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Lexical Features of Editorial Comments of Tell Magazine in Nigeria

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Abstract—The Editorial Comment of news print is highly significant for the negotiation of meaning. This is made possible through linguistic features that characterise the comments, one of which is the lexical cohesive ties that provide a distinct linguistic connection in the text. The analysis of selected editorial comments is based on Halliday's and Hasan's (1976) Lexical Cohesion Theory. The study therefore investigates the social functions of the observed lexical devices in the editorial comments in order to demonstrate how meanings are being foregrounded in the editorial comments of the news print.

Index Terms—lexis, editorial comments, stylistics, cohesion, linguistics

I. INTRODUCTION

In language skills, speaking and listening are classified as oracy, which is primary while reading and writing are regarded as literacy. It is along this reasoning that Akinkulere and Kumuyi (2016) argue that 'the print media came as a later development to new media, just as spoken language is primary and preceded written language.' In fact, Hasan (2013) submits that

It took thousands of years for human beings to develop speech and language. After that, it just took few hundred years for writing to be developed. Thus, print media range from phonetic writing to alphabetical writing, and it is basically the spread of literacy that gave rise to the general acceptability of the print media across the globe.

In Nigeria, the English language serves as the popular language in media. In fact, it is more popular than all the indigenous languages. Indeed, Ayeomoni (2012), cited in Akinkulere (2015a), submits that 'as far as the written mode is concerned, English can be said to be the predominant language at all levels....' Categorically, the language of TELL Magazine, which is published on a weekly basis, is English. This is premised on the fact that Nigeria has become one of the largest populations of speakers of English as a second language (ESL) as rightly observed by Owolabi (2012) cited in Ijadimine and Aminu (2014).

TELL magazine is a popular News magazine in Nigeria which is published in both print and digital forms. Ijadimine and Aminu (2014) observe that:

TELL Magazine in Nigeria is one of the prominent news magazines in Nigeria. In fact, it has gained widespread recognition across the globe to an extent that it has won several awards for a clear and unbiased portrayal of social, economic and political issues of the nation. In essence, media as viable tools for projecting the national image of the nation has been adequately captured through the TELL Magazine

The freedom of expression bill passed under the administration of President Goodluck Jonathan in Nigeria has further encouraged editors of new magazines to express true and clear positions on issues. The word 'Editor' has been variously defined by different scholars. To Ogunwole et al (2006), an editor is the "key to the operation and nerve centre of the newspaper industry." Sulaiman (2008) describes an editor as one of the major gatekeepers before news appear in print while Hasan (2013) argues that part of the duties of the editor is to design the layout of newspaper; deciding on which story to run, recruiting and training as well as editing other writers' work.

The significance and functions of the editorial comment can never be over-emphasized in the print media. No wonder, Ijadimine and Aminu aver that:

The importance, relevance and function of editorial comment in news magazine can never be overemphasized. The editorial comment emanates from the desk of the editor. Editing is a major aspect of the newsprint. This stage could also be referred to as 'filter stage', and the Editorial board serves as the strainers that remove any text material that have error and thereby make the newsprint good for its purpose(s).

The section of editorial comment carries the opinion of the editorial board of the TELL Magazine and as such, deserves a linguistic attention.

II. STATEMENT OF THE PROBLEM

It is observed that certain approaches have been applied to the study of TELL Magazine in Nigeria. These include Multimodal Discourse Analysis (Ariyo, 2015), Discourse Analysis (Akinkulere and Kumuyi, 2016), Speech Act Analysis (Ijadimine and Aminu, 2014) among others. Despite these, the study of the editorial comments of TELL

Magazine from the approach through lexical cohesion has not received much attention. In view of the yawning gap, this study intends to conduct a lexical analysis into select editorial comments of the magazine.

III. AIM AND OBJECTIVES OF THE STUDY

The aim of the study is to conduct a lexical analysis of the editorial comments of select TELL Magazine. Hence, the specific objectives are to

- I) identify the lexical devices in the editorial comments;
- II) analyse the identified devices; and
- III) relate the social functions of the analysed devices to the context.

IV. LINGUISTIC APPROACH: LINGUISTIC-STYLISTICS

Specifically, Stylistics is a sub-linguistic field that studies style. Scholars, like Wales (1989), have provided substantive evidence in support of this submission. Indeed, Akinkulore (2015b) citing Ayeomoni (2007) posits that 'Stylistics grew out of the work of great scholars like Sebeok (1960), Fowler (1966), Leech (1969) and Freeman (1971) in the second half of the twentieth century' Despite this, Stylistics is considered as the scientific study of style of all forms of spoken and written texts. This implies that style is the central concept in stylistics, and the understanding, explanation, evaluation and description of style that are the major concerns of researchers in the field.

It is expedient that Allan B. et al (1988) gives an all encompassing definition on the concept of style and stylistics thus:

A branch of linguistics which studies the characteristics of situationally distinctive uses of languages with reference to literary language, and tries to establish principles capable of accounting for the particular choices made by individuals and social groups in their use of language.

Leech and Short (1981), on their part, say that:

The goal of stylistics study is not simply to describe the formal feature of texts for their own sake, but in order to show their functional significance for the interpretation of the text; or in order to relate literary effects to linguistic causes where they are relevant

No wonder, Chapman (1973) posits that styles are the product of the social situations of a common relationship between language users. In the light of the foregoing, we can postulate that stylistics is the study of literary and non-literary work as observed by Ayeomoni (2004) that 'linguistic stylistics is an analytical approach which helps readers to objectively study both literary process and non literary materials'. The stylistic analysis approach data at all levels of language analysis which include semantic, syntactic, lexical, graphological and phonological. Hence, a stylistician employs these linguistic tools to in carrying out investigation.

V. LINGUISTIC FRAMEWORK: LEXICAL COHESION THEORY

The linguistic framework of any linguistic research serves as the tool for the analysis of data. The stylistic tool for the study is the lexical cohesion theory of Halliday and Hassan (1976). In essence, our analysis is at the level of lexis. It has been observed that editors employ lexical devices in the course of performing their statutory functions. To us, these lexical devices are not only crucial, but of high significance. It is this background that informed the choice of a theoretical framework in line with lexical cohesion theory of Halliday and Hasan (1976). In the view of Halliday and Hasan (1976) cited in Akinkulore (2015b) 'lexical cohesion refers to the connective effect achieved by the selection of vocabulary'. The lexical devices that will be identified according to the framework are Repetition, Synonymy, Antonymy, Superordinate and Collocation. They are precisely explained as follows:

Repetition- This implies reiteration of a lexical item by repeating it either in a simple or complex manner

Synonymy- This refers to a manner of reiterating meaning by employing a lexical item that shares same or near-same meaning with the initial item

Antonymy- This connotes oppositeness of meaning which occurs in lexical items.

Superordinate- It means inclusion of meaning of a particular lexical item in the meaning of another item.

Collocation- The term covers the relationship that exists between words that could co-occur in the same environment.

VI. RESEARCH METHODOLOGY

Two out of the five editions of June 2015 publication are selected and analysed through the lexical cohesion framework of Halliday and Hassan 1976. The first and fifth editions are selected based on the fact that they are the two special editions in the same month. All the sentences in the two editorial comments are examined for lexical cohesion devices. The editorial comments are labeled Text A and Text B. Also, the lexical types are labeled thus: R -Repetition, S - Synonymy, A- Antonymy, SP- Superordinate; and C- Collocation. After which, a summary table is drawn to show the frequencies and simple percentages of each lexical cohesion device. The discussion and conclusion are based on the analysis.

VII. ANALYSIS AND RESULTS

Presentation and Analysis of Text A

TEXT A- Farewell to Power June 1

- 1) True, he has advisors.
- 2) He has at his beck and call any number of men with whom he can consult; but when all the chips are down, he has to face the world alone, as it were.
- 3) His advisors do not face the cannon fire of public opinion that comes to the leader.
- 4) This is the thought of a preacher, Gordon B. Hinckley, in a devotional address in November 1969.
- 5) He was talking about loneliness of leadership, with reference to then President Richard Nixon of the United States of America.
- 6) Since the elections were decided last March, I have watched as the cup of President Goodluck Jonathan literally swells on a daily basis.
- 7) Aside from party leaders who have jumped ship, because they suddenly realised that People's Democratic Party, was hell on earth, some of those left behind have put the blame of the direction of government and fate of the party on the head of president Jonathan.
- 8) Majority of these people were favourite advisers who functioned in the inner recesses of power, while others were often the uncommissioned public relations experts of the administration, who sometimes leave observers worried about implications of their statements on the administration.
- 9) But Jonathan has become the victim of the loneliness of leadership; he has to carry the can, even for actions committed in private by some of his loquacious associates and strategists.
- 10) One of the people who caused harm to his government and ambition to continue in office will retire to Otuoke with him.
- 11) He cannot shake off that adviser, as long as she does not play the part of Frederick De Klerk's wife and walk out on him.
- 12) That person is patience, the woman who stood by the president and is also believed to have caused him electoral harm.
- 13) They probably will write the advertised memoirs together, so that in no distant future we will know what drained the goodwill of 2011 to deny Jonathan an election he had no reason to lose in 2015.
- 14) We will also know the truth about some snippets of reports about happenings in Aso Villa.
- 15) But while we await the memoirs, we serve you some of the not-so-classified occurrences about the first couple, in this story They Came, They Saw, They Conquered written by Anayochukwu Agbo, general editor and head of Abuja bureau, who has covered the villa for some years now.
- 16) One of the issues that made the president unpopular is the vexed issue of fuel subsidy.
- 17) Ayuba Wabba, president of the Nigeria Labour Congress, NLC, says the debate will continue with the incoming government.
- 18) In this interview with Tajudeen Suleiman, senior associate editor, Wabba says Fuel Subsidy is Fraud.
- 19) The special report, Hope Rises for Small Businesses, is written by Abiola Odotola, senior writer.
- 20) The story is about the lifeline that the Bank of Industry dangles for small and medium scale enterprises.
- 21) Last week, we said on this page that the special publication on the legacies of Dr Emmanuel Uduaghan (the man who was in Lagos last week to showcase another achievement of his government, see separate story in this edition) of Delta State would accompany the edition of last week.
- 22) We are sure you would have been wondering what happened
- 23) You will yet discover that the special publication is no just a little pamphlet.
- 24) We are deeply sorry we could not serve you last week.
- 25) It was due to challenges at the printing stage.
- 26) We have redeemed the promise this week.
- 27) Thank you for your patience and do have a blessed week.

TABLE 1:
TABLE OF LEXICAL DEVICES OF TEXT A

S/N	No of Ties	Connective Ties	Types	Presupposed Items and Sentence Numbers	
2	2	men	S	advisors(1)	
		consult	C	advisors(1)	
3	3	advisors	R	advisors(1)	
		opinion	C	men(2)	
4	3	thought	C	advisors(1)	
				advisors(3)	
			S	opinion(3)	
5	1	reference	S	call(2)	
6	4	elections	C	President(5)	
		March	SP	1969(3)	
		President	R	President(5)	
			C	Richard Nixon(5)	
7	7	party	C	leader(3)	
		leaders	R	leader(3)	
		direction	S	leadership(5)	
		party	C	leader(3)	
		president	R	President(5)	
				President(6)	
Jonathan	R	Jonathan(6)			
8	13	favourite	C	advisor(1)	
				advisors(3)	
		adviser	R	advisor(1)	
				advisors(3)	
		administration	C	President Jonathan(7)	
				President Goodluck Jonathan(6)	
				President Richard Nixon(5)	
		public	R	public(1)	
C	opinion (3)				
relations	C	public(3)			
administration	C	President Jonathan(7)			
		President Goodluck Jonathan(6)			
		President Richard Nixon(5)			
9	6	Jonathan	R	Jonathan(6)	
				Jonathan(7)	
		loneliness	R	loneliness(2)	
		leadership	R	leadership(5)	
		private	A	public(3)	
	public(8)				
10	8	people	R	People(8)	
		harm	S	actions(9)	
		government	R	government(7)	
			S	administration(8)	
				administration(8)	
		office	C	president(5)	
	president(6)				
	president(8)				
11	1	adviser	R	advisers(8)	
12	6	person	S	adviser(11)	
		president	R	president(5)	
				president(6)	
				president(8)	
		electoral	C	harm(10)	
harm	R	harm(10)			
13		2011	SP	March(6)	
				November(4)	
		Jonathan	R	Jonathan(9)	
				Jonathan(7)	
				Jonathan(6)	
		election	R	elections(6)	
			C	president(5)	
					president(6)
					president(8)
		president(12)			
2015	SP	March(6)			
		November(4)			
14	5	Aso Villa	C	president(5)	
				president(6)	
				president(8)	

				president(12)	
		reports	S	memoirs(13)	
15	10	memoirs	R	memoirs(13)	
			S	reports(14)	
		occurrences	R	reports(14)	
		general	C	election(13)	
				elections(6)	
		years	SP	1969(4)	
				2011(13)	
				2015(13)	
		villa	R	villa(14)	
			C	Aso(14)	
16	5	issues	S	occurrences(15)	
		president	R	president(5)	
				president(6)	
				president(8)	
				president(12)	
17	10	president	R	president(5)	
				president(6)	
				president(8)	
				president(12)	
				president(16)	
		continue	R	continue(10)	
government	R	government(7)			
		government(10)			
	S	administration(8)			
		administration(8)			
18	4	editor	R	editor(15)	
		senior associate	C	editor(15)	
		Fuel subsidy	R	fuel subsidy(16)	
		fraud	A	truth(14)	
19	3	report	R	reports(14)	
		senior	R	senior(18)	
			C	associate editor(18)	
21	7	special	R	special(19)	
		government	R	government(17)	
				government(7)	
					government(10)
				S	administration(8)
				administration(8)	
story	R	story(20)			
23	6	special	R	special(19)	
				special(21)	
			C	publication(21)	
		publication	R	publication(21)	
			C	special(19)	
		special(21)			
24	3	serve	R	serve	
		last week	R	last week(21)	
				last week(21)	
25	1	challenges	S	actions(9)	
26	3	week	R	week(24)	
				week(21)	
				week(21)	
27	5	patience	R	patience(12)	
		week	R	week(26)	
				week(24)	
				week(21)	
				week(21)	

TABLE 2:
TABLE OF THE SUMMARY OF LEXICAL DEVICES OF TEXT A

Types of Lexical Device	Frequencies	Percentages %
Repetition	59	46.1
Collocation	38	29.7
Synonymy	20	15.6
Antonymy	3	2.3
Superordinate	8	6.3
Total	128	100

Presentation and Analysis of Text B

TEXT B – Nigerian Politicians are Opportunistic (June 29th 2015)

- 1) The tribe of governors under the aegis of Nigerian Governors’ Forum will meet with President Muhammadu Buhari this week on the cash crunch situation in the country.
- 2) The governors may not directly be begging for bailout during the meeting, perhaps because they know that the President is not favourably disposed to doling out money.
- 3) That belongs to the old order.
- 4) But the governors would be asking Buhari to enforce the provision of the constitution that all monies accruing to the country should first go to the Federation Account.
- 5) That way they believe that more money will be available for them to share.
- 6) It remains to be seen how that will solve the crisis of the cash crunch in most states of the country.
- 7) But while they wait to see the President, the loud anger in about 18 states owing workers’ salaries threatens the eardrums of governors of the affected states.
- 8) What is the plight of workers in these states?
- 9) What have been the consequences of this development for the governors?
- 10) How did the state governments get to where they are?
- 11) And how can they get out of the woods?
- 12) These are the questions Tony Manuka, senior associate editor answered in the story: Cash Crunch:How the States Can Survive.
- 13) It is the alternate cover.
- 14) The cover interview is about an American who came on tour of duty here in Nigeria, uncertain of what he would meet on the ground but ended up loving the country.
- 15) Though he may not have been too adventurous when it comes to Nigerian food, Jeffery Hawkins, outgoing consul general of the United States to Nigeria loves the country’s way of dressing.
- 16) That is not the only thing he loves about Nigeria.
- 17) He is in love with the people, their industry and intellect, as part of the many “positives” about the country.
- 18) In this interview with Adejuwon Soyinka, deputy general editor; Juliana Uche-Okobi, assistant editor, and Paul Kuyoro, photojournalist, Hawkins bares his mind on Nigerian politicians, the war on Boko Haram, stomach infrastructure and the first lady issue, among others.
- 19) For instance, he says, “Nigerian Politicians are Opportunistic.”
- 20) This edition introduces a double-cover issue, an innovation designed to oil our contract with you, our darling readers.
- 21) So we are giving you two cover stories for the price of one.
- 22) But the two only serve as gateway to other interesting stories.
- 23) Do have a blessed week!

TABLE 3:
TABLE OF LEXICAL DEVICES OF TEXT B

S/N	No of Ties	Connective Ties	Types	Presupposed Items and Sentence Numbers
2	3	governors	R	governors(1)
		president	R	president(1)
			C	Muhammadu Buhari(1)
4	4	governors	R	governors(1) governors(2)
		Buhari	R	Buhari(1)
		monies	R	money(2)
5	2	money	R	monies(4) money(2)
6	7	cash crunch	R	cash crunch(1)
		cash	C	share(5)
		states	SP	country(1) country(4)
		country	R	country(1) country(4)
		crisis	S	situation(1)
7	9	President	R	President(2)
		states	SP	country(1) country(4)
			R	states(6)
		governors	R	governors(4) governors(2)
		states	R	states(6)
			SP	country(1) country(4)
8	5	workers	R	workers(7)
		states	R	states(7)

				states(6)
			SP	country(1)
				country(4)
9	12	development	C	states(8)
				states(7)
				states(6)
				country(1)
				country(4)
		S	situation(1)	
			crisis(6)	
		governors	R	governors(2)
	governors(7)			
	C	states(8)		
		states(7)		
		states(6)		
10	6	state	R	states(8)
				states(7)
				states(6)
		C	governors(9)	
		governors(2)		
		governors(7)		
12	10	cover	R	cover(13)
		cash crunch	R	cash crunch(6)
				cash crunch(1)
		states	R	states(10)
				states(8)
				states(7)
				states(6)
		C	governors(9)	
		governors(2)		
		governors(7)		
14	7	cover	R	cover(13)
			C	alternate(13)
		Nigeria	S	country(1)
				country(4)
				president(12)
		country	R	country(1)
				country(4)
15	12	Nigerian	R	Nigeria(14)
		consul general	S	American(14)
		United States	S	country(1)
				country(4)
				country(14)
		Nigeria	R	Nigeria(14)
			S	country(1)
				country(4)
				country(14)
		country's	R	country(1)
country(4)				
country(14)				
16	5	Nigeria	R	Nigeria(15)
				Nigeria(14)
		S	country(1)	
				country(4)
				country(14)
17	17	love	R	loves(16)
		people	C	states(10)
				states(8)
				states(7)
				states(6)
				country(1)
				country(4)
				country(14)
				Nigeria(15)
				Nigeria(14)
				country
		country(4)		
		country(14)		
	SP	states(10)		
		states(8)		
		states(7)		
		states(6)		

18	4	interview	R	interview(14)
		Nigerian	R	Nigerian(15)
			C	food(15)
		war	S	loud anger(7)
19	2	Nigerian	R	Nigerian(18)
		politicians	R	politicians(18)
20	1	issue	R	issue(18)
21	2	cover	R	cover(20)
				cover(14)
22	2	two	R	two(21)
		stories	R	stories(21)
23	1	week	C	edition(20)

TABLE 4:
TABLE OF THE SUMMARY OF LEXICAL DEVICES OF TEXT B

Types of Lexical Device	Frequencies	Percentages %
Repetition	54	48.6
Collocation	25	22.5
Synonymy	17	15.3
Antonymy	0	0
Superordinate	15	13.5
Total	111	100

VIII. DISCUSSIONS OF LEXICAL FEATURES OF TEXTS A AND B

The lexical cohesion devices that manifest in the two texts were identified and classified according to Halliday and Hasan (1976) schema of lexical cohesion.

From Tables 2 and 4, we observed that the five categories of lexical devices manifested in the editor’s comment of Text A, while four out of the five categories manifested in Text B. Words that relate to the issues of the edition are predominant in repetition, which was at 46.1% for Text A and 48.6% for Text B. Though, instances of simple repetition are more than that of complex repetition. The reason for this is not far-fetched as the editors had a large audience which cut across all walks of life to address. Hence, simplicity should be ensured as much as possible. The instances of repetition were employed in the editorial comments to ensure clarity and emphasis.

Synonyms are also observed in the editorial comments. For Text A, it was at 15.6% while, it was at 15.3% for Text B. Indeed, synonyms are alternatives to repetitions. It is clear from the speech that the Speaker employed synonyms in order to avoid repetition. It is a good way of emphasizing meanings that are important to issues in the Magazine. Antonym was only observed in Text A, according to Table 2, at 2.3%. The reason for this is not far-fetched, the editor was not unaware of the fact that the readers do not have same competence in English Language. Hence, they either avoid antonym or use it minimally. The status of English language in the country has influenced choices made by the editors.

Superordinates were at 6.3% for Text A, and 13.5% for Text B. These have contributed in no small measure towards cohesion in the editorial comments. The device of superordinate has made it possible for readers to rely on continuity that eventually creates interconnecting relationships of words in the process of filling the missing information in the comments. On collocation, Text A had 29.7% while Text B had 22.5%. These percentages show that words in the two editorial comments are highly connected. By this, readers could easily interpret words that are related in the same linguistic environment and context. Moreover, diverse issues of the edition are linked up.

The analysis of the editorial comments has shown that editorial comments are usually written in simple style with lexical features that are predominantly repetition, synonym and collocation. Instances of superordinates were also observed while there might or might not be antonym. The lexical devices that manifested in the editorial comments of the TELL Magazine enhanced the interpretation of the texts.

IX. CONCLUSIONS

In the study of editorial comments, one major theory that has been effective and adequate for analysis is the Lexical Cohesion Theory, which provides the framework for researchers to explore the connectedness between what is said, what is meant and the lexical devices employed. Through the exploration of the lexical devices in the editorial comments, the foregrounded lexical features have been brought to fore. These features are highly significant for meaning in the comments. Therefore, it is recommended, in strong terms, for the analysis of any text.

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Developing an Online Pre-service Student Teaching System Using ADDIE Approach in a Middle Eastern University

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Abstract—In this study, an analysis was conducted in order to seek an improvement of a current working student teaching system in a Middle Eastern country university using the instructional design approach ADDIE (Analysis, Design, Development, Implementation and Evaluation) to indicate the need for an online-based system to manage the teacher preparation program in student teaching. The study sample involved twenty-five individuals from college supervisors, cooperating teachers and student teachers who took part in student teaching programs during Fall 2015. Focused group discussion, field notes, document analysis were the main tools used to analyze the status-qua of the system for the need to construct a new instruction. Results revealed several themes in the system based on three phases from the analysis phase of ADDIE approach. Future implications include utilization of current data to complete the next phases of the construction of an effective online system of managing student teaching.

Index Terms—ADDIE, analysis phase, Blue Ribbon Report, instructional design, systems approach, technology

I. INTRODUCTION

Instructional designers carry out thorough analysis to develop new courses and instructions in their fields. This takes time to choose the best method or approach to design new instructions. But one of the best approaches to design instructions is the use of ADDIE approach. The ADDIE, an abbreviation of Analysis, Design, Development, Implementation and Evaluation, is a system approach that is used to serve like a managing structure for complex settings as well as a roadmap for the whole instructional design (Branch, 2010; Martin, 2011). It is considered as the most common development process (El-ghalayini & El-khalili, 2012) and a way to connect stakeholders for communicating concepts and thinking (Branch, 2010) in a flexible manner to solve an issue related to instructional drawbacks (Allen, 2006). There is an increase use of ADDIE in designing online blended courses (El-ghalayini & El-khalili, 2012) and web-based distance learning instructions (Evans & Lockee, 2008). Thus, integrating technology in designing instruction requires careful analysis of the situation where instruction takes place and ADDIE instructional design has a flexibility that allows for assessing the use of technology.

ADDIE Model in teacher education

Recent literature shows increased projects in teacher education to using ADDIE model (Evans & Lockee, 2008; Shibley, Amaral, Shark & Shibley, 2011; Nadiyah & Faaizah, 2015; Navarro, Zervas, Gesa, & Sampson, 2016). Several reasons led to this widespread trend in education. A central feature underlying ADDIE model is being a flexible framework that went through a rigorous development process by instructional designers (Nadiyah & Faaizah, 2015; El-ghalayini & El-khalili, 2012; Allen, 2006) for developing efficient educational products and supporting tools (Branch, 2010; Nadiyah & Faaizah, 2015). It provides more freedom, authority to design, develop, and implement instruction to meet job requirements with latest technologies, knowledge and proficiency (Allen, 2006). Conventionally, Branch (2010) asserted that ADDIE's phases adopts input, process and output model where it is developed under guided learning series that verifies and strengthens products and procedures in an evaluative process. As a step in ADDIE, analysis phase purpose is to define the performance gap and the first step is to carry out an assessment of the performance, and it helps identifying educational problems, define participants' characteristics, existing skills and knowledge (Navarro, Zervas, Gesa, & Sampson, 2016). In assessing the performance, Branch (2010) emphasized three main steps to be carried out such as measuring real performance, confirming the desired performance and finally identifying the causes for the performance break. Hence, ADDIE provides a systematic analysis and procedures for developing existing system's performance because it deals with problems related to any system malfunctions.

Technology integration in preparing teachers

Researchers stressed technology integration into instruction (Lisowski, Lisowski & Nicolai, 2007). Technology has become an important part of education and the need for its use has increased in various fields (NCATE, 2010; Cunningham & Stewart, 2003; Motallebzadeh, 2005; Lumpkin, 2012) for several reasons. First of all, it enhances active and collaborative learning of difficult tasks and skills that students need at school (Lisowski, Lisowski & Nicolai, 2006) where students are involved in learning through technology use (Bellance & Brandt, 2010). It also fosters collaborative professional development and it involves significant parts such as relationships, expectations, incentives and reinforcement (Wepner, Bowes & Serotkin, 2007). Thus, collaboration functions as one of the most important parts of technology use (Blackwell & Yost, 2013; NCATE, 2010). For instance, increased virtual communities among teachers and students due to increased online courses has made internet as a need for today's 21st century classrooms (Bellance & Brandt, 2010). Above all, collaboration, communication and learning communities are based on the best practices of technology use in education either by students or teachers.

With respect to the requirements of the universities and schools to integrate technology and develop teacher education, there is considerable weak integration of technology to manage overall teacher preparation system. Institutions utilized technology either for learning or for assessment of learning. In the case of this Middle East gulf university, the technology-based instruction such as moodle, online courses and the use of different web-based learning tools were used for the sake of preparing the students for their learning. The other type of technology integration into the system was the use of online web tool for assessment such as LiveText. The university has been accredited by the NCATE and had already utilized LiveText as accreditation management tool for assessing students' performance. This role for the assessment system did not provide space for dialogue, interaction, learning, collaboration or information exchange. In this study, the researchers analysed the system function and called for the need to the construction of an online-based system to solve the problems related to the followings: marks submission delay to university supervisors by cooperating teachers, difficulty to daily record candidates' attendance, candidate placement at a particular school, and feedback communication to candidates, and problems in the current electronic evaluation system (i.e., LiveText) in marks delay.

Adapting ADDIE model would create an opportunity for teacher preparation programs to define major causes of problems during student teaching courses and evaluate the real performance compared to the preferred performance using ADDIE processes. Though ADDIE model creates an effective approach to develop systems, it lacks specific steps to be followed by all stakeholders. For instance, several institutions follow different methods to achieve the phases due to freedom of authority within the ADDIE design. To add more, ADDIE model does not tell how to divide major goals into practicable objectives. Thus, analysis and careful plans should be followed in order to achieve the preferred outcome of the overall development process. Branch (2010) explained that in order to identify performance gap thoroughly, one must clearly understand ADDIE approach. Therefore, the researchers adapted Branch's procedures to carry out ADDIE model so as to develop the new required system for student teaching in the college of education. However, the researchers focused on analysis phase only for several reasons. To begin with, the analysis phase includes procedures not only identifying performance breaks but also determining instructional aims, analysing learners' prerequisites, examining available resources, estimating costs and finally composing a project management plan (Branch, 2010). Since the researchers' goal is to construct an online management system for student teaching program, they focused on identifying the performance breaks as a first step to analyse the reasons behind the inefficiency of the current system and performance downsides. Therefore, the study will focus only on ADDIE's analysis phase. The analysis phase should be conducted thoroughly because it determines whether constructing the instructional online-system would close the performance gap and fulfil the need to develop the current system or not. Moreover, student teaching system consists of several groups of individuals who play significant roles during the student teaching course that inevitably require them to collaborate but may not transpire in reality.

II. METHOD

Study overview

In this study, the design was embedded around the steps of the analysis phase in ADDIE approach. The first step to carry out assessment performance was by getting information about the real performance. According to Branch (2010), the best methods to measure actual performance are through observation, testing, and interviews. In this study the researchers selected focus group as the main method to measure the real performance of the systems' function. The researchers involved three groups of individuals in one focus group discussion (cooperating teachers, college supervisors and candidates) rather than having three different focus groups for several reasons. One important reason was for having more variability of viewpoints. The researchers strongly believe that the interaction between individuals in a single focus group would make the data wealthier and get each group of stakeholder to understand the others voices based on questions asked. The second reason was for the familiarity of each agent's type with the others, which was expected to play an important role in articulating their views when answering the focused group questions. The last reason was to save time rather than duplicating the event with each agent type separately. According to Nieswiadomy (2012), the focus group is a time-saver compared to individual interviews. This perhaps creates opportunity for the researchers gain more information in a short time about each partner.

Another method to collect information was field notes. According to Sekaran (2003), taking notes is important. He insists that relying on memory could lead to imprecise and incorrect information. For this reason, the researchers managed to take field notes while they mediated the discussion.

The next step in the analysis phase was the confirmation of preferred performance. Branch (2010) asserted that this step could be achieved by collecting data using several methods such as observations, tests, standards, reports, interviews and experts in the field. In order to achieve this step, the researchers analysed and collected data from available documents such as FEST Handbook, Letter of understanding, and the detailed student teaching course description. The reason to use all these documents was due to the reason that they embedded main steps and descriptions of the required tasks from the three partners (college supervisors, student teachers and cooperating teachers). Analysing program documents, guidelines, policies and course descriptions were considered as effective methods to start evaluating any teacher program (Tatto, Neophytou & Papanastasiou, 2012).

The last method for carrying on the analysis phase last step during assessment of performance i.e., causes for the performance breaks, was through categorizing previously gathered information from both actual performance and desired performance to identify the problems as seen from both sides. Branch emphasised that the causes for the performance gap fall into three categories: lack of knowledge, lack of resources, and lack of motivation. In this study, this step was done through the use of a sample of performance assessment chart by Branch (2010). It was adapted in this study to figure out the gap in between and categorize the problems found.

Participants

The researchers conducted a focused group discussion and used field notes. The focus group involved a total number of twenty-five individuals representing cooperating teachers, candidates, and university supervisors.

TABLE 2.
NUMBER OF THE FOCUS GROUP MEMBERS

Type	Number
College supervisors	4
Cooperating teachers	13
Candidate teachers	8
Total	25

As depicted in Table 2, the focused group involved eight candidate teachers who practiced student teaching at a number of partnered schools as resident teachers. In addition, four college supervisors and thirteen cooperating teachers worked as mentors of candidates to guide them during the whole student teaching course. The participants were selected randomly as all thirty participants during Fall 2015 were invited by email and eight of them attended the discussion. In the paper the terms college supervisors (CS), cooperating teachers (CT) and student teachers (ST) were used interchangeably as CS, CT and ST.

Procedures

There are three steps for the analysis phase to measure performance as described above, real performance measurement, preferred performance confirmation and identification of performance breaks. In each step different methods were used to complete the required task.

Step one: Measuring the actual performance

The researchers maintained the focus group for step one. The purpose and questions were outlined to the participants. Previously, the participants were given guidelines before answering the questions during focused group discussion to indicate their roles in the focus group. This was to ensure fair participation by all stakeholders. The discussion was audiotaped, transcribed and analysed.

The participants were informed of the research purpose and the nature of the focus group and were informed that the discussion will be recorded. However, for ethical considerations, the researchers informed the participants of the confidentiality of the discussion and information recorded is to be used for the purpose of the research project. In addition, names of the participants were treated anonymously in the findings.

Step Two: Confirm the Desired Performance

Getting sufficient information about the preferred performance was through analyzing the documents of the student teaching course in which all the required and desired outcomes were stated according to the systems' goals and objectives of the program. The conceptual framework (CF) document of the college was also analyzed to see how the student teaching documents are mapped in it in terms of the competencies delineated in the CF. Tatto, Neophytou & Papanastasiou (2012), state that documents of teacher programs are the basis on which all activities and important decisions of programs are built upon and added that they could be shared with student teachers, cooperating teachers and college supervisors. Thus, the researchers analyzed the documents based on the similar themes that formed the focused group discussion questions. This was to compare the actual performance and the desired outcomes. The documents analyzed included Handbook of Field Experiences and Student Teaching (FEST), Field Experiences and Student Teaching Letter of Understanding (LoU) between College of Education (CoE) and Ministry of Education (MoE), and the college's CF. The LoU included the same written criteria and the responsibilities of the cooperating teachers and candidates as in the FEST handbook. With respect to the World Data on Education (UNESCO, 2010-2011) and World Bank (2013) report on the Drive for the Quality of this country, where the project was carried out, the

relationship between both CoE and MoE was very close. They both share the authority for setting up, designing and implementing the educational policies in the country. Thus, the documents were analyzed and later on compared to participants' response about the themes.

Step three: Identify the Causes for the Performance Gap

The third step in analysis phase for validating performance gap helped identify the primary cause of the gap through categorizing the input from focused group discussion, field notes and documents analysis. Branch (2010) established a format of table that was used to compare both actual performance and desired performance. Accordingly, the researchers adapted the same sample as an example to present the main disparity in the performance of the three stakeholders during student teaching course and categorized the problems occurred within the three categories of the last step in identifying the causes for the performance gap.

Data analysis

To analyze the data gathered, the researchers audiotaped the focus group debate and analyzed the transcripts of the audiotaped material. Then, they categorized them into themes for both focus group discussion and document analysis. Both analyses were compared under each particular theme.

III. RESULTS AND DISCUSSIONS

The findings of the study are presented in terms of the five themes. The following themes revealed from the steps in the analysis phase of ADDIE approach:

- Relationships
- Roles and responsibilities
- Planning and teaching
- Selection criteria
- Assessment and evaluation

The view of several participants was provided to see how each participant (college supervisor, cooperating teachers and student teacher) viewed the terms and issues related to the topic discussed. The first part of each theme demonstrated the first step of analysis i.e., measuring real performance from focus group discussion and field notes. The second part of the theme demonstrated the second step in analysis phase of ADDIE i.e., confirming the desired performance.

Relationships

The participants reviewed their relationships from own perspectives and from their interactions during student teaching. To begin with, the results of the rapport between cooperating teachers (CT) and student teachers (ST), as indicated, was very strong due to the daily contact and communication they had with the STs in the school.

From an ST view:

“The relationship between student teacher and cooperating teacher is very close, because the cooperating teacher continuously offers help in every aspect. For instance, lesson planning, homework and follow up”.

Another ST asserted: “Our relationship with the college supervisor was very strong too. The supervisor provided us with three communication channels such as e-mails, personal mobile number and a Facebook group to discuss various educational topics. In fact, the relationship between us and both college supervisors and cooperating teachers was quite strong”.

The CT interaction indicated how the relationships were important and that it did change their attitude in student teaching.

A CT stated: “...the relationship with the candidate teacher was quite robust than previous years. The candidate is like my shadow, following me everything”.

The relationship between the college supervisor (CS) and CT was very weak which could be attributed to the infrequent school visitations conducted by the supervisor. There was also mixed reactions about the meetings held between supervisors and teachers during these visits. Some teachers indicated that supervisors do discuss major-related issues about the mutual candidate they mentor whereas some others stated they were barely invited by the supervisors to discuss such issues.

A CT stated: “Of course, the relationships between cooperating teachers and college supervisors were rare and hardly observed...”.

From college supervisors view of the relationship between the stakeholders, they wanted that CTs be updated and learn the recent trends in education.

A CS stated that: “There should be a strong cooperation between college supervisors and cooperating teachers so as to know the recent changes that occur during student teaching”.

It was clear that there was a problem in the interaction and collaboration between the CTs and CSs. They wanted the communication to become more robust than it was. For instance, from the results found in the group discussion, CTs were confused during week one as stated by the STs. This confusion resulted because of an existing weak relationship between CTs and CSs, thus, insufficient communication of information lead to this confusion. As a step to be continued in ADDIE phase, there is a gap in performance related to lack of communication.

Based on documents analyses, the relationship between all stakeholders (CT, CS & ST) should be strong. It was emphasized that ST and CT should establish a positive relationship between each other. According to the document *Field Experiences and Student teaching*, CTs should indicate that they:

“Are willing to establish a positive respectful professional relationship with the student (s) assigned to them” (FEST, 2013).

Similarly, STs are encouraged to: “Establish a good respectful professional relationship with the cooperating teachers supervising them” (FEST, 2013).

From the above findings of the documents, the emphasis towards the communication and collaboration between the CTs and CSs was not clearly specified.

Roles and Responsibilities

The roles of both College of Education (CoE) and Ministry of Education (MoE) are provided first and then individual stakeholders roles are followed. According to the three partners’ responses, they indicated that the CoE did achieve its responsibilities during student teaching in general such as facilitating student teaching process, communicating with the stakeholders for the easiness of the program in school settings, providing the partners with sufficient information about the job tasks and responsibilities during students teaching program. From the focus group discussion, A CS indicated that student teaching was revamped in several aspects one of which is the use of different communication tools that made the partnered schools react positively to the workshops conducted. In contrast, candidate teachers complained about confusions in the first week as they had no idea about how to approach student teaching in the school. They claimed that teachers had no idea about the course prior the orientation workshops took place. On the other hand, college supervisors praised the role of the partnered schools to hire candidates after graduation in their schools.

When it came to the (MoE), it was more complex. The roles and responsibilities of the ministry depended on the tasks the College of Education (CoE) required from the STs and CTs to accomplish. However, one of the major shortcomings was lack of resources. A ST said that lack of resources remained a problem to them, especially during physical education classes. They didn’t have a playground for the lesson. College tutors have a similar complaint about the roles and responsibilities but that was regarding private schools responsibilities for attendance to workshops.

A CS stated: “we suggest that the (MoE) solve the problem of private schools in not attending the orientation and LiveText workshops conducted by the college, and there should be a representative from MoE”.

College supervisors seem more concerned about MoE’s responsibility to select a representative who could manage the communication between all stakeholders in the ministry and the CoE.

With respect to individuals’ roles and responsibilities, the context was different. From the field notes and group discussion, there was a problem regarding some tasks and duties that the CTs should achieve during student teaching courses. An ST indicated that CTs were confused during the first week about what to do and what to give or how to guide the STs although these are clearly stated in the student teaching handbook, which was shared electronically, and in hard copies with all cooperating school from the first week of the semester. On the contrary, a CT claimed that the tasks and duties were clear but the problem was that nobody told them about some responsibilities till the end of the semester.

Arguing about the duties, an ST confessed that reading the handbook was boring and took longer time, a good statement about it was:

“I cannot read the whole document paper by paper”.

This made the job of the CTs quite difficult because this creates a fragile image of the ST by expressing low motivation. They should read the handbook because it provides detailed description of each partner’s tasks and duties. Another complaint stated by CTs was about the use of preparation books used at MoE to prepare daily lesson plans. A CT said:

“The student teacher whom I have supervised did not use the preparation book that we normally use at schools to prepare our lessons. She kept using another online form that is provided by the college supervisor and we have no idea about it. Therefore, I was not able to track her planning performance and check whether she was using the correct method to write lesson plans”.

The CTs complaint was disappointing and pointed that there should be a system that would allow both partners track daily works from both CTs and CSs. This was an important response calling for the need of a specific online system that would solve the current issues in the student teaching course and help in managing it given the diverse and complicated roles that all stakeholders play in this full-time intensive experience.

During the focus group discussion, another response statement about the construction of an online management system suggested by a CS:

“Why don’t we have a program that manages the whole preparation system to follow up student teachers, evaluate them, and bring all the stakeholders together”.

There were several roles and responsibilities that both institutions (college and schools) should achieve during student teaching. However, this was confirmed through the agreement signed by both CoE and MoE (Letter of Understanding). Every party had its own roles, responsibilities including cooperating teachers and student teachers. In addition, in the Handbook of Field Experience and Student Teaching, all the triad (college supervisor, cooperating teacher and student teachers) must have a copy of this document so as to know and understand their roles and

responsibilities. Here is a table that provides some examples of the roles and responsibilities as mentioned in the FEST handbook for the three partners:

TABLE 3.
ROLES AND RESPONSIBILITIES DURING STUDENT TEACHING COURSE

Student teachers	Cooperating teachers	College supervisors
<ul style="list-style-type: none"> • Planning teaching • Searching for new knowledge and techniques for teaching • Providing feedback to school students 	<ul style="list-style-type: none"> • Supervising student teachers in the partnered schools. • Provide daily oral feedback to student teachers • Conducting regular discussion sessions with the student teachers 	<ul style="list-style-type: none"> • Visiting student teachers weekly • Discussing lesson plans with the student teachers • Coordinating with the cooperating teachers about the preparation of the lessons.

Planning and teaching

The third theme represented by planning of the student teaching and teaching process during student teaching course by all stakeholders. The responses indicated that the student teachers acted by resembling cooperating teachers in all areas at the school. Although there were specific phases in which STs should follow during their teaching practice i.e. gradual teaching from part to whole class teaching, cooperating teachers gave the whole class into STs' hands.

A CT said: "I treat the ST as a real teacher and I ask the ST to teach the lesson completely. In addition to that, I give feedback after the lesson".

This was as noted by the teachers would give more respect to the STs in the classroom. Nguyen (2009) asserted that both CSs and CTs in the school share responsibilities and partnership and it is better to introduce STs as teachers to gain some levels of respect and authority to become successful teachers.

During planning process in student teaching different seminars are held 4 times monthly. The purposes of these seminars were to share experience, discuss achieved objectives, tasks and requirements of student teaching, paying attention to strengths and weaknesses, and finding best instructional practices for learning purposes. The student teachers complained about seminars that were established for discussions and expertise exchange.

They stated: "The time is wasted in the seminar to solve STs' problems rather than exchanging experience".

They suggested that the time of the seminars should be restricted to exchange and discuss about class methodologies and new ideas rather than spending the time in STs' complaints about other school issues, although such seminars were important for STs to get strategic feedback from their CS.

From Document analyses, planning process is a fundamental element during student teaching for all the three stakeholders. For instance, college supervisors followed several steps as part of the planning stage.

It is stated that CSs should "discuss the planning of units and lessons which are provided by university and the ones which are applied in schools and to accommodate between the two" (FEST, 2013).

However, CTs should involve STs in the planning process while preparing for semester tests. In addition, CTs should be collaborating with the CSs in planning, applying and assessing the learning subjects (FEST, 2013). But what is seen in the real context is not the same as mentioned in the documents. CTs and CSs do not usually meet together to discuss the planning of student teaching program. One reason perhaps could be the timing of the college's program and courses are not started at the same time when schools start. Another reason could be attributed to the overwhelming workloads over the CTs that prevent them from meeting CSs such as school timetable schedules, teaching classes, limited time between actual classes and substitution classes.

Selection Criteria

There are certain selection criteria for the stakeholders and based on the focus group discussions, the findings revealed that their views about the selection criteria seem very limited. For instance, the school principals are supposed to chose the CTs for the STs supervision, but CTs seem that they have no idea about the selection criteria and how they were chosen to serve as cooperating teachers.

The cooperating teachers thought that the selection is restricted to CTs who have their classes at the beginning of the day till the time when STs have to leave the school earlier than normal schools schedule. A good statement for this when a CT stated:

"we are selected according to our timetable availability. It means when a teacher has her classes before the time when student teachers are supposed to leave school earlier".

STs argued that they want to select the schools they want to practice their student teaching in them regardless of random placement to schools.

One ST said: "We should choose our schools to practice".

But CTs had another point of view regarding STs placements at the partnered schools. They emphasized that STs should be prepared very well for different work places.

One of the CTs' statements draws attention to that and said: "STs should be prepared to work in any school environment".

Based on the results, CTs argued that STs should be prepared to work independently in any school contexts without too many complaints. However, if STs were instructed from the beginning that they should be prepared to work in any environment they would have no complaints about school location and selection. Moreover, CSs should guide and instruct the STs to be prepared for every situation and every context.

According to documents, all the three stakeholders should understand how cooperating teachers are selected and on what particular basis. Although selection criteria of both cooperating teachers and candidate teachers were provided, college supervisors' selection criteria were not specified in the documents. There were selection criteria for cooperating teacher as indicated in the documents such as being approved by school principal, had teaching experience of more than 3 years, had a very good level of performance and taught different grade levels. The selection criteria of the candidates, which also make the conditions for registering the student teaching course, include, for instance, having completed all courses, and having a focused GPA of not less than 2.3 and not being on probation.

Assessment and evaluation

The last theme of the study considered assessment and evaluation process. According to stakeholders' responses, the CTs stated that they provided STs with appropriate daily feedback on classroom performances, teaching and daily practices. CTs indicated that their use of the current utilized evaluation online system (i.e. LiveText) was very limited to formative assessment and e-portfolios grading. They indicated that LiveText was restricted to rubric-based assessments in student teaching rather than continuous assessment. Generally, the triad (CTs, CSs & STs) confirmed that the program did not gather the three partners to communicate simultaneously during student teaching for the evaluation and assessment process.

A cooperating teacher states: "Our use to LiveText is very limited to the end of the semester and paper assessment is easy to fill." They wanted to use paper filling for evaluating STs instead of using the online system. The reason was because they complain about the limited use of the system for evaluation only.

An ST commented: "the LiveText program needs to be amended and to be developed to serve us in different ways and subjects". This indicated that the STs saw the need for a developed system that could manage the student teaching program more efficiently and effectively in learning, assessing and managing the whole program at the same time.

Overall document analyses confirmed that assessment was a very important element in student teaching. First of all, workshops were conducted to explain the role of assessment through the use of LiveText program. For instance, before student teaching started, the FEST unit conducted workshops for both public and private school cooperating teachers on how to use LiveText and how to fill in rubrics and evaluation sheets. Candidates and college supervisors were also given similar workshops on LiveText to equip them with the basic skills they needed to use the evaluation system.

The FEST handbook highlighted some requirements as a part of evaluation procedures:

- CTs should give daily feedback after teaching.
- CTs should evaluate candidate teachers portfolios based on CoE's rubrics.
- CTs and CSs collaborate together to write final report about the STs teaching performance.
- All stakeholders use LiveText as an evaluation tool.

From the findings, CTs and CSs complained about the use of the evaluation system i.e., LiveText and suggested that there should be another system that would combine, learning, evaluation and management of the whole student teaching program.

Causes for the performance breaks/gaps

The final step of the analysis phase was to define the causes for the performance gaps. This step combined results both from step one i.e. actual/real performance and step two i.e. preferred performances. The following table shows the primary causes for the gap between the real and the preferred performance (adapted from Branch (2010), sample performance assessment chart in ADDIE's analysis phase):

TABLE 4.
A SAMPLE OF ACTUAL AND DESIRED PERFORMANCE DISPARITY BASED ON ADDIE ANALYSIS PHASE

Themes	Actual performance	Desired performance	Causes for performance gap
Relationships	-The relationship between CTs and CSs was very weak.	-Establish a good respectful relationship between the stakeholders.	-Lack of communication between CSs and CTs. -Lack of CTs knowledge about the recent changes in student teaching.
Roles and responsibilities	-STs stated that they couldn't perform the tasks	-STs should achieve all the requirements and tasks of the student teaching course as delineated in the course description	-Lack of resources such as playgrounds, make STs to stay back and do not achieve the tasks -Class timetable clashes prevent teachers doing the required tasks in physical activities.
Planning and teaching	-Future plans were needed to introduce CTs to all updated versions in evaluation tools and lesson plans.	-CTs should cooperate with the CSs for planning, implementing and evaluating the learning content.	- CTs and CSs do not collaborate and work together to plan or evaluate the teaching progress of the STs.
Selection criteria	-CTs have no idea how they have been selected	-Handbook distributed to all CTs includes selection criteria.	-Lack of motivation causes teachers not to be prepared as to grasp the required tasks and understand selection criteria.
Assessment and evaluation	-The participants indicated that their use to LiveText is very limited to the end of the semester for final assessments and evaluations.	-All stakeholders use LiveText as an assessment system.	-LiveText did not have the potential to gather the three stakeholders to communicate asynchronously.

* NOTE. The sample chart is adapted from Branch (2010) instructional design ADDIE approach, analysis phase

From the table, it illustrates how ADDIE analysis phase collects various types of data to indicate whether there should be a new system for student teaching program or not. Furthermore, as stated previously that CTs should be cooperating with the CSs for planning, implementing and evaluating the learning content but none of them cooperate or plan or even evaluate the learning content. Both lack means of communication. As a result, STs ended up being confused from performing the tasks requested either by CTs or tasks asked by CSs. Results found from the focused group discussion, STs did not use the same preparation book as used in schools but used the ones requested by CSs from the college.

The findings revealed that there was a need to construct and develop student teaching instruction as analysis phase implies. Since little work has been published on ADDIE approach in student teaching courses, the current study provided initial efforts and evidences to develop instruction based on the collected data. It is different from previous studies (Evans & Lockee, 2008; Shibley, Amaral, Shark & Shibley, 2011; Nadiyah & Faaizah, 2015; Navarro, Zervas, Gesa, & Sampson, 2016) because it carefully investigates ADDIE analysis initial phase.

In the end, several implications revealed from the themes. The first implication is related to the continuation of the ADDIE process because it claims that if there is no evidence of performance gap the process must be stopped. Therefore, the results revealed discrepancies in the student teaching system, for instance as an example, lack of communication and lack of knowledge about selection criteria shows the need for current system development. The second implication is to provide support for instructional designers to create a system that will manage the whole student teaching. For instance, the stakeholders suggested developing an online system. After analyzing the status using ADDIE's first phase, it would be very beneficial to form a committee of expert workers to continue the phases and develop a management plan to construct an online system for student teaching. The third implication is to invest the use of the current evaluation system i.e., LiveText to facilitate the construction of the new online system. A good attention should be given to stakeholders' view about the current system.

IV. CONCLUSION

This article describes a research project plan to develop an online management system based on ADDIE's first phase i.e. analysis phase. As discussed in the literature regarding the need of technology use in teacher preparation programs, the results of this show that there was a need to continue going through the next stages of developing a management program for student teaching. The three stakeholders' response and document analysis outcomes demonstrate the gap existence. Furthermore, the themes such as relationships, roles and responsibilities, planning and teaching, selection criteria and assessment and evaluation, in this study showed different sorts of problems that could be managed through the construction of online system from the perspectives of participants and the document analyses. Moreover further investigations are required for analyzing learners, examining available resources, estimating the costs and finally composing a project management plan to complete the analysis phase using ADDIE approach. Thus, this study opens the door to other researchers to continue investigating international and national contexts. The benefits of the current research project could, hopefully, be replicated in other research projects enduring teacher preparation transformation through systems approach disregarding the overwhelming tasks.

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The Application of Blackboard in the English Courses at Al Jouf University: Perceptions of Students

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Abstract—The purpose of this study is to investigate the perceptions of students on the use of Blackboard in the Department of English at Al Jouf University. Al Jouf University is located in Al Jouf province in the northwestern part of the Kingdom of Saudi Arabia. A cohort of 50 male students of the university participated in this study. The sample population was selected randomly. The data was collected using a questionnaire. The results of the study suggest that though the students neither agree nor disagree about Blackboard offering a lively and interesting environment, they report that Blackboard offers variety in the learning of their courses and it helps them learn various aspects of their courses at their own pace. The findings imply that Blackboard could be used as an effective medium to provide variety in the instruction as well as to help create a motivational environment for learners.

Index Terms—use of blackboard, perceptions of students, courses of English, Al Jouf University

I. INTRODUCTION

A. The Use of Technology

Technology integration has become part and parcel of modern day teaching and learning environment across educational institutions, especially in higher education. Blackboard software, a component of Learning Management System (LMS), has been adopted by many educational institutions the world over. Higher education institutions in Saudi Arabia are no exception to this phenomenon. Several universities in Saudi Arabia have embarked upon this tool for their teaching and learning purposes. Al Jouf University has jumped on the bandwagon just recently to adopt Blackboard for enhancing its teaching and learning environment across the departments.

Believing that studies in the field of ELT that contribute to discovering learners' attitudes to e-learning and technology integration are warranted, the present study aimed at investigating the application of Blackboard in the teaching and learning of courses in the Department of English at Al Jouf University. The results of the study are hoped to guide the instructors in enhancing the quality of technology integration in the university.

B. Purpose of the Study

The main purpose of this research is to survey the perceptions of students of the English department in utilizing the Blackboard as they receive instruction on various courses. The study seeks to examine these research questions:

Do students of the English department consider that Blackboard is an effective tool that enhances their learning?

What features of Blackboard are more frequently used by students and their course instructors?

Do students experience any practical problems in using Blackboard and do they need training to make the best use of Blackboard?

C. Participants

A total of 50 male students of the College of Administrative Sciences and Humanities of Al Jouf University participated in the present study. The sample population was selected randomly. The respondents study English courses of different levels in the department of English of the university. They study English Language and Literature courses as part of their Bachelor's degree program at undergraduate level. All the participants are natives of Saudi Arabia and their mother tongue is Arabic.

II. REVIEW OF RELATED LITERATURE

A. *Face-to-face Instruction and Technology-mediated Instruction*

With the spread of the internet and smartphone network, technology use has become an integral part of modern day learning environments. Educational institutions have been in the fore front in adopting technology mediated instruction for enhancing teaching and learning environments.

Blended approach- a style of instruction that makes use of both traditional face-to-face instruction and technology-mediated instruction – has become a popular mode of instruction in many universities in Saudi Arabia as a result of increased use of e-learning platforms such as Blackboard Learn. As pointed out by Graham (2006), the three primary reasons for adopting blended approach to instruction include (1) improved learning effectiveness, (2) increased access and convenience, and (3) greater cost effectiveness.

B. *Blackboard and Its Features*

Blackboard is a learning management system (LMS) that facilitates online learning. Narwani and Arif (2008) define LMS thus: “Learning Management System is a broad term that is used for a wide range of systems that organize and provide access to online learning services for students, instructors, and administrators. These services usually include access control provision of learning content, communication tools, and organizations of user groups.” The interactive and collaborative nature of this e-learning software has enabled it to be adopted by administrators and instructors in many higher educational institutions as a tool for implementing technology-mediated instruction. A course instructor in an educational institution that makes use of Blackboard Learn could build and deliver the course by utilizing the default course menu that appears in the side bar of the platform. It has capabilities for bringing in online elements to courses traditionally taught face-to-face and for introducing completely online courses with few or no face-to-face interaction sessions. Potential benefits of Blackboard Learning System, according to Bradford et al. (2007), include 1) increased availability; 2) quick feedback; 3) improved communication; 4) tracking; and 5) skill building. Weighing up the pros and cons of the Blackboard Learn, Bradford et al. (2007) state the following: “The Blackboard Learning System provides the opportunity for students to use the familiar environment of the Internet for educational purposes. The argument is made here that the use of Blackboard as a curricular tool is good from the standpoints of both student learning and faculty instruction. It provides a medium to present curricular materials in a way that promotes the development of students’ organizational, communication, and time-management skills. However, critics point to the pedagogically restrictive nature of Blackboard, its Internet inefficiencies, its need for troubleshooting, and most significantly, its increasing cost. Viable alternatives are being found in open-source learning management systems.”

Administrators and course instructors of higher educational institutions such as universities could offer technology-mediated instruction to their students, including contacting them and providing for online learning outside of their class time, in a variety of ways by utilizing the Blackboard tools.

The Blackboard software comes equipped with many tools or features such as course introduction, course content, virtual classroom, discussion, assignment, email, calendar, and grade center. Course instructors and their students make use of this array of tools offered by Blackboard in ways they appear advisable or as instructed by their administrators. Presented below are some possible ways and purposes for which the Blackboard features are utilized.

The course introduction feature could be used by the instructor to place a welcome message to the students. The participants of the course are also informed of the course schedule, syllabus outline, and equipment or tools used on the course. The information placed here could give students sufficient background knowledge, help see the course in the proper perspective, have an overview of the course and see the big picture.

In the course description feature, the course instructor can upload information that provides a detailed introduction to the course. The instructor can place the information regarding scope, relevance, purpose and benefits of the course. The section also could include a list of course goals and objectives and teaching and learning activities and strategies required to accomplish them. Details of prescribed texts, recommended texts and other supported materials such as online resources are also given here.

Teachers can post course materials and other useful information in multiple content formats such as text, image, audio, video, animations in the course content section. Course instructor can upload multiple files as attachments from the computer. Availability of the files can be set by selecting the Display After and Display Until check boxes to enable the date and time selections or by using pop-up Date Selection Calendar and Time Selection Menu to select dates and times.

The assignment feature is utilized to post homework. Course instructors post assignments with specific instructions and deadlines as and when required, directing students’ attention to course objectives, course syllabus and content areas. Calendar tool is used to remind students of due dates of assignments. The students, in turn, submit their assignments in the form of files. Once the files are submitted, they are accessed by the teacher via the grade center. The teacher can view the file, grade and post comments and submit the files back. All the files can be downloaded at once and they can as well be removed at once after grading is done. The grade center feature on the Blackboard allows students to view their grades.

The virtual classroom or Blackboard collaborate feature is an easy to use web-conferencing platform intended for teachers and students to perform multiple tasks. Lectures, presentations, question and answer chats, white boarding and group web browsing are all possible at the convenience of course instructors and their students. The teacher can

schedule a session and then record the proceedings for the benefit of enhancing students' learning. The recordings can be shared across the courses. The collaborate tool is an ideal platform for incorporating blended learning into the curriculum. As the course instructor can schedule a session anywhere and anytime, course completion will be an easy task. In addition, the feature could possibly be used by course instructors to experiment with the innovative idea of flipped classroom, where in the concept or theory part can be done online and the mastery exercises or concept engagement through discussions can be taken up in the classroom.

Discussion feature allows course instructors to create discussion threads about a particular subject. The forums so created are used for the instructor and the students to share questions and answers, concepts and ideas on various topics of the course. The instructor can use forum settings such as view, grade, subscribe, create and edit, and additional options for performing various tasks for the benefit of the learners.

The email feature allows teachers and students to email to one another. Teachers can mass email to students on the course. The feature allows the teacher to send emails to anyone who is associated with the course. The emails can be sent to single, select or all users. This feature is ideal for the course instructor to be in contact with students, other course instructors, teaching assistants, observers, etc.

Students too could perform a host of activities on the Blackboard. The course instructors guide students in utilizing various features on the Blackboard through the announcements they post periodically. They are allowed to access the course menu consisting of course description, course content, discussion, assignments, and grade center. They can participate in a collaborative area with the teacher and fellow students via virtual classroom feature. They are also allowed to participate in a threaded discussion with their group members on the discussion forum.

Analyzing patterns in Blackboard tool use, Whitmer et al (2016) reported that successful students spent more time on tools such as grade center, course content, assessments, assignments and discussion.

III. OTHER RESEARCH STUDIES

Mohsin and Shafeeq (2014) in their research study at Najran University, KSA point out that the EFL teachers have positive perceptions on Blackboard applications to English language teaching. Most teachers view Blackboard as a structured e-learning platform that helps improve the teacher-student relationship in a course and aids to make teaching English more successful.

Al Zahour et al (2013) in their study at King Khalid University, KSA proved that blended learning helped broaden reading opportunities and English vocabulary of their students.

Kashghari and Aseel (2014) in their pilot study at King Abdul Aziz University, KSA reported that using Blackboard helped their students in improving their listening skills. However, they were not sure if Blackboard helped their students in improving their speaking skills.

In his case study at King Khalid University, KSA, Al-Maqtri (2014) revealed that though both male and female teachers consider E-learning through Blackboard effective, the student community, both male and female, in general do not consider E-learning effective. He also pointed out that female students had a more positive attitude to E-learning than their male counterparts. He further stated that students are not motivated to work with E-learning. He also identified that students misuse Blackboard system in large scale plagiarism. The study also revealed that many Blackboard related activities were not carried out by students owing to lack of access to the Internet.

IV. METHODS AND MATERIALS

In an attempt to discover the participants' perceptions on the use of Blackboard with the courses of the English department, a questionnaire was used as an instrument in this study. The questionnaire consisted of 15 items. For most questions the respondents were asked to choose from a 5-point Likert scale statement. The questionnaire was in English; however, the respondents were allowed to clarify their doubts with the administrators in either Arabic or English. Data obtained from the respondents were calculated using descriptive statistics: percentages and frequencies.

V. DATA ANALYSIS AND INTERPRETATION

TABLE 1:
DESCRIPTIVE STATISTICS OF ITEMS (1-6 & 9-15) ON THE QUESTIONNAIRE (N=50)

	A	B	C	d	E
1) I think Blackboard offers a lively and interesting way of learning.	26%	16%	33%	16%	6%
2) I think Blackboard offers much needed variety in the learning of my courses.	16%	40%	20%	13%	10%
3) I think using Blackboard helps me to learn various aspects of my courses at my own pace.	19%	41%	17%	14%	7%
4) I think using Blackboard helps me to improve my linguistic abilities.	13%	21%	34%	17%	14%
5) I want to learn using both face-to-face instruction and Blackboard.	11%	27%	33%	14%	6%
6) I visit the Blackboard.	21%	36%	29%	13%	2%
9) I want my teachers to use Blackboard more often.	19%	36%	24%	14%	3%
10) I think the Blackboard is an unnecessary digression.	2%	23%	32%	35%	5%
11) I think learning through Blackboard is not useful.	3%	13%	21%	22%	38%
12) I don't have access to the internet which is why I can't use Blackboard.	7%	6%	33%	33%	10%
13) I think using Blackboard helps me to develop my knowledge of computer and internet.	9%	21%	44%	16%	8%
14) I face technical problems while using Blackboard.	6%	20%	43%	13%	13%
15) I want training so that I can use the features on the Blackboard better.	6%	26%	34%	14%	17%

TABLE 2:
DESCRIPTIVE STATISTICS OF ITEMS (7& 8) ON THE QUESTIONNAIRE (N=50)

	A	B	C	D	E	f	g	h
7) The features I frequently visit on the Blackboard.	35%	23%	27%	30%	38%	17%	14%	12%
8) The features on the Blackboard I want my teachers to use more often.	26%	14%	36%	26%	35%	19%	19%	13%

VI. FINDINGS

Reflecting upon the analysis of the data obtained from the questionnaire on the students' perceptions about the application of Blackboard for the courses in the department, the results of the study are presented as follows:

A majority of respondents are neutral about Blackboard offering a lively and interesting way of learning. However, a good number of respondents feel that it offers a lively and interesting way of learning.

A majority of respondents consider Blackboard to be a medium offering much needed variety in the learning of their courses.

A great majority of respondents consider that Blackboard helps them learn various aspects of their courses at their own pace.

A significant chunk of respondents is neutral about Blackboard helping them improve their linguistic abilities.

A majority of respondents are neutral about the use of both face – to – face instruction and Blackboard for their learning. However, a good number of respondents feel that they want to learn following both the types.

A majority of respondents visit the Blackboard two or three times a week.

Most respondents frequently visit the features on the Blackboard such as assignment, announcement and course introduction.

Most respondents want their teachers to frequently use the features on the Blackboard such as assignments, announcements and course content.

A majority of respondents want their teachers to use Blackboard more often. However, a good number of respondents are neutral about it.

A majority of respondents disagree that Blackboard is an unnecessary digression. However, a sizeable chunk of respondents seem to be neutral about it.

A good majority of respondents consider that learning through Blackboard is useful. However, a slight majority of respondents are neutral about it.

Though a good majority of respondents disagree that they can't use Blackboard because they don't have access, the equal number of respondents seem neutral about it.

A great majority of respondents are neutral about developing their knowledge of computer and internet as a result of using Blackboard.

A majority of respondents feel neutral about facing technical problems while using Blackboard. However, a good chunk of respondents seem to face technical problems as they use Blackboard.

A majority of respondents are neutral about needing training so that they can use the features on the blackboard. However, a good number of respondents seem to suggest that they need training.

VII. DISCUSSION

Since the introduction of Blackboard software is in its infancy in the department and its use has not become widespread yet, one needs to be cautious in generalizing the findings. However, by virtue of our association with department where the research project was carried out, we could state that some of our assumptions about the use of Blackboard are testified by the findings of our study. It was heartening to note that the students thought Blackboard

offered much needed variety in the learning of their courses, and it helped them learn various aspects of their courses at their own pace. The finding that they neither agreed nor disagreed about Blackboard offering a lively and interesting environment could be due to a variety of factors such as the early stage of application, and lack of awareness on the benefits it offers. Pedagogically speaking, the majority of learners, in the present study, should be given more time to be familiar with varied features of the Blackboard so as to decide for themselves if learning via Blackboard is really effective. Administrators should encourage students to make the best use of the Blackboard by way of providing required training and access to the internet. It would be advisable for course instructors to use more features on the Blackboard with greater frequency.

VIII. CONCLUDING REMARKS

With the constraints under which the present study was conducted the data only seemed to suggest that the respondents were slightly in favor of using Blackboard, though it could not be established fully how far Blackboard had been productive. However, it is considered that the use of e-learning tools such as Blackboard could not only provide variety in their instruction but also help create a motivational environment for the students. It is recommended for future studies to utilize varied data collection instruments such as interview and observation protocol to eliciting and triangulating data so that the results could be more comprehensive and reliable.

IX. SUGGESTIONS FOR FUTURE RESEARCH

This study was limited in the small number of respondents. Therefore, the findings ought to be interpreted or generalized with caution. It is suggested that future studies collect data from larger samples of population in order to make more plausible generalizations.

The present study employed only single data collection instrument (questionnaire) to investigate the respondents' perceptions on the use of the Blackboard. It is recommended for future studies to utilize multiple data collection instruments such as interviews and participant observation to eliciting and triangulating the data so that the studies could be more comprehensive and reliable.

The present study collected data only from male respondents. It is suggested that studies maybe conducted to see the differences among the male and female populations of the university.

It is also recommended that longitudinal studies maybe conducted to see if students' perceptions change over time.

APPENDIX. QUESTIONNAIRE

Dear Participant

Please complete this questionnaire to help us know what you think about how Blackboard is being used by you and your course teachers in the Department of English, Al Jouf University. Please read each statement/question carefully and choose the response that best reflects your viewpoint. There is no right or wrong answer to these statements or questions. If you have any questions, ask the person who is administering this questionnaire for clarification. Please note that the information you provide will be kept confidential and your responses will be anonymous.

Thank you very much for your participation.

1) I think Blackboard offers a lively and interesting way of learning.

a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree

2) I think Blackboard offers much needed variety in the learning of my courses.

a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree

3) I think using Blackboard helps me to learn various aspects of my courses at my own pace.

a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree

4) I think using Blackboard could help to improve my linguistic abilities.

a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree

5) I want to learn using both face – to – face instruction and Blackboard.

a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree

6) I visit the Blackboard (Tick the correct choice):

a. every day b. three times a week c. two times a week d. once a week e. Any other

7) The features on the Blackboard I frequently visit. (Tick all appropriate choices)

a) Announcements ()

b) Course description ()

c) Course content ()

d) Course introduction ()

e) Assignments ()

f) Discussion forums ()

g) Virtual classroom ()

h) Email ()

i) Any other: _____

8) The features on the Blackboard I want my teachers to use more often. (Tick all appropriate choices)

- a) Announcements ()
 b) Course description ()
 c) Course content ()
 d) Course introduction ()
 e) Assignments ()
 f) Discussion forums ()
 g) Virtual classroom ()
 h) Email ()

i) Any other: _____

9) I want my teachers to use Blackboard more often.

- a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree

10) I think the Blackboard is an unnecessary digression.

- a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree

11) I think learning through Blackboard is not useful.

- a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree

12) I don't have access to the internet which is why I can't use Blackboard.

- a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree

13) I think using Blackboard helps me to develop my knowledge of computer and internet.

- a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree

14) I face technical problems while using Blackboard.

- a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree

15) I want training so that I can use the features on the Blackboard better.

- a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree

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The Effectiveness of Concept Sentence Model toward Writing Skill of Persuasive Paragraph

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Abstract—The aim of this study is to describe the students' skill to write persuasive paragraph at the tenth class of SMA Muhammadiyah 2 Makassar. There are four characteristics of writing skill, namely 1) writing skill is a complex skill, 2) writing skill tends to the skill or practice, 3) it is skill mechanistic, and 4) mastery writing skill should through the gradual and accumulative activities. The observation was found that the writing skill is difficult to teach. The data collection techniques are the observation, questionnaire, pretest and treatment. The results showed that the students' skill to write persuasive paragraph was in good category. Based on the results of 30 students, it revealed that 2 students or 6.6% did not get the minimum completeness criteria (KKM) score and 28 students or 93.33% reached the score or above KKM score (70), i.e., 80% is $\geq 75\%$, so it can be concluded that the students writing skill of persuasive paragraph has met the minimum completeness criteria in classical learning outcome for students who completed it were $\geq 75\%$. Therefore, it indicates that students are able to write the persuasive paragraph with the average score reaching above the average criteria.

Index Terms—effectiveness of concept sentence, persuasive paragraph writing

I. INTRODUCTION

The rapid development of information today makes language have an important role as a communication tool. Therefore, the need for language as an information media is perceived necessary, especially in sustaining the development progress in various fields, such as economics, politics, social and cultural, as well as in science and technology. All these aspects require language as an information tool in its development. Furthermore, various educational institutions in Indonesia assign subject of Indonesian language and literature as a program aimed to develop the knowledge and language skills as the communication tool both verbal and written.

According to Akhadijah (2002, p. 2) argues that there are four prominent characteristics of writing skill, namely (1) writing skill is a complex ability, (2) writing skill tends to skill or practice, (3) it is mechanistic skill, and (4) mastery of writing skill is through the gradual and accumulative activities.

Writing skill is more inclined towards the practice rather than to the theory. It does not mean that the discussion of writing theory is sown in the teaching of writing. The comparison between practice and theory should be more practice rather than theory (Syamsuri, Muhsin & Nurmayani, 2016, p. 4).

Writing skill is mechanistic. It means that the mastery of writing skill must be through training or practice. In other words, it requires more and more activities to write, and then someone is more capable to write (Muhsin. M.A, 2016, p. 9).

Students have to be able, skilled, fluency and mastery the four writing skills (Muhsin.M.A, 2016, p. 10). Out of the four language skills, writing skill can be mentioned to be very vital or important. Writing skill is one of language aspects which its role can generate the intelligent, critical, creative, and cultured next generation. By mastering of good writing skill, a student can easily take part into the community to the social life activities.

Semi (2007, p. 14) states that writing is a creative process of moving ideas in writing symbols. Besides, writing is a productive, active and expressive learning form. The government through the School Based Level Curriculum (KTSP) expects to students ranging from elementary to college level are skilled writing and to express their ideas, and their point of view critically, practically, creatively, and systematically in the writing form.

Based on the preliminary observation which was conducted in SMA Muhamamdiyah 2 Makassar, the learning writing, especially paragraph that was more emphasis on individual learning which refers to textbooks, so it caused the learning writing, particularly persuasive paragraph writing was not optimal. Besides, the learning process was begun with a lecture conducted by teachers and it was listen by students, then teachers gave assignments to students to write paragraph without any specific learning model. The results of students' writing were used as the only one of basic criteria for grading. The assessment was only focused on the product assessment. The assessment during the taking of learning process was less concerned.

Paragraph is ideas parts of ideas which are outlined in writing. Paragraph can also be regarded as a short or mini essay. The linguists formulate the definition of paragraph by using different techniques, although the definition is formulated differently, it will still not diminish the understanding of paragraph itself because the formulated definition

is not quite different. Munirah (2015, p. 24) argues that paragraph is a group of sentences that develop logically to one subject.

Keraf (2001, p. 62) formulates the definition of paragraph with the term of *alinea*, i.e., the unity of mind that is higher or wider than the sentence. The term of paragraph appeared around 1970s in Indonesia. The linguists generally have same opinion about the discourse in terms of most complete language unit (intact), but in other cases, there is a difference. The difference is referred to the discourse as the highest grammatical element which is realized in the form of complete paragraph with full and high coherence and cohesion.

The complete paragraph must be considered in terms of cohesion and coherence. "Cohesion is the harmonious relationship between one element to other elements in the discourse that creates a slick sense or coherent, cohesion refers to the form relation while coherence refers to meaning relation" (Dardjowidjojo, 1998, p. 46). A paragraph is the sentences series that are interrelated forming a harmonious meaning between sentences (Dewi, A. S. S. P., p. 2016)). Based on description above, it can be said that the paragraph is a language unit that is most complete and highest in over a sentence or a clause with high cohesion and coherence that are sustainable, that have a beginning and an end, the real, which is presented orally or written.

In English, the word of 'to persuade' means 'persuaded' or 'assured'. The noun form is 'persuasion' which is then picked Indonesian word of *persuasi* (Finoza, 1993, p. 229).

Persuasive is a skill to reach an agreement or the suitability of the willingness of speakers and listeners; moreover, it is a process to convince others that the person accepts what is desired by the speakers or writers (Gani, et al., 1987, p. 99).

Keraf (2004, p. 118) argues that persuasion is a verbal art that aims to convince someone to do something which is desired by speaker at this time or in the future. The final objective is that the reader or listener to do something, then it can be concluded that persuasion is also way to make decision. Those who receive persuasive have to get the confidence that their decision is the right decision, thoughtful, and done without coercion.

The learning of concept sentence is the learning which is more directed to the interaction between teachers and students and students with students. This model is part of the social teaching model. The social learning model group, as its name, focuses on the social character, how individual learns social behavior, and how social interaction can enhance the achievement of academic learning.

After the group investigation model is developed, it appears that other social learning models; one of them is learning model of concept sentence. The learning model of concept sentence is more directed to language learning, especially learning the syntax by using key words. The learning model of concept sentence considers students in heterogeneous groups.

The general characteristic of concept sentence model is presenting the key words. The purpose of this learning model which is applied in each lesson is to enhance the students' skills for learning. Without a real learning model, teachers often develop a pattern that is based solely on the past and intuition so that concept of teaching materials that will be delivered is not channeled to the maximum and are difficult to understand.

It is needed a solution so that the process of teaching and learning activities in the classroom is synonymous with boring things that can be turned into the more vibrant and lively atmosphere. Researcher presented a solution for persuasive paragraph writing skill in improving the students' learning to write a persuasive paragraph.

Based on the problems mentioned above, the researcher considered that it was needed to conduct research related to persuasive paragraph writing. The problems in Indonesian language subject, particularly the writing ability of persuasive paragraph. Hence, it was established a research titled "The Effectiveness of Concept Sentence Model toward Students' Writing Skill of Persuasive Paragraph at the Tenth Class of SMA Muhammadiyah 2 Makassar".

II. RESEARCH METHODOLOGY

A. Type of the Research

The type of this study was experimental research; the research model used was the concept sentence to improve the persuasive paragraph writing skill. According to Gay (as cited in Emzir, 2007, p. 63), experimental research is the only one research method that can test hypotheses concerning the true causal relationship (causal).

This study was conducted in SMA Muhammadiyah 2 Makassar. This study used instrument to conduct observations and draw up test items to be distributed to the students to determine the extent of the students' ability in understanding about persuasive paragraph.

B. Research Design

The design of this study was a pre-experimental research design type of One-Group Pretest-Posttest design. In this study, the treatments can be determined more accurately, because it can be compared with the situation before treated (treatment). The design of this study is presented as follows:

O ₁	X	O ₂
(Source: Emzir, 2007) which: O ₁ = Pretest O ₂ = Posttest X = The treatment by using concept sentence model		

This experimental model was conducted into three steps, namely:

- a) Giving pretest to find out the students' writing skill of persuasive paragraph before the treatments by using concept sentence method were applied.
- b) Giving the treatments to the research subjects by applying the concept sentence method.
- c) Giving posttest to measure the dependent variable after the treatments were applied.

C. Research Variables

Based on the study title that was "The effectiveness of concept sentence model to improve the students' writing skill of persuasive paragraph at the tenth class of SMA Muhammadiyah 2 Makassar", then the research used two research variables, i.e., the concept sentence model as the independent variable (X) and persuasive paragraph writing ability as the dependent variable (Y).

D. Population and Sample

a. Population

Population is the generalization region consisting of objects or subjects that have certain qualities and characteristics defined by the researcher to investigate and then to be inferred conclusion (Sugiyono, 2006, p. 80). Therefore, the population is not only people but also objects and the other natural objects. The population is not only the number of the objects/subjects being studied, but also it covers all the characteristics/properties owned by the subject of object.

The population of this study was all students of the tenth class of SMA Muhammadiyah 2 Makassar, which consisted of 30 people.

TABLE 1.
THE NUMBER OF POPULATION

No.	Class	Gender		Total
		Female	Male	
1.	X.1	12	18	30

b. Sample

The sample is a part of a population that is expected to represent the population in the study. In this study, the sample consisted of all members of population of the tenth class of SMA Muhammadiyah 2 Makassar, i.e., 30 students dividing into 18 male students and 12 female students.

III. FINDINGS AND DISCUSSION

A. Findings

1. The Descriptive Results of Pretest of Students' Persuasive Paragraph at the Tenth Class of SMA Muhammadiyah 2 Makassar before Applying the Concept Sentence Model

Based on the results of the study which was conducted by the researcher at SMA Muhammadiyah 2 Makassar on July 27 to August 27, 2016, it was obtained that the data were collected through the test instrument can be revealed the beginner writing ability of the students at the tenth class of SMA Muhammadiyah 2 Makassar.

The data of writing achievement score of the tenth class students of SMA Muhammadiyah 2 Makassar can be seen as follows:

TABLE 2.
THE PRETEST SCORES

No	Students' Name	Scores
1	Abdul Muhlis	65
2	Abdul Muh. Talib	50
3	Agus	50
4	Alfian Ali	63
5	Andriani	65
6	Annisa	50
7	Dirwan	60
8	Firman	50
9	Hasniati	60
10	Indra Permana	50
11	M . Arfan Arifin	60
12	Muh. Ikbali	70
13	Muh. Jefri	50
14	Nur Ningsih	65
15	Teddy	63
16	Wahyudi	50
17	Wahyuni	60
18	Wahdaniah Nurvaib	73
19	Musrifal Yusuf	50
20	Suriyanti	55
21	Faisal muhammad	55
22	Nila Wati	50
23	Muhammad Yusril	50
24	Suci Indah Sari	50
25	Rional	55
26	Mulyadi	50
27	Aufar Afrizal	55
28	Fitrah Fadillah	50
29	Sasmita	50
30	Sri Wahyuni	50

To find out the mean (average) of pretest score of the tenth class students of SMA Muhammadiyah 2 Makassar, it can be seen in the following table:

TABLE 3.
THE CALCULATION OF MEAN (AVERAGE) OF PRETEST SCORE

x	f	f.x
50	16	800
55	4	220
60	4	240
63	2	126
65	3	195
70	1	70
73	1	73
Total ($\sum fx$)	30	1,724

Based on the data above, it can be seen that the score of $\sum fx = 1,724$ while the N-score itself is 30. Therefore, it can be obtained the average (mean) score as follows:

$$\begin{aligned}\bar{x} &= \frac{\sum_{i=1}^k f x_i}{n} \\ &= \frac{1,724}{30} \\ &= 0.05747\end{aligned}$$

From the calculation above, the mean score obtained from the students' learning results at the tenth class of SMA Muhammadiyah 2 Makassar before conducting the treatments of Concept Sentence Model was 0.05747. It was categorized in the Department of Education and Culture (Depdikbud), and then the results information can be seen in the following table:

TABLE 4.
THE WRITING SKILL CATEGORY OF PRETEST

No	Interval	Frequency	Percentage (%)	Learning Achievement Category
1	0 – 50	16	53.33	Very Low
2	55 – 60	8	26.66	Low
3	65 – 70	5	16.66	Average
4	75 – 80	1	3.33	High
5	85 – 100	0	0	Very High
Total		30	100	

Based on the data which can be seen in the table above, it can be concluded that students learning achievements in pretest phase by using test instrument were categorized as very low with 53.33%, low category was 26.66%, average category was 16.66%, high category was 3.33%, and none of score was very high category, i.e., 0%. Referring to the existing percentage results, it can be stated that the students' writing skill category before applying the Concept Sentence Model was relatively categorized in low category.

TABLE 5.
THE COMPLETENESS INDICATOR DESCRIPTION OF INDONESIAN LANGUAGE LEARNING ACHIEVEMENT

Score	Category	Frequency	%
$0 \leq x < 65$	Not Complete	29	97
$70 \leq x \leq 100$	Complete	1	3
Total		30	100

If Table 5 is associated with the completeness indicator of the students learning achievements which were determined by the researcher, i.e., if the number of students who do not reach or exceed the KKM ($70 \geq 75\%$), so it can be concluded that the students writing skill at the tenth class of SMA Muhammadiyah 2 Makassar was not yet eligible the classical mastery of learning achievement because there were only 40% students who got completeness indicator.

2. The Descriptive Results of Posttest of Students' Persuasive Paragraph at the Tenth Class of SMA Muhammadiyah 2 Makassar before Applying the Concept Sentence Model

During the study was conducted, there were changes to class after given treatments. These changes included the learning achievement which was obtained after given the posttest. These changes can be seen in the following data:

TABLE 6.
THE POSTTEST SCORES

No	Students' Name	Scores
1	Abdul Muhlis	90
2	Abdul Muh. Talib	65
3	Agus	75
4	Alfian Ali	75
5	Andriani	85
6	Annisa	80
7	Dirwan	95
8	Firman	85
9	Hasniati	90
10	Indra Permana	75
11	M . Arfan Arifin	85
12	Muh. Iqbal	85
13	Muh. Jefri	65
14	Nur Ningsih	90
15	Teddy	85
16	Wahyudi	85
17	Wahyuni	70
18	Wahdaniah Nurvaib	95
19	Musrifal Yusuf	70
20	Suriyanti	80
21	Faisal muhammad	80
22	Nila Wati	75
23	Muhammad Yusril	70
24	Suci Indah Sari	75
25	Rional	75
26	Mulyadi	80
27	Aufar Afrizal	75
28	Fitrah Fadillah	75
29	Sasmita	70
30	Sri Wahyuni	75

Table 7 presents data to find out the mean (average) of posttest score of the tenth class students of SMA Muhammadiyah 2 Makassar.

TABLE 7.
THE CALCULATION OF MEAN (AVERAGE) OF POSTTEST SCORE

x	f	f.x
65	2	130
70	4	280
75	9	675
80	4	320
85	6	510
90	3	270
95	2	190
Total ($\sum fx$)	30	2,375

Based on the data of posttest above, it can be seen that the score of $\sum fx = 2,375$ and the N-score itself is 30. Therefore, it can be obtained the average (mean) score as follows:

$$\begin{aligned}\bar{x} &= \frac{\sum_{i=1}^k f x_i}{n} \\ &= \frac{2,375}{30} \\ &= 79.16667\end{aligned}$$

From the calculation result above, it was obtained the mean score of students learning achievement at the tenth class of SMA Muhammadiyah 2 Makassar after applying the Concept Sentence Model was 79.16667 from the ideal score of 100. The guideline categories in the Department of Education and Culture (Depdikbud) can be seen in the following table:

TABLE 8.
THE WRITING SKILL CATEGORY OF POSTTEST

No	Interval	Frequency	Percentage (%)	Learning Achievement Category
1	0 – 50	-	0.00	Very Low
2	55 – 60	-	0.00	Low
3	65 – 70	6	20	Average
4	75 – 80	13	43.33	High
5	85 – 100	11	37	Very High
Total		30	100	

Based on the data which can be seen in the table above, it can be concluded that students learning achievements in posttest phase by using test instrument were categorized as very high with 37%, high category was 43.33%, average category was 20%, and none of scores was very low and low category, i.e., 0%. Referring to the existing percentage results, it can be stated that the students' writing skill category after applying the Concept Sentence Model was relatively categorized in high category.

TABLE 9.
THE COMPLETENESS INDICATOR DESCRIPTION OF INDONESIAN LANGUAGE LEARNING ACHIEVEMENT

Score	Category	Frequency	%
$0 \leq x < 65$	Not Complete	2	6.667
$70 \leq x \leq 100$	Complete	28	93.33
Total		30	100

If Table 9 is associated with the completeness indicator of the students learning achievements which were determined by the researcher, i.e., if the number of students who do reach or exceed the KKM ($70 \geq 75\%$), so it can be concluded that the students' writing skill at the tenth class of SMA Muhammadiyah 2 Makassar has fulfilled the completeness indicator for classical mastery of learning achievement because the students who got completeness indicator was 80%, i.e., $\geq 75\%$.

3. The Effectiveness of Concept Sentence Model Application to Improve Students' Writing Skill of Persuasive Paragraph at the Tenth Class of SMA Muhammadiyah 2 Makassar

TABLE 10.
ANALYSIS OF PRETEST AND POSTTEST SCORES

No	X ₁ (Pretest)	X ₂ (Posttest)	d = X ₂ - X ₁	d ²
1	65	90	25	625
2	50	65	15	225
3	50	75	25	625
4	63	80	17	289
5	65	85	20	400
6	50	75	25	625
7	60	95	35	1,225
8	50	85	35	1,225
9	60	90	30	900
10	50	75	25	625
11	60	85	25	625
12	70	85	15	225
13	60	65	5	25
14	63	85	22	484
15	65	90	25	625
16	50	85	35	1,225
17	50	70	20	400
18	73	95	22	484
19	50	70	20	400
20	55	80	25	625
21	55	80	25	625
22	50	75	25	625
23	50	70	20	400
24	50	75	25	625
25	55	75	20	400
26	50	80	30	900
27	55	75	20	400
28	50	75	25	625
29	50	70	20	400
30	50	75	25	625
	1,674	2,375	701	13,835.68

In accordance with the research hypothesis that is “The effectiveness of concept sentence model to improve the students’ writing skill of persuasive paragraph at the tenth class of SMA Muhammadiyah 2 Makassar”, then the technique used to test the hypothesis was inferential statistics technique by using t-test.

The steps of hypothesis testing are as follows:

1. Calculating the score of “Md” by using the formulate:

$$\begin{aligned} Md &= \frac{\sum d}{n} \\ &= \frac{701}{30} \\ &= 23.36667 \end{aligned}$$

2. Calculating the score of “ $\sum d^2 \cdot d$ ” by using the formulate:

$$\begin{aligned} \sum d^2 \cdot d &= \sum d^2 - \frac{(\sum d)^2}{n} \\ &= 13,835.68 - \frac{(701)^2}{30} \\ &= 13,835.68 - \frac{491,401}{30} \\ &= 13,835.68 - 16,380.03 \\ &= 13,819.29997 \end{aligned}$$

3. Calculating the score of t_{count}

$$\begin{aligned}
 t &= \frac{\Sigma d}{\sqrt{\frac{\Sigma d^2 - (\Sigma d)^2}{n(n-1)}}} \\
 t &= \frac{23,36667}{\sqrt{\frac{13,819,29997}{30(30-1)}}} \\
 t &= \frac{23,36667}{\sqrt{\frac{13,819,29997}{870}}} \\
 t &= \frac{23,36667}{\sqrt{15,88425}} \\
 t &= \frac{23,36667}{3,9} \\
 t &= 6.00
 \end{aligned}$$

4. Determine the score of t_{table}

To find out t_{table} , the researcher used a distribution table of t-score with the significant level $\alpha=0.05$ and $df = n-1 = 30 - 1 = 29$, so it was obtained that $t_{0,05} = 2.04$.

After having obtained $t_{count} = 6.00$ and $t_{table} = 2.00$, then it was obtained that t_{count} was $> t_{table}$ or $6.00 > 2.00$. Therefore, it can be concluded that H_0 was rejected and H_a was accepted. This means that there was effectiveness in applying the concept sentence model to the students' writing skill of persuasive paragraph at the tenth class of SMA Muhammadiyah 2 Makassar.

B. Discussion

In this section, it was described the results found in this study. The results refer to the conclusions based on the data collection and data analysis that had been conducted.

Haling (2007: 17) states that the dynamic elements in learning are learning materials, learning environment, media and learning resources, and teacher as learning subject, then the researcher and teachers made planning of learning implementation. After that, teachers and researcher gave each other feedback related to learning resources, time, learning media, evaluation tools, and steps for implementing learning model of concept sentence.

Djumingin and Syamsudduha (2009: 156) state that in formulating the indicators of success, it should be able to demonstrate student achievement as a whole (cognitive, affective, and psychomotor). Based on this statement, it can be stated that the achievement of learning outcomes have been determined from the curriculum then the schools determine the minimum completeness criteria (KKM) in accordance with the potential of teachers, students' abilities, and supporting facilities in schools. In previous researcher had succeeded in improving the students' skill with an average value of 79 to 75 with the completeness criteria in the beginning test (pretest), there were still students who had not reached the minimum completeness criteria (KKM), which had been determined from the school. In this case, to measure the extent of students' ability in writing persuasive paragraphs then it was applied the concept of sentence method. Then researcher conducted a final test (posttest). From the results of the student after the method of sentence concept was applied, it can be concluded that the method applied by the researcher effectively increased the students' writing skill of persuasive paragraph at the tenth class of SMA Muhammadiyah 2 Makassar.

The learning model of concept sentence was considered by researcher that it can improve students' writing skill in writing a persuasive paragraph. This was because the concept sentence model provided a better opportunity for students to explore their ideas, thinking, and their creativity in writing persuasive paragraph.

Based on keywords provided by the teacher (Kiranawati, 2008) through the concept sentence model, the ability to determine the theme, character, type, stories, coherence, spelling, background, and the plot obtained by students could be developed and finally students could write a persuasive paragraph, because the seventh aspect of the assessment indicators must be achieved by students in writing a persuasive paragraph.

As disclosed by Prasetyo (in Juliswan 2011: 2) says "the causes of low student to write a persuasive paragraph due to (1) lack of effective learning created by the teacher (2) methods and models created by teachers can not develop potentials of students. Through the concept of learning, students were given a sentence different atmosphere than usual. Different atmosphere referred to inviting students directly to get experience about the topic/the material being studied. Because there are many different situations that are given by the teacher in the learning process, students become creative and not be forced to an atmosphere in the room. Therefore, the different atmosphere that the appearance of a learning model of concept sentence that is relatively categorized as new concept for students is expected to motivate the students to work so that students are active in the learning process. Therefore, in this study researcher tried to apply the learning model of concept sentence and the results of persuasive paragraph writing of the students at SMA Muhammadiyah 2 Makassar were categorized quite well. From the above theory, the researcher associated with the results of research by applying the same learning model that was the concept sentence given in the tenth class students of SMA Muhammadiyah 2 Makassar in improving students' ability in writing persuasive paragraph was effective. It can

be evidenced from the results of the pretest with an average value of 6.00 increased in the posttest results of students with an average value of 79.16.

Based on the pretest results, the average value of student learning achievement was 0.05747 with categories consisted of very low category was 53.33%, low category was 26%, average category was 16.66%, high category was 3.33% and very high category is 0%. Referring to the results of the existing percentages, it can be stated that the level of paragraph persuasive writing skills of students before applying sentence concept method was categorized low.

Furthermore, the average value of posttest results was 79.16667 so persuasive paragraph writing skills of students after applying concept sentence method had been better learning achievements than in the previous results of pretest before applying the concept sentence method. In addition, the percentage of category result of learning to write persuasive paragraph in the category of very high was 37%, high category was 43.33%, average category was 20%, and low and very low category was 0%.

Based on the results of inferential statistical analysis using the t-test formula, it can be seen that the value of t_{count} was 6.00. With frequency (df) of $30-1 = 29$, at a significance level of 5%, was obtained $t_{\text{table}} = 2.00$. Therefore t_{count} was $> t_{\text{table}}$ at a significance level of 0.05, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted, which means that there was effectiveness in applying the concept sentence method to persuasive paragraph writing skill, it can be concluded that there was effectiveness in applying the concept sentence method to improve students' writing skill of persuasive paragraph at the tenth class of SMA Muhammadiyah 2 Makassar.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research results and the discussion of treatments conducted to 6 meetings, it can be concluded that the implementation of the concept sentence model effectively improved the learning writing skill of persuasive paragraph at the tenth class of SMA Muhammadiyah 2 Makassar, to find out the value of t_{table} , researcher used a t distribution table with significance level $\alpha = 0.05$ and $df = N-1 = 30-1 = 30$ then it was obtained $t_{0,05} = 2.04$.

After having obtained $t_{\text{count}} = 6.00$ and $t_{\text{table}} = 2.00$, so it was obtained that t_{count} was greater than t_{table} or $6.00 > 2.00$. Therefore, it can be concluded that H_0 was rejected and H_a was accepted. This means that the concept sentence method was effective to be applied in learning writing of persuasive paragraph at the tenth class of SMA Muhammadiyah 2 Makassar. The implementation of concept sentence model was effective, it was proven by the activeness of students during the learning process, the attitude of the students who asked questions and students answered any questions that arise both from the teacher and from their friends, increased courage of students in volunteer work on the problems on the blackboard. In addition, students who did other activities (noisy, play, etc.) in learning activities had decreased.

B. Suggestion

Based on the results obtained from this study, the researcher proposes some suggestions as follows:

1. Learning model of concept sentence can be applied to the teaching learning process of Indonesian language.
2. As a follow-up during the learning process, it is expected to teachers to supervise, deliver and guide students in learning.
3. This study should be continued by other researchers who are interested in attention to the deficiencies in this study and in the different research subjects and objects.

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Vague Language and Its Social Role

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Abstract—Vague language in other words denotes phrases and words that are neither exact nor precise. People often use these phrases in cases where they are not sure about something, to save time during a conversation, and to speak informally but in a manner that is friendly. The use of language shapes peoples' understanding of their social world (Adjoa, 2007). The use of vague language varies per culture and it is paramount for the speaker to attempt to learn language in the new culture he or she is in as that would help them know how native speakers of that language use vague expressions. Additionally, it would be prudent for a user of vague language to appreciate the new culture in which they live as that would help them understand the vague expression etiquette of that particular culture. Additionally, it is becoming evident that reporters and scholars have started adopting the use of vague language in order to drive their messages home, and this approach has been received positively.

Index Terms—vague, phrases, social role, vague quantifiers, gender, culture

I. INTRODUCTION: DEFINITION OF VAGUE LANGUAGE

Vague language exists in almost every culture and it denotes vague items, for example, conversational *implicature*, clause final ellipsis, vague clauses, general extenders, general verbs, and general nouns, as well as vague modifiers such as, epistemic vague stance markers and vague quantifiers (Biber, 1995). Vague language in other words denotes phrases and words that are neither exact nor precise (Biber, 1995). People often use these phrases in cases where they are not sure about something, to save time during a conversation, and to speak informally but in a manner that is friendly. This paper explores vague language and its social role and how people can learn vague language in different contexts and cultures.

Scholars have realized the importance and prevalence of vague language in spoken discourse and learning and teaching materials need to explicitly include in vague language. Secondly, they gave highlighted the role of discourse intonation in aiding both speakers and hearers in situation-specific contexts of vague language use and hence the need to place greater emphasis on discourse intonation on learning and teaching materials. The learning and teaching of discourse is yet to find its way in mainstream English language and teaching materials, but where it has been utilized, examples drawn from real instance of language use can serve as models for learners to discuss and replicate.

II. SOCIAL ROLE OF VAGUE LANGUAGE

In the normal face-to-face conversations, especially in the intercultural communication, it is essential to maintain good relations with between the speaker and the hearer. According to O'Keeffe, McCarthy, and Carter (2007), relational language serves a creator of good relationship between the speaker and his or her audience (hearer). According to them, vague language is an example of relational language and can be found in daily conversations as speakers tend to avoid the notion of sounding over definite, which might sound as over-educated and threatening. In that case, vague language can act as a socially cohesive function as per Cutting (2007). In addition, O'Keeffe et al. (2007) further note that another central function of vague language is to make assertion fuzzy or hedge them by allowing speakers down tone what they are communicating. In this way, it is seen as an expression softener so that the speaker does not appear as being too direct or unduly assertive or authoritative. The use of vague language by the speaker, as Cater and McCarthy (2006) portend, is a conscious decision and for that matter, it is not a sloppy expression or a product of careless thinking.

Numerous studies have been conducted to elucidate the role and use of vague language in different social contexts (Carter, Hughes & McCarthy, 2011). Such studies helped identify various vague expressions, as well as explain how they are employed in different settings. For example, Koester (2007) studied conversations across different office environments and their study showed that the use of vague language is a common phenomenon in different work environments in work-related interactions across different cultures. Similarly, Adolphs, Atkins, and Harvey (2007) assessed the Nottingham Health Communication Corpus (NHCC) and they noted that there is a significant use of vagueness in health communication contexts and it plays a crucial role in the negotiation of advice and therefore, affirming the choice that the patient makes.

In a different study, Parvaresh and Dabghi (2013) studied the use of vague language across different languages. In their comparative study, these researchers reported on the degree to which transfer is taken from Persian to English as a Foreign Language (EFL) discourse. In the same spirit, Lin (2012; 2013) investigated the similarities and differences in

vague expressions that are employed in authentic discourse and EFL text books. In authentic discourse, Lin (2012) found that vague expressions are used as a persuasive tool but it is not present in EFL learning materials. From their his study, Lin (2012) noted that the sue of vague expression in EFL would be of great benefit as it would enrich the description of the target language, but also increases the novice's awareness of the patterns of use in an authentic communication text.

Similarly, Lin (2013) portends that vague language has been included in major English grammar books as an essential interpersonal and grammatical feature of spoken language, and for that matter, Bieber et al. (1999) highlight that vague language in such context conveys imprecision that hedges and that in generic reference the noun denotes a whole class, rather than to an individual. In their interpretation, Cater and McCarthy (2006) argue that vague expressions are words or expression that deliberately refer to people or things, in a non-specific, imprecise way. For example, around six, anything, stuff, and like among others. Channel (1994), on the other hand, indicates that vague language can be seen as a language that can be contrasted with another word to give the same proposition that is purposeful and unabashedly vague. This authors' analysis of vague language indicates that the meanings of vague expressions are themselves vague and in that case, speakers share knowledge to understand them. This definition that inclines towards assumed or sheared knowledge is also supported by O'Keeffe et al. (2007). These authors point to the notion that vague language is a market of inter-subjectivity. In that case, the interlocutors are not expected to convey precise and concrete information simply because they are accustomed to relying on a common ground of knowledge, as well as belief shared with others. Any social group sharing interest and knowledge, according to Channel (1994) and Carter (1998), employs non-specificity in talking about their shared interests.

On the contrary, even though discourse communities use language to cement in-group membership and show solidarity, critical discourse analysis has revealed this phenomenon can also act as social divider (Koester, 2010; 2013). In fact, Wodak (1996) holds that there can be the emergence of confusion if there are gaps between distinct and insufficiently coincident cognitive worlds because, as he notes, these are separate insiders from outsiders, members of institutions from clients of those of institutions, and elites from the normal citizens uninitiated in the arcana of bureaucratic language and life. This notwithstanding, vague language, as Wodak (1996) further notes, vague language is pervasive in everyday talk serving interpersonal and pragmatic functions in discourse. Carter (1998) perceives it as a social leveler. In other words, it puts the speakers on an immediately causal and equal footing with their interlocutors. From these findings, it is evident that the use of vague language is a common phenomenon in any given society or cultural setting.

III. VAGUE LANGUAGE AND GENDER

In the same spirit, Adjoa (2007) opines that in the past two decades, there has been a re-awakening in the manner in which gender influences different aspects of language. The author denotes that various studies have been done to evaluate the differences in language use on the basis of gender. One such study showed that women lead in language shift. Another study found out that women produce linguistic forms closer to standard language, and they tend to use forms of higher prestige than men. Additionally, it was found out that men's and women's languages plat a crucial role in the formation of their identities, and again, is used to maintain the relations of power. When the concept of vague language is thrown into the debate, there is a clear indication that it has gender-specific connotations (Adjoa, 2007).

Many feminists have managed to show that through research that language, which is understood as discourse, acts as a powerful tool of patriarchal culture (Adjoa, 2007). It has been shown that language helps nor only enact, but also transmit every type of inequality, and this includes that between sexes. The use of language shapes peoples' understanding of their social world (Adjoa, 2007). Perhaps, most importantly in relation to the topic under study, vague language shapes how people interact between and within genders and cultures, and social identities.

IV. LEARNING VAGUE LANGUAGE IN DIFFERENT CONTEXTS/CULTURES

While bringing into focus how vague language can be learned in different cultures and contexts, Chinese Sabet and Zhang (2013) note that questions such as how often is often, how many is many, have been the concern of the study of vague language. As an integral part of the language, vague language influences how people interact and in their study, noted that Chinese Sabet and Zhang (2013) Chinese are the most frequent users of vague language. The usability of a vague expression in multiple positions is found to contribute to its functionality, which results in the large frequency of vague expressions. The most intriguing finding by Chinese, Sabet and Zhang (2013) is that the elastic feature of vague language allows speakers to stretch it to satisfy their communicative needs. The most versatile vague categories are *subjectivizers* as they tend to meet the diverse communication needs of different groups. Elasticity allows vague words to stretch and provide the speaker with opportunities to make strategic use of these expressions to enrich communication (Anderson, 2000). For example, vague language can mitigate, show politeness or solidarity, or maintain face and this is how its use can help foreigners settle down in new cultural environments.

Not only is vague language convenient for successful communication, but it can also facilitate management of an interaction. There is an interconnection between the linguistic realizations of vague items and the particular functions they serve. This is not a one-on-one correspondence but a continuum of particular functions in relation to linguistic

realization of vague items. It is also revealed that the cultural and linguistic backgrounds of people can influence their use of vague language. This, for example, can occur as *taarof*, formal courtesy, in Persian and indirectness in Chinese (Sabet & Zhang, 2013). Learners of new languages can be taught to take advantage of the elasticity of vague language in the process of communication. For instance, by instruction in the ways vague language can be used to compensate for inadequacies in their communicative competence.

Additionally, Kinginger (2013) gives the example where Spaniards are frequent users of general extenders (GEs). GEs are routinized chunks of language frequently utilized by from shared pragmatic functions interactions among users with different levels of shared sociocultural experience. In Spanish, GEs normally result from the combination of a conjunction and a noun, adverb or pronoun. For that matter, GEs in Spanish can either be adjunctive or disjunctive. In the adjunctive form, the GEs are affirmative or negative. On the other hand, negative GEs cancel any other further possible possibilities. Learning the use of these GEs can help a non-Spanish speaker settle down easily in a Spanish community by using the elasticity of vague expressions to cover for their incompetency in the Spanish language.

V. VARIATIONS IN THE MEANINGS OF VAGUE EXPRESSIONS ACROSS DIFFERENT CULTURES

Moreover, Trosborg (2010) portends that the way in which we talk and silence is used can reflect cultural values in communication and thus carry pragmatic meaning. Members of a speech community share community-specific norms on the appropriate use of silence, just as they do on speech acts on other features, and the intended meaning of silence and norms relating to the length of pauses in interaction varies across cultures. The use of silence, can therefore, be misinterpreted by native speakers, much as the inappropriate use of any other feature. Research suggest that Anglo cultures value talk over silence compared to many other cultures, and so in English a longer than normal silence can be interpreted as rejection, resistance or criticism, and is often as a preface to bad news or unwelcome turn of some kind (Winter & Norrby, 2000). Thus if Japanese, for instance, transfer into English a tendency to pause before turns, this may be misinterpreted by native English speakers as a preface for dispreferred response, that is to something that interlocutors might find disagreeable. In Aboriginal cultures in the USA and Australia, longer pauses may be tolerated between turns, and silence is not seen negatively as a sign of communication breakdown in interaction as it is their respective English-speaking mainstream cultures (Reppen, 2010).

For that matter, learners must be aware of pragmalinguistic variations cross cultures and understand that what is feasible or expected in another language, it is more even crucial that they understand why such choices are made, that is, that they understand the sociopragmatic issues underlying the linguistic, paralinguistic and strategy choices that are routinely made by speakers of a language in another culture (Stenstrom, Anderson & Hasund, 2002). While studying the application of these aspects with respect to vague language, it is clear that little has been done. On the same front, in order to learn vague language in different contexts and cultures these aspects must be taken into consideration.

Furthermore, Leap and Boellstorff (2004) hold that vagueness tends to have a double presence in syntax and this feature is linked to the undesirability, as well as a function of various grammatical categories that tends to overlap between them. Recursion is a crucial aspect of both language and productivity. It plays an important role in the generation of infinite sentences that emanate from a defined set of symbols and that makes language even more interesting. In that case, discrete infinitude gives the boundary that differentiates human from animal language. Similarly, also vagueness holds in syntax because of grammatical categories that offer borderline cases. In that case, Leap and Boellstorff (2004) suggest that it is essential for those using vague language to appreciate the different factors that affect it first if they have to use it effectively. Culture, as he notes, plays a crucial role. The use of vague language varies per culture and it is paramount for the speaker to attempt to learn language in the new culture he or she is in as that would help them know how native speakers of that language use vague expressions (Tagliamonte & Denis, 2010).

Additionally, it would be prudent for a user of vague language to appreciate the new culture in which they live as that would help them understand the vague expression etiquette of that particular culture (Rayson, 2008). Cutting (2015) holds that vague language is a key characteristic of global English, and it has been found to vary on the account of the variety of English, as well as the first background of the speaker. As much English is the most popular language in the world, it has been found to have slight variations when compared to the native English speaking societies for example, American English, Canadian English, British English, Australian English, New Zealand English, Western Africa English, South African English, East African English, Spanish English, French English, and Italian English among others. The use of vague expressions is common among these English speaking societies and there is no doubt that vagueness is an English dominated feature (Tono, 2011).

VI. VAGUE LANGUAGE IN ARABIC

There have been minimal studies that have studied the use of vague expressions in the Arabic language. Very little language has been done on vagueness in Arabic language, but a snippet preview of this feature can be realized when look at one example, the Moroccan Arabic language (MAL). The MLA is marked with both elements *ma* and *-fi*. According to the contexts, these elements can be split in a discontinuous form or merged into a continuous form (Reen, 2012). For example, in direct assertions, the discontinuous form surrounds a verbal predicate or a quasi-verbal predicate, while the continuous form precedes a nonverbal predicate. In MAL, *ma* element is required in all contexts,

while the second element *-fi* can or must fall in various contexts. By looking at the negation cycle in the Arabic language, we can gain insights in the use of vague expression in Arabic. Negation is a common feature of research in the grammaticalization framework. Further, this term was pioneered in the early 1990s to explain the evolution of sentential negation, and it has been shown that negation evolves by cycles (Reen, 2012).

The renewal process of negation in Arabic and French are rather close (Reen, 2012). French sentential negation stems from the preverbal Latin negation *non: Egeo, si non est* ("If I miss something, I pass"). The Latin non-phonetically reduced and unstressed, evolved in old French into *ne* and joined nouns meaning the smallest possible quantity in a given of experience, such as *pas* 'sep', *mier* 'crumb', *goutee* 'drop', and *point* 'stitch'. These nouns are selected according to semantic class of the verb and according to the denoted event *-pas* 'step' in the context of negated verbs motion, *goutte* drop', which negated the verbs for 'to drink' and so on, emptied gradually of lexical meaning, and fixed a grammatical one by contamination with *ne*. The possibilities reduced one by one in favor of *point* in formal register and *pas* in the informal register. Currently, colloquial register, *pas* can be used alone, without the preverbal *ne*, in a third stage of the negative cycle. The MAL negator *ma* derives from classical Arabic (CA), which marks sentential negation with a single unit: *la, lam, lan, and ma* and the negative copula *laysa*. As for the element *-fi*, it derives from likely CA *fay an* a thing, that is the undefined noun *fay* marked with accusative. The use of vague expression in the Arabic language is poorly understood unless *if* compared with other languages as the depicted above and mostly it occurs in the form of sentential negations (Reen, 2012).

VII. USE OF VAGUE LANGUAGE IN OFFICIAL CONTEXT

Having said that, with diverse developments in science and technology, Pan (2012) portends that people are always on the lookout for the latest information around them in this sphere. The best where in which we do attain this goal is by looking at news items because they are often put in the simplest forms for us to understand. In that case, the language that is used in the news is expected to be not only formal, but also concise, if they have to convey the news as expected. However, it has been shown that some languages lack a clear meaning but still make the audience understand the news better. Pan (2012) gives the examples of words such nearly, many, at least, properly, more, and about among others. In that case, Channel (1994) holds that vague expressions are not only persuasive, but also casual. According to him, vague language has dominated our lives because it is used almost on a daily basis and that there is no language that lacks vague expressions. Additionally, it is becoming evident that reporters and scholars have started adopting the use of vague language in order to drive their messages home, and this approach has been received positively.

However, in other areas, the use of vagueness is not welcomed completely as it is seen to be contradicting with the set principles. Pan (2012) gives the example of Grice's cooperative principle. For example, some argue that it violates the Maxim quality. Experts agree that everything seems to be in a changing condition, and this may contribute to not only inaccurate and incomplete, but also inadequate information. In that case, reporters lack the right words to precisely describe the events and for that matter, they resort to using vague language. As a consequence, experts warn that reporters are likely to violate the maxim quality in a bid to rid themselves of the responsibility of provide accurate information. For instance, because of insufficient information, misunderstanding, or something they do not believe in, some may say something. An analysis of the Grice's cooperative principle, there is a clear indication of how vague language is used in newspapers, for one thing, its use in this area often violates the relevance of maxim (the quantity and quality) due to various special occasions. As a result of the use of vague expressions in the news, readers are left with so many things to ponder about.

VIII. VAGUE LANGUAGE AND DISCOURSE

In this paper, the additional role of intonation in adding situation-specific meaning to vague language has been examined. It has been shown that the speaker's choice of intonation can serve to disambiguate the use of vague language or add additional layers of meanings on vague items based on speaker's perceptions of the context including the perceived shared knowledge between participants. While discourse intonation choices are situation specific, and are neither predetermined nor guaranteed, it has been shown that patterns of discourse intonation, can be described, and thus to some extent predicted in the context of vague language use.

Researchers have realized the importance and prevalence of vague language in spoken discourse and learning and teaching materials need to explicitly include in vague language. Secondly, they gave highlighted the role of discourse intonation in aiding both speakers and hearers in situation-specific contexts of vague language use and hence the need to place greater emphasis on discourse intonation on learning and teaching materials. The learning and teaching of discourse is yet to find its way in mainstream English language and teaching materials, but where it has been utilized, examples drawn from real instance of language use can serve as models for learners to discuss and replicate.

IX. SUMMARY

In summary, this paper has outlined the following:

- Vague language exists in almost every culture and it denotes vague items, for example, conversational implicature, clause final ellipsis, vague clauses, general extenders, general verbs, and general nouns, as well as vague modifiers such as, epistemic vague stance markers and vague quantifiers.

- Vague language denotes phrases and words that are neither exact nor precise.
- People often use these phrases in cases where they are not sure about something, to save time during a conversation, and to speak informally but in a manner that is friendly.
- Vague language is pervasive in everyday talk serving interpersonal and pragmatic functions in discourse.
- It as a social leveler. In other words, it puts the speakers on an immediately causal and equal footing with their interlocutors.

- The use of vague language is a common phenomenon in any given society or cultural setting.

Vague expressions have different social roles:

- It is essential to maintain good relations with between the speaker and the hearer.
- Relational language serves a creator of good relationship between the speaker and his or her audience (hearer). Vague language is an example of relational language and can be found in daily conversations as speakers tend to avoid the notion of sounding over definite, which might sound as over-educated and threatening.

- Vague language can act as a socially cohesive function as per Cutting et al. (2007).
- It makes assertion fuzzy or hedge them by allowing speakers down tone what they are communicating.
- It is seen as an expression softener so that the speaker does not appear as being too direct or unduly assertive or authoritative.

- The use of vague language by the speaker, is a conscious decision and for that matter, it is not a sloppy expression or a product of careless thinking.

Vagueness occurs in almost every society and there are different ways in which a newbie in a new culture can learn vague language in their new localities. Firstly, it is paramount for the new individual to learn the language of the new location. Secondly, it is essential to learn the culture of the new location because different cultures have different approaches to events and by learning how people in those cultures behave, a person gain a few insights on how to use vagueness in such a location. That would prove to be very helpful because some vague expressions are seen as a lack of respect or rudeness or impoliteness.

Lastly, very little has been done on vagueness in Arabic language, but a snippet preview of this feature. The use of vague expression in the Arabic language is poorly understood unless if compared with other languages as the depicted above and mostly it occurs in the form of sentential negations. Additionally, it is becoming evident that reporters and scholars have started adopting the use of vague language in order to drive their messages home, and this approach has been received positively. However, in other areas, the use of vagueness is not welcomed completely as it is seen to be contradicting with the set principles. Learners of new languages can be taught to take advantage of the elasticity of vague language in the process of communication. For instance, by instruction in the ways vague language can be used to compensate for inadequacies in their communicative competence.

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A Survey of English Teacher Professional Development in Southeastern Chongqing Minority Schools: Problems and Solutions*

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Abstract—This paper aims to explore the existing problems and solutions of English teachers' professional development in some minority schools of Southeastern Chongqing from such aspects as professional knowledge, professional competence and emotional attitude. By questionnaires and individual interviews, research group has found some major problems like, nonstandard pronunciation, lack of theoretical basis, inadequate cultural knowledge, and insufficient scientific research ability. After analyzing those possible reasons, this paper provides some solutions: improving teachers' pronunciation, growing teacher's cultural awareness, strengthening teachers' linguistic and teaching theories, and offering some practical training programs.

Index Terms—Southeastern Chongqing minority schools, English teacher, professional development, problems and solutions

I. INTRODUCTION

Recently, Chongqing is devoted to building the educational highland of the West area, and as the driving force of this course, teachers' professional development quickly receives much concern. Teachers' professional development refers to teachers' professional growth process, which describes the increasing level of their own expertise, continuous development and the final maturity of profession (Wang, 2005). The Ministry of Education has put forward new *English Curriculum Standard* of Secondary School in 2011, which requires English teachers not only to change teaching conception but to explore effective teaching methods in their teaching practices. Later, in 2012, the Ministry of Education has issued *Professional Standard for Secondary School Teachers* (a trial standard), the Standard for short. This Standard is the basic professional requirements for qualified teachers in secondary school and the guidance for professional development. As teachers are the essential players at the center of any educational reform (Cuban, 1990), their professional development becomes the hot issue or even the difficult problem in the whole process, especially in minority areas. Also, the success of reform in education relies on teachers' knowledge, skills, and abilities. As a consequence, teachers' professional development is a major focus of systemic reform (Corcoran, 1995; Corcoran et al. 1998). At the same time, Southeastern Chongqing is one of the few ethnic groups inhabited mainly by Tujia and Miao including one district and four counties, that is, Qianjiang district, Xiushan, Youyang, Pengshui and Shizhu counties, and the groups of teachers are mainly Tujia and Miao. Their educational development is relatively delayed for lacking advanced educational resources and educational conception, and teaching techniques are somewhat outdated, etc. Many scholars have performed some relevant researches on this tough problem. Ma (2015) explores the development of subject teaching knowledge in minority areas, finding some problems such as the outdated educational conception, the backward teaching skills, the single teaching method and lacking teaching reflection ability. Guo (2012) finds that minority areas English teachers whose teaching ability, accompanied with insufficient educational theories, unqualified capacity for scientific research and lacking awareness of educational reform cannot adapt to the requirement of the changing era. Yin (2012) explores the relationship between English education and minority culture in Southeastern Chongqing and finds that it represented as the unity of opposites. Currently, no scholars, however, do any researches on professional development of secondary school English teachers in Southeastern Chongqing. Therefore, this study aims at investigating present professional development and existing problems of English teachers in this area and expecting to provide a relatively objective reference and basis for teachers' development in minority areas.

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II. RESEARCH DESIGN

(1) Research time and respondents: this study was carried out by research group in the middle of May, 2016. Research members were divided into three groups to perform field investigations, randomly choosing English teachers of five secondary schools in the Southeastern Chongqing including Xiushan, Qianjiang and Shizhu as respondents, through questionnaire survey and individual interview.

(2) Research objectives and significance: this survey aims at learning the present professional development and finding out existing problems of English teachers in minority areas, analyzing reasons that hinder the professional development and providing the relevant solutions. This paper could provide a relatively objective reference for the professional development of minority area English teachers in Southeastern Chongqing and make secondary schools' faculties of minority areas in the Southeastern Chongqing more standardized and normalized.

(3) Research methods: documentation method, field investigation, survey and individual interview.

(4) Research questions and contents: according to the Standard, this questionnaire involves professional knowledge, professional competence, emotional attitude, etc. It covers eight dimensions including language knowledge, language skills, cultural awareness, knowledge of pedagogy and psychology, teaching practice ability, teaching scientific research capacity, teaching skills of education and emotional attitude of teachers. This questionnaire has designed forty multiple choices and two subjective questions.

III. DATA COLLECTION AND ANALYSIS

In order to ensure the reliability and validity of this study, research group went to Xiushan, Qianjiang and Shizhu to conduct the field investigation, distributing 110 pieces of questionnaires and getting 105 responses, during the whole process, research members are all the time on the scene. From the questionnaires distributed and got, we calculated that the efficiency is as high as 95.5%. Under the guidance of our professor, the group members conducted a comprehensive data statistics to analyze advantages and disadvantage of professional development of teachers in local areas. Meanwhile, group members collected and summarized answers of interviewees and got the first-hand information of the teachers' professional development demanding. For the Limited length, this paper is about to analyze teacher's professional knowledge and competence in detail, while emotional attitude of teachers will be discussed in another thesis.

A. Professional Knowledge

Professional knowledge refers to the steady systematic knowledge in a certain range, and it is also the organic component of knowledge ability, which is the basis of language skills and teaching development. Acquiring a good understanding of major knowledge, such as basic English language knowledge (vocabulary, grammar etc.), language skills, etc is the fundamental requirements for a qualified English teacher. Based on the concrete content of professional knowledge, 13 questions are designed for this part, including language knowledge, such as phonetics, grammar, vocabulary, semantics, syntax; language skills, such as listening, reading, speaking and writing; cultural awareness, such as British and American literature, cross-cultural communication; applied linguistics knowledge and pedagogical and psychological knowledge, such as teaching methodology, teaching management, teaching schools, etc.

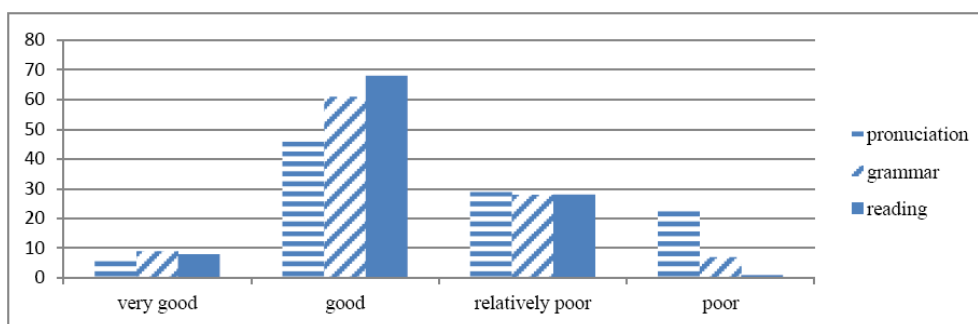


Figure 1 Language knowledge and skills

The survey shows that most teachers have acquired language knowledge and skills quite well, especially grammar and reading. As shown in Figure 1, 68.1% teachers have a good command of English grammar (8.6% very good+59.5% good), and 73.3% teachers' English reading level is high (7.6% very high+65.7% high). Systematic grammar knowledge and good reading skills help teachers perform well in teaching. Teachers' language knowledge and skills are the fundamental guarantee to carry out teaching activities, and only those who have a high level of languages can fully master the teaching materials, laying a solid foundation for teaching. Standard pronunciation makes a great addition to classroom teaching, but 50.5% teachers (27.6% dissatisfied+22.9% extremely dissatisfied) in this area are not quite satisfied with their pronunciation. The reasons are that, on the one hand, 68.6% teachers are ethnic minorities (47.6% Tujia+21.0% Miao). Their native language is their mother tongue, and Chinese is their second language, English belonging to their third language or second foreign language. "According to the theory of second language acquisition

and third language acquisition, English learning will be affected by the interference of mother tongue and second language, especially in oral English, syntactic structure and semantic distinction etc., which result in negative transfer being greater than the positive transfer” (Yin Bo, 2012, p.78). On the other hand, considering teachers’ general information surveyed on the questionnaires, 2.9% teachers are non-English majors, and they have not accepted systematic training of English knowledge, let alone pronunciation. Also, from individual interview, most teachers have mountains of teaching work to finish, like preparation for teaching, checking homework of students. Especially there are 74.3% teachers are female, for most of them, they must do much housework as well. Most of all, the lack of related practice as well as guidance are also one of the reasons for their imperfect pronunciation.

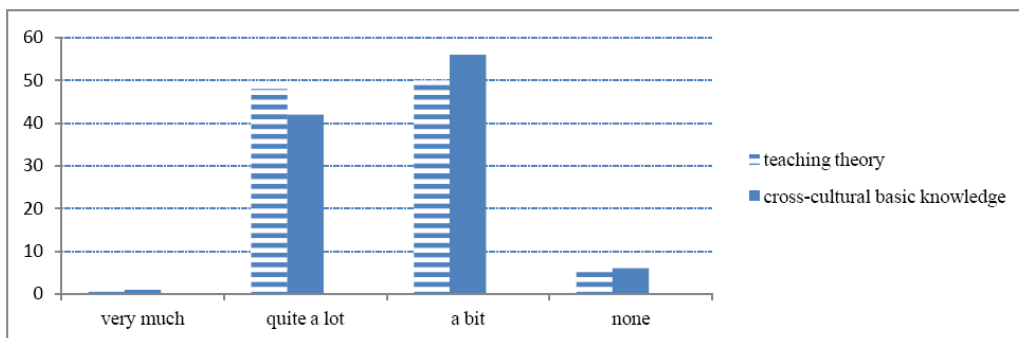


Figure 2 Teaching theory and cultural awareness

Only if teachers have good theoretical basis can they deeply understand the essence of the curriculum standard and teaching method, and apply some theories to teaching. However, there are still some deficiencies in teachers’ theoretical knowledge of language teaching in this area. As shown in Figure 2, 53.3% teachers (47.6% a bit+ 5.7% none) lack theoretical knowledge in language acquisition theory, teaching theory and so on. 45.7% teachers (40% a bit+5.7% none) know little about basic knowledge of cross-cultural knowledge. Just one teacher masters well about the theory of language acquisition and cross-cultural knowledge. As Bao (2012) put forward “in our country, there is a tendency to emphasize skill but ignore theories among English teachers” (p.18). Teachers are more likely to regard teaching as a kind of technique. Since they believe that practice makes perfect, they do not need to know so many theories. According to Yan (2011), this phenomenon is more prominent in minority areas.

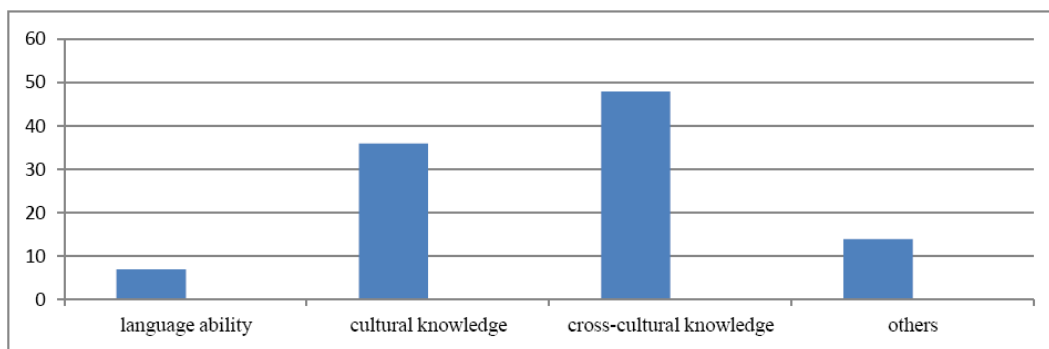


Figure 3 the lack of knowledge in teaching

Language is the carrier of culture, as well as a part of culture. Therefore, English teachers should have a comprehensive understanding of the culture of English-speaking countries. In teaching, teachers should not only pass on language knowledge and cultivate their language skills, but also impart the encyclopedic knowledge behind the language, because culture input proves to be very necessary in foreign language teaching and learning, as a result, cultural competence plays a critical role in successful language learning. While teachers in this area are relatively lack of English cultural knowledge. As shown in Figure 3, 35.2% teachers lack basic knowledge of English and American literature, and 42.9% teachers lack cross-cultural knowledge. According to the latest revised edition of the English Curriculum Standards in 2011, the five dimensions of teaching goals are language knowledge, language skills, emotional attitude, learning strategies and cultural awareness. Five dimensions are equally important, but to some extent English teachers focus on the cultivation of language knowledge and language skills, and ignore the other three aspects. This situation is closely related to the present situation of paying much attention to the examination rather than the application of English teaching in our country in the long term.

B. Professional Competence

The level of teachers’ professional competence will affect the final results of educational and teaching activities. It includes teaching practice ability, scientific research ability and educational teaching skills. “Teaching practice ability

refers to the actual teaching ability of teachers, showing in the aspects of the teaching and training ability of English knowledge and skills, teaching organizational skills and comprehensive teaching skills”(Bao, 2012, p.23). The scientific research ability refers to the capacity of exploring English teaching and learning rules in the process of teaching practice, besides the ability of organizing teaching and implementing of curriculum. Educational teaching ability mostly includes teaching design, classroom communication and modern educational technology application. For professional competence level, 20 questions are designed in the questionnaire, from question 14 to question 34.

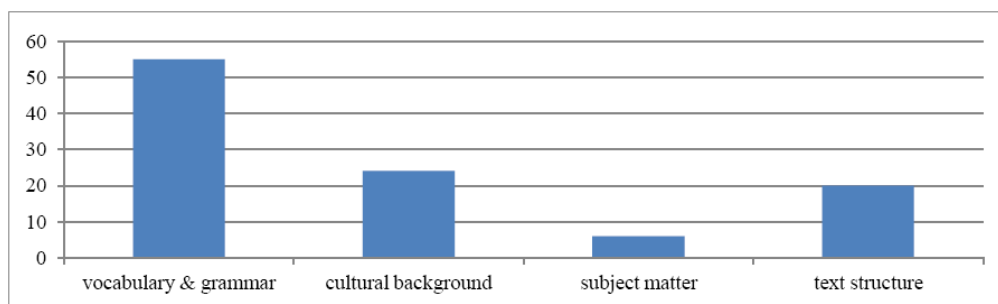


Figure 4 teaching foci

The survey shows that 53.3% teachers can use target language to organize teaching, and the teaching methods are abundant and diverse. Teaching activities are not the traditional teacher-centered, but student-centered, which is more heuristic and interactive, to some extent, helping students activate the enthusiasm. However, teachers cannot effectively balance language knowledge, cultural awareness and discourse analysis in teaching. As shown in Figure 4, 47.6% teachers pay much attention to vocabulary and grammar in the teaching process, but ignore the importance of culture; however, language and culture are closely related. Culture is the foundation of language formation and development, and many factors in language (such as sentence structure, lexical meaning) are related to it. English teaching should help students comprehend their own and foreign culture, broaden their horizon and develop cross-cultural awareness. At the same time, some teachers only focus on the “surface structure” in interpreting texts, while ignoring the “deep structure”, that is, the subject matter and textual structure. According to individual interviews, teachers are under much pressure in students’ entering higher school. They pay much attention to test items and neglect culture, which explains the reason why teachers just emphasize on the vocabulary and grammar, while ignoring the importance to cultivate students’ culture awareness. In addition, some teachers express they are indeed lack of cultural knowledge so that they cannot give students a comprehensive system of cultural knowledge.

Maintaining a good reading habit, reading a large number of books and magazines related to their profession and constantly obtaining new information are extremely significant for teachers’ professional development. But the survey shows that only 7.6% teachers read more than 5 hours per week, while 72.4% teachers read professional books and magazines less than two hours per week. The main reason is that teachers have lots of classes per week. Most teachers say they do not have enough time to upgrade their knowledge. The Ministry of Education has strict requirements on secondary school teachers’ class hours, for English subject (senior high school 10 classes/ week, junior high school 12 classes/ week), but 57.1% teachers have 15 classes or more per week, which means heavy teaching tasks. In addition to the basic organization of teaching, they need to correct the homework and prepare for the teaching; therefore, they have no spare time, let alone reading the relevant professional books. Moreover, according to individual interviews, some teachers believe that the key point of teaching is to explain the textbook, and there is no need for extra-curricular reading because they think it is enough to interpret textbook knowledge thoroughly to help students pass exams. And after finishing one day’s work, physically and mentally exhausted, some teachers mention that their teaching tasks are so heavy that they are not willing to read any more.

Professor Wang (1998), a famous Chinese linguist, says that with some knowledge of foreign languages and some teaching experience, teachers should do some research. However, many of them are contented with their current achievement and do not want to improve themselves. They should understand they will have no academic achievements and their teaching skills will not be improved or even fall behind if they do not do any research. 90.5% teachers in this region write less than two essays in recent three years and 43.8% of them have never published one. Many teachers believe that the primary task is to teach students language knowledge, not aware of the importance of research. Meanwhile, teachers’ professional titles are on the low state. Only 7.6% Teachers’ professional title is in a senior post, and this indicates that in English subject there are a few discipline leaders, so teachers’ training and introduction is critical. In the interim, from personal interview, some teachers tell that they do not master the scientific research methods because of limited systematic training and poor facilities and condition in school.

C. Some Major Problems

Through the analysis above, research members find the following problems in minority school English teachers’ professional development:

- (1) Nonstandard pronunciation; some teachers are not satisfied with their pronunciation, and at the third question on

questionnaires, it is about teachers' satisfaction with their own pronunciation and intonation. Only six teachers satisfied with it and most teachers' pronunciation is relatively poor.

(2) Part of teachers are lack of theoretical basis; at the ninth, tenth and twelfth questions, it is about teachers' grasp of language teaching theories, general linguistic theories and the most deficient knowledge in teaching respectively, finding that teachers are inadequate for some theories, like most teachers do not know pragmatics, language acquisition, semantics and teaching schools etc.

(3) English teachers are inadequate to cultural knowledge; at the eleventh, twelfth and nineteenth questions, some topics related to cultural knowledge are designed, like, most lacking knowledge in teaching, the understanding of cross culture and teaching foci, finding teachers cannot balance language knowledge, cultural awareness and discourse analysis in teaching, also, they are lack of cross-culture and foreign literature.

(4) Teachers are insufficient for scientific research ability; at the twenty-ninth, thirty-first and thirty-second questions, it is about teachers' research ability, including the frequency of organizing English research activity, the undertaking of research subjects and papers published respectively, finding teachers barely publish papers or organize research activities. Also, from individual interview, knowing teachers do not know how to do research because of lacking scientific guidance and relatively poor facilities in school.

D. Some Possible Solutions

According to the previous problems and possible reasons, relevant solutions are given as follows:

(1) Improving teachers' pronunciation; The key point of phonetic teaching lies in teachers' own phonetic quality. At the beginning of English teaching, imitation and repetition are primary. The object for students to imitate is mostly from their teachers. Therefore, teachers should be equipped with standard pronunciation, so they should utilize some English learning APP to simulate native speakers' pronunciation in some materials, such as entertainment, politics, literature and economics, etc. It is beneficial for teachers to practice frequently in order to cultivate a better pronunciation habit. Meanwhile, reading more theoretical phonetic books and browsing English learning Websites will be a great help. Most importantly, teachers can use English as a device to share their teaching plan between teachers, like making other teachers listen to the plan from pronunciation and intonation, then giving some suggestions to help correct. And it is a long-term mission to pronunciation study, so teachers have to persist in practicing all the time.

(2) Strengthening teachers' linguistic and teaching theories; reading more books about linguistics and teaching theories can deepen their comprehension of nature of language, which means an easier way to connect language use with age, gender, race, and education level, as a result that they can apply teaching theories to teaching practice efficiently. Yates (2003) says only acquiring theories, modes and teaching rules can teachers form their own teaching style. However, there is a tendency that teachers prefer skills to theories in teaching, which is more salient in this area. Shu et al. (1996) think there are two main functions of teachers' theory quality: for one, it can promote teachers to abide by principles of language teaching and development and to adopt an appropriate teaching method. For another, it is a proper way to understand language, improving language quality and language use ability. For most teachers, because they have not enough theoretical knowledge on their own, they can ask other advanced teachers to share their own ideas and experiences.

(3) Growing teacher's cultural awareness; a majority of teachers know little about basic knowledge of cross culture, and English speaking countries' literature, so that they cannot handle the relationship among culture, language knowledge and discourse analysis, paying much attention to vocabulary and grammar, which Bao (2012) has discussed it makes teaching activities dull. Associating useful and novel cultural knowledge with authentic pronunciation can foster students' emotional attitude, achieving a better result. It is urgent for teachers to form a sense of culture awareness, not only to study foreign culture but to internalize their native culture comprehensively. Only in this way can they guide students to take in elite culture and abandon decadent one. Before class, it is necessary for teachers to combine internet resources and references with foreign culture in teaching and to differentiate different cultures, which help teachers enhance culture awareness and sensitivity. After that, teachers are able to adjust their teaching activities to activate the class atmosphere.

(4) Offering some practical training programs; an excellent teacher is not only the practitioner in teaching but the researcher of the rules of study. Using various materials like professional books, internet and media can develop their scientific research ability. Also, Harwell (2003) says supporting from school and society influences the progress of teachers' development. Combining 'Bring in' with 'Going out', encouraging teachers to participate in corresponding training and further study and inviting professionals to deliver lectures make them acquire theoretical knowledge to stimulate their professional development.

IV. CONCLUSION

This paper makes a survey of the minority secondary school English teachers' professional development in Southeastern Chongqing, from three levels, like professional knowledge, professional competence and emotional attitude, including eight dimensions, discovering that some teachers in Southeastern Chongqing minority schools are not qualified for basic professional knowledge, because their pronunciation is not standard, and in the teaching process, they focus on interpreting grammar and vocabulary, while ignoring the importance of culture, meanwhile, their

scientific research ability is insufficient.. For problems discussed above, this paper tries to offer some suggestions: for example, improving teachers' pronunciation by making use of English learning APP and websites to imitate standard pronunciation and sharing experience and ideas to others; Strengthening teachers' linguistic and teaching theories by taking advantage of internet and library, and reading theoretical books to improve knowledge structure; Growing teacher's cultural awareness by fostering their cultural ability and sensitivity to cross culture and adjusting their teaching activities; Schools and related departments offer some practical training programs, combining 'Bring in with' 'Going out', and supporting resources for teachers to stimulate their professional development.

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The Effect of Computer Literacy on the Participants' Writing Ability in TOEFL iBT

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Abstract—One major concern in language testing relates to computer based and Internet based tests of second language. Performance on these tests is influenced by many different factors other than language ability. One of these factors relates to the participants' speed to use the Internet. This study investigated the effect of computer literacy on TOEFL-iBT scores by comparing a paper-based and internet based test. The comparison of groups' performance on both TOEFL-iBT and pBT revealed that computer literacy significantly affects writing performance on the exam. Writing skill of candidates with higher computer literacy was significantly better than those with lower computer literacy. Both groups' performance was equally the same when they took the paper based type of test. Participants who lack proficiency in computer skills often might use most of their mental power and cognitive resources on working with the computer rather than focusing on what they are actually being tested on. This would lead to inability to perform fully on the language test and consequently to lower scores.

Index Terms—TOEFL iBT, TOEFL pBT, computer literacy, writing skill

I. INTRODUCTION

A. Introduce the Problem

Language test scores are important, whether they are for immigration, education, or applying as a skilled worker. Different institutes depend on language tests as an indicator of language proficiency. With the growth of technology, computers have found their way into language testing. This issue brings up an important matter, which requires attention in English language tests such as TOEFL. It is not clear whether testing language skills by computer is an advantage or disadvantage for participants of TOEFL. No research on whether computer literacy affects participants' performance on TOEFL iBT has been performed in Iran. Research needs to be done to see whether participants' performance is the same in computer based or paper based TOEFL tests.

B. Describe Relevant Scholarship

1. TOEFL History

TOEFL test has been used for admission to many different universities worldwide. TOEFL was first designed in the 1960s but it has undergone many changes due to advances in technology and variations in teaching methods. The latest change was the introduction of TOEFL iBT, initiated in 2005. It included many new features like using integrated tasks which tests different language skills at the same time. The new version is believed to be more similar to the actual use of language in academic setting.

2. TOEFL iBT and TOEFL pBT

Previous research on TOEFL iBT was mainly related to the attitude of the participants toward different versions of the test. A study done on Iranian EFL learners revealed that most of the participants in the study had a positive attitude toward TOEFL iBT and it was also found that the candidates' gender had no significant role in their attitudes towards TOEFL iBT test (K. H. Soureshjani, P. Riahipour, and A. Safikhani 2012). However, Honaker (1988) had claimed that the two version of TOEFL test (CBT and P&P) are not equivalent.

Mead and Drasgow's study indicated that in a power test there was not a significant difference between students' performance on a computer based test and paper based test. However, their performance varied in a speed test indicating that the medium does affect the test results (Mead & Drasgow, 1993). In their study they have concluded that there should be a great concern when comparing scores of a paper based speed test with the scores of the computerized versions. Another caution to be considered is that the empirically inferred validity of a paper based test shouldn't be generalized to its computerized version.

Computer-based tests like TOEFL are used vastly nowadays; therefore, many concerns have appeared concerning the validity of scores from such tests (Chapelle & Douglas, 2006; Wolfe & Manalo, 2005) showed the influence of different modes or approach in computer-based tests, they explained that presentation mode is effective in taking such tests. They further showed how computer skills can have a significant role in performing the task.

One of the main concerns when performing such tests is whether the medium of administration (computer-based/internet based and paper based) would result in equal performance scores about the test takers' language ability (Bennett, 2003; Burke & Cizek, 2006). The second main concern is whether the test takers' performance while taking a computer-based test is influenced by his/her computer skills. Test scores on language tests vary according to test takers language ability. However, if test takers take these tests on a computer, scores become an indication of both language and computer competences (Taylor et al., 1998). According to Taylor et al., in such cases it is not clear whether the scores is the result of language skill or computer skill which introduces a new inappropriate variance into the assessment. This risk is particularly greater when it comes to writing. When test takers answer multiple-choice questions, the risk is less important than when the same participants perform a writing task since writing tasks needs greater computer skills (Bennett, 2003; Burke & Cizek, 2006; Green & Maycock, 2004; Wolfe & Manalo, 2005).

Barkaoui (2014) examined the correlation between test-taker keyboarding skills and performance on the TOEFL-iBT writing tasks and found that the effects of keyboarding skills on TOEFL-iBT writing task scores, though significant, are weak. Taylor et al. (1998) delved into the effect of computer skills on the receptive skills of TOEFL test and found that computer skills had no significant effect on these skills. On the other hand, other researchers contended that the effect of computer knowledge on test performance remains a potential threat to test scores (Wang, Eignor, & Enright, 2008). Wang et al. found a positive relationship between the frequency of computer use and TEFL iBT scores. Wang et al. claimed that the results of their study did not mean computer skills are the only influential factor for poor performance on language test. Taylor et al. (1998) further proposed that we should reflect on other variables like language proficiency before jumping to any conclusions about the influence of computer skills on computer based TOEFL. Wang et al. claimed that more research needs to be done to investigate the effect of computer skills on scores on TOEFL-iBT writing tasks. Following this line of research this study aimed at comparing the results of paper based TOEFL test and internet based TOEFL test and took into account the level of computer literacy participants have.

3. Writing in TOEFL iBT

The writing section in TOEFL-iBT includes two different sections. In the first section, that is the independent section, participants write an essay that explains their opinions on the topic. This section takes 30 minutes to complete. The second part is called integrated writing. In this section, test takers read a text for about three minutes, which follows by a listening part in which they listen to a speaker on the same topic from a different perspective. Participants can take notes while listening; when the listening passage is finished the previous text appears on their computer screen. In this part participants start writing a review of the most important points from the listening passage and relate them to the key points in the written text. All the responses should be about 150–225 words and participants have 20 minutes to respond to this task. The scoring procedure for independent writing is based on the overall quality of the writing, scores of integrated task is based on the overall quality of writing as well as completeness and accuracy of the content.

The independent writing task is scored by an E-rater and a human rater for the TOEFL iBT independent writing task. The integrated writing task is scored by inter-raters, consequently the writing test scores will be assessed by an automated rating and three human ratings. Taking advantage of the natural language processing methods the E-rater evaluates the linguistic features of an essay. (Enright & Quinlan, 2009). Writing is a complex task that requires the bringing together a wide range of different cognitive processes that can compete for limited cognitive resources (Fayol, 1999; Torrance & Galbraith, 2006). Some processes are more challenging than others, so those performances which are based on the same cognitive process may suffer (Alves et al., 2007; Connelly et al., 2007; McCutchen, 1996; Olive & Kellogg, 2002). Considering a cognitive point of view if computer skills become automated, that is if they occur without voluntary control they would have the least interference with the writing process. Therefore, the participants would give their full potential to performing the writing task (Torrance & Galbraith, 2006), no intentional resources are required and, consequently, will not strict or have any effect on the writing process and its outcomes (Fayol, 1999; Torrance & Galbraith, 2006). However, lack of keyboarding skills may have a negative effect on the participants writing, not being familiar with motor activities such as typing compel participants to fully or partly adapt their cognitive attention to activities such as typing. As a result, other prerequisite processes like planning, drafting, revising, and editing would not be attended which causes poorer quality of writing and lower marks (Alves et al., 2007; Connelly, Gee, & Walsh, 2007; Fayol, 1999; Horkay et al., 2006; Wolfe & Manalo, 2005). There are also researches reporting that when writers are instructed to write using a new method such as typing or using capital letters, writers are more likely to write slower or have more pauses during their writing (Bourdin & Fayol, 1994; Olive & Kellogg, 2002).

These influences are enhanced when low computer ability L2 writers are writing on a computer under test conditions. These writers waste their test time, and because of poor keyboarding skills lose their self-confidence which consequently affects their task performance regardless of their writing ability (Wolfe & Manalo, 2005). In this case, the conclusions would be that the test-taker has poor L2 writing ability; while low scores are a consequence of incompetency in completing writing tasks on the computer (Bennett, 2003; Burke & Cizek, 2006; Chapelle & Douglas, 2006). Many studies have compared participants' performance on paper-based and computer-based writing tasks, while only few studies have examined the influence of computer skills on computer based writing performance (Douglas & Hegelheimer, 2007).

Wolfe and Manalo (2005) investigated the impact of the mode of writing (paper-based and computer-based) and computer skills on writing. The results of this study indicated that test takers with higher computer familiarity received higher scores on their computer-based writing task.

Russell and Haney (1997) uncovered that students' typing ability lead to higher scores, these students had better marks when they performed their writing on a computer compared to the time they used paper and pencils. Horkay et al. (2006) study regarding the writing scores of CB and PB versions of a writing test taken by eighth-grade showed no significant differences across the two modes. However, Students with higher keyboarding skills scored better than those with lower skill on computer-based tests. Burke and Cizek (2006) also found that the students' scores varied on different writing tasks, so students with different computer abilities performed differently on different writing tasks.

4. Computer Experience and Familiarity

Early studies presumed that the use of computers produced poorer results than the use of paper and pencil tests in writing tests (Weir, Yan, O'Sullivan, & Bax, 2007). In another study on the effect of computer on society it was indicated that writing on a computer seemed to be more disordered than the writings performed with conventional tools. The quality of writing declines when the performance of people writing on a computer is compared to their performance writing with a pen (Daiute 1986). Although Daiute accepts this was not proved, he argued that computers caused more 'sloppy errors' and consequently lower scores.

Russell and Haney (1997) gave strong support that proved the opposite; their subjects achieved significantly better scores in computer-based approach compared to paper-based approach. Russel and Haney's student were skilled computer users to the extent that their handwriting was poor. Consequently, when comparing two version of the TOEFL test there are two possibilities: first using computers are either beneficial for the test takers or they might be a disadvantage for them. This is an important point which cannot be overlooked. In fact Russell, in a follow-up study, accepted that in their first study he and Haney had been unable to completely provide for this important issue in their preparation. In their study no information concerning the degree to which students used computers or the ability with which students used computers was available. Thus it was impossible to investigate the mode of delivery effect across different levels of previous computer use. Russell actually did not find any relation between computer familiarity and the result of writing test (Russell 1999).

In another study by Taylor et al (1998) they reported that looking at the computer-based TOEFL test, there is no relation between the testes' familiarity with computers and their performance in writing on a computer. They administered a computer tutorial while there was control over language ability in a way that the participants were not exposed to any language and their language ability was kept stable. The analysis of their data indicated that there was no adverse effect of lack of computer skills on the writing ability of the participants.

In summary, while the indication points to the view that computer expertise alone may not have a significant effect on TOEFL iBT's test results, as McDonald notes (2002), it cannot be disregarded when comparing P&P and CBA tests.

C. Research Question

What is the effect of computer literacy on test-takers writing score in TOEFL-iBT writing tasks?

II. METHOD

A. Participants

Out of 69 questioners given to participants taking TOEFL-iBT at Isfahan Industrial University only 60 responded. Participants' age ranged between 20-30, all participants' have at least a bachelor's degree. They were asked to complete the questioner in order to find out about the level of their computer literacy. After receiving the results on TOEFL-iBT they were asked to email their writing score on the TOEFL test. All participants had attended TOEFL preparation classes at different institutes in Isfahan. They had all taken TOEFL test to predict their future performance at those institute. They also sent us the score of their writing skill on preparation exam which was paper based.

B. Instruments

All the participants filled out the questioner including 17 items to see how familiar each participant is with computers. The participants were then divided into 2 groups of high computer literacy (HCL) and low computer literacy (LCL). Those who were categorized in the high computer literacy group used computer for at least 2 hours a day (they played games, used chat rooms, surfed the net, wrote essays, etc.) and those who were placed in the low computer literacy group very rarely used computers (they seldom or never used chat rooms, didn't search or play with computers at all).

C. Data Collection

The participants in this study had all attended TOEFL preparation classes at different institutes and they had taken paper based TOEFL mock tests in those institutes in order to get ready for the actual test. The participants filled out the questioner on the day of TOEFL iBT exam, just before starting the exam. They were asked to write their email address on the questioners for further questions or additional information. After 14 days, they were contacted to get their writing scores, and also they had to give their paper based TOEFL scores that they had received before. The mean score of the

TOEFL-pBT was calculated, their score on TOEFL-iBT was recorded and all the information was analyzed using SPSS software.

D. Data Analysis

To analyze our data we ran multiple analyses of variance (MANOVA) to avoid repeated comparisons that increase the probability of type 1 error.

TABLE 1
DESCRIPTIVE STATISTICS

groups		Mean	Std. Deviation	N
Pbt	LCL	22.2667	1.50707	30
	HCL	22.6667	1.64701	30
	Total	22.4667	1.57810	30
iBT	LCL	18.2333	2.06253	30
	HCL	23.9000	2.05695	30
	Total	21.0667	3.51205	60

Table 1 shows descriptive statistics. This table gives us information about the different groups of the dependent variable. The first group low computer literacy (LCL), and the second high computer literacy (HCL), these groups have two sets of scores paper based and iBT. In the second column, we have the mean score for each group. The mean score for LCL on paper-based test was 22.26 and the mean score for HCL on paper-based test was 22.66. The two groups mean score on TOEFL-pbt was very close to each other. But they did differently on TOEFL-iBT. The mean score for LCL on iBT was 18.23 and for HCL group was 23.90.

TABLE 2
MULTIVARIATE TESTS^a

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.997	8579.132 ^a	2.000	57.000	.000	.997
	Wilks' Lambada	.003	8579.132 ^a	2.000	57.000	.000	.997
	Hotelling's Trace	301.022	8579.132 ^a	2.000	57.000	.000	.997
	Roy's Largest Root	301.022	8579.132 ^a	2.000	57.000	.000	.997
Groups	Pillai's Trace	.662	55.849 ^a	2.000	57.000	.000	.662
	Wilks' Lambada	.338	55.849 ^a	2.000	57.000	.000	.662
	Hotelling's Trace	1.960	55.849 ^a	2.000	57.000	.000	.662
	Roy's Largest Root	1.960	55.849 ^a	2.000	57.000	.000	.662

a. Exact statistic

b. Design: intercept+ groups

Table 2 is the table of multivariate tests. This table shows the effect of independent variable on dependent variable. The intercept term is a test of whether the grand means is different from zero. Because all the dependent variable scores are positive, the grand mean is different from zero. Therefore, the test of intercept is not of interest to us and we must look at the second row. Here we have four different significance tests. The significance of the tests shows that the performance was significantly different in the two groups of HCL and LCL.

TABLE 3
TESTS OF BETWEEN-SUBJECTS EFFECTS

Source	Dependent Variable	Type III sum of squares	df	Mean Square	F	Sig.	Partial Eta Squared
CorrectedModel	pbt	2.400 ^a	1	2.400	.963	.330	.016
	iBT	481.667 ^b	1	481.667	113.533	.000	.662
Intercept	pbt	30285.067	1	30285.067	12153.140	.000	.995
	iBT	26628.267	1	26628.267	6276.508	.000	.991
Groups	pbt	2.400	1	2.400	.963	.330	.016
	iBT	481.667	1	481.667	113.533	.000	.662
Error	pbt	144.533	58	2.492			
	iBT	246.067	58	4.243			
Total	pbt	30432.000	60				
	iBT	27356.000	60				
CorrectedTotal	pbt	146.933	59				
	iBT	727.733	59				

a. RSquared=.016(AdjustedRSquared=-.001)

b. R Squared= .662 (Adjusted R Squared= .656)

The third table shows the effect of independent variables and their interaction on the dependent variables. Looking at this table, we notice that the groups were different in their TOEFL-iBT test. The two groups with different computer literacy performed differently on TOEFL-iBT, but their performance was equally the same on TOEFL-pBT.

III. RESULTS AND DISCUSSION

Looking at the data analysis above it is evident that the effect of computer literacy on writing skill is significant in TOEFL-iBT. Comparison of groups' performance on both TOEFL-iBT and pBT revealed that computer literacy significantly affects performance on the exam. Candidates with higher computer literacy performed better than those with lower computer literacy in TOEFL-iBT. Both groups' performance was equally the same when they took the old paper based type of test. In writing, there is a lot of pressure on the candidates to think and produce ideas as well as concentrate on language to produce their ideas correctly and appropriately. Taking the new version of the test, another barrier is added to the task of writing. Not being familiar and confident with computers can debilitate candidates' ability to write and perform well in tasks using computers. Although all the participants in this study were educated and had passed at least two courses of computers during their education, they did not perform well in the test due to lack of confidence with computers. Those in the low literacy group rarely used computers and when they did, it was mainly for watching movies or photos. Some just used it to talk on Oovoo or Skype. Therefore, not match typing was performed during their work with computers.

IV. CONCLUSION

This study focused on the effect of computer literacy and writing skill in TOEFL-iBT. The result of this study revealed that computer literacy influences the result of participants TOEFL test. TOEFL-iBT candidates should work on their computer literacy as well as language skills in order to perform well in internet based tests. More research can be carried out to see the effect of computer literacy on other skills in TOEFL-iBT.

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Cognitive Interpretation of Online Catchwords and Catch-styles

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Abstract—By taking the wide-spreading catch-words and catch-styles on the internet as examples, this paper discusses the developing procedures and laws of network catch-styles, that is, the processes of coming into being, becoming popular, being imitated, generalization, abrasion and disappearing. At the same time, through combining the relating cognitive capability, process of getting-to-know and the cognitive laws of human beings, the corresponding mechanisms of appearing, understanding, spreading and metonymy are included in the catch-styles and its possible social functions are also verified in the paper.

Index Terms—network, catchwords, catch-style, law, cognition, mechanism

I. INTRODUCTION

Internet, emerged in the second half of twentieth century and entered common people's life in the beginning of 1990s, with features like convenience and freedom, characterizes 21 century when being individual, fast and convenient is a basic requirement. Gradual popularization of the internet leads to the flourishing of various kinds of online cultures, among which is a phenomenon called catchwords, based on which catch-style is built subsequently. Various studies on the online catchwords or the catch-styles are on the rise and have harvested large amount of popular papers, which, in turn, inspired much more interest in creating more catchwords and in studying catchwords in more fields and layers.

As the theoretical source of these studies, Memetics is widely used in such studies to discuss the foundation of the appearance, development and disappearance of such words and styles. Memetics is a theory to explain the evolutionary laws in culture, which was put forward by Dawkins based on Darwin's Theory of Evolution. It refers to the phenomenon that in the field of culture, people imitate and spread some certain thoughts or ideas, and keep such thoughts or ideas transmitted from generation to generation. The emergence and spreading of online catchwords and catch-styles surely follows the principles in Memetics, which explains the reasons why scholars are fond of taking advantage of it when they study catchwords and catch-styles. They explore the rules of online catchwords phenomenon. In the meanwhile, still some of the popular studies are about the interpretation of some single catchword or catch-style.

By taking the online catchwords and catch-styles as a whole to study, and through making use of knowledge in Cognitive Linguistics and laws in human cognition, this paper deals with the basis, mechanisms, and social functions of the online catchwords and catch-styles.

II. DEFINITION

Oxford dictionary says, a catchword is a word or phrase that is widespread, commonly and repeatedly used in phenomena related to organizations in politics or other fields. Collins Dictionary defines Catchword as "A catchword is a word or phrase that becomes popular or well-known, for example, because it is associated with a political campaign." And "Hon" (for honey) or "Lol" (for laugh out loud) are among the best examples of such words. Therefore, we can define it as "A catchword is a specially-oral word or phrase, produced and widely accepted and spread online, in particular among the netizens." Based on the classification of catchwords in similar form, and by extracting the similar elements among the catchwords, online catch-styles come into being. Therefore, the online catch-styles are all kinds of sentential patterns or expressions with similar structures or for similar purposes, like Taobao Style or Zhenhuan Style. Based on the structures of such catch-styles or in order to produce some certain effects, in turn, some more new catchwords emerge by following the examples of such catchwords, and will get popular online for some time. Shortly put it the other way, a catchword is a concrete word popular online, while a catch-style is an abstract form, which is a popular sentential pattern and expression extracted from the catchwords and used for reproduction online. Huang Ziran (2011) said that, in terms of mode of transmission, the main features of catchwords are "validity, high frequency, dynamics, cross expansion and short period of transmission".

III. LAWS OF CATCHWORDS AND CATCH-STYLES

Being a general sentential pattern, like other things in the world, the appearance, development, flourishing and extinction of online catchwords and catch-styles must also follow certain special laws, especially the laws about human recognition process about entities and the laws about the existence of entities. The generally held opinion is that the first catch-style popular in China is Lihua Style. Since that, more than 60 catch-styles have come into being online, like

To See or Not To See Style, Roaring Style, QQ Style, etc. What follows is the whole life circle of online catch-styles.

A. *Emergence of Catch-styles*

Based on the above mentioned information, we know that, till now, tens of various catch-styles have been in use, and even more are on the way. Then what is the source of them? Taking the social and online reality into account, catch words mainly come from the development and popularization of internet technology, also from the development of online culture. Therefore, catchwords and catch-styles are popular mainly among the netizens, online and offline. Usually, the catchwords come into being with the appearance of certain sort of events, like collective kuso, hot news, or being inspired by some media, advertisement, or some celebrity's micro-blog, for example, High-speed Rail Style comes from the words of the spokesperson after the Yongwen Line Accident; Vancl Style is the production of the slogan of VANCL, that is, "Love....., but not....., it's....., but not....., I'm.....".

B. *Development of Catch-styles*

Despite the different causes, developing processes belong to anything, namely, anything must have a process of developing, though not all the same, after they emerge. Catch-style is not an exception. After its emergence, before it gets wide acceptance among the netizens, catch-styles needs a stage of development, when netizens always want to use such style to describe something or some affairs they encounter in order to catch people's eyes or display their individuality. Just thanks to their painstaking effort in using such styles, they become increasingly familiar online and offline. As a result, more attention will be paid to them, providing them the nutrition they need to grow up.

C. *Flourishing of Catch-styles*

As soon as catch-styles are widely accepted among the netizens, the online catch-styles are widely used and will be used to produce more expressions by way of imitating the existing ones. That is, catch-styles become popular after its emergence and development due to the enthusiastic pursuit and imitation of great many netizens. Usually two stages appear before catch-styles become flourishing, imitation and application in other fields, Vancl style is the best example. The Wang Luodan version of Vancl is "Love performance, but not role playing; love struggle, but not enjoyment; love fancy clothes, love discount tags more; I'm not Millais, not so-called look-down-on-money, I'm VANCL. I'm nothing special but special. I'm different from others but you, I'm VANCL." Ever since its appearance and advertising, amusing and easily acceptable as the netizens found it was, the omnipotent netizens produced many popular sentences online with similar structures based on it, Luo Yufeng version and Huang Xiaoming version are the best examples. This is only the first stage in the flourishing stage of Vancl Style. Application comes closely after the imitation stage, on which, Vancl was applied in many other fields, for instance, Nanjing policemen once made some public posters after it. The application of such catch-styles is mainly due to their popularity and easy acceptability among people, especially among the young people, which makes the message they want to spread quickly and widely spread. The same stages also happened to other catch-styles, like Taobao Style, etc.

On the stage of flourishing, the catch-styles get spread quickly and accepted widely. Netizens, even the non-netizens will get familiar with them, leading to another circle of imitating and developing of the catch-styles, which will, in turn, lengthen the lifespan of the catch-styles, and of course, maximize the practical functions of them.

D. *Erosion and Extinction of Catch-styles*

With the times developing and things changing, and the netizens getting rid of the stale and bring forth the fresh, catch-styles get anew frequently. It often happens that the old and new catch-styles appear at the same time. This is partly due to the fact that the netizens are not always satisfied with the present situation and the existed catch-styles, they are trying hard to make up some new styles to say something or to show something. Consequently, some new catch-styles will take the place of the old ones. As for the old styles, they will be abandoned gradually, and at last disappear, following the exact rules in human society development, which can explain why Lihua Style and Zhenhuan Style have disappeared. Of course, the extinction of such old catch-styles does not happen immediately. In order to survive the irreversible trend of death, maybe some would try to fight back, some can even make it, when the old and the new exist for a certain time. Meanwhile, what must be clarified here is that the emergence of new catch-styles has nothing to do with the old ones. The reasons for the extinction of the old catch-styles are mainly because that they are too familiar for the netizens to use again. The fighting back during the extinction process simply because that there's something similar to the original source of the old ones happening, which arouses the similar image or feeling among the netizens, or because that there are some new netizens who just know them and want to use them without much knowledge about the history of them.

IV. COGNITIVE INTERPRETATION OF ONLINE CATCH-STYLES

In the processes of knowing the world, human beings kept accumulating knowledge and experience, which helps the accumulation and promotion of human cognition, which is, in turn, will help people know more about the world. Especially the promotion of cognition in human beings will surely accelerate the process of people knowing the world, and the interest and ability of people knowing the unknown world at the same time, which in return will promote the accumulation of knowledge and experience in human beings. That is to say, they are mutually influenced and benefited.

Among the unknown things in the world, Internet and online catch-styles were once unknown to people. Then how did human cognition work on people knowing them? In other words, what mechanisms exist in the emergence, development, flourishing and extinction of the online catch-styles?

A. *Generation Mechanism of Catch-styles*

Guo Jiexiang (2012) said, there's a special operation mechanism in the emergence and development of online catch-styles, namely, the analogy and generation. Analogy is "the attraction and assimilation from the existed structure to the existing one." And analogy "works by circling around the paradigmatic axle picked out on any node existing in any component of the structure." Generation refers to the generation of meaning of language in analogy, which is a must process because generation of meaning can avoid the possible limitation on objects and ranges of analogy.

Therefore, when catchwords get emerged and spread online, the catch-styles were produced by the netizens according to the similar mechanism, that is, sentential structures are extracted based on the catchwords, and similar sentences will be made up based on the structures naturally. Subsequently, when the constructor of certain sentences get more knowledge about other things or entities, in order to make them known to other people, they will naturally use the structures, namely, the catch-styles, to describe them, which helps the dissemination of such catch-styles.

In a word, the cognitive process of this generation mechanism is "from concreteness (specific sentences) to abstraction (sentential structure) to generalization (meaning generalization) and at last application". The generation mechanism works on the emergence of any online catch-style.

B. *Understanding Mechanism of Catch-styles*

Guo Jiexiang^[2] also said, two steps, construction and gestalt, are necessary in understanding online catch-styles. "Construction" refers to "words, phrases and sentential structures", whereas according to Carl Koffka (1997) "Gestalt" is a psychological term, referring to perceiving the incoherent constituents as dots or lines as coherent ones, even pretending the gapped pictures non-gapped in mind. In real life, gestalt can refer to perceiving the objects according to the existed complete structures of them in our mind. Simply put it this way, in understanding the *Drawing Sword* version of VANCL style, that is, "Love drawing sword, but not incubation; love Xiajia Bay, and the girls in Xiajia Bay; love broadsword, bayonet, bright machine-gun also; I'm not a hero, neither big shot; I belong to the independent regiment; Like you, I am a real man", people should first get the construction of VANCL style, the "Love....., but not....., it's....., but not....., I'm....." structure in their mind, and then they can get the gestalt structure by taking advantage of the existing information, namely, the TV series. By then, people can say that they have finished the understanding of *Drawing Sword* version of VANCL style.

Based on the above-mentioned message, we can safely draw the conclusion that the understanding of newly produced expressions should be based on the provided information or pre-existing knowledge. Without enough background knowledge, no one can figure out the hidden message in such sentences, let alone to understand the essence.

That is to say, the understanding mechanism of catch-styles also consists of the process of "from concreteness (specific sentences) to abstraction (sentential structure) to concreteness (new specific sentences)", which is similar in form, but different in content, with the generation mechanism of catch-styles.

C. *Metonymic Mechanisms of Catch-styles*

Xu Guanglian (2005) says defines metonymy as "a figure of speech that is used to refer to another thing that has something to do with one thing". Zhao Yanfang (2006) provided another more detailed definition to metonymy, that is, metonymy is usually used "based on people's experience. It is conceptual in essence. It is a process of being spontaneous and unconscious. It is also a method to enrich certain language expressions." Meanwhile, Xiao Yi^[6] explains the use of metonymy in online catchwords and catch-styles, "Metonymy is widely used in online catchwords." There are many sorts of metonymic phenomena in online catchwords, like "the metonymy between language and symbols", "between language and voice", "between different language systems", etc. And there are many catchwords describing the metonymic relations. For example, in Chinese, 88 can mean bye-bye in pronunciation, referring to the language and symbol type; Everything could be an illusion (神马都是浮云) could be a best example for the language and voice type; "聊天 ing" is an excellent example for the "between different language systems", as -ing form is borrowed from the Present Progressive Tense in English grammar, referring to the proceeding actions or events, while 聊天 is a Chinese phrase.

Cognitive psychology holds that when human want to store some messages in their mind, they usually classify the messages according to the principles like adjacency, similarity, relevance, etc. Some famous Cognitive psychologists also proposed the famous Spreading Activation Model, namely, the connection between concepts or things is usually activated and spread by the cognitive competence based on the principles like adjacency, similarity, relevance, etc. Meanwhile, as metonymy also operates within the cognitive domain based on the principles like adjacency, similarity, relevance, etc., we can safely draw the conclusion that metonymy is widely used in catchwords online, although we can't deny the fact that when people create such catchwords or catch-styles, they may not have such metonymic mechanism in their mind.

D. *Spreading Mechanism of Catch-styles*

In the Laws of catchwords and catch-styles part, we discussed the emergence, developing, flourishing and extinction stages in catchwords' life. The four stages are usually the reflection of any life entity. Then, in the catchwords' and catch-styles' life, what makes the originally nonliving language phenomenon living? What makes the originally-disobedient expressions popular both online and offline?

It's know to all that the beginning of some catchwords simply comes from the misuse or even deliberate misspelling or mispronunciation of words, which unexpectedly arousing people's interest in imitating when they think they can use the imitated words to say something. When they find the entertaining or some other practical functions of the words, they will surely want to share with their friends, even strangers online. Finally, with the wide spreading of the words, they become the catchwords. It means that the spreading of catchwords mainly stems from certain purposes, like entertaining, warning, etc.

As for the ways of the spreading of catch-styles, it mainly happens online for at least two reasons. One is that internet is a comparatively free kingdom. On the internet, people are free to post messages they want, even some illegal ones (of course, they will also bear their corresponding responsibilities if proved illegal). The internet is free also means that message can be spread free all over the world, seldom run into some barriers if there is no manmade conditions for any reasons. The other is that internet is an ideal carrier of messages as it can transmit them at fastest speed than ever and can make the largest amount of audience possible globally.

E. Social Functions of Catch-styles

Great philosopher Hegel once said that *to be is rational*. It means there must be certain right reasons supporting the existence of some things or phenomena. Meanwhile, great educator Confucius once held the methodology in dealing with others, namely, to learn from others what they are good at while say no to what they are not. According to Hegel, the existence of catch-styles must be rational, has its own social needs and social functions. Meanwhile, in dealing with the large amount of online catch-styles, what we should do is to follow Confucius's instruction, that is, to take advantage of the elements including positive energy and rewarding message, but to refuse the opposite ones.

According to social linguists, the emergence of new language phenomena must bear some social functions and significance. As for online catchwords and catch-styles, there must be some unique social functions. Shi Limei (2012) said, both in life and at work, the use of Taobao Style will make the communicators feel closely mentally, which will make the communication move on smoothly. Giving extended application of this idea, we know that, the online catch-styles must bear the following social functions.

First, to communicate more smoothly

Communication is the first and foremost function language has, and is also what language is for, so is online catchwords and catch-styles. As netizens are usually fond of the catch-styles, they naturally will communicate more smoothly and better with such expressions. That means the use of catch-styles in online communication will not only make the users feel better, but also make the communication go more smoothly as the users can better understand and accept the language easier, which will, in turn, save much time and energy.

Meanwhile, the use of catch-styles will absolutely make the youngsters communicate more smoothly. For example, there is certain gap between teachers and students, especially in college. In order to bridge the gap between him and his students, when a counselor in a university met his students for the first time, he made a self-introduction in VANCL style, that is, "Love movies, love great adventure, love to cook for myself, love to be the linebacker when playing football. Don't like to vegeteal, neither a stay-at-home type. I'm Wu Zhiming. I'm a Gemini. I'm a striving counselor." When he finished introducing himself, he also asked the students to introduce themselves the same way he had used. Immediately, the gap between them was gone, making the students feel closer to their counselor.

At the same time, as people often take advantage of the informal language forms and informal styles when they use the catch-styles, which helps to avoid the sense of seriousness carried by formal language forms and styles. Such informality can make the audience find that his communicator is easygoing. Such feeling will, in turn, surely make the communication go better. So, no matter in what situation a catch-style is adopted, as long as it is appropriate, it will make people feel easier and better, and can make the communication go more smoothly.

Second, to show individuality and creativity

At the same, we know that one of the reasons why catch-styles come into being is some catch-style producers thirstily want to show their individuality and creativity (to show individuality and creativity characterize the modern young people), which may not only make them famous online, but also give them a sense of achievement once they find the catch-styles they created are widely accepted and popularized online. In order to make their individuality known by larger groups of people, they will produce more catch-styles.

Third, to entertain people

Just as what has been discussed above, catch-styles come from the abstraction of catchwords online and is used to make up more catchwords to describe some cases or phenomena. In application, catch-styles are mainly used to entertain the netizens, or to display their dissatisfaction with some phenomena but in a humorous way. In doing so, the audiences and users themselves can get certain knowledge about the affairs concerned in a lighter way. On the other hand, we must admit that nowadays, in most humorous TV programs even some movies, most of the laugh stocks are derived from the online catchwords, which proves the entertaining function of catch-styles in a new light.

Fourth, to promote harmonious society

In a macroscopic light, online catch-styles help to promote harmony in the society to some degree. As we all know that online catchwords usually come from all sorts of affairs, many of which deliver somewhat negative messages, which will easily arouse anger among the netizens, then bringing negative effects on the social stability. But, when people alter the catchwords and get the catch-styles, such negative messages may get reduced, even disappeared at last. Subsequently, when the catch-styles get applied to interpret some affairs humorously, the process to alter and apply such catch-styles may help them release their negative feeling. So, in some sense, the popularization of catch-styles has positive influence on the society.

Of course, catch-styles do not always transmit positive energy. They sometimes may have negative influence on some aspects, like what the Textspeak and Candy Style have had on the development of language and literature, etc.

Apart from the above mentioned four social functions, there are many other functions that catchwords and catch-styles can have, only in different conditions, like at home, or between coworkers, etc.

V. CONCLUSION

As an online phenomenon and social reality, online catch-styles get known among, accepted and spread by the netizens. In this process, the netizens take advantage of their intelligence, personal experience and knowledge, the accumulated cognition also. Meanwhile, reasons and malpractices coexist in the online catch-styles. In knowing them, people should do with them reasonably but not blindly; in applying them, people should know the affairs thoroughly first in order not to get themselves involved in trouble because any wrong spreading of the illegal or wrong messages may cause the spreader some trouble.

At the same time, as catchwords and catch-styles may have both positive and negative influence on every aspects of social life, in applying such expressions, people should try hard to first decide the respective nature in order not to blindly use any. Therefore, people should try to take advantage of the positive catch-styles to influence people around them and cause positive influence to the society to help build a harmonious society. As for those carrying negative messages, people should first define them and pick them out, and then ignore or even bury them.

As for the studies on them, the abundant information in online catch-styles deserves more energy, which also should be carried out from different angles. The right study and appropriate use of catchwords and catch-styles will surely not only entertain the audience but also benefit the society.

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The Effects of Input and Output Tasks on the Learning and Retention of EAP Vocabulary

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Abstract—Research on the effects of task type and task sequence mode has claimed that these instructions facilitate word learning. However, so far all the research has been carried out on general vocabulary. To help close this research gap, the current study investigates the effect of task type and task sequence modes on EAP vocabulary learning and retention. To this end 45 lower-intermediate EFL learners were selected from a whole population pool of 110 based on an OPT placement test. A pretest, post test, and delayed post test was devised to compare different intervention types for teaching EAP vocabulary. The results showed equal effects for all groups in the post test and delayed post test. It was concluded that all types of instructions were a promising intervention for EAP vocabulary learning and retention.

Index Terms—output tasks, input tasks, EAP vocabulary, lower intermediate learners

I. INTRODUCTION

Vocabulary in ESP is considered essential for several reasons. First of all, Woodward-Kron (2008) found that students' "knowledge of a discipline is closely tied to the specialized language of that discipline" (p. 246). Further, he adds that "understanding and using this EAP vocabulary shows that these learners belong to a particular group" (p. 246). Thirdly, according to Blachowicz, Fisher, and Watts-Taffee (2005), not having enough vocabulary knowledge influences language learners differently: "(a) the development and preservation of social relationships with other students (b) contribution in academic learning routines (c) comprehension as a part of reading instruction, and (d) comprehension as a part of content area instruction" (p.20). Considering the importance of EAP vocabulary and the difficulties learners face because of knowledge insufficiency, the best approach is a successful program for teaching EAP vocabulary to expand learners' knowledge.

The two deep-seated hypotheses which act as the theoretical frame of this study are Krashen's Input Hypothesis (1985) and Swain's Output Hypothesis (1995). Krashen has constantly refused any role for output in language learning and believes that productive vocabulary is the natural result of receptive vocabulary acquisition and argued that natural exposure to the L2 enables learners to master L2 vocabulary (1985, 1987). On the other hand Swain emphasizes the role of output tasks for increasing learners' vocabulary knowledge in SLA. Swain (1995) theorized that "input alone is inadequate to overcome the 'plateau stage' where L2 learners' language development slows down or specific kinds of errors remain in language use". According to Swain output causes learners to be pushed out of fossilization stage and have control over their learning.

Several researchers (Benati, 2005; Benati, 2006; Morgan-Short & Bowden, 2006; Toth, 2006; Tu 2000) have studied and focused the effect of task type (input vs. output), and task sequence (input-first vs. output-first) on vocabulary learning, but the findings are not definite, and are sometimes even contrasting. Some studies have found proof to support the effects of output on language learning (Kim, 2008; Morgan-Short & Bowden, 2006; Toth, 2006), while others found input to be more effective (Benati, 2005; Benati, 2006). Furthermore, while some studies have argued for an input-first presentation (Doughty & Varela, 1998; Long, Inagaki, & Ortega, 1998), others advocate an output-first presentation (Dekeyser, 1997; Izumi & Bigelow, 2000). Finally, some researchers found output more effective while others argued that they did not find output supportive in promoting long-term retention of linguistic items better than the input condition (Dekeyser, 1997; Horibe, 2003; Izumi, Bigelow, Fujiwara and Fearnow, 1999; and Sakai, 2004). Therefore, more research is needed to uncover the mentioned vagueness regarding the effects of input/output tasks, and different presentation modes on EAP vocabulary learning in the short and long term.

Thus, in order to increase our knowledge of the roles of input and output tasks in language learning, compare their effects on EAP vocabulary learning and retention, and to see which presentation sequence is more effective in vocabulary learning, the current research is going to investigate the effects of task type, and task sequence modes on the learning and retention of EAP vocabulary by students of medical sciences.

II. METHOD

The present study aimed at investigating the impact of different task types and task sequence modes on the learning and retention of EAP vocabulary. The goal is to compare the effect of input only, input plus output, and output plus input instructions on learning and retention of EAP vocabulary in lower- intermediate EFL learners. This study, hence, attempts to address the following questions:

1. Is there a significant difference between three modes of vocabulary instructions on the learning of EAP vocabulary items by lower- intermediate medical students?
2. Is there a significant difference between three modes of vocabulary instructions on the retention of EAP vocabulary items by lower- intermediate medical students?

Participants

The participants in this study were chosen from a total of 110 EFL students, of whom 45 were placed in the lower-intermediate level based on their performance in an OPT. They were majoring in different areas of medical sciences at a university in Iran. Later, these homogenized groups were randomly assigned to three experimental groups of 15 who were subsequently exposed to input only (I), input plus output (IO), and output plus input (OI) instructions.

Instrumentation

Oxford Placement Test (OPT)

In order to guarantee the homogeneity of the groups, an Oxford Placement Test was administered. The test is claimed to reliably and validly grade and place students into two appropriate levels. The individual scores on OPT were analyzed to ensure that they were of the same level of language proficiency.

Vocabulary knowledge test (VKS)

VKS was used in order to choose 45 out of 80 words for the intended project. The VKS instrument uses a scale combining self-report and performance items to elicit both self perceived and demonstrated knowledge of specific words in written form. The scale ratings range from complete unfamiliarity, through recognition of the word and some idea of its meaning, to the ability to use the word with grammatical and semantic accuracy in a sentence (Wesche & Paribakht, 1996). The reliability and the validity of the VKS has been established in a number of research studies (Wesche & Paribakht, 1996 and Joe, 1995).

Pre-test, post- test, and delayed post test

On the third week of this study the participants took a paper based pretest before the treatment. The 45 vocabularies chosen based on the VKS test were transformed into a 45 item test. The first part included 14 multiple choice questions, the second part were 10 fill in the blanks items which was followed by 6 sentence making questions, and finally 15 translation items. The pretest was used to measure the participants' knowledge of vocabulary items being taught in the treatment phase. A post test was implemented to determine the effect of the treatment on instructions two days after the treatment. The post test was exactly the same as the pretest in order to prevent the effect of test type. Subsequently a delayed post test was administered two weeks after the treatment had finished. The delayed post test was also similar to the pretest in order to prevent any unwanted test effect.

Procedure

Before the study, a standardized English placement test (OPT) was administered to the 110 students taking general English. The 45 subjects whose scores were one standard deviation below the mean were chosen for the study. They were subsequently divided into three groups of 15 for three different instructions. Once the researcher made certain that the participants formed a homogenous sample, she ran a VKS test to choose the right vocabulary for the treatment. The result of the VKS came to choosing 45 words out of 80. Each week the participants worked on 15 words based on the treatment group they were in. A pre-test then was taken a week before the treatment started by all the participants in the three experimental groups to provide the data for quantitative comparison before and after the treatment.

The treatment was designed for one hour, two sessions a week for three weeks. It comprised of 15 new words each session. The first group in the study was the input only (I) group, the second group was the input plus output group (I-O), and the third group was the output plus input group (O-I). For each group, a 15 minute time was allocated for the demonstration of the learning medium. The researcher introduced different parts and components of the treatment. The participants were informed that they were not allowed to use a dictionary and they could not interact with their classmates.

The immediate post-test served the purpose of assessing the effectiveness of the treatment 2 days after the treatment, and the obtained scores were compared to see which group had more progress in L2 vocabulary learning. Four weeks after the post test a delayed post test was administered to check the long term effect of the treatment, vocabulary retention.

Data Analysis

In order to investigate the first research hypothesis, descriptive statistics of the lower intermediate students' vocabulary scores for the experimental group at pretest and posttest periods were calculated. Next a series of one-way ANOVAs were computed across each testing time to examine between-group differences. Moreover, post-hoc comparison tests were run where necessary. Finally, repeated measures ANOVAs were conducted in order to investigate the improvements from pretest to posttest within-group each group. The minimum alpha for confirmation of the research hypothesis was .05.

III. RESULTS

Descriptive Results of Three Groups' Pre-test

Table 1 shows that input only and output- input group had the same mean score ($M = 3.33$). The mean score of the pretest in the input- output group ($M = 3.93$) was marginally higher than the pretest of the other two groups. Concerning the posttests, the mean score of the output- input group ($M = 25.33$) was lower than the other two groups. Additionally, this table shows that the scores improved from pretest to posttest in all of the three groups. To establish whether the differences were statistically significant a series of one-way ANOVAs were carried.

TABLE 1
DESCRIPTIVE STATISTICS OF THE LOWER INTERMEDIATE STUDENTS' SCORES (LEARNING)

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Pretest	Input only	15	3.33	2.380	.615	2.02	4.65	0	8
	Input- Output	15	3.93	1.870	.483	2.90	4.97	1	7
	Output- Input	15	3.33	2.193	.566	2.12	4.55	0	7
	Total	45	3.53	2.128	.317	2.89	4.17	0	8
Posttest	Input only	15	26.13	5.579	1.440	23.04	29.22	18	38
	Input- Output	15	26.20	5.158	1.332	23.34	29.06	18	38
	Output- Input	15	25.33	4.203	1.085	23.01	27.66	17	32
	Total	45	25.89	4.914	.733	24.41	27.37	17	38

The results of the ANOVAs, revealed that there were no statistically significant differences between the three groups at the pretests, $F(2, 42) = .387$, $p > .05$, and posttests, $F(2, 42) = 3.489$, $p > .05$. The results indicated that the performance of lower intermediate students were not significantly different among the three groups.

TABLE 2
ONE-WAY ANOVAS OF THE LOWER INTERMEDIATE STUDENTS' SCORES (LEARNING)

		Sum of Squares	df	Mean Square	F	Sig.
Pretest	Between Groups	3.600	2	1.800	.387	.682
	Within Groups	195.600	42	4.657		
	Total	199.200	44			
Posttest	Between Groups	6.978	2	3.489	.139	.871
	Within Groups	1055.467	42	25.130		
	Total	1062.444	44			

Yet, within-group differences should also be examined before jumping to any conclusions. Subsequently, paired samples t-tests were calculated to investigate the development of the scores from pretest to posttest within each group.

TABLE 3
PAIRED SAMPLES T-TESTS OF THE LOWER INTERMEDIATE STUDENTS' SCORES (LEARNING)

		Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
Group		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Input only	Pretest - Posttest	-22.800	5.130	1.324	-25.641	-19.959	-17.214	14	.000
	Input-Output	-22.267	5.035	1.300	-25.055	-19.478	-17.127	14	.000
Output-Input	Pretest - Posttest	-22.000	4.175	1.078	-24.312	-19.688	-20.410	14	.000

Paired samples t-tests in Table 3 revealed that the vocabulary scores of lower intermediate students significantly improved from pretest to posttest in all of the three groups ($p = .000$). These results suggested that all of the three Input-first, Output-first and Input-Only instructions had significant effects on the development of the of lower intermediate learners' vocabulary scores in the immediate posttests.

In sum, the obtained results with regard to learning of EAP vocabulary items by lower intermediate students revealed that there were no statistically significant differences between the three groups at immediate posttests. However, within-group analyses showed that all of the three instruction types led to the significant developments from pretest to immediate posttest scores.

The second research question sought to examine the difference between Input-first, Output-first and Input-only

instruction on the retention of technical vocabulary items by lower intermediate students. As shown in this table, the delayed posttests mean score of the Output- Input group ($M = 21.60$) was smaller than that of the other two groups. Also, the delayed posttest mean of the Input- Output group ($M = 23.73$) was smaller than the Input only group ($M = 24.87$). In addition, there was a general reduction in the mean scores from immediate to delayed posttests in all of the three groups.

TABLE 4
DESCRIPTIVE STATISTICS OF LOWER INTERMEDIATE STUDENTS' SCORES (RETENTION)

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Pretest	Input only	15	3.33	2.380	.615	2.02	4.65	0	8
	Input- Output	15	3.93	1.870	.483	2.90	4.97	1	7
	Output- Input	15	3.33	2.193	.566	2.12	4.55	0	7
	Total	45	3.53	2.128	.317	2.89	4.17	0	8
Posttest	Input only	15	26.13	5.579	1.440	23.04	29.22	18	38
	Input- Output	15	26.20	5.158	1.332	23.34	29.06	18	38
	Output- Input	15	25.33	4.203	1.085	23.01	27.66	17	32
	Total	45	25.89	4.914	.733	24.41	27.37	17	38
Delayed Posttest	Input only	15	24.87	4.565	1.179	22.34	27.39	18	35
	Input- Output	15	23.73	4.511	1.165	21.24	26.23	15	30
	Output- Input	15	21.60	2.798	.722	20.05	23.15	17	26
	Total	45	23.40	4.180	.623	22.14	24.66	15	35

To examine the difference between the three groups regarding the retention of technical vocabulary items by lower intermediate students, the delayed posttest scores were subjected to a one-way ANOVA. This was followed by three separate repeated measures ANOVAs within each group in order to investigate the development of the vocabulary scores through time.

TABLE 5
ONE-WAY ANOVA OF THE LOWER INTERMEDIATE STUDENTS' DELAYED POSTTEST SCORES (RETENTION)

		Sum of Squares	df	Mean Square	F	Sig.
Delayed- Posttest	Between Groups	82.533	2	41.267	2.526	.092
	Within Groups	686.267	42	16.340		
	Total	768.800	44			

Comparing the scores of the groups on the delayed posttests via the one-way ANOVA in table 5, no significant differences were observed between the groups at the second post test $F(2, 42) = 2.526, p > .05$. That is, there was no significant difference between Input-first, Output-first and Input-only instruction on the retention of EAP vocabulary items by lower intermediate students.

In the second phase of analysis, within-group differences were investigated. Thus, to examine the development of lower intermediate students' vocabulary scores through the three testing periods, a series of repeated measures ANOVAs were run within each group.

TABLE 6
REPEATED MEASURES ANOVAS OF THE LOWER INTERMEDIATE STUDENTS' SCORES (RETENTION)

Group	Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Input only	Time	Pillai's Trace	.971	214.960 ^b	2.000	13.000	.000	.971
		Wilks' Lambda	.029	214.960 ^b	2.000	13.000	.000	.971
		Hotelling's Trace	33.071	214.960 ^b	2.000	13.000	.000	.971
		Roy's Largest Root	33.071	214.960 ^b	2.000	13.000	.000	.971
Input- Output	Time	Pillai's Trace	.957	142.949 ^b	2.000	13.000	.000	.957
		Wilks' Lambda	.043	142.949 ^b	2.000	13.000	.000	.957
		Hotelling's Trace	21.992	142.949 ^b	2.000	13.000	.000	.957
		Roy's Largest Root	21.992	142.949 ^b	2.000	13.000	.000	.957
Output- Input	Time	Pillai's Trace	.974	244.761 ^b	2.000	13.000	.000	.974
		Wilks' Lambda	.026	244.761 ^b	2.000	13.000	.000	.974
		Hotelling's Trace	37.656	244.761 ^b	2.000	13.000	.000	.974
		Roy's Largest Root	37.656	244.761 ^b	2.000	13.000	.000	.974

As reported in table 6, repeated measures ANOVAs revealed significant effects for time in all of the three groups of, Wilks' Lambda = .029, $F = 214.960, p < .05$, Input+ Output, Wilks' Lambda = .043, $F = 142.949, p < .05$, Output+ Input, Wilks' Lambda = .026, $F = 244.761, p < .05$. Consequently, In order to pinpoint the exact point in time where differences occurred in the input-based group, post-hoc within-group comparisons were run with Bonferroni adjustment.

TABLE 7
POST-HOC WITHIN-GROUP COMPARISONS OF LOWER LEVEL STUDENTS' SCORES (RETENTION)

Level	Group	(I) Time	(J) Time	Mean Difference (I-J)	Std. Error	95% Confidence Interval for Difference ^b		
						Sig. ^b	Lower Bound	Upper Bound
Low	Input only	1	2	-22.800*	1.324	.000	-26.400	-19.200
			3	-21.533*	1.028	.000	-24.326	-18.741
		2	1	22.800*	1.324	.000	19.200	26.400
			3	1.267	.565	.125	-.268	2.801
		3	1	21.533*	1.028	.000	18.741	24.326
			2	-1.267	.565	.125	-2.801	.268
	Input- Output	1	2	-22.267*	1.300	.000	-25.800	-18.733
			3	-19.800*	1.204	.000	-23.072	-16.528
		2	1	22.267*	1.300	.000	18.733	25.800
			3	2.467*	.716	.012	.520	4.413
		3	1	19.800*	1.204	.000	16.528	23.072
			2	-2.467*	.716	.012	-4.413	-.520
Output- Input	1	2	-22.000*	1.078	.000	-24.930	-19.070	
		3	-18.267*	.796	.000	-20.429	-16.104	
	2	1	22.000*	1.078	.000	19.070	24.930	
		3	3.733*	.511	.000	2.343	5.123	
	3	1	18.267*	.796	.000	16.104	20.429	
		2	-3.733*	.511	.000	-5.123	-2.343	

According to table 7, within-group comparisons with Bonferroni adjustments manifested significant gains from pretest to posttest and also from pretest to delayed posttest in all of the three groups. Besides, no significant gains were reported from immediate to delayed tests in the input only group. However, the post-hoc test revealed that the slight reductions from immediate to delayed posttests in the Input- Output and Output- Input were proved to be statistically significant ($p > .05$). Overall, these results indicated that all three groups could develop significantly from pretest to the immediate posttest and could also retain that improvement in the delayed posttest as the developments from pretest to delayed posttests were statistically significant.

All in all, based on the obtained results deductions could be made that there was no significant difference between the three groups regarding the retention of technical vocabulary items by lower intermediate students. Additionally, learners in the three groups could significantly improve their scores from pretest to posttest and also from pretest to delayed posttest. That is, the three instruction methods were successful in improving the retention of technical vocabulary by lower intermediate students. Consequently, the third null hypothesis stating that there is not any significant difference between Input-first, Output-first and Input-Only vocabulary instruction on the retention of technical vocabulary items by lower intermediate students of medical sciences was confirmed.

IV. DISCUSSION

Our finding in terms of different possible orders to present input and output is not consistent with several other studies. Some studies have argued for an input-first presentation (i.e., Doughty & Varela, 1998; Long, Inagaki, & Ortega, 1998), and others for an output-first presentation (Dekeyser, 1997; Izumi & Bigelow, 2000). These claims are based on which of these conditions researchers believe that learners focus more on target features. Theoretically, producing language enables learners to become more sensitive to what they can and cannot say in the target language, and therefore the output first presentation may further enhance the learners' awareness of target forms or meanings, in comparison with the input first and then output presentation. However the results of the current study have only produced minimal empirical support for whether output indeed alters learners' subsequent input processing, and if it promotes the acquisition of target forms.

However, the results with regard to the first research question in this study are similar to findings from some other studies: for instance, Izumi and Bigelow (2000) and Sakai (2004) yielded similar non-significant findings. Izumi and Bigelow (2000) compared one group that was given output practice and subsequent exposure to relevant input with a second group that received the same input for comprehension only.

This finding might seem in direct contrast with the tenets of output hypothesis and many of the studies conducted on the issue (Izumi, 2002; Izumi et al., 1999; Song & Suh, 2008; Swain 1993, 1995; Swain & Lapkin, 1995), yet it is in line with other studies (Izumi & Bigelow, 2000; Izumi & Izumi, 2004; Shintani, 2011) which have specifically compared the input vs. output-based treatments in language acquisition and came up with the finding that output-based teaching could not be deemed any superior to the input-based equivalent. These studies point to the non-significance of differences between learning gains of participants involved in output tasks in comparison with those engaged in non-output tasks. We assume that the possible explanations for the non-significant findings for the retention of technical vocabulary items by lower intermediate students are the same as the explanations given for the non significant findings for the learning of technical vocabulary items by lower intermediate students. Therefore, one explanation might be that

the output tasks were too demanding for learners with relatively low L2 production skills which hindered word learning and retention. Another explanation might be that, contrary to the assumption proposed in previous studies, output itself might be not as effective a tool to help lower level learners remember the vocabulary items. Besides, the tasks used in the current study provided repeated opportunities but did not require that students search for meaning. At this proficiency level, learners might have completed the vocabulary tests with a minimalist approach – by simply skipping unfamiliar words without any attempt to find the meaning of the vocabulary items.

In addition, according to the Hulstijn and Laufer (2001, p.552) “the involvement load hypothesis does not predict that any output task will lead to better results than any input task. It predicts that higher involvement induced by the task will result in better retention, regardless of whether it is an input or output task.” Therefore, another justification might be that lower level students had similar rates of involvement loads irrespective of the task type and task sequence under investigation.

Furthermore, as indicated earlier, studies (e.g., Kim, 2008; Keating, 2008) had already shown that input and output tasks will lead to similar results irrespective of proficiency level. However, our results do not support Kim (2008) and Keating (2008) in terms of the neutral role of proficiency level; since, in the current study, the results were different for learners with higher and lower proficiency levels.

Another finding of the current study was that lower level learners in the three groups could significantly improve their scores from pretest to post test and also from pretest to delayed posttest. One explanation is related to the act of production itself. According to Swain (2000), output tasks demand deeper cognitive effort, which might have contributed more to word retention. In other words, what contributes to word retention is not merely a product of deliberate manipulation of variables in task, irrespective of its type; rather other elements such as task type may be equally important.

Another explanation for the result might be related to the materials and procedures used for this study. Unlike previous studies, Tasks in this study were more elaborate in that this study utilized four input tasks and two output tasks. Input Task 1 was a reading text containing the target vocabulary items followed by some multiple choice questions. Input Task 2 was a list of 10 sentences in which the target vocabularies were underlined and in front of the sentence a synonym was provided for the underlined word. Input Task 3 contained ten sentences, each of which contained one of the target words underlined. The students had to read the sentences and provide the Persian translation for the underlined part. Input Task 4 was another reading text containing the same vocabulary items, similar to task one in topic but with different wordings. Like Input Task 1, this text will also be followed by some multiple choice questions. Output task 1 was a list of sentences, each of which contained a synonym of the target word that was underlined; the students had to provide the target word for the underlined synonym. In addition, Output task was the list of the target words, and the students were asked to make a sentence using that word.

The previous studies only included a list of words with which the participants were to write original sentences. Hence it seems to be a plausible explanation to suggest that in this study vocabulary retention in all of the three groups was a product of repeated exposure.

All in all, though the account advanced here implies an ineffective role of providing output opportunities through different production tasks, this does not negate the suitability of such practices for different learners with different proficiency levels, social and psychological backgrounds. In fact, the findings with regard to higher intermediate learners advocated for the effectiveness of the output-input and input-output tasks over input only task. This discrepancy motivates further examination of the effects of different sequences of input and output tasks on vocabulary acquisition.

V. CONCLUSION

It was concluded in the current study that lower intermediate learners could take advantage of any type of instruction. At this level of language proficiency instruction in any sequence can be beneficial to learning and retention of EAP vocabulary. This study supports both input and output hypothesis indicating that at this level exposure to new language is more important than the type and sequence of presentation. Further studies can focus on different levels of language proficiency

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Application of Task-based Instruction to College English Reading Teaching for Non-English Majors in Leshan Normal University, Sichuan, China

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Abstract—First raised in 1980s, Task-based Instruction (TBI) is an effective teaching method advocated by many foreign language researchers, focusing on the use of authentic language and on asking students to do various kinds of meaningful tasks through the target language. Based on a study carried out in Leshan Normal University, the writer proves that the application of TBI to college English reading teaching can greatly intrigue non-English majors, help them build their self-confidence in English study, cultivate their sense of cooperation in the process of carrying out classroom activities and tasks with their classmates and thus to improve non-English majors' reading ability. In addition, some suggestions to TBI are also presented for further studies.

Index Terms—task-based instruction, College English reading teaching, non-English majors

I. INTRODUCTION

With the development of economic globalization and China's increasingly vital role in the world, English has become more and more important in China. Under this circumstance, English learning is a must for students especially college students. But the current English study in Chinese universities and colleges is far from satisfaction and still has a long way to go. With the fast development of new theories and approaches of language teaching, college English teachers begin to realize that traditional teaching methods fail to arouse students' interest in English learning. The teacher-centered class should be converted into the learner-centered urgently. Task-based Instruction (TBI) is an efficient approach recommended by many foreign language researchers in that it can greatly help college students to improve their language learning. Based on a study carried out in Leshan Normal University, this paper aims to prove that TBI is of great importance in college English reading teaching for non-English majors, in terms of greatly intriguing non-English majors, helping them build their self-confidence in English study, cultivating their sense of cooperation in the process of carrying out classroom activities and tasks with their classmates and thus improving non-English majors' reading ability.

The definition and features of TBI are as follows. Task-based Instruction (TBI) is also called Task-based Approach (TBA) or Task-based Language Teaching (TBLT). The task-based language learning was firstly raised by Prabhu (1987) from the aspect of teaching, stressing that students study languages by fulfilling the tasks in the process of language use. It has caught a lot of attention of educators and scholars in Second Language Acquisition (SLA) since then. Peter Skehan (1998), a famous British linguist, defined TBI as "Instruction in which learners are given tasks to complete in the classroom makes the assumption that transacting tasks in this way will engage naturalistic acquisitional mechanisms, cause the underlying interlanguage system to be stretched, and drive development forward" (p.95). Jane Willis (2000) thinks that Task-based Language Teaching (TBLT) is an effective method to English learning and teaching which take advantage of tasks assigning language learners in a given context and encouraging them to finish those tasks for the purpose of communication.

The theoretical basis of TBI includes language acquisition theory, psycholinguistics, constructivism, socio-linguistics, cognitive psychology, etc.

The features of TBI put forward by Skehan and Nunan are summarized as follows: "The primary one is meaning; some communication problems should be solved; there are some priorities of task completion; the assessment of task performance is in accordance with the outcome; there are some kinds of relationships to the real world." (Skehan, 1998, p.95)

The features of TBI summarized by Nunan are summarized as follows: "The provision of opportunities for learners to focus not merely on language, but also on the learning process itself; the introduction of authentic texts into the learning situation; a stress on learning to communicate through interaction in the target language; an enhancement of the learner's own personal experiences as important contributing elements to classroom learning; an effort to connect classroom language learning with language activation out of class." (Nunan, 1991, p. 279) And further, Nunan (1989)

summarized the following 5 principles in TBI for task selection: the form-function principle, the authenticity principle, the task dependency principle, learning by doing principle and Scaffolding principle.

II. CURRENT PROBLEMS OF ENGLISH READING TEACHING FOR NON-ENGLISH MAJORS

Current problems of English reading teaching for non-English majors in Leshan Normal University are listed as follows:

1. *Deficient Teaching Time*

English study needs a lot of practice, especially the practice under teachers' enlightenment, supervision and instruction. But in China, most universities and colleges like Leshan Normal University offer 4 English classes per week only for freshmen and sophomores. Within limited instruction time, it is hard for teachers to give instructions to college students, which makes it difficult for them to improve their English reading. What makes thing worse is that the students lack the initiative to study English in their spare time.

2. *Traditional Methods of English Reading Teaching*

Currently, more and more emphasis has been laid on students' practical and communicative abilities in English, but there are still a great number of English teachers who adopt traditional test-oriented methods in their classes. In this kind of teaching, teacher-centered class prevails where the teachers focus on teaching language knowledge like vocabulary explanation, sentence translation and grammatical points, failing to arouse the students' interest in English study. Thus, the students find it hard to improve their English competence.

3. *Students' Improper Reading Habit and Inefficient Reading Skill*

In English reading practice, students' improper reading habits are big problems, such as reading word by word, looking up dictionary every time they meet new words, reading back again and again, etc. These bad habits not only decrease the reading speed, but also prevent them from understanding the main idea of the reading materials. What's more, inefficient reading skills are barriers to students' English reading. Proper reading skills and suitable supplementary reading materials are badly needed for students. Only when they form the good reading habit and master efficient reading skills can they improve their English reading competence.

4. *Students' Lack of English Vocabulary and Related Background Knowledge*

To understand reading materials well, students need to master certain amount of vocabulary in the first place. But in reading classes, most English teachers only focus on the article and the textbook without introducing efficient approaches to the students to memorize vocabulary like associating words with one another, the mastering the rules of word-formation, making inference about the meaning of new words from context, etc. Lack of vocabulary render them lose heart in English reading. In addition, students' lack of related background knowledge is another big obstacle for students to fully comprehend English reading materials.

5. *Students' Lack of Self-confidence in English Reading*

In traditional test-oriented and teacher-centered English reading class, the students could not generate curiosity and thirst for English learning, resulting in boring and inactive English class. As time goes by, it makes the students lose heart and then they gradually become sick of English study. And this phenomenon is more and more common among college students, especially non-English majors. In Leshan Normal University, the certificate of CET is no longer a must for graduation, which makes things worse. The students pay little attention to English study due to the lack of confidence in it.

III. METHODOLOGY

Purposes of the Study

The main purpose of the study is to prove TBI is more effective than traditional teaching methods in English reading teaching for non-English majors in Leshan Normal University. Besides, the study will try to prove that TBI helps to arouse non-English majors' learning interest, to establish their self-confidence in English study and to improve their English reading ability.

Subjects of the Study

The study carried out in Leshan Normal University lasted one semester from September 7th, 2015 to December 31st, 2015 (specifically, sixteen weeks, four classes per week). The students are sophomores of Class 1, 2, 3 of Grade 2014 in the School of Physical Education. In English reading class, the students were taught by using TBI. Teacher carefully designed various tasks according to the reading materials. In class, the teacher encouraged all students to participate in classroom activities actively.

Content of the Study

Questionnaire

The study adopted a close-ended questionnaire mainly divided into the following four parts: Basic conditions of English reading teaching in Leshan Normal University (such as students' current English level, the reading materials used in English reading class, etc.); students' knowledge about the traditional teaching methods and TBI; students' learning interests and self-confidence before and after TBI is used in English reading teaching; and students' reading habit and reading time out of class before and after the use of TBI in English reading class. Altogether, 180 handouts

were sent to Class 1, Class 2, and Class 3 of Grade 2014 in the School of Physical Education. And 175 valid questionnaires were collected.

Interview

In the study, the author interviewed some students randomly chosen from Class 1, Class 2, and Class 3 of Grade 2014 in the School of Physical Education after the application of TBI. The author had prepared some topics and questions beforehand. The purpose of the interview is trying to get the students' attitudes, opinions and suggestions about TBI. The topics and questions are as follows: (1) What do you think of TBI? (2) Which one do you prefer, the traditional teaching methods or TBI? (3) Are you more motivated after TBI is used in English reading teaching? (4) What tasks attract you in English reading class? (5) What can you get from tasks like problem-solving and group discussion? (6) What is your suggestion to TBI in English reading teaching?

Classroom Observation

In the study, the writer made a careful observation of English reading teaching in the three classes of the School of PE after the application of TBI, making recordings with a video tape recorder of the whole process in the class including the classroom atmosphere, the teachers' teaching, the students' learning, the students' implementation of the tasks as well as the interaction between teachers and students. The observation was launched with the purpose of getting the whole picture of the current situation of English reading teaching in Leshan Normal University, which mainly concerns the reading materials, students' participation in tasks and classroom atmosphere, and so on.

Teaching Stages

In English reading teaching, the writer adopted 3 stages after the use of TBI: pre-reading stage, while-reading stage and post-reading stage. In pre-reading stage, related background knowledge and cultural knowledge were conveyed to the students. In while-reading stage, the teacher designed various kinds of tasks for the students to practice such as exchanging opinions, role play, group discussion, predicting the writer's ideas, skimming and scanning, careful reading, critical reading, problem solving, sharing personal experience, written work and exercises, etc. In post-reading stage, the teacher put more emphasis on encouraging students to develop their reading ability as well as language competence.

IV. RESULTS AND ANALYSIS

Major Findings of the Study

The study proves that TBI is a more efficient approach than the traditional teaching methods in English reading teaching. The application of TBI arouses the students' interests in English study, helps them to build self-confidence, to foster strong sense of cooperation and to improve their English reading competence. The major findings of the study are summarized as follows:

1. The application of TBI is able to stimulate non-English majors' learning interest and to cultivate the sense of cooperation with their classmates in the process of implementing classroom tasks. Based on the questionnaire and interview, the writer has found that with the help of TBI most of the students are obviously more active and enthusiastic in English reading class than before, that they enjoy participating in different tasks assigned by the teacher, that they have fostered good habits of English reading, and that the aroused interest stimulate them read more and learn more in return. Meanwhile, the writer has also found that through certain tasks like role play and group discussion the students' sense of cooperation with one another has been greatly enhanced.

2. The application of TBI is able to build non-English majors' self-confidence in English reading. Based on the questionnaire and interview, the writer has found that with the help of TBI more and more the students are willing to answer the questions raised by the teacher initiatively with high accuracy. Besides, their answers are not limited to the question itself, and they would like to discuss the background information of the task-related question with the teacher. In group work, most of the students are active to exchange opinions with other group members. In addition, more and more students begin the autonomous English reading in their spare time. Gradually in this way, they make progress in English reading, which helps them become more and more confident in English reading.

3. The application of TBI is able to help non-English majors to improve their English reading competence. With the help of TBI, the students can greatly improve the reading speed and reading skills. In the study, the writer has found that the reading speed of the students in the school of PE has increased a lot compared with their previous speed. In the past, their reading speed was about 60 words per minute, but it has reached more than 120 words per minute after the TBI is used. Reading word by word no longer happens. What's more, the writer has also found that most students can consciously use some reading strategies and skills like skimming and scanning in order to increase reading speed and improve reading validity.

Implications of the Study

The following implications of the study can be concluded for the teachers to take better use of TBI to improve English reading teaching.

1. TBI changes the teacher-centered class into the student-centered class. Spoon-feeding and learning by rote no longer exists in English class. The theory of TBI advocates learning by doing. The students convert from passive recipients to active participants.

2. TBI alters teacher's role in class. The teacher is not only an initiator of knowledge but also a facilitator, a guide and an observer. The teacher is supposed to design appropriate tasks for students and guide them to finish those tasks with

satisfactory results.

3. TBI enhances students' cooperative and communicative learning. In the process of fulfilling tasks, non-English majors are exposed to good opportunities and suitable environment of communication and cooperation. Only in this way can they practice what they have learned in class.

4. Every coin has 2 sides. So TBI also has the following disadvantages that need the teachers' concern:

(1) In the application of TBI to English reading teaching, the teachers are supposed to be highly responsible, positive and innovative. They must bear the principle of student-centered class in mind, they must convert their roles in classroom teaching, and they must spend more spare time in finding more reading materials and preparing more related cultural information in order to implement task-based reading teaching smoothly, otherwise TBI may be impossible to carry out.

(2) In the process of TBI, the teachers are supposed to explain relevant cultural points and language points in the first place before they actually assign the tasks, so it is the teacher's job to choose the appropriate content from too many resources available that will interest the students most, or the students will feel bored, which will certainly affect TBI.

(3) In the process of TBI, when students are implementing their tasks with one another in the group work or discussion, the teachers are supposed to adopt some methods to control the whole class so that the classroom won't be out of the order. It is advisable that the teacher should walk around the classroom and listen carefully to the students' discussion and even participate in one or two groups.

(4) In the process of TBI, the students have limited time to fulfill their tasks in class. In such case, the students are apt to use incorrect pronunciation, grammar and even vocabulary due to haste. But if the incorrect language is often used, it will surely do harm to the students' English competence. So it is advisable that the teacher should arrange some tasks to be implemented out of class and correct the students' wrong use of language anytime.

(5) Scientific and valid evaluation of TBI is hard to make. Currently, the traditional tests like College English Test Band 4 or 6 cannot do the job. TBI not only improves the students' integrated language proficiencies but also develop their abilities in reasoning, cooperation and autonomous learning, etc. Apparently, one single test like CET4 or CET6 cannot prove everything.

Suggestions to Further Studies

The following suggestions are presented for further studies on TBI:

1. The teaching tasks should be designed based on the reading material itself. In the application of TBI, English teachers are likely to focus more on designing different kinds of tasks while ignoring the close links between the tasks and the reading material, which results in that students fail to apply the knowledge to practice correctly. That requires the teacher to fully comprehend the reading material and to do more work in their task design. Besides, in task design, the teachers should take students' opinions and suggestions into account. Only in this way can the class become really student-centered.

2. The teaching tasks should be designed based on the students' real life and study. In this case, the teachers are supposed to have a thorough understanding of TBI theories so that they can design more scientific and feasible tasks that are closely related to the students' real life and study. Only in this way can the students become more interested in the tasks and fulfill the tasks more easily. What's more, the teaching tasks should be presented clearly by the teacher, or the students can not understand the teachers' requirements fully, the tasks will become too complicated for them to implement, and the class will become teacher-centered again.

3. In the application of TBI, the teacher should encourage all students to take part in the tasks. Previously, when the teacher raises questions or assigns tasks, chances are that only a few active students speak while others remain indifferent, and that the teacher tends to praise only those active students especially when they complete their work correctly. In this case, other students' learning passion in English is worsened. To change the situation, by TBI, the teacher should incite all students, especially those who are not active in class, to participate in tasks from the easier ones to harder. And the teacher should make more positive compliment and encouragement for their participation.

V. CONCLUSION

To sum up, English reading teaching in Chinese universities and colleges still has a long way to go. Currently, most of the English reading classes are still teacher-centered in which the teachers dominate the whole class by reading the article, introducing new vocabulary, explaining difficult sentences, assigning exercises and supplying right answers to the exercises. Under this circumstances, students do exactly what the teachers want them to do without actively thinking about why to do or how to do it more efficiently. In this case, the students' learning interest will be worsened and their English competence cannot be improved.

Fortunately, more and more educators and teachers of English realize that English class should be converted from the teacher-centered to the student-centered. And they have studied for years in finding the best way to make things better. The application of TBI can greatly arouse non-English majors' learning interest in English, help them to build their self-confidence in English study, cultivate their sense of cooperation in the process of carrying out classroom activities and tasks with their classmates and thus to improve non-English majors' reading ability.

Based on TBI, the writer did this study in Leshan Normal University and proved that compared with the traditional methods TBI is more effective in many aspects. What is more, TBI can greatly improve non-English majors' English

reading competence as well as other skills. In addition, it can also motivate students' autonomous learning in English. However, TBI still has some disadvantages like the teachers' competence to carry out TBI, the evaluation approach, etc. Thus, further studies should be launched to solve these problems.

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