but there is no sign of parrot or rote-learning, since the book is reportedly a communicative one. One advantage of the book, on the one hand, is that it provides a pattern of review within lessons and cumulatively tests new material in each unit right after they have been presented. On the other hand, the exercises promote meaningful communication by referring to realistic activities and situations.

In general, the activities and tasks available in each unit to a great extent evolve around listening, speaking, reading, and writing skills and this balance in Four Corners is seemingly suitable to the learners and learning situation, specifically for EFL learners. Writing tasks are rare but exercises are more. Clearly, there should be more tasks of writing aimed at improving writing ability of the learners as well as practicing the grammatical structures which are presented in each lesson. The present series incorporate some actual activities and tasks for example writing a complaint, writing experiences or a diary, writing a letter to a friend etc. Gradation and selection of vocabulary items are on the surface primarily on the basis of simplicity and frequency of occurrence, which seems to be appropriate for the learners.

Illustrations

Graphics, illustrations and interest include in our checklist because a good textbook should be eye-catching, colorful and interesting pictures are essential elements for a successful textbook. Otherwise, users may not be that interested to continue to read it. Also, for students and children to use colorful pictures is easy to learn and remember the real work information. Teacher can use the pictures to ask students question and make the class more interesting. Therefore, pictures can attracts students' attention, help students understand the meaning, and it makes them feel fun to learn English.

Depicting realism and action, the illustrations of the “Four Corners” provides good opportunity for more practice in reading and spelling. Moreover, the clarity and the simplicity of the illustrations absorb the learners.

Furthermore, to help the learner understand the printed text, the illustrations are printed close enough to the text and are directly related to the content

Physical Make-up

Approximately, as supported by Sarem et al. (2013), all the existing evaluation checklists include this section sometimes titled differently, for example Lay-out or Physical Appearance, which reveals the fact that it is a crucial factor to be considered in designing every textbook. In fact, students make their first impression of every book based on its physical appearance regardless of its content (Sarem et al., 2013). The cover of the book for “Four Corners” is not that much durable enough to withstand wear, and apparently it needs not be.

The text used in this book seems to be quite attractive (i.e., cover, page appearance, binding). Texts and colors and graphic actually match in “Four Corners”. The size of the book is good and seems convenient for the students to handle and take care of. It's very easy to carry. Font and the type size are quite appropriate and eye-catching for the intended learners. Sarem et al. (2013) also confirm that the good printing, size, and type of the fonts used in this book undoubtedly guarantee the smooth readability of the texts. The layout is clear and well-organized. The topic of each unit is written in bold type. Reading passages are of normal font size that is just right for the first graders. All the letters unanimously are in black color. As to the font size for topic and exercises, the top, bottom, left and right margins, the

space between words, sentences, lines and paragraphs, the quality and color of writing, there are apparently no traces of weak points (Sarem et al., 2013).

V. CONCLUSIONS AND IMPLICATIONS

As it has been mentioned before, a suitable book for teaching/learning needs to have a fundamental instructional philosophy, approach, method and also technique which fit the students and their needs. Selecting an appropriate textbook is not an unchallenging job for sure and may take a lot of time and energy. To make up for such complexity and make the process a little simpler, textbook evaluation checklists have been mentioned as a good strategy for choosing and adopting suitable textbooks. These evaluation procedures or checklists can lead to a more systematic and thorough scrutiny of potential textbooks and to increased results for learners, instructors, and administrators. The available checklists are generally considered as the groundwork not only for choosing general EFL books but also for selecting specialized/technical books designed for those students who are majoring in EAP/ESP courses (Sarem et al., 2013).

The textbook, *Four Corners*, by Richards and Bohlke (2012), is a very wonderful textbook. The authors of this paper carried out the evaluation through the Daoud and Celce-Murcia's (1979) checklist. High marks were given for nearly each item of the checklist as a result of the evaluation. The use of this book is strongly recommended specifically for Iranian Language Institutes, because it's a well-organized textbook and is worth working on. It provides useful, up-to-date, interesting and accurate information such as the influence of media, computer and technology upon our busy life today.

"Four Corners" has succeeded to introduce, like many other general English textbooks, how to use real life and authentic language in order to survive in real life and make oneself understood. The *Four Corners* book by Richards and Bohlke offers many opportunities for students to practice the skills of speaking, writing, listening and reading in pairs. On the face of it, the book is well-arranged, the size and format of the print is appropriate for learners to read, and every activity is emphasized and supported the characteristic of the main topic. Among other advantages of the current book, the Review Units, one quiz for each unit, the audio CD, the listening scripts as well as the self-study units with answers and grammar glossary presented at the end of the book are detectable. *Four Corners* follows successful multi-skills syllabus that incorporates themes, functions, grammar, vocabulary, and pronunciation. Varying exercises make students arrive at a lot of knowledge.

What is more, learners can have mobile access and download the MP3 files for conversation also for self-study plus the CD ROM which are highly useful and can promote learner autonomy. *Four Corners* is handy and very easy-to-use for learners to practice everywhere, home and in the classroom. There are many colorful pictures in the book. As a matter of fact, the graphics and cartoons should be used to assist student to understand the meaning. Learners would surely be interested in the colorful pictures and cartoons.

Four Corners with lots of good points is definitely a favorable textbook for elementary to intermediate learners and will benefit students in learning process to be sure. *Four Corners* will for sure remain as a series that practitioners, teachers and students worldwide will be most likely very eager to use.

In the end, the authors believe that findings of this study bear substantial implications for practitioners, material developers and both general and specialized EFL/ESL teachers and learners. It is hoped that the present textbook analysis allows for the necessary insight for all language teachers and material developers to conduct such a procedure in their own exercise of textbook selection. Teachers for sure will find the information that there are various evaluation checklists which can serve them in analyzing various instructional and language books. Teachers and material developers should notice that a variety of factors should be taken into account in designing, selecting and grading a book which needs mutual cooperation among the practitioners of the field (Sarem et al., 2013).

APPENDIX. SAMPLE CHECKLIST FOR TEXTBOOK EVALUATION

Source: Daoud, A.-M., and Celce-Murcia, M. 1979. Selecting and evaluating a textbook. In M. Celce-Murcia and McIntosh, eds. *Teaching English as a Second or Foreign Language* (pp. 302-307). New York: Newbury House.

The Checklist

The Textbook

a. Subject matter

1. Does the subject matter cover a variety of topics appropriate to the interests of the learners for whom the textbook is intended (urban or rural environment; child or adult learners; male and/or female students)?
2. Is the ordering of materials done by topics or themes that are arranged in a logical fashion?
3. Is the content graded according to the needs of the students or the requirements of the existing syllabus (if there is one)?
4. Is the material accurate and up-to-date?

b. Vocabulary and structures

1. Does the vocabulary load (i.e., the number of new words introduced every lesson) seem to be reasonable for the students of that level?

2. Are the vocabulary items controlled to ensure systematic gradation from simple to complex items?
3. Is the new vocabulary repeated in subsequent lessons for reinforcement?
4. Does the sentence length seem reasonable for the students of that level?
5. Is the number of grammatical points as well as their sequence appropriate?
6. Do the structures gradually increase in complexity to suit the growing reading ability of the students?
7. Does the writer use current everyday language, and sentence structures that follow normal word order?
8. Do the sentences and paragraphs follow one another in a logical sequence?
9. Are linguistic items introduced in meaningful situations to facilitate understanding and ensure assimilation and consolidation?

c. Exercises

1. Do the exercises develop comprehension and test knowledge of main ideas, details, and sequence of ideas?
2. Do the exercises involve vocabulary and structures which build up the learner's repertoire?
3. Do the exercises provide practice in different types of written work (sentence completion, spelling and dictation, guided composition)?
4. Does the book provide a pattern of review within lessons and cumulatively test new material?
5. Do the exercises promote meaningful communication by referring to realistic activities and situations?

d. Illustrations

1. Do illustrations create a favorable atmosphere for practice in reading and spelling by depicting realism and action?
2. Are the illustrations clear, simple, and free of unnecessary details that may confuse the learner?
3. Are the illustrations printed close enough to the text and directly related to the content to help the learner understand the printed text?

e. Physical make-up

1. Is the cover of the book durable enough to withstand wear?
2. Is the text attractive (i.e., cover, page appearance, binding)?
3. Does the size of the book seem convenient for the students to handle?
4. Is the type size appropriate for the intended learners?

The Teacher's Manual

a. General features

1. Does the manual help the teacher understand the rationale of the Textbook (objectives, methodology)?
2. Does the manual guide the teacher to any set syllabus for that level?
3. Does the index of the manual guide the teacher to the vocabulary, structures, and topics found in the Textbook?
4. Are correct or suggested answers provided for all of the exercises in the textbook?
5. Is the rationale for the given sequence of grammar points clearly stated?

b. Type and amount of supplementary exercises for each language skill

1. Does the Manual provide material for training the students in listening and understanding the spoken language?
2. Does the Manual provide material for training the students in oral expression?
3. Does the Manual suggest adequate and varied oral exercises for reinforcing points of grammar presented in the textbook?
4. Does the Manual provide drills and exercises that enable the teacher to help the students build up their vocabulary?
5. Does the Manual provide questions to help the teacher test the students' reading comprehension?
6. Does the Manual provide adequate graded material for additional writing practice?

c. Methodological/pedagogical guidance

1. Does the Manual help the teacher with each new type of lesson introduced?
2. Does the Manual provide suggestions to help the teacher review old lessons and introduce new lessons?
3. Does the Manual provide practical suggestions for teaching pronunciation and intonation?
4. Does the manual provide suggestions to help the teacher introduce new reading passages?
5. Does the Manual provide guidance to the teacher for introducing various types of written work?
6. Does the Manual provide guidance to the teacher for evaluating written work and identifying the students' most serious mistakes?
7. Does the Manual advise the teacher on the use of audiovisual aids?

d. Linguistic background information

1. Does the Manual provide contrastive information for the teacher on likely pronunciation problems?
2. Are English vocabulary items and English structures well explained?
3. Are lists of cognate words (true and false cognates) provided for the teacher?
4. Does the Manual provide information on grammar to help the teacher explain grammatical patterns presented in the lessons and anticipate likely problems (i.e., data from contrastive analysis and error analysis)?

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A Corpus-based Study of Grammaticalization of the Highest Degree Adverb “Ji”

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Abstract—Researches on the grammaticalization of Chinese characters “Ji” mainly focus on motivation, but it does not involve the specific process. Traugott, an expert on grammaticalization, has put forward a theoretical hypothesis about the direction of grammaticalization. Based on this hypothesis and the Chinese corpus, this paper studies the process and motivation of grammaticalization of Chinese characters “Ji” from the diachronic perspective. It is found that the grammaticalization process of “Ji” has three stages: ideational function stage, textual function stage and interpersonal function stage, but it is against the theoretical assumption put forward by Traugott. Meanwhile, subjectification runs through the whole process of grammaticalization. Generalization, metaphor, re-analysis and analogy are only the dominant motivation in a particular stage of its grammaticalization process.

Index Terms—Ji, grammaticalization, the process and direction of grammaticalization, motivation and evolution mode

I. INTRODUCTION

According to Hopper & Traugott (1993), grammaticalization is a research framework for studying the relationships between lexical, constructional, and grammatical material in language, diachronically and synchronically, both in particular languages and cross-linguistically. Shen Jiaxuan (1994) holds that grammaticalization usually refers to a process or phenomenon that content words evolve into function words. In recent years, the research on grammaticalization has been changed from the simple theory discussion to use case study to further improve the theory of grammaticalization. This change is in line with the commitments of the “descriptive adequacy” and “explanatory adequacy” of language study put forward by Goldberg. The emerging and developing of “Ji” (极) is one of the most important changes in Chinese grammars history. The previous researches on grammaticalization of “Ji” (Zhao Jun, 2006; Wen Xu & Huang Bei 2008; Tang Xianqing & Chen Li, 2010 etc.) mainly focus on its characteristics and motivation. Although great contributions have been made, there are some problems: 1) There are no clear interpretations for the process of Ji’s grammaticalization; 2) The process of grammaticalization and its evolutionary mode are cut apart, besides, the motivation is singleness which lacks of systematicness and completeness. Therefore, this paper, within the framework of systemic functional grammar and cognitive linguistics, presents a detailed study on the grammaticalization of “Ji”, with the hope of solving the following problems: 1) how does “Ji” gain ideational function, textual function and interpersonal function? 2) what are the mechanisms and motivations of the grammaticalization of “Ji”?

II. THE HYPOTHESIS ON UNIDIRECTIONALITY OF GRAMMATICALIZATION

The hypothesis on unidirectionality of grammaticalization put forward by Traugott is as follows (Shen Jiaxuan, 1994):

Ideational > [textual > Interpersonal]

What this inequation means is that in the process of grammaticalization, the words that have ideational function can get the textual function, and then get the interpersonal function. These three functions are in line with what Halliday (2014) refers in functional grammar, namely, ideational function textual function and interpersonal function. Meanwhile, this inequation also reflects the degree of grammaticalization. The dimensions from low to high are ideational function, textual function and interpersonal function. There are lots of such examples in English. For instance, “while” in Old English means ‘sometimes’ and only has ideational function. In Middle English, ‘while’ has the meaning of ‘when’, and then it has both ideational function and textual function. In Modern English, ‘while’ can express concession, here ‘while’ has interpersonal function. From the discussion above, it is clear that there are certain levels in the process of grammaticalization. Grammaticalization in different ages and different sources shares or competes with each other. They have some overlapping regions, namely the birth of a new grammatical form does not necessarily mean the disappearance or loss of old grammatical markers. The old and new forms coexist. This hypothesis is based on cases

study of Indo-European language family. Is it applicable for Chinese? We need more cross-language corpora to testify its scientificity.

The study of grammaticalization implies a panchronic view of language; to break the discreteness between synchrony and diachrony: (a) earlier forms may coexist with later ones. (b) earlier meaning may constrain later meanings and/or structural characteristics.

This emphasizes a fact that language is an ongoing process and that a change is only incompletely achieved at any given stage of language. According to Traugott’s hypothesis, in the grammaticalization of “Ji”, firstly it gets ideational function and textual function and then interpersonal function. Next, we will analyze how “Ji” gets its functions in different stages of grammaticalization in detail.

III. THE GRAMMATICALIZATION OF “Ji”

A. Ideational Function

What Halliday means by ideational function is that language can express various experiences in the real world (including inner world). That is, language can reflect the things, people, objects, time and location involved in objective and subjective world of human beings (Hu Zhuanglin et al., 1989). Ideational function is actually composed of experiential function and logic function. Experiential function refers to how we perceive and experience what is going on; logical function refers to logical meaning between clauses in clause complex. Ideational function is realized by the system of transitivity and voice.

All corpora in this paper are from “the corpus of Peking University” and “Corpus Online”. According to the corpora available, “Ji” is first used as a noun and has referential meaning, referring to the objective things, “the ridge beam or roof of one house” and “wooden used to carry things tied on donkey” and extends to the means of the highest or end of all things afterwards. For examples:

- (1) 極, 棟 也。
 Ji Dong ye.
 Ji the main beams supporting a house Ye
 “Ji means the main beams supporting a house.”
- (2) 极, 驢 上 負 也。
 Ji lv shang fu ye.
 Ji horse above wood frame Ye
 “Ji means the wood frame on horse.”
- (3) 此 布衣 之 极, 于良 足 矣
 Ci buyi zhi ji yu liang zu yi
 This ordinary people De top Yu Liang enough Yi
 “This is the highest position in society. Yu Liang should feel satisfied.”

In the examples above, “Ji” in (1) and (2) is its original meanings that are “the main beams supporting a house” and “the wood frame on horse”, while in example (3), “Ji” is its extended meaning which is the top or highest point of something. The transitivity of “Ji” is as follows:

TABLE1.
THE TRANSITIVITY OF “Ji” AS A NOUN

Ji are the main beams supporting a house.		
Carrier	Relational process	Attribute
Ji means the wood frame on horse.		
Carrier	Relational process	Attribute

TABLE2.
THE TRANSITIVITY OF “Ji” AS A NOUN AFTER GENERALIZATION

This is the highest position in society		
Identifier	Mental process	Stage

The original meaning of “Ji” is a reflection of objective things in the real world, and the extended meaning is the subjective reflection of objective things, because, in general, the highest point of different things are relative and subjective. Thus, here, the noun form of “Ji” has ideational function and use active voice in sentence. At the same time, it is also the beginning of its grammaticalization.

B. The Interpersonal Function of “Ji”

Hopper (1991) has pointed out that grammaticalization itself is a gradual process, in this process, when a new form appears, the old form does not disappear immediately. The part-of-speech patterns of “Ji” also change along with the semantic evolution of “Ji”. At the very beginning, “Ji” is used as a noun, gradually, it turns into verb, adjective and then adverb.

1. “Ji” as verb and adjective

In addition to ideational function which expresses speaker’s objective and subjective world, language also has

interpersonal function that expresses the speaker's identity, status, attitude, motivation and so on (Hu Zhuanglin et al., 1989). Through this function, the speaker makes himself involved in a certain context, to express his attitude and inference, and try to influence other's attitude and behavior. Halliday (2014) points out that the interpersonal function is mainly realized through mood, modality, tone and other ways.

With the extension of the meaning, "Ji" has the function of verbs, adjectives and adverbs. The interpersonal function of "Ji" can be reflected from the semantic and syntactic level of these three kinds of words. For example:

(4) 感 极 而 悲 者 矣
Gan ji er bei zhe yi
Sigh with emotion to the extreme and soreness Zhe Yi
"When someone sigh with emotion to the extreme, he will feel sad."

(5) 极刑 而 无 愠色
Jixing er wu yunse
Brutal corporal punishment but no anger on face
"Even suffering brutal corporal punishment, he has no anger on his face."

"Ji" in the examples above, (4) is its verb form which means something is up to the extreme point; (5) is its adjective form which means maximal, exhaustive and highest. As a matter of fact, both of its verb form and adjective form are evolved from the original meaning of "Ji". In the certain context of example (4) and (5), "Ji" means "sighing with emotion to the extreme" and "very brutal", which makes speaker involved in a particular context, and express their emotional attitudes and values. As a verb "Ji", its ideational function has gradually given way to the descriptive function. "Ji" used to highlight degree quantity has the evaluation function, which shows the speaker's perspective to make comments on something, expressing the speaker's subjective attitude and emotion, only retaining very weak proposition function (Wen Xu & Huang Bei, 2008). The degree measurement depends on the parties' attitudes and emotions. The transition form of "Ji" from noun to verb and adjective is the extension of its original meaning, and also it is the transformation from the ideational function to the interpersonal function; meanwhile, it is the result of the further deepening of the grammaticalization of "Ji".

2. "Ji" as an adverb

From the data, it is found that, as an adverb, "Ji" appears once in literature of Shang and Zhou Dynasties; in the Spring-autumn and Warring States Period, it appears 10 times; in the Qin and Han Dynasties, "Ji" has been used widely. According to Zhao Jun's statistics (2006), "Ji" is used as adverbs more than 23 times in Shi Ji, the records of the grand history of China. For example:

(6) 位 虽 极高
Wei sui jigao
Social position though very high
"Though someone's social position is very high....."

(7) 子 之 罪 大 极重
Zi zhi zui da jizhong
Son De crime big extremely heavy
"Son's crime is big and extremely heavy."

(8) 洪泉 极深
Hongquan jishen
Spring very deep
"The spring is very deep."

From the examples above, we can find that "Jigao", "Jizhong" and "Jishen", these three phrases are all "Adverb + adjective" structure, using the adverb of "Ji" to modify its adjective form. In this usage, the function of "Ji" is not degree quantity but to strengthen the speaker's tone and attitude, also shows the interpersonal meaning of "Ji". At this time, "Ji" has lost the original meaning, and is used as adverbs to modify adjective. The meanings of "Ji" are the same as most, very, very much, extremely, exceedingly and so on.

3. "predicate + Ji" structure and "predicate + Ji+ Le" structure

Taitian-chenfm believes that originally "Ji" in "Le ji sheng bei" "grief often treads upon the heels of pleasure" is a verb, which means up to the extreme of something. Here, "Ji" belongs to post-conditions when it comes to syntactic position, while the syntactic function is the predicate element, which is used to highlight the degree of the subject. Wen Xu & Huang Bei (2008) holds that "Ji" in "Le ji sheng bei" "grief often treads upon the heels of pleasure" is a complement, marking a new stage of "Ji": to be used as a complement. In modern Chinese, the complementation of "Ji" is "predicate + Ji + Le" structure. In this structure, between "Ji" and "Le", an object cannot be inserted. This marks of complementation of "Ji" has achieved constructionalization (Goldberg, 1995). The lexical meaning is coerced by constructional meaning and only in a subordinate position. It is the higher degree of grammaticalization from the "predicate + Ji" to "predicate + Ji + Le" of "Ji". The former shows the level quantity of the predicate, only has the function of modifiers; its original meaning in the latter form completely lost, and only plays an emphasis role. In spoken Chinese, "Hao ji le" "Bang ji le" "Wonderful", this usage is generally used as a response to the problem or someone's view, only represents a very positive tone or the speaker's attitude, subjective assumptions and judgments, which is the

embodiment of interpersonal meaning of “Ji”.

C. *The Textual Function of “Ji”*

No matter what kinds of function, ideational function or interpersonal function, they all will eventually be expressed through the language. At the semantic level, the textual function is the function of language organizing components into discourse. Discourse can be an extremely simple description, such as when somebody is drowning, he will shout loudly “Help! Help!”, but in many cases, the expression of discourse is relatively complex. Textual function within the framework of Systemic Functional Grammar focuses on the thematic structure, information structure and cohesion system.

In the process of grammaticalization, “Ji” is eventually evolved into the degree adverb, functioning as the complement, and the concrete manifestation can be embodied by the textual function.

1. The Theme-Rheme system

The Theme-Rheme theory originated from the Communicative Dynamism of Prague School and was developed by linguists of Systemic Functional Grammar, with Halliday (2014) as their representative. Information organization in texts is determined by theme and rheme which is concerned with the placing of information structural unit. A sentence can be classified as theme, rheme and transition three parts. Theme is the starting point of the topic; the goal of discourse presents the very information that is to be imparted to the hearer, and is called rheme; transition is the main position and the connection of different components. Later, many scholars regard transition as a part of rheme. This paper will use theme-rheme theory to analyze the grammaticalization of the Highest Degree Adverb “Ji”. When “Ji” is further grammaticalized, it is used as an adverb to express the emphasis and the response to the speaker's problem or point of view. For example:

- (9) a. Zhoumo women(T) qu yuan zu ba (R)?
 b. En (T), hao ji le(R).
 a. “How about going hiking on weekend?”
 b. “well, wonderful!”

From this example, in sentence (a), the theme is “*Zhoumo women*”, and the rest part is rheme; in sentence (b) the theme is “*En*”, “*Hao ji le*” is the rheme. At this time, “*hao ji le*” is a response to a specific context, which reflects the speaker's internal perspective, and focuses on the contribution to the text, for “*hao ji le*”, this answer, must be put into the context to be understood. The usage of “Ji” has the function of the focal point component, and has lost the function to express degree of something. At this point, the speaker's understanding is a kind of evaluation or modified perspective, with the greatest degree of subjectivity, and the listener's understanding of its meaning can only be inferred from the text. In the sentence, “*hao ji le*” is the affirmation and approval of the idea of “go hiking”, which can only be understood by context.

2. Information structure

Information structure is the structure of organizing language to become “information unit”. Given information refers to the information that the listener has learned and known or the information which can be judged by context. New information refers to the information that has not yet appeared in the context or its composition is difficult to determine. The form of the information unit is: (the given information) + new information. That is to say, in the discourse, there must be new information, and given information can be optional. For example:

- (10) Zhe dao cai weidaozen me yang?
 a. Hao ji le!
 b. zhe dao cai weidao hao ji le.
 “How about this dish?”
 a. “Wonderful!”
 b. “This dish is wonderful!”

In examples above, to answer “how about this dish?”, (a) is composed of a new information only; while answer (b) is composed of the new information “*Hao ji le*” and given information “this dish”. The division of the old and new information needs the support of the context. “*Hao ji le*” alone can't give a clear vision of the whole information structure. Here “*Hao + ji+ le*” is a measurement to judge the information unit. To understand the whole sentence, we need to make inferences from the text structure.

3. Cohesion system

Cohesion is a semantic concept as well as text. It refers to the discourse understanding between components depending on each other. When a component in the discourse depends on another component, then cohesive relations generate (Hu Zhuanglin, 1989). There are five means of cohesion: 1) conjunction; 2) substitution; 3) reference; 4) lexical cohesion and 5) ellipsis.

In oral Chinese, “*Hao ji le*” “*Bang ji le*”ect. Can be used as a response to a question or point of view that plays a role of cohesion in a specific context. For example:

- (11) a. Dui yu hzhe ge wenti de huida ni hai manyi ma?
 a. “Are you satisfied with the answer to this question?”
 b. (Zhe ge huida) hao ji le!
 b. “(the answer) is great!”

Here “hao ji le” plays a role of cohesion. In this sentence, the answer is a subject and is ellipsed, but we can understand this sentence because of the specific context. This ellipsis makes it concise and easy to understand the whole conversation.

From the above analysis, we can find that the trajectory of the grammaticalization of the highest degree adverb “Ji” is roughly as follows:

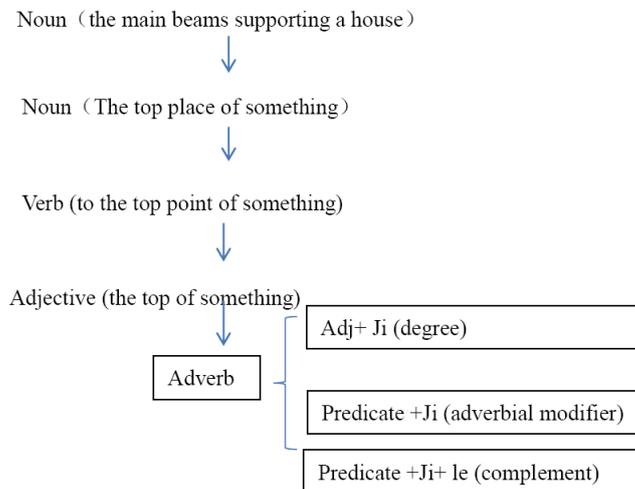


Figure1. The grammaticalization process of “Ji”

There are four stages of grammaticalization of the highest degree adverb “Ji”. At the beginning, “Ji” is used as a noun, which means the main beams supporting a house, and then it is extended to the top place of something, also used as a noun. The second stage is used as a verb that means to reach the top place of something and then evolves into an adjective, which means the top of something and finally is used as an adverb. It is found that the semantic evolution of “Ji” is a process of continuous Grammaticalized process. In different stages, it has different evolution mechanisms and evolution modes.

IV. THE MECHANISMS AND EVOLUTION MODES OF THE GRAMMATICALIZATION OF “JI”

The evolution of language is motivated both in form and meaning. There are various kinds of motivation mechanisms and evolution modes, such as reanalysis, syntactic position change, context effect, change of word meaning (Liu Jian, Cao Guangshun, Wu Fuxiang, 1995), metaphor, generalization, absorption (Shen Jiaxuan, 1998) etc. After analyzing the process the grammaticalization of “Ji”, we will explain why “Ji” evolves in this way.

A. Generalization

Generalization is the dominant mechanism in the ideational function period of the grammaticalization of “Ji”. Generalization refers to a word, at the very beginning, can only have its lexical meaning, but because of pragmatics, gradually it is used to refer to other things, causing its lexical meaning or original meaning gradually disappears. The original meanings of “Ji” are “the ridge beam or roof of one house” and “wooden used to carry things tied on donkey”, but gradually it is generalized to “the highest part of something or someplace”, which makes its lexical meaning lost. Generally speaking, to anyone, the top of something is subjective and relative. This lexical change provides the necessary condition for “Ji” transmitting to interpersonal function.

B. Metaphors

Metaphor plays a key role in the interpersonal function period of “Ji”. From the cognitive linguistics point of view, metaphor acts as a cognitive instrument, which means metaphor is not just a stylistically attractive way of expressing ideas by means of language, but a way of thinking about things. We usually use object A to explain or conceptualize object B. Object A is called source concept and object B is called target concept. Generally speaking, both object A and B are from two different categories, they have some similarities. The mapping scope from source concept to target concept is from concrete to abstract, from simple to complex, from the near things to the distant things, from familiar things to the unfamiliar things. Some cognitive linguists believe that there are some roles of human cognitive domain. The mapping regularities and rules are as follows:

TABLE3. THE MAPPING REGULARITIES AND RULES OF “JI”

People> Process> Space >Time> Property
The main beams supporting a house(N) > The top place of something (N) > To the top point of something(V) > The top of something (Adj)
Physical domain → Space domain → Time domain → mental domain

“Ji” originally is used as a noun, expressing the main beams supporting a house, by generalization, and it becomes the highest point of all things; and then is grammaticalized as a verb that means to reach to the top of something. Finally, “Ji” is grammaticalized as an adverb to modify adjectives and verbs. The grammaticalization of “Ji” is from physical domain to spatial domain, then to time domain and then to the mental domain.

C. *Reanalysis and Analogy*

Hopper & Traugott (1993) hold that the main mechanisms for grammaticalization are reanalysis and analogy. Reanalysis happens in the syntagmatic level. It refers to the change of internal structure of a sentence due to pragmatic and other reasons, such as the change of syntax, semantic, phonological, lexical and so on. Reanalysis will lead to the change and fusion between the various structural components. “Ji” is originally used as a noun, expressing the main beams supporting a house, by generalization, it becomes the highest point of all things; and then is grammaticalized as a verb that means to reach to the top of something. Finally, “Ji” is grammaticalized as an adverb to modify adjectives and verbs. According to Zhao Jun (2006), “Ji” first collocates with psychological verb which expresses people's subjective feelings and attitudes with very weak action and time property. It is different from general verbs that express a specific action. In syntactic structure, “Ji” can also be composed of other forms, such as: “Ji +V” structure, “V+Ji” structure, “V/A + Ji” structure and “V/A + Ji + Le” structure, etc.

Analogy occurs in paradigmatic level. It refers to some new structure gained from internal structure of a sentence by analogy methods, such as we can get “V/A+ Ji” from “V+Zhi+Ji” and get “V/A + Ji + Le” structure from “V/A+ Ji”. All this are analogy.

D. *Subjectivity and Subjectification*

Subjectivity is a feature of language that addressers make utterances and at the same time show their position, attitudes and feelings, which leave the mark of self in discourse (Finnegan, 1995:1; Shen Jiaxuan, 2001). Subjectification is an evolution process of subjectivity to achieve corresponding performance structure of the form or experience. Wen Xu & Huang Bei (2008) once used Traugott and Langacker's subjectivity and subjectification framework (1990), from diachronic and synchronic perspectives, to testify the grammaticalization of “Ji” which is also a process of subjectification. The study of subjectivity and subjectivity mainly focuses on three aspects: 1) the speaker's perspective; 2) the speaker's emotion; 3) the speaker's knowledge (Shen Jiaxuan, 2001). Perspective is the starting point of a conversation, which is the focus of people's attention. “Ji” as the highest point of all things is subjective, for each person's judgment is different. Emotions can be regarded as a kind of “social reference”. People get emotional information from the environment around them and help understand uncertain information, act correspondingly. “*Hao ji le*” and “*Bang ji le*” represent a very positive attitude and the listener's subjective belief, which shows the listener agree with what the speaker said. From the perspective of people's knowledge, “the main beams supporting a house” has clear referential meaning and certain objectivity, but with the deepening of grammaticalization, “Ji” in “*hao ji le*” has the function of discourse, which is regarded as a higher level of subjectivity.

V. CONCLUSION

This paper studies the process and motivation of grammaticalization of Chinese character “Ji” from the diachronic perspective. It is found that the grammaticalization of “Ji”, indeed, has ideational function, textual function and interpersonal function, which is against the theoretical assumption put forward by Traugott. The correct inequation is: Ideational > [Interpersonal > textual]. Besides, subjectification runs through the whole process of grammaticalization. Generalization, metaphor, re-analysis and analogy are only the dominant motivation in a particular stage of its grammaticalization process. However, there still further study for Ji, for instance, how to understand “V/A+Ji+Le” construction?

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